

The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, April 18, 2018 meeting:

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Agenda Title: **Proposal from the Faculty of Graduate Studies & Research for a New Post-Baccalaureate Certificate in Sport and Recreation Management, Faculty of Kinesiology, Sport, and Recreation.**

CARRIED MOTION:

THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, recommend that the Board of Governors approve a new Post-Baccalaureate Certificate in Sport and Recreation Management, as recommended by the GFC Academic Standards Committee, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Kinesiology, Sport, and Recreation, and as set forth in Attachment 1, to take effect September 2019.

Final Item: 4.

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Agenda Title: **Proposal for the Termination of the Bachelor of Arts and Bachelor of Arts (Honors) in: Italian Studies; Russian Language and Literature; Ukrainian Folklore; Ukrainian Language and Literature; French and Italian; German and Scandinavian; Italian and Spanish; Russian and Ukrainian, Faculty of Arts**

CARRIED MOTION:

THAT the GFC Academic Planning Committee recommend to General Faculties Council the termination of the Bachelor of Arts and Bachelor of Arts (Honors) in: Italian Studies; Russian Language and Literature; Ukrainian Folklore; Ukrainian Language and Literature; French and Italian; German and Scandinavian; Italian and Spanish; Russian and Ukrainian to take effect upon final approval.

Final Item: 5.

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Agenda Title: **Proposal for the Termination of the Bachelor of Arts Individualized Major and Minor, Faculty of Arts**

CARRIED MOTION:

THAT the GFC Academic Planning Committee recommend to General Faculties Council the termination of the Bachelor of Arts Individualized Major and Minor to take effect upon final approval.

Final Item: 6.

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Agenda Title: **Proposal for the Termination of the Bachelor of Arts, Bachelor of Arts (Honors), and the Certificate in Middle Eastern and African Studies (MEAS), Faculty of Arts**

CARRIED MOTION:

THAT the GFC Academic Planning Committee recommend to General Faculties Council the termination of the Bachelor of Arts, Bachelor of Arts (Honors), and the Certificate in Middle Eastern and African Studies (MEAS) to take effect upon final approval.

Final Item: 7.

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Agenda Title: **Proposal for the Termination of the Bachelor of Music routes of Music History, School Music, and World Music, Faculty of Arts**

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CARRIED MOTION:

THAT the GFC Academic Planning Committee recommend to General Faculties Council the termination of the Bachelor of Music routes of Music History, School Music, and World Music to take effect upon final approval

Final Item: 8.

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**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposal from the Faculty of Graduate Studies & Research for a New Post-Baccalaureate Certificate in Sport and Recreation Management, Faculty of Kinesiology, Sport, and Recreation.**

**Motion:** THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, recommend that the Board of Governors approve a new Post-Baccalaureate Certificate in Sport and Recreation Management, as recommended by the GFC Academic Standards Committee, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Kinesiology, Sport, and Recreation, and as set forth in Attachment 1, to take effect September 2019.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Heather Zwicker, Dean and Vice Provost, Faculty of Graduate Studies and Research Kerry Mummery, Dean, Faculty of Kinesiology, Sport, and Recreation
Presenter	Kerry Mummery, Dean, Faculty of Kinesiology, Sport, and Recreation Christine Ma, Assistant Dean, International and Community Education, Faculty of Kinesiology, Sport, and Recreation Deborah Burshtyn, Vice Dean, Faculty of Graduate Studies and Research

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	<p>The focus of the Sport and Recreation Management Post-Baccalaureate Certificate (PBC) is enhancing management and leadership skills in the fields of recreation, sport, community services and health that ultimately enhance the quality of life of individuals and communities through the provision of recreation, sport, and health programs, services, and facilities as well as increase the organizational effectiveness of sport and recreational organizations or entities.</p> <p>The program will be delivered on-line and will consist of 4 courses valued at 3 credits each (12 credits total). The certificate will use both synchronous and asynchronous teaching modalities to create interactive and supportive communicates of learning.</p> <p>During the first offering of the certificate, enrolment in courses will be restricted to students who are admitted to the post-baccalaureate certificate. This arrangement will be reviewed on an annual basis.</p>
The Impact of the Proposal is	<p>The impact of the proposed certificate is that working professionals in the broad fields of recreation, sport and health will have the opportunity continue their education and professional development, while still working.</p> <p>The Faculty of Kinesiology, Sport, and Recreation (KSR) currently offers a Post-Baccalaureate Certificate in Indigenous Sport and Recreation in which there has been significant content developed in the area of Indigenous Sport and Recreation. Students may choose to take both</p>

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	certificates and ladder both into a course based Master of Arts program offered by the Faculty of Kinesiology, Sport and Recreation.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	September 2019
Estimated Cost and funding source	Tuition costs are approximately \$1600.00 per course or \$6400.00 to complete the certificate. Student non-instructional fees are in addition to the tuition cost.
Next Steps (ie.: Communications Plan, Implementation plans)	Over the next 6-8 months the courses will be developed and prepared for online delivery. Once approved by the provincial government, promotion of the certificate through social media and related industry partners and events.
Supplementary Notes and context	

**Engagement and Routing** (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p>&lt;For further information see the link posted on the <u>Governance Toolkit section Student Participation Protocol</u>&gt;</p>	<p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>• Alberta Recreation and Parks Association</li> <li>• Alberta Centre for Active Living</li> <li>• Canadian Parks and Recreation Association</li> <li>• Ever Active Schools</li> <li>• KSR Alumni via email with a request for feedback through completion of an online survey</li> </ul>
	<p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>• Advisory Group of faculty and staff members from the Faculty of Kinesiology, Sport, and Recreation.</li> <li>• Faculty of Graduate Studies and Research (FGSR): Deborah Burshtyn, Vice Dean and Janice Hurlburt Graduate Governance and Policy Coordinator</li> <li>• Vice - Provost (Programs) Tammy Hopper and Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) Andrea Patrick</li> <li>• Edith Finczak, Director, Academic Budgeting and Programming</li> <li>• Office of the Registrar</li> <li>• It is anticipated that the certificate will be presented at the Registrar's Advisory Committee on Fees (RACF) prior to The Board of Learning and Discovery Committee meeting June 1, 2018.</li> </ul>
	<p><b><u>Those who are actively participating:</u></b></p> <ul style="list-style-type: none"> <li>• Christine Ma, Assistant Dean, International and Community Education, FKSR</li> <li>• Jill Cameron, Manager, International &amp; Community Education, FKSR</li> </ul>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Kinesiology, Sport, and Recreation Faculty Council (KSR) - January 17, 2018</p> <p>Faculty of Graduate Studies and Research Council - February 14, 2018</p> <p>GFC ASC Subcommittee on Standards (for discussion) - March 1, 2018</p> <p>GFC Academic Standards Committee - March 15, 2018</p> <p>GFC Academic Planning Committee - April 18, 2018</p>

	Board of Learning and Discovery Committee – April 27, 2018
Final Approver	Board Learning and Discovery Committee (with delegated authority from the Board of Governors)

**Alignment/Compliance**

<p>Alignment with Guiding Documents</p>	<p><b>Institutional Strategic Plan - <i>For the Public Good</i></b>  <i>7. OBJECTIVE: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience}.</i>  i. Strategy: Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.</p> <p><i>14. OBJECTIVE: Inspire, model, and support excellence in teaching and learning}.</i>  i. Strategy: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit and institutional levels.</p> <p><b>Kinesiology, Sport, and Recreation Faculty Strategic Plan.</b>  EXCEL: "Expand access to innovative life-long learning approaches: Practical knowledge shouldn't stop once a student receives their undergraduate degree. We are dedicated to establishing a more defined career path in kinesiology, sport and recreation, and developing a series of post-baccalaureate certificates which can culminate into a Master's degree. Furthermore, we will explore other life-long learning approaches like online and blended learning opportunities."</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. <b>Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs.</p> <p><b>2. GFC Academic Standards Committee</b>  <b>"G. Certificates (All Faculties): Approval Route</b>  GFC delegated to ASC the authority to approve proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC). "</p> <p><b>3. GFC Academic Planning Committee</b>  "8. Establishment/Termination of Academic Programs [...]  d. Where additional funding and/or space is required to support the offering of a proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) the certificate required Government approval, ASC would provide a recommendation on the (proposed) initiative to APC. APC, in turn, would have the GFC delegated authority</p>

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	<p>to give final approval for the proposal in those cases where Government approval of the certificate is not required; in cases where Government approval is required, APC would provide recommendation on the proposal to the Board of Governors (or delegate body).”</p> <p><b>4. Board Learning and Discovery Committee (BLDC) Terms of Reference: (3. Mandate of the Committee)</b> “Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the Post-Secondary Learning Act, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University.</p> <p><a href="#"><u>5. UAPPOL Admissions Policy</u></a></p> <p><a href="#"><u>6. UAPPOL Academic Standing Policy</u></a></p>
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Attachments (each to be numbered 1 - <>)

1. Proposal for Post-Baccalaureate Certificate in Sport and Recreation Management, Proposal Template with appendices and Calendar change

*Prepared by:* Janice Hurlburt, Graduate Governance and Policy Coordinator, [jhurlbur@ualberta.ca](mailto:jhurlbur@ualberta.ca)

## **Proposal Template Diploma, Certificate and Non-credential Programs**

*The following template outlines the information required by Enterprise and Advanced Education to support its comprehensive review of proposals for new certificate, diploma and non-credential programs and new specializations in existing certificate, diploma and non-credential programs.*

*The guiding premise of the review is to ensure that the program adds value to Campus Alberta. The review will focus on the institution’s assessment of student and employer demand; the situation of the program in the context of Campus Alberta; the financial viability of the program, including implications for students and taxpayers; and dimensions of program quality.*

### **Basic Information**

<b>Institution</b>	<b>University of Alberta</b>
<b>Program/specialization title</b>	<b>Sport and Recreation Management</b>
<b>Credential awarded</b>	<b>Post Baccalaureate Certificate</b>
<b>Proposed Implementation Date</b>	<b>September 2019</b>

## **SECTION 1: PROGRAM OVERVIEW**

### **1.1 Type of Initiative**

*New Certificate, Diploma or Non-credential program; or new specialization(s) in existing program.*

The Certificate in Sport and Recreation Management is a Post-Baccalaureate Certificate offered by the Faculty of Kinesiology, Sport, and Recreation (KSR) and will be the second Post-Baccalaureate Certificate offered by the Faculty. Please note: as of January 1, 2018 the Faculty of Physical Education and Recreation has become the Faculty of Kinesiology, Sport, and Recreation (KSR).

## 1.2 Program Description

*Provide a brief (1-2 paragraphs) description of the program, summarizing its intended purpose, curriculum design, and methods of delivery and highlighting distinctive attributes. Attach as an Appendix a complete list of courses, including credit values, instructional hours and brief (calendar style) course descriptions. For elective options, specify course selection parameters. Identify new courses to be developed for this program.*

The focus of the Sport and Recreation Management Post-Baccalaureate Certificate (PBC) is enhancing management and leadership skills in the fields of recreation, sport, community services and health that ultimately enhance the quality of life of individuals and communities through the provision of recreation, sport, and health programs, services, and facilities as well as increase the organizational effectiveness of sport and recreational organizations or entities.

The program will be delivered on-line and will consist of 4 courses valued at 3 credits each (12 credits total). Students will have 6 courses to choose from and be required to successfully complete 4 courses in order to obtain the Post-Baccalaureate Certificate. It will use both synchronous and asynchronous teaching modalities to create interactive, dynamic, and supportive communities of learning.

Students are not required to take courses in any specific order, but must complete all components of the certificate within 4 years of first registration for the certificate.

See appendix 10 for a full course listing including credit values, and a brief description of each course.

Note: The Faculty of Kinesiology, Sport, and Recreation (KSR) currently offers a Post-Baccalaureate Certificate in Indigenous Sport and Recreation in which there has been significant content developed in the area of Indigenous Sport and Recreation. Students may choose to take both certificates and ladder both into a course based Master of Arts program offered by the Faculty of Kinesiology, Sport and Recreation.

## 1.3 Enrolment Plan

*Include assumptions and explanatory notes (e.g., attrition, part-time enrolment). Also:*

Students will be enrolled part-time. Four courses will be offered per calendar year and the table below reflects enrolment in all four courses. The courses do not need to be completed in any specific sequence.

Based on the design of this program, a low attrition rate is expected, approximately 10%.

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
<b>Total head count</b>	60	80	100	120	124	124
• Full-Time Year 1	0	0	0	0	0	0
• Full-Time Year 2	0	0	0	0	0	0



• Full-Time Year 3	0	0	0	0	0	0
• Full-Time Year 4	0	0	0	0	0	0
<b>Total FLE</b>	0	0	0	0	0	0
• FLE Year 1	0	0	0	0	0	0
• FLE Year 2	0	0	0	0	0	0
• FLE Year 3	0	0	0	0	0	0
• FLE Year 4	0	0	0	0	0	0
<b>Anticipated No. of Graduates</b>	30	50	72	90	100	100

## SECTION 2: DEMAND

### 2.1 Student Demand Analysis

*Analysis should be supported by relevant data for the region and for Campus Alberta, as might be derived from: systematic questionnaire surveys of target audiences; application and enrolment summaries and trends for similar programs currently offered by other institutions; tabulations of unsolicited student inquiries and/or expressions of interest obtained at student recruitment events; demographic projections for relevant sub-populations.*

The Faculty of Kinesiology, Sport, and Recreation conducted a survey in July 2017 that indicates an interest in additional educational opportunities in this area. The survey was sent to Faculty of Kinesiology, Sport, and Recreation Alumni, The National Intramural-Recreation Sports Association, The Alberta Recreation and Parks Association membership, the Canadian Parks and Recreation Association and the Edmonton Sport Council. There were 200 respondents who completed the survey and given 25 areas of interest, 110 participants chose *Leadership and Management* as their top area of interest in the context of sport and recreation [Professional Development Survey Results, Appendix 5].

The Alberta Parks and Recreation Association (ARPA) conducted a survey in June 2013 that indicated a clear interest and need for accessible learning (“delivery should be accessible to as wide a group as possible”, page 10, Appendix 2). With the courses offered wholly online, this certificate provides students with much needed access to professional development opportunities with minimal disruption to their work and family lives [Alberta Recreation and Parks Association Member Survey Summary, Appendix 2].

The Alberta Recreation and Parks Association did a market analysis with respect to professionalizing opportunities that estimated there are a number of practitioners in Canada that support this type of professional development education (“respondents also engaged in professional development through other avenues such as: their employer,

workshops, post-secondary education and professional certificates”, page 6 Appendix 2). [Alberta Recreation and Parks Association Member Survey Summary, Appendix 2].

Currently, there are no similar graduate level, for credit certificate programs offered at the University of Alberta or other postsecondary, degree granting institutions in Alberta. The University of Alberta is one of very few degree-granting institutions that offer both an undergraduate and graduate degree program in Recreation in Canada.

## **2.2 Labour Market Analysis**

*Analysis should be supported by relevant data and placed in the context of the target occupational/regional labour market(s). Relevant data sources include systematic surveys of prospective employers; occupational supply/demand projections from government or industry sources; tabulations of job postings/‘help wanted’ advertising; surveys of recruitment and graduate employment rates of similar programs; and demographic projections (i.e. for relevant regions and sub-populations). Describe anticipated employment outcomes.*

The primary target audience is working professionals seeking an opportunity to enhance their knowledge and skills in Sport and Recreation Management. This can include individuals working in the private, public and not-for-profit sectors, in recreational facilities, community services, recreation associations, leagues and health related organizations. Knowledge and experiences gained from this certificate may contribute toward professional growth, promotional opportunities and job security.

There are an estimated 6,000 registered Recreation Professionals across Canada. In May, 2005, the Alberta Recreation and Parks Association conducted a labour market analysis indicating a need for “enhanced programming, education, more programs and better access needed for professional development”. Further in this survey, 91% of participants felt that professional development should be a requirement of employment. [Alberta Recreation Industry Labour Market Analysis, Appendix 3, pp 2 & pp 6].

One hundred percent of participants in the 2013 Canadian Parks and Recreation Survey agreed that professional development should be tailored to different job responsibilities and professional development opportunities should be targeted towards people in different positions or stages of their career. [Appendix 1 - CPRA Survey – Association Attitudes Towards a National Model of Professional Development, pp.9].

Further, the results from this survey indicate strong support to create a national professional development model. Over 90% of those surveyed supported closer collaboration with post-secondary institutions in the area of professional development [Appendix 1 - CPRA Survey, pp. 8].

## **2.3 Support**

*Provide evidence of consultation with and approval/support from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry.*

A strong consultative process both internal and external to the University of Alberta was

undertaken in the development of the certificate.

2.3.1 The consultative process within the University of Alberta included the creation of and consultation with an Advisory Group that consists of Faculty and staff members from the Faculty of Kinesiology, Sport, and Recreation. It also included regular consultation with the Office of the Registrar, the Faculty of Graduate Studies and Research, and the Office of the Provost.

2.3.2 A survey was distributed nationally to Recreation professionals across Canada. This was distributed to University of Alberta Faculty of Kinesiology, Sport, and Recreation alumni, the National Intramural and Recreational Sports Association (NIRSA) membership, the Alberta Recreation and Parks Association (ARPA) membership and the Canadian Parks and Recreation Association (CPRA) membership. This survey consisted of 6 sections total and asked participants to answer questions related specifically to Professional Development opportunities. There were over 200 responses submitted. The survey indicated the following results:

- 110 participants are interested in a professional development program specific to leadership/management in recreation
- 81.2% of participants find online learning appealing to them
- 59.4% of participants indicated that they have access to professional development funding
- 66% of participants hold an undergraduate degree and 27% hold a master's degree
- Self-paced programming is preferred over a cohort model

[Appendix 5 - Professional Development Survey Results].

## **2.4 Clinical or Work Experience**

*If clinical or work experience is an essential part of the program delivery:*

*2.4.1 Provide evidence that the placement will be available when needed.*

*2.4.2 Describe the student's role in securing placements.*

*2.4.3 Explain how the institution will supervise/monitor the learning experience of students in off-site settings?*

*2.4.4 Identify potential employer/employee liability related to this aspect of the program, and how the institution intends to manage this liability.*

**Not applicable.**

## SECTION 3: INSTITUTIONAL AND SYSTEM CONTEXT

### 3.1 Institutional Strategy

*How does the proposed program align with the institution's strategic priorities and the Comprehensive Institutional Plan?*

The Post-Baccalaureate Certificate in Sport and Recreation Management aligns well with the University of Alberta in the following areas:

3.1.1 In the 2017 Institutional Strategic Plan. Page 14, {7. *OBJECTIVE: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience*}.

i. Strategy: Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.

On page 21, {14. *OBJECTIVE: Inspire, model, and support excellence in teaching and learning*}.

i. Strategy: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit and institutional levels.

[Institutional Strategic Plan\_For the Public Good\_2017].

3.1.2 This free-standing certificate program also falls in alignment with the 2017 Institutional Plan for providing accessible programming. [Comprehensive Institutional Plan\_2017. pp 7].

3.1.3 This certificate provides the ability to ladder into a course based Master of Arts degree or it can stand alone as a certificate.

The Faculty of Graduate Studies and Research recently approved a policy enabling students to ladder credits into a course based Master degree program as part of the Faculty's overall strategy to provide flexibility and access to graduate level education.

3.1.4 This certificate also aligns well with the KSR Faculty Strategic Plan. As outlined on page 6, number 2, under EXCEL: *“Expand access to innovative life-long learning approaches: Practical knowledge shouldn't stop once a student receives their undergraduate degree. We are dedicated to*

*establishing a more defined career path in kinesiology, sport and recreation, and developing a series of post-baccalaureate certificates which can culminate into a Master's degree. Furthermore, we will explore other life-long learning approaches like online and blended learning opportunities.”*

[Appendix\_4\_final\_physed-and-rec-strategic-report. pp 6, number 2.]

### **3.2 Institutional Programs**

*Explain how the proposed program fits with existing programs at the institution, and the anticipated positive or negative impacts on other programs.*

This certificate fits well within the existing programs offered at the University of Alberta. The delivery model of this program affords opportunities in an online course setting, providing flexibility for students seeking further educational opportunities.

### **3.3 Internal Review and Approval**

*Provide a brief description of the internal review and approval process followed in developing the proposal.*

The consultative process included University of Alberta and community members. (See section 2.3).

Consultative Steps:

1. Advisory Committee: members from the Faculty of Kinesiology, Sport, and Recreation Provided oversight for setting a learning model, program sequencing, tuition costs, and other logistical details.

2. Curriculum Content Committee: members from the Faculty of Kinesiology, Sport, and Recreation.

Provide oversight for the development of course content and delivery through an online classroom.

3. Faculty of Graduate Studies and Research:  
Consulted on proposal details.

4. Faculty of Kinesiology, Sport, and Recreation (KSR): Proposal was approved at KSR Faculty Council on January 17, 2018.

5. Faculty of Graduate Studies and Research (FGSR): Proposal was approved at FGSR Faculty Council on February 14, 2018.

### **3.4 Campus Alberta Programs/Initiatives**

*Discuss the relationships (similarity, complementarity, transfer, competition) of the proposed program to other programs or initiatives in Campus Alberta and explain what the proposed program would add to the system. If the proposed program would duplicate existing programs, explain why that duplication is warranted.*

The proposed certificate is unique in that it will provide ongoing professional development to those working to promote physical activity, sport, recreation, health and well-being with a focus on leadership and

management. The proposed certificate will fill a gap in current educational offerings by providing knowledge specific to management and leadership in the broad sectors of Recreation and Sport, specifically at a graduate level. Utilizing online delivery makes this certificate appealing to the working professional and accessible to prospective students across the province, Canada and globally.

Those who successfully complete the certificate can potentially use the certificate to ladder in to a course-based Master degree in the Faculty of Kinesiology, Sport, and Recreation at the University of Alberta, should they wish to pursue further graduate credentials (see section 3.1).

### 3.5 Consultation

*Summarize the type and outcomes of consultations with other institutions offering related programs. Attach copies of relevant documents (e.g. letters, meeting summaries). Discuss the potential for inter-institutional collaboration.*

A current market scan revealed that there are no other programs of this kind being offered. The certificate is unique in its content, its online learning format, and graduate level.

External consultations were held with:

1. Survey

A survey was conducted to consult with those currently working in the field addressing the need for more education and educational opportunities in the areas of leadership and management specifically related to sport and recreation. Survey results can be found on Appendix 5.

2. Ever Active Schools

Consulted on Professional Development for Teachers and the demand for more professional development opportunities related to physical activity and recreation. A letter of support can be found in Appendix 6.

3. The Alberta Recreation and Parks Association (ARPA)

Consulted on Professional Development for Recreation professionals and the demand for more professional development opportunities in this specific area. A letter of support can be found in Appendix 7.

4. The Alberta Centre for Active Living (ACAL)

Consulted on Professional Development for Recreation professionals and the demand for more professional development opportunities in this specific area. A letter of support can be found in Appendix 8.

5. The Canadian Parks and Recreation Association (CPRA)

Consulted on Professional Development for Recreation professionals and the demand for more professional development opportunities in this specific area. A letter of support can be found in Appendix 9.

### 3.6 Learner Pathways

*3.6.1 Identify potential pathways from work to school (where applicable).*

**Not applicable.**

*3.6.2 Identify potential opportunities for transfer/laddering into the proposed program from other institutions or other programs within the institution; and for transfer/laddering from the proposed program to other programs within the institution or at other institutions. List any formal agreements for internal or inter-institutional transfer/laddering that have been negotiated to this point.*

Laddering a certificate to a course based Master of Arts degree program can provide students advanced standing in their chosen program. The Sport and Recreation Management certificate may ladder into a course based Master of Arts degree in the Faculty of Kinesiology, Sport, and Recreation at the University of Alberta. It should be noted that completion of a Post- Baccalaureate Certificate does not guarantee admission to a graduate degree program.

<https://www.ualberta.ca/graduate-studies/about/graduate-program-manual/section-8-supervision-oral-examinations-and-program-completion/8-5-course-based-program-requirements>

<http://calendar.ualberta.ca/content.php?catoid=20&navoid=4975#course-based-master's-programs>

*3.6.3 Estimate the portion of graduates who can be expected to proceed to further education directly. At a later stage in their careers. What types of programs/credentials would they be most likely to pursue?*

We anticipate that the option to complete the certificate only or subsequently ladder the certificate toward a course based Master Degree will make this program appealing to a large target audience including working professionals. “...increased demand for course-based master’s programming, especially directed at professional development” (ComprehensiveInstitutionalPlan\_2016. University of Alberta Institutional Plan, page 54).

It is estimated that 20% of graduates will continue on to further education, either to another post-baccalaureate certificate, or a course based Master degree.

## **SECTION 4: FINANCIAL VIABILITY AND SUSTAINABILITY**



#### 4.1 Annual Budget and Funding Sources

Identify annual and one-time expenditures and annual revenue for the program in the budget tables below. If program implementation will take place over more than one year, provide estimates for each year until full implementation. Provide explanatory notes for all budget assumptions, such as inflation and per student tuition.

(For proposals without significant impacts on institutional costs, revenues or enrolment, a detailed budget presentation will not normally be required (please confirm with the department). Such proposals will satisfy all of the following tests:

1. The proposal is for a new specialization in an existing program, consisting of an innovative combination of existing curricula.
2. Overall enrolment capacity in the program is maintained.
3. Excepting incidental administrative and promotional costs, no start-up or incremental operations costs are incurred.)

	Year 1	Year 2	Year 3	Year 4	Year 5	Ongoing
<b>EXPENDITURES</b>						
<i>Academic Salaries</i>						
Professoriate (including benefits)	62,500	64,375	66,306	68,295	70,344	72,455
Faculty Service Officers (including benefits)						
Administrative Professional Officers (including benefits)	30,000	30,900	31,827	32,782	33,765	34,778
<b>Total Academic Costs</b>	<b>92,500</b>	<b>95,275</b>	<b>98,133</b>	<b>101,077</b>	<b>104,110</b>	<b>107,233</b>
<i>Service Teaching Costs</i>						
Service Teaching Costs						
<b>Total Service Teaching Costs</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<i>Graduate Assistants</i>						
Other Academic Staff (including benefits)						
<b>Total GA Costs</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<i>Non-Academic Salaries</i>						
Support Staff						
<b>Total Non-Academic Costs</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<i>Non-Salary Costs</i>						
Non-Salary Costs (supplies, sundries, communications, etc.)	3,000	4,000	4,000	4,000	4,000	4,000
<b>Total Non-Salary Costs</b>	<b>3,000</b>	<b>4,000</b>	<b>4,000</b>	<b>4,000</b>	<b>4,000</b>	<b>4,000</b>
<i>Other Operating Costs</i>						
Faculty Overhead (student services, IT, accounting and human resources)	5,203	5,408	5,564	5,724	5,890	6,060
Institutional Costs (facility costs, utilities, space, IT, central finance and HR, re	36,454	37,895	38,986	40,110	41,268	42,460
Curriculum Development Costs	30,000					
Marketing and Promotion Costs	15,000					
<b>Total Other Costs</b>	<b>86,657</b>	<b>43,304</b>	<b>44,550</b>	<b>45,834</b>	<b>47,157</b>	<b>48,520</b>
<b>Gross Operating Costs</b>	<b>182,157</b>	<b>142,579</b>	<b>146,684</b>	<b>150,912</b>	<b>155,267</b>	<b>159,752</b>
<b>REVENUES</b>						
Tuition (\$1600/course Domestic Rate, \$2000.00/course International Rate)	96,000	128,000	160,000	192,000	198,400	198,400
Non Instructional Fees (\$197.75/registrant)	11,865	15,820	19,775	23,730	24,521	24,521
<b>Total Revenues</b>	<b>107,865</b>	<b>143,820</b>	<b>179,775</b>	<b>215,730</b>	<b>222,921</b>	<b>222,921</b>
<b>NET PROFIT/LOSS</b>	<b>(74,292)</b>	<b>1,241</b>	<b>33,091</b>	<b>64,818</b>	<b>67,654</b>	<b>63,169</b>
Notes: Enrollment over 4 courses per 12 month period	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024	Ongoing Ongoing
	60	80	100	120	124	124

## 4.2 Impact

*4.2.1 Compare the proposed tuition rate with that of similar programs in Campus Alberta.*

The tuition rates are within the range for similar programs (certificates\_ offered at the University of Alberta and across Canada.

<http://www.registrarsoffice.ualberta.ca/Costs-Tuition-Fees/Other-Fees/Cost-Recovery-Programs-and-Courses.aspx>.

Tuition rates are also on par with other certificate programs offered at the University of Alberta and Campus Alberta and within the parameters of what the market will bear for this target audience.

Tuition and fees for this program are currently set at \$1600.00 /course for Domestic Students and \$2000.00/course for International Students, plus the cost of student non-instructional fees.

*4.2.2 Discuss the financial impact on students and the learner funding system, taking into account the costs of education and the potential debt burden relative to post-graduation earning capacity.*

One of the primary target audiences is working professionals, some of whom will have access to professional development funds.

*4.2.3 If program funding includes internal reallocation, evaluate the impact of this reallocation on the institution's operations and overall financial position.*

**Not applicable.**

## SECTION 5: QUALITY ASSESSMENT

**5.1 Institutional Capacity** *.1.1 List instructional positions that would support the proposed program, specifying position title, credential and experience requirements, and areas of expertise. Distinguish between new and existing positions; and regular and sessional appointments. Describe mechanisms (existing and planned) to develop and ensure currency of teaching skills and disciplinary expertise.*

#### 5.1.1.2 Current:

- Faculty members from Kinesiology, Sport, and Recreation will oversee the content development, delivery format, and evaluation. Course delivery may be done in combination with existing faculty and sessional instructors.
- Associate Dean, Graduate will provide oversight for all FGSR policies and regulations
- Faculty IT position who will support this certificate as required.
- Manager, International and Community Education, will oversee the administrative duties associated with this certificate including student communication.
- Assistant Dean, Community and International Education will oversee the administrative roles associated with this and other certificates and programs.

*5.1.2 List instructional support positions (e.g. lab technicians, tutors) related to the proposed program.*

*5.1.3 Describe facilities, equipment and information resources (existing and planned) that would house and support delivery of the proposed program.*

There will be requirements for IT resources, computer technology support for the instructor, if required, and administrative duties regarding marketing, promotion, and communications as well as student support services.

*5.1.4 Discuss the anticipated impacts of the proposed program on student support services.*

Prospective students and students enrolled in the certificate program will receive support from the Manager, International and Community Education to handle “special case” admissions (i.e. students applying with life experience and without an undergraduate degree). The Manager, International and Community Education will handle all student related inquiries and issues with support from the Assistant Dean, International and Community Education, the Associate Dean, Graduate and the Faculty of Graduate Studies and Research when required.

## **5.2 Curriculum**

*Describe the process of development and validation of curriculum for the proposed program. If available, please attach external review documents.*

Courses will be developed by Faculty members and content experts from the Faculty of Kinesiology, Sport, and Recreation at the University of Alberta. Assistance will be provided from the content oversight committee and support from the Centre for Teaching and Learning at the University of Alberta if necessary when transferring the content to an online format.

## **5.3 Academic Standards**

*List the requirements for admission and any alternate routes to admission; for residency; for academic progression; and for graduation. Compare these requirements to those for similar programs.*

Requirements for admission will include an undergraduate degree with a minimum AGPA of 3.0 along with a minimum of 1 year of professional work experience. Students will also be required to submit a letter

of intent, curriculum vitae or resume, and one professional reference. Prospective students' undergraduate degree can be in any discipline and some experience working in a recreational, sport or other relevant setting will be considered an asset.

There will be no other routes in which admission will be granted. There is no residency requirement. Academic standing will reflect the Faculty of Graduate Studies and Research requirements; a minimum grade point average of 2.7 out of 4.0, or a C+ standing. Requirements for graduation are successful completion of all course requirements.

## **5.4 Learning Outcomes**

*5.4.1 Summarize the learning outcomes of the proposed program (e.g. career-specific knowledge and skills, employability skills).*

Upon successful completion of the certificate, students will be able to:

- 1) Know basic and unique concepts, terms, and principles that affect the behavior of individuals and organizations within the sport, recreation and community services environments.
- 2) Identify, synthesize, and critically evaluate literature relevant to sport and recreation management professionals.
- 3) Apply critical thinking and problem solving skills to sport, recreation and community services management problems/issues.
- 4) Develop and demonstrate effective professional oral, written, and visual communication skills in the context of a leadership role.
- 5) Be critical consumers of sport and recreation management research with the ability to effectively apply it to practical settings and applications within the industry.
- 6) Reflect about and anticipate the impact of strategic decisions on sport and recreation organizations and their constituents.
- 7) Understand, develop, and foster the rights and responsibilities of global citizenship within the sport, recreation and community services industries.

*5.4.2 Describe the consultative process with employers, industry/professional bodies or advisory groups that helped formulate these learning outcomes.*

The content oversight committee formulated the above outcomes based on industry need and results from the survey information.

*5.4.3 Provide evidence of alignment/compliance with regulatory, industry, program accreditation and professional accreditation standards relevant to the program.*

## **5.5 Institutional Quality Assurance**

*5.5.1 Describe the criteria and methods for evaluating the success of the program and achieving continuous quality improvement. Include expected outcomes, key performance indicators and performance targets for the program.*

A student survey will be conducted at the completion of each course. It will address the program, instruction and instructors, IT support, the online learning environment, and all other aspects of this certificate. Students will be contacted year over year to assess the impact of the certificate on their employment opportunities, career advancement and impact on their communities. Rate of completion, attrition, and withdrawals will be monitored. An “exit” interview will be conducted with those who do not complete. An annual report to the Advisory Committee will also be completed each year.

*5.5.2 Indicate whether a program advisory committee is planned or in place and, if so, comment on the role of the committee in program quality assurance.*

An Advisory Committee has been in place since the initiation of this program. The role of this committee is to offer support and guidance throughout the process of planning and implementation of this new program. They have offered input and feedback throughout the process and have been integral in creation of the proposal.

This includes recommendations on the learning model, the terms of the courses, the amount of credits, the number of weeks, the course content, and the overall framework of the Certificate.

An Admissions Committee will be struck with representatives from the Faculty Kinesiology, Sport, and Recreation. The role of this committee will be to review applications and make recommendations for admission specifically for those applicants who may be eligible based on life experience or those applicants who do not meet the minimum AGPA.

### **RECOMMENDATION (FOR DEPARTMENT USE)**

**Do Any Issues or Information Gaps Remain?**

**Recommendation(s)**

**Reviewer(s)**

**Date Completed**

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APPENDICES 1-12

Post-Baccalaureate Certificate in Sport and Recreation Management  
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Appendix 10: SRM PBC course descriptions

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Links for further reference:

Course based Master Degree Laddering requirements: <https://www.ualberta.ca/graduate-studies/about/graduate-program-manual/section-8-supervision-oral-examinations-and-program-completion/8-5-course-based-program-requirements>

Comprehensive Institutional Plan 2016:

<https://www.ualberta.ca/https://cloudfront.ualberta.ca/-/media/ualberta/office-of-the-provost-and-vice-president/cip/cip2016.pdf>

Comprehensive Institutional Plan 2017:

<https://cloudfront.ualberta.ca/-/media/ualberta/reporting/comprehensive/cip2017.pdf>

Institutional Strategic Plan - For the Public Good 2017:

<https://www.ualberta.ca/strategic-plan>

Faculty of Kinesiology, Sport, and Recreation Strategic Plan 2016-2021

<https://www.ualberta.ca/https://cloudfront.ualberta.ca/-/media/physed/about-us/final-physed-and-rec-strategic-report.pdf>



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APPENDIX 1  
CPRA\_Survey\_Summary



cpra education and professional  
development committee

# association attitudes towards a national model of professional development

summary of survey results

july 2013



CPRA ACPL

CANADIAN PARKS AND RECREATION ASSOCIATION  
ASSOCIATION CANADIENNE DES PARCS ET LOISIRS

cpra education and professional  
development committee

# association attitudes towards a national model of professional development

summary of survey results

prepared by:  
craig cameron

july 2013

CPRA is a national charitable not-for profit organization with a voluntary board of directors dedicated to the promotion of recreation and parks and their benefits to the quality of life of all Canadians.

## mission

To work together to advance the recreation and parks sector in Canada  
- to enable the sectors to better support the development of healthy Canadian citizens, communities and environments.

## strategic goal

### **To increase the capacity of our sector**

Develop better sector information, effective collaboration, skilled professionals and improved quality

### **To enhance the excellence and sustainability of CPRA**

Build unified direction and ensuring good governance and the long-term sustainability of the organization



### **Canadian Parks and Recreation Association**

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PO Box 83069, Ottawa, ON,  
Canada K1V 2M5

Phone: (613) 523-5315  
E-mail: [info@cpra.ca](mailto:info@cpra.ca)

## background:

CPRA has entertained the prospect of establishing a professional development and certification program for several decades. The Board has established a committee to examine and guide the development of this goal. The recreation sector has fallen behind a number of other professions and sectors in recognizing the value of professional development and certification. Certification has become an increasing predominate factor in job postings across sectors.

In fall 2012 the CPRA Professional Development Committee [CPRA PDC] commissioned three research initiatives related to professional development and certification:

- 1) A survey of provincial and territorial [P/T] recreation and parks associations' attitudes
- 2) A global review of best practices in the recreation sector
- 3) A national sample of existing professional development models from other sectors.

These initiatives were undertaken PDC in collaboration with the Alberta Recreation and Parks Association and the University of Alberta, Faculty of Physical Education and Recreation.

Together, these initiatives will help to shape the national discussion with respect to professional development certification. They also play a significant role assisting the CPRA PDC pursue its objectives to:

- o Identify the professional development and certification practices of organizations in their respective provinces and territories.
- o Survey their membership in some fashion to determine the range of training that would be deemed as valuable.



# pt association survey summary

The survey was conducted on-line and was made available for a six week period between March and April, 2013. It focused on capturing the national attitude towards professional development and certification.

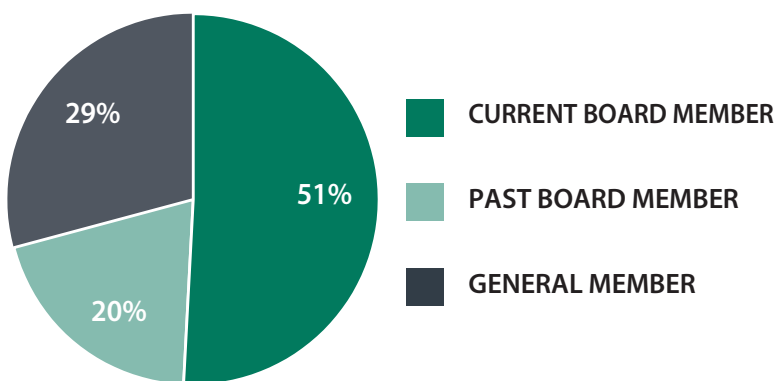
## who took part?

The survey was sent to a defined group of P/T members. Each P/T association was invited to participate in the survey. Each association was asked to submit e-mail addresses for their current board members. They were also given the option to submit an equal number of e-mail addresses for persons of import to the field (e.g. past board members, government officials, community leaders). A final list of 177 individual e-mail addresses was compiled. Participants were contacted via a list serve. They received 3 reminders to complete the survey over the course of the six week period.

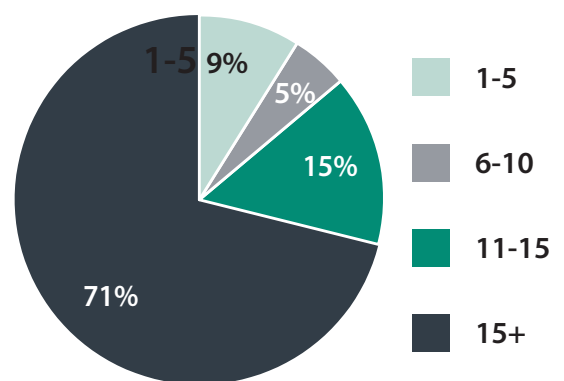
At the end of the survey period 83 individuals viewed the survey. Of this group, 66 participants completed the survey (N=66), providing a 37% response rate.

Male and female voices were equally represented in the responses. The majority of responses were from current board members ages 46 and over and who has spent over 15 years in the sector.

p/t status



years in the field

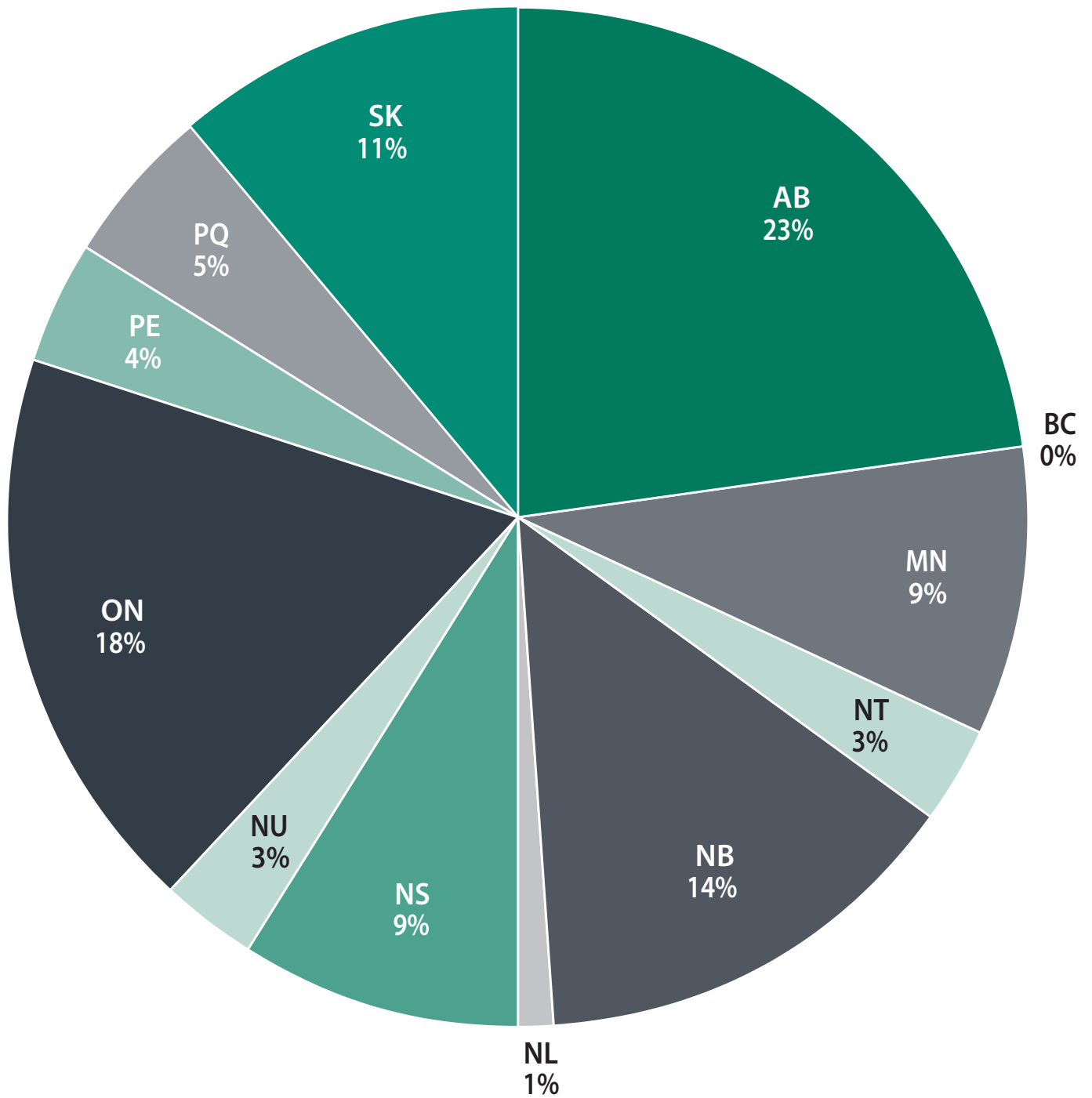


The data set includes responses from 11 of the 13 P/T associations.<sup>1</sup>

<sup>1</sup>BCRPA declined the invitation to participate in the survey and survey organizers were unable to establish contact with RPAY during the survey period.



### p/t proportion of responses



## survey results summary:

The survey covered two thematic areas: attitudes towards the importance of professional development and attitudes towards professional development approaches.<sup>2</sup> Given the predominantly positive response to the survey questions, the results are reported in a combined percent of agreement (i.e. participant responded as 'strongly agree' or 'somewhat agree'). Context for these figures is provided through a summary of associated participant comments.

### attitudes towards the importance of professional development

**95% of participants agreed that professional development is critical to providing high quality parks and recreation programs and services and should be mandatory.**

Comments:

- o How will mandatory professional development be monitored? Given the cost and logistics is this a realistic short term step?
- o The diversity of our field and the current sector model create major challenges to enforcing mandatory, professional development.
- o How will a mandatory system be funded? It will be difficult to find funding for training, when many municipalities struggle to maintain infrastructure.
- o There needs to be a clear distinction between mandatory professional development and certification. These two approaches are not viewed as mutually exclusive.
- o While a mandatory system is effective, developing and running a mandatory system may not be the best use of CPRA's limited resources.

<sup>2</sup> Results are provided in a summary format. Raw data can be provided upon request.



**100% of participants agreed that professional development should be formally recognized.**

## Comments:

- o Formal recognition was viewed as important in terms of fostering pride in the sector and bringing greater value and recognition the sector.
- o If formal recognition was adopted, then professional development opportunities need to be made available nationally.
- o It should be clear who would acknowledge the recognition (e.g., employer, public, province, association).

**90% of participants agreed that a national professional development model should be adopted by all P/T partners.**

## Comments:

- o Any national model needs to provide space for regional adaptation.
- o A national model would be viable with the majority of P/T associations in accordance.
- o How will a national model be accepted municipally?
- o Advancing professional development opportunities should not be impeded by a discussion of a national model.
- o Would this become a provincial government issues, via their responsibility for education and training?
- o The model could help to establish training standards.

**100% of participants agreed that competencies provided an effective foundation for a national model.**

## Comments:

- o Competencies need to be thoughtfully developed, inclusive of different realities and clearly articulated
- o Competencies suggest a bias towards certification, this should be clarified.





	% agree
Individual growth and success	95%
Career advancement	92%
Increased labor mobility	91%
Creating job descriptions	80%
Meeting current organizational needs	89%
Meeting future organizational needs	94%
Strengthening the industry profile	98%
Developing leaders within the field	98%
Employee retention	89%
Building links to other professions	89%
Strengthening the connection with post-secondary institutions	91%

**94% and 91% of participants agreed that certification is an effective way to formally recognize professional development and to establishing a national professional development model, respectively.**

**A national model of professional development was viewed as important for:**

Comments:

- o Standardization for service delivery should be considered a key advantage



	% agree
Senior Manager	95%
Middle Manager	97%
Entry Level Position	90%
Facility Operator	95%

## attitudes towards professional development approaches

**100% of participants agreed that professional development should be tailored to different job responsibilities.**

**Professional Development opportunities should be targeted towards people in different positions or stages of their career.**

Comments:

- o The career categories offered did not resonate across all P/T associations.

	% agree
Generate Revenue for CPRA	63
Generate Revenue for P/T associations	66
Operate at cost recovery	79
Be partially subsidized by P/T associations	46
Be fully subsidized by P/T associations	19

**Responses to how a professional development costs and revenue should be distributed varied.**

Comments:

- o CPRA efforts should not have a negative impact on existing P/T training revenue
- o Partial subsidization may encourage member interest and engagement
- o More information on the goals of a notational professional development model may be necessary to adequately respond to this question.



The following organizations were seen to have a role in developing a national model for professional development and delivering professional development opportunities.

	% agreement	
	develop model	deliver opportunities
CPRA	97	89
P/T Associations	100	98
Federal Government	65	34
P/T Government	66	48
Municipal Government	75	52
Post-secondary	97	94
Private Enterprise	63	55
Other	73	57

- o Delivery should be accessible to as wide a group as possible.
- o Topics and information must be current
- o Could be developed as complete package and contracted out through third-party
- o Strong voice for the 'working' sector is critical in development and delivery
- o More information on the goal of the program is needed



## summary

The survey results indicate strong widespread support for advancing a competency-based national professional development model. There is also a strong desire to have some form of formal recognition engaging in professional development and certification is valued as a mechanism for achieving this.

Moving forward, it is incumbent upon the CPRA PDC to continue to engage all P/T partners in establishing a professional competencies framework for the sector and in discussions related to an appropriate system of formal recognition.





Prepared by ARPA on behalf of CPRA

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APPENDIX 2

ARPA\_Member\_Survey\_Summary



# alberta recreation and parks association member survey summary

june 2013



# alberta recreation and parks association member survey summary

june 2013

ARPA is a provincial charitable not-for profit organization with a voluntary board of directors dedicated to the promotion of recreation and parks and their benefits to the quality of life of all Albertans.

## our vision

"A province, and communities within, that embrace and proactively use recreation and parks as essential means for enhancing individual well-being and community vitality, economic sustainability and natural resource protection and conservation."

## our mission

ARPA strives to build healthy citizens, their communities and their environments throughout Alberta. For more information on ARPA, our programs or services or the benefits of recreation and parks please visit our website at <http://www.arpaonline.ca>.



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## summary

The 2013 ARPA professional development member survey provides a solid foundation for moving forward with a more structured and proactive professional development system. Members from across the province and all stages of their career are engaging in professional development on a regular basis and are looking to ARPA to help them identify professional development opportunities that are relevant, accessible and of a high standard.

This survey marks the first time that members were introduced to the modified core competencies framework. Responses to competency based questions were high, suggesting that the competencies resonated with members and their professional development activities. Respondents were also able to use the competencies to identify areas in which they would like more training or support (E.g., Leadership).

The survey confirms the wide held assumption that recreation and parks practitioners enter the sector with a wide variety of experiences and educational backgrounds. As such, it is critical that professional development opportunities provide deliver philosophical knowledge, as well as, personal and technical skills.

Finally, the survey results indicate that members see professional development as a key contributing element of their job performance. While engaging in professional development is not considered in all members' performance review, the overwhelming majority of members believe that it should be. This is a signal to ARPA that its members desire a professional development program that assists them in gaining formal recognition for professional development.

## recommendations

Based on the survey results the education and professional development committee makes the following short-term recommendations:

- o ARPA should develop a system for cataloging professional development opportunities
- o ARPA should help members to help them access professional development opportunities that meet personal and sector needs
- o ARPA should work with CPRA to develop a coordinated professional development system

## methods

The survey was developed by sub-committee of the Education and Professional Development Committee.

It was delivered on-line over a six week period between May and June , 2013. The contest was marketed towards current Association members through Reconnect, E-Blasts, and on the Association web-site, but was open to anyone working in the sector.

The survey netted 216 usable responses.

The results of the survey are divided into sections:

- 1) Demographic information
- 2) Attitudes towards Professional Development
- 3) Professional Development Needs

## demographics

68% of respondents identified as a current Association member. Of this, 50% had only been a member for up to five years.

Respondents were 62% female, with an average age of 38 years. Seven percent (7%) of respondents identified with a minority socio-cultural group

75% of respondents work in municipal government.<sup>1</sup> Responses were evenly distributed between director, supervisor, manger, and front line positions. However, specific job titles were much more diverse.

Respondents identified most strongly with recreation (48%), recreation and parks (32%), parks (11%), and facilitates (10%), respectively.

78% of respondents held an undergraduate or graduate degree, with 60% receiving their formal education directly in recreation and parks (see Appendix A).

Respondents are members of a variety of professional organizations and hold a number of different certification, the majority of which are not required for employment.

<sup>1</sup> Sectors not included in the study include: post-secondary education, health, and education.

## appendix a: other fields of study

Fitness and Leadership	Accounting –CMA	Geography
Local Government	Fine Arts	Community Development
Administration	Interior Design	Urban Planning
Social Work	Physical Education	Human Ecology
Community Development	Political Science	Agriculture
Education	Special Events	Engineering
Human Resources	Municipal Government	Health
Management	Landscape Architecture	Economics
Public Administration	Nursing	Neuro-linguistic Programming
Arts	Hairdressing	Computer Science
Business	Law Enforcement	Science
Kinesiology	Insurance	

## attitudes towards professional development

The top four areas,<sup>2</sup> in which professional development was viewed as important are: individual growth, developing leaders within the field, career advancement, and employee retention.

70% of respondents had professional development included as part of their performance review. Of those who did not 88% believed that it should be.

91% of respondents felt professional development should be a requirement of employment.

The majority of professional development opportunities currently offered through ARPA were attended because of personal interest and were not a required by employers.<sup>3</sup>

Respondents also engaged in professional development through other avenues, such as: their employer, conference, workshops, post-secondary education, and professional certifications.

## professional development practices

64% of respondents have a professional development plan.

74% of respondents said their employer encouraged developing a professional development plan.

42% of respondents' employers required a professional development plan.

73% of professional development activities were fully subsidized by employers and 82% of employers dedicated employee time to engaging in professional development.

About 70% of respondents were able to use the new competency framework to categorize their recent professional development activities.

<sup>2</sup> As indicated by a 50% or higher rating to 'strongly agree'.

<sup>3</sup> High-Five, YDRS, and Risk Management were the exceptions with equal rates of personal interest and employer requirement.

## professional development needs

Respondents were eager to engage in professional development in a variety of ways, with no strong preferences for delivery.

In the next three year, respondents were most interested in professional development opportunities related to Leadership, Community Engagement, and Organizational Management.<sup>4</sup>

January, February and March, October, and November were identified as the best months to engage in professional development.

89% of respondents said a predictable schedule of professional development opportunities would help them to engage in regular professional development.

48% of respondents wanted to learn about events six months before it occurs. While the majority of senior level respondents wanted to learn about events before their annual budget was set.<sup>5</sup>

97% of respondents were willing to travel for professional development opportunities. The travel radius varied, with the comment that quality of opportunity was a key factor on travel.

## arpa's role

Respondents were asked about their preferences for learning about professional development opportunities. Traditional communications methods came out on top (i.e, Newsletter – 94%, Website – 86%, personal e-mail – 81%, employer communication 77%). The exception was social media, which came back at 50%

When asked about how ARPA should demonstrate leadership in professional development, respondents strongly agreed that ARPA should catalogue and promote opportunities (100%) and create and delivery opportunities (97%). There was moderate support for ARPA helping members to track and organize their professional development (57%).

<sup>4</sup>This was assessed at 50% or greater responses to 'strongly agree'.

<sup>5</sup>Respondents were not asked when their annual budget was set.



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APPENDIX 3  
Phase 3\_LMA\_2005

**Appendix 3\_Phase3\_LMA2005.doc**

*Alberta Recreation Industry  
Labour Market Analysis*

*May 2005*





ARPA is a provincial charitable not-for profit organization with a voluntary board of directors dedicated to the promotion of recreation and parks and their benefits to the quality of life of all Albertans.

## Our Vision...

"A province, and communities within, that embrace and proactively use recreation and parks as essential means for enhancing individual well-being and community vitality, economic sustainability and natural resource protection and conservation."

## Our mission...

ARPA strives to build healthy citizens, their communities and their environments throughout Alberta.

For more information on ARPA, our programs or services or the benefits of recreation and parks please visit our website at <http://www.arpaonline.ca>.

## ARPA

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**Report Prepared By:**

Manecon Business Strategies Inc.

## Executive Summary

This is the report of the third in a series of four studies of Alberta's recreation industry. Together with a separate report entitled *A Framework for Recreation Education and Training in Alberta*, it is the outcome of Phase Two of a project on *An Alberta Recreation Industry Labour Market Analysis*, begun in 2002.

This report describes key characteristics of the recreation industry's labour market, based on research conducted in 2004. The research program included an assessment of education and training needs in the industry, leading to development of a framework for education and training consistent with the needs and expectations of the industry.

The report presents a detailed analysis of the recreation industry labour market and the economic and political environment in which the industry operates. It incorporates a detailed examination of labour market demand and supply, employment conditions, job content, and skills and knowledge.

The first two studies in this project - completed in 2003, and collected into a single document entitled *An Alberta Recreation Industry Labour Market Analysis, Phase One: Setting The Scene* - provided a definition of the industry, an understanding of the industry's value, and a perspective on its future development in the province. (The document is available from ARPA.) That document guided the research for the second Phase of the project, encompassing a detailed analysis of the labour market and development of a proposed recreation education and training framework.

The first Phase of the project adopted a definition of the industry with the following four principal categories: fitness, active living, and health promotion; amateur sport; outdoor recreation and parks; and community recreation. This definition was retained for the second Phase of the project.

The methodology employed in the current research included a comprehensive program of qualitative and quantitative methods as well as an intensive secondary research program addressing these four industry segments.

The framework for education and training is described in a separate report in this series, entitled *A Framework for Recreation Education and Training in Alberta*. (For ease of reference, that report will be referred to hereafter as *The Framework Report*.) It includes an assessment of the evolution of recreation education and training in the province. As well, it provides a perspective on strategies that Alberta can pursue to position itself as a leader in the recreation industry and in recreation education and training in the years ahead. An education and training action plan for the period 2005 to 2015 is also included in *The Framework Report*.

The research program explored a selection of innovative and promising practices and approaches in recreation education and training, also described in *The Framework Report*. Adopting these innovative approaches will contribute significantly to positioning the industry appropriately.

## Summary of Findings and Recommendations

### Trends Influencing the Industry

The recreation industry is increasingly influenced by growing demand and changing industry trends. Demographic change and market evolution, political and economic priorities, increasing awareness of health, rehabilitation, therapeutic recreation, and active living, and specialization of recreation disciplines directly impact the industry.

Competition for limited financial resources and employees, increasing costs and operating revenue and customer demands lead the industry to take innovative business approaches. The report shows that recreation professionals need to have strong business skills, including leadership, marketing, innovation and negotiation skills to be successful in pursuing these opportunities.

New development opportunities for the industry will continue to arise on an ongoing basis. The industry should embrace these and energetically pursue them. The research concludes that this is a strength of the industry that should be celebrated in new alliances.

Industry experts believe that the current image and positioning of the recreation industry constrain recruitment and limit recreation funding. The report suggests that that ARPA and its recreation industry partners should continue to build and promote a clear image and positioning through appropriate partnerships and alliances as Alberta plans for a post-debt era.

### Industry Leadership

The research noted that many leaders in the industry are aging, considering retirement, or getting promoted out of the industry. Vibrant and enthusiastic leadership is essential to continue to guide the industry forward. The report documents industry conclusions that steady reductions in recreation education programs at post secondary institutions, limited career opportunities, non-competitive employee compensation, and industry working conditions may significantly limit the supply of new leaders for the industry.

Professional development and mentoring programs are essential to address this issue in the short term and the industry must place more emphasis on focused post secondary education programs to provide the longer-term human resource base of qualified employees. *The Framework Report* contains a proposals for professional development.

### Labour Market Trends

This report shows that recreation industry employers have increased staffing in recent years and expect significant further growth in numbers of employees in most job categories, particularly in program related areas and in marketing.

Ideals rather than salaries motivate recreation industry employees and many students to pursue recreation as a career. Increased labour market competition, offering career opportunities and higher pay, make other sectors of the economy attractive. The report suggests that innovative revenue and operating strategies and alliances must be implemented to counteract such transitional challenges in the industry.

Economic and organizational restructuring has changed the face of the industry's labour market. The industry is hard pressed to compete for qualified employees due to limited pay scales.

The industry relies extensively on the commitment of volunteers, who contribute their time and spend their own money on required certification. Part-time and seasonal work is also very prevalent in the industry.

### Employment Trends

There is significant mobility into and within the industry. The largest proportion of employees joined the industry directly from their education. The report examined a significant trend in early-career attrition.

The report shows that recreation industry professionals are in demand in other industries because of their well-rounded education and their values.

### Education and Training

The industry must ensure it has a strong resource of individuals appropriately prepared for leadership, to build the appropriate alliances and partnerships with related mandates, to meet the needs of its marketplace, and to deliver effective and safe public facilities, programs, and events. The report describes strategies to pursue these goals.

Enhanced programming is needed for education; more programs and better access are needed for professional development. While this is an issue throughout Alberta, remote and rural communities are particularly challenged.

The report describes a professional development mandate for ARPA and the industry, including a recommendation that the industry pursues certification for recreation professionals. Certification is expected to contribute to building the stature and recognition of recreation professionals.

It is clear that a collaborative thrust by educators, trainers, operators in the industry, government agencies, and industry associations will be most effective to build a strong human resources program to feed the industry's future growth.

## Education and Training Needs and Expectations

A large proportion of jobs require formal education in recreation or related disciplines or, mostly where liability exists, certification. While employers recognize the contributions of the existing recreation education system in preparing employees for the industry, there is a measure of 'disconnect' between educators and practitioners in the field. This leads to development of strategies to build closer integration.

The employers identify skill and knowledge deficits in several areas, significantly to do with business or general management, human resources management, or leadership. Professional development is constrained by location, time, and money and by the availability of suitable programs. Consequently, there are few programs suitable for the industry. The report recommends that ARPA take an active role to establish a professional development focus.

Innovative delivery and carefully planned content are important to stimulate a vibrant education and training environment. It is important to provide new approaches to make training and education more available. Using innovative approaches and best practices drawn from around the world, as well as the input of recreation industry professionals, this report provides the foundation for the framework and the plan for recreation education and training that are described in *The Framework Report*.

## Industry Segments

Summaries in this report show that the four recreation industry segments generally agree on the trends that influence their industry and their needs for a suitable education and training environment. However, the report shows more marked differences between the labour environments of municipalities and not-for-profit societies and between rural and urban market employers. These relate to rates of pay, organization structures, human resource strategies, and recruitment. The differences point to reasons that private sector and not-for-profit organizations experience such difficulty finding and hiring qualified and experienced employees. This challenge is exacerbated in rural communities.

## Recommendations

The industry must address its strategic positioning and fill the gaps this report identifies in education and training. Without doing so it will be seriously challenged to meet the growing needs and expectations of Albertans. Adopting the innovative and promising practices described in the 'framework report' will make the recreation industry system flow and will contribute to retrieving Alberta's position as an acknowledged leader in recreation development and recreation training. It is important to 're-connect the disconnects' between recreation and training and the field. This will require the commitment and concerted effort of all players.

The industry should execute an action plan, such as that described in *The Framework Report*, for progressive development of the industry and its education and training system. Appropriate stakeholders must be included.

## Conclusion

The research has shown that the recreation industry must move aggressively to position itself in relation to related industries and must enhance the attractiveness of recreation careers and education. It must pursue new strategies for skill and knowledge development. These issues are addressed both in this report and in *The Framework Report*. The industry must also pursue innovative growth strategies.

Recreation is a significant foundation of the *Alberta Advantage* and of the lifestyles of Albertans. New realities, marketplace trends, and alliance opportunities present an extraordinary opportunity for the industry. The industry should embrace and lead change. It will continue to evolve in response to changing demand in a fluid marketplace. The recreation industry provides the professionals who facilitate active living – a priority for all Albertans. This is cause for pride and celebration.

## Section I. Introduction

This research constitutes the third and fourth studies in a two-phase research project on *An Alberta Recreation Industry Labour Market Analysis*, begun in 2002.

The first two studies in the project (Phase One) addressed the economic value of the industry and provided a perspective on its future direction. The report from those two studies examined the value and contribution of the recreation industry to and within Alberta's economy, analyzed trends and external factors that influence the industry, and offered a perspective on its future.

This document is the report of the third study in the project. It describes the labour market in Alberta's recreation industry and explores the expectations of the industry for education and training to provide for the industry's future needs. The report from the fourth study (*The Framework Report*) examines the existing recreation education and training environment and offers a framework for an education and training system that is consistent with the needs and expectations of the recreation industry.

The research for this second Phase of the project was conducted in 2004 for the Alberta Recreation and Parks Association (ARPA) and was funded by Alberta Community Development, Alberta Human Resources and Employment, and Alberta Economic Development.

### Purpose and Direction of the Research

The purpose of the current research was to document the labour market, to determine the needs and expectations of the industry with respect to the development of its human capital, and to suggest a framework for education and training that would meet those needs and expectations. Thus this research brings into focus the industry's human resources component. A comprehensive methodology integrated qualitative and quantitative research approaches to address these goals.

### Methodology

The research was conducted employing a set of integrated methods as follows:

An extensive secondary research program was undertaken to explore the environment in which Alberta's recreation industry operates and to assemble knowledge about the labour market, the recreation industry and interfacing influences, the existing and historical education and training program, and the economic environment.

An integrated program of web-based surveys was carried out to explore the industry's labour market and skill and knowledge base in quantitative terms.

These surveys targeted employees and employers in the industry.

The focused invitations to participate in the survey were distributed via email on behalf of the consultants by several organizations, including ARPA, Alberta Community Development, Alberta Municipal Affairs, all members of the Project Steering Committee, Alberta's Regional Recreation Associations, and the consultant's own list of recreation industry contacts.

In all, 463 responses were recorded, including partial responses. As some questions were asked of only selected groups of respondents, smaller numbers of responses are included in most analyses.

A program of exploratory interviews and focus groups was undertaken to examine certain key issues in further depth and to contribute the perspective of a selection of key industry participants in the interpretation of data collected in the survey.

The focus group discussions were conducted with students currently enrolled in recreation education programs at the University of Alberta, Red Deer College, and Mount Royal College. One group included a combined group of students from the University of Alberta and Red Deer College. Working in formal and informal groups of 5-6 students, a total of 20 discussions were facilitated.

These discussions focused on four key issues. These were articulating recreation, reasons for selecting a recreation education, the value of educational experience when tested in work experience, and career aspirations.

The exploratory interviews with industry leaders included executives in a cross section of industry groupings, including government, facilities, regional recreation associations, front-line recreation service deliverers, and suppliers to the industry. In all, 35 interviews were conducted. Further, informal interviews were also held with suppliers attending the ARPA Annual Conference at Jasper in October 2004.

The interviews were organized to examine key trends in the industry and its labour market and to provide insight that would contribute to the interpretation of the survey data.

Exploratory interviews were also conducted with recreation educators and trainers. In all, 10 such interviews were conducted.

These interviews were conducted to gain the perspective of educators on the evolution, *status quo*, and future opportunities for education and training in the industry.

A job content analysis was conducted on over 200 position postings in the industry. Additional jobs were identified through the survey response.

A program of secondary research explored best practices and innovation in recreation training and education with particular focus on North America, the United Kingdom, Australia, and New Zealand.

The research employed electronic, library, and telephone interview methods.

The results of the research programs were integrated to achieve the study purpose and objectives. The use of a comprehensive methodology blending qualitative and quantitative methods was an effective approach to this research.

### Survey Demographics

The following tables present an analysis of the survey response, compiled to illustrate the comprehensive distribution of the data to various recreation industry segments.

Table 1.1 (below) shows that the response was distributed broadly across the industry segmentation as defined in the Phase One report. This segmentation is presented under the heading ‘Recreation Industry Grouping’.

Organization Category	Recreation Industry Grouping										Total	
	Fitness, Active Living, Therapeutic, Health, Rehab.		Amateur Sport		Outdoor recreation, Parks		Community Recreation or Development; Aquatics		Education, Professional Services, Program Admin		N=	%
	N=	%	N=	%	N=	%	N=	%	N=	%		
Private sector	9	15.5%	1	2.2%	3	6.1%	6	2.4%	7	17.9%	26	5.9%
Not for profit	12	20.7%	27	58.7%	13	26.5%	29	11.8%	12	30.8%	93	21.3%
Government	21	36.2%	17	37.0%	33	67.3%	206	84.1%	4	10.3%	281	64.3%
Education, health, community svcs	16	27.6%	1	2.2%			4	1.6%	16	41.0%	37	8.5%
<b>Total</b>	<b>58</b>	<b>100.0%</b>	<b>46</b>	<b>100.0%</b>	<b>49</b>	<b>100%</b>	<b>245</b>	<b>100.0%</b>	<b>39</b>	<b>100.0%</b>	<b>437</b>	<b>100%</b>

**Table 1.1 – Survey Demographics**

To aid in interpretation of the survey results, exploration of the survey data also examined differences between the four primary types of organization included in the survey response. These are government; not-for-profit; education, health and community services; and private sector.

Table 1.2 shows the primary focus of the organizations included in the survey response. Again, the data are well distributed to the areas of primary focus, including front line delivery, health and fitness-related mandates, community development, planning, administration, and professional services. Questions detailing the nature of the organization and the market it serves were asked only of the employers. A total of 272 responses were received from industry employers.

**Table 1.2 – Primary Focus of Survey Respondents**

Primary Focus of Organization	Recreation Industry Grouping										Total	
	Fitness, Active Living, Health Promotion		Amateur Sport		Outdoor recreation, Parks		Community Recreation		Education, Professional Services		n=	Col %
	n=	Col %	n=	Col %	n=	Col %	n=	Col %	n=	Col %		
Activities, entertainment, events, festivals	11	35.5%	24	72.7%	9	20.9%	48	34.5%	5	19.2%	97	35.7%
Facilities, parks, environment	2	6.5%	1	3.0%	20	46.5%	46	33.1%			69	25.4%
Community development, administration	3	9.7%	2	6.1%	8	18.6%	18	12.9%	1	3.8%	32	11.8%
Health, fitness; rehab; therapeutic	12	38.7%	2	6.1%			7	5.0%	2	7.7%	23	8.5%
Comprehensive programming; industry supply					3	7.0%	14	10.1%			17	6.3%
Professional, educational, financial resources	3	9.7%	4	12.1%	3	7.0%	6	4.3%	18	69.2%	34	12.5%
<b>Total</b>	<b>31</b>	<b>100%</b>	<b>33</b>	<b>100.0%</b>	<b>43</b>	<b>100%</b>	<b>139</b>	<b>100.0%</b>	<b>26</b>	<b>100%</b>	<b>272</b>	<b>100%</b>

The survey response showed balanced geographic distribution. The geographic distribution of the response is presented on the following page.

The table shows that 62% of the organizations included serve urban markets and 37% rural markets. More than a quarter of the organizations serve the market from multiple locations and the remaining respondents are well distributed to cities, towns, and villages across the province.

The age of the organizations ranged from new ventures to municipalities with long histories. Thus, opinions reported included those of both new and well-established ventures and organizations.

**Table 1.3 - Geographic Distribution of the Sample**

	Recreation Industry Grouping						Total
	Fitness, Active Living, Health Promotion	Amateur Sport	Outdoor recreation, Parks	Community Recreation	Education, Professional Services		
Urban/Rural Market	Urban Alberta	75.0%	79.3%	64.9%	51.5%	77.8%	61.6%
	Rural Alberta	25.0%	17.2%	35.1%	46.9%	22.2%	37.2%
	Outside Alberta		3.4%		1.5%		1.2%
Market Area	Multiple locations	22.6%	60.6%	34.1%	12.6%	50.0%	26.7%
	Edmonton Region	29.0%	57.6%	36.6%	20.7%	46.2%	31.2%
	Calgary Region	29.0%	42.4%	9.8%	10.4%	38.5%	19.2%
	Red Deer	6.5%	24.2%	9.8%	11.1%	11.5%	12.0%
	Lethbridge	12.9%	27.3%	4.9%	2.2%	19.2%	8.6%
	Medicine Hat	6.5%	15.2%	4.9%	1.5%	7.7%	4.9%
	Grande Prairie	3.2%	21.2%	7.3%	8.1%	7.7%	9.0%
	Fort McMurray	6.5%	12.1%	4.9%	3.0%	7.7%	5.3%
	North Rural	6.5%	6.1%	17.1%	17.8%		13.2%
	Central Rural	3.2%	6.1%	4.9%	14.1%		9.0%
	South Rural	9.7%		14.6%	6.7%		6.8%
	Other Locations		3.0%	2.4%	4.4%		3.0%
<b>Total</b>		<b>135.5%</b>	<b>275.8%</b>	<b>151.2%</b>	<b>112.6%</b>	<b>188.5%</b>	<b>148.9%</b>
		<b>31</b>	<b>33</b>	<b>41</b>	<b>135</b>	<b>26</b>	<b>266</b>

The survey also included respondents holding a wide range of responsibilities. Table 1.4 shows the respondents' overall area of responsibility, showing that approximately 63% of the respondents are in general management or supervision.



Table 1.4 – Overall Area of Responsibility of Respondents

Respondent's overall area of responsibility	Recreation Industry Grouping										Total	
	Fitness, Active Living, Health Promotion		Amateur Sport		Outdoor recreation, Parks		Community Recreation		Education, Professional Services		n=	%
	n=	%	n=	%	n=	%	n=	%	n=	%		
General management and supervision	16	38.1%	25	65.8%	26	66.7%	136	69.7%	11	40.7%	214	62.8%
Administration, clerical			4	10.5%	7	17.9%	6	3.1%	2	7.4%	19	5.6%
Financial management	1	2.4%	1	2.6%			1	.5%			3	.9%
Marketing, sales, or communication					1	2.6%	1	.5%	3	11.1%	5	1.5%
Research and technology	2	4.8%					1	.5%	6	22.2%	9	2.6%
Leaders or interpreters	7	16.7%					9	4.6%			16	4.7%
Skilled trades or equipment operators	1	2.4%			2	5.1%	3	1.5%	1	3.7%	7	2.1%
Retail clerks or customer service	1	2.4%	1	2.6%			1	.5%			3	.9%
Other recreation jobs	14	33.3%	7	18.4%	3	7.7%	37	19.0%	4	14.8%	65	19.1%
Total	42	100.0%	38	100.0%	39	100.0%	195	100.0%	27	100.0%	341	100.0%

Most of the respondents who selected 'other recreation jobs' in the survey instrument are employed in government positions and are focused on programming and delivery of recreation.

Table 1.5 shows that 58% the survey respondents hold a formal recreation qualification or certification and that they are distributed broadly across the industry segments.

**Table 1.5 – Formal Recreation Qualification**

Formal recreation qualification or certification?	Recreation Industry Grouping										Total	
	Fitness, Active Living, Health Promotion		Amateur Sport		Outdoor recreation, Parks		Community Recreation		Education, Professional Services		n=	%
	n=	%	n=	%	n=	%	n=	%	n=	%		
Yes	28	66.7%	19	54.3%	10	26.3%	114	62.0%	18	69.2%	189	58.2%
No	14	33.3%	16	45.7%	28	73.7%	70	38.0%	8	30.8%	136	41.8%

Further, the data show that the respondents represent a wide distribution of working experience (years of employment), age, educational achievement, and income.

## Limitations

Limitations associated with privacy legislation constrained direct access to the targeted respondents by the consultants. Thus intermediary organizations with extensive direct contact lists agreed to distribute the invitation to participate in the survey to their contacts, with a request that those recipients, in turn, also distribute the invitation to their own list of contacts. The invitation included a URL that linked the respondent directly to the web-based survey instruments.

Given the frequent action by several organizations to distribute the invitation to participate in the survey, the response was somewhat disappointing. However, the survey response provided good insight into all of the major groupings in the industry.

Assessing this challenge during the period of study design, it was determined that the most significant issues from the perspective of the study would be generally consistent across the industry and that the comprehensive methodology would contribute perspective that would result in a balanced view. That proved to be the case.

As a result of the limited survey response, some detailed analyses of the resulting data are based on small sample sizes and do not result in predictions with a high degree of confidence. For this reason, caution should be used in using some tabular data displayed in the report.

The Phase One report developed a framework that defined the structure of the recreation industry. Although that definition included suppliers to the industry (manufacturers, distributors, and retailers), preliminary discussions with representatives of those segments of the industry determined that, in most cases, they see themselves as suppliers to the recreation industry, rather than as members of it. Therefore, the survey invitations were not directed to these organizations: instead, those segments were included in the qualitative interview program.

Slightly more than half of the responses are from government organizations or agencies.

## Confidence in the Results of the Research

Overall, the integrity of the data is strong and summary results presented appear to represent industry trends described by interviewees in the industry interview program. The strong convergence between the different sources of data and methods of inquiry used in the research provide a high degree of confidence in the conclusions drawn from the research.

Multiple methodologies were used in this research to aid in interpretation.

## Acknowledgments

The consultants take this opportunity to express their gratitude to Rick Curtis, Executive Director of ARPA, Dr. Tim Burton, ARPA's Project Manager, and the members of the Steering Committee for their insight and guidance in the research. Further, we acknowledge the contribution to the growth of the recreation industry and its education and training system by

the many industry professionals who participated in the study through the qualitative interviews and focus groups and by completing the surveys.

## Section II. Recreation Industry Analysis

### ***Factors Influencing the Demand For, and Delivery Of, Recreation Services In Alberta***

Several factors that influence the participation of Albertans in recreation also influence the industry's labour market.

#### ***Human Geography***

Alberta is the fastest-growing province in Canada in terms of income, employment, and overall economic activity. The rate and distribution of growth within Alberta will impact the need for recreation services and the human resources required to provide those services.

#### ***Urban Growth***

The Province of Alberta has a population of 3 million and because of its robust economy it is expected to reach 3.4 to 3.7 million by 2011. The majority of economic growth is occurring along the Highway 2 corridor between Edmonton and Calgary and in major resource-based communities. This growth in population is creating an increase in demand for infrastructure and community services including health, education and recreation in this corridor.

As the population ages, it is projected that there will be rapid development in urban suburbs which will further increase demand and impact the type of facilities and services that are required. In addition, increasing housing densities in other urban areas will alter the need for and the provision of recreation services.

*"New and redeveloped facilities must be accessible to all members of the community and responsive to a wide range of community needs. Facilities which once served primarily children and youth will be redeveloped to serve all ages, both genders, and a wider range of users"*

*City of Edmonton: Facility Recreation Master Plan 2005-2015. June 2004*

#### ***Rural Depopulation***

Although urban areas in the corridor are experiencing rapid growth many communities in Alberta are not. Ninety-five percent of communities in Alberta have a population of fewer than 10,000 people and are located outside the commuting distance of the larger urban areas. Due to centralization of services, employment, health, and education opportunities in urban areas, as well as overall changes in the economy, rural depopulation is increasing. The largest decline is in the number of youth between 15 and 29 years of age. Consequently, rural populations have a higher percentage of residents over the age of 65 than is found in urban centres.

Rural depopulation is resulting in a loss of human resources and leadership. The closure of businesses, schools, health facilities, and government offices further reduces the population and the tax base. As a consequence, small communities are increasingly unable to generate the financial resources to maintain and develop essential services thus further limiting rural quality of life and the communities' capacity to attract new residents and economic opportunities.

*"Recent research shows that the viability of over 75% of Alberta's small communities is in question."*

*"Towards a Comprehensive Rural Development Strategy for Alberta", Alberta Agriculture, Food and Rural Development, 2002.*

#### ***Northern Development***

Mineral exploration, the oil sands projects in the Athabasca region, the Mackenzie Valley Pipeline and adventure and eco-tourism initiatives are rapidly increasing the population of northern Alberta. New communities such as Horizon, 300 km northeast of Edmonton, are being constructed and northern centres such as Fort McMurray are experiencing expansion in

order to accommodate the influx of workers. Recreation facilities and services will be required to meet the needs of the temporary work force, the longer-term residents, and the aboriginal communities that are impacted by the development.

*“The oilsands industry is anticipating the number of permanent jobs in Fort McMurray to double to 17,000 in the next decade. The industry feeds three times as many contract and service jobs, as well as thousands of temporary construction positions.”*

*Cheryl Knight, Executive Director of the Petroleum Human Resources Council of Canada – In The Financial Post. August 2004. FP 8.*

## Socio-Economic and Demographic Changes

Statistics Canada's 2001 Census analysis identified a series of changes in the socio-economic and demographic profile of Alberta. These shifts will profoundly impact demand for public services and the public policy agenda in the province in the future.

### Age Distribution

It is well recognized that Alberta's overall population is aging. The fastest growing population group is the 80 year old and over cohort. The second fastest growing sector is the 45-64 year old population. There is moderate growth in the other remaining adult populations due to immigration and the in-migration of working age adults from other parts of Canada. There is slow to no growth in the under 9 years of age, 10-14 and 15-19 year old populations.

#### Significant Differences in Rural Populations

- Rural populations are older with 11.4–15% being over the age of 65 while 10% of the population is over 65 years old in urban communities.

#### Significant Differences in Aboriginal Populations

- Aboriginal populations in Alberta are younger with 44.3% in the 0-19 year old category and with higher birth rates are growing much faster than the non-Aboriginal population - at a rate of almost 27% compared to 10% growth for the overall population. More than three quarters of Aboriginal people live off reserve, mostly in cities.

### Gender Distribution

Alberta's ratio of men to women is virtually equal.

### Level of Education

#### There are significant differences in level of education in rural areas.

- Over 15% of the urban population in Alberta holds a university degree, whereas in some rural communities only 8% do.

#### There are significant differences in level of education of Aboriginal population.

### Income Distribution

Alberta's before tax median family income in 2001 was \$60,000, which is above the national average of \$55,016.

The incidence of low income for all populations in the province was 33.2% and 34.5% in urban areas.

The amount of credit card debt in Alberta in 2004 is 4% higher than the national average. Personal bankruptcy in Alberta increased to 6.1% (in the twelve month period ending June 2004) well ahead of the national average of 4.9%. Although the province's economy is booming these figures suggest that many in Alberta are struggling with their personal finances.

- There are significant differences in rural income.
  - The incidence of low income in rural Alberta was 20.8%.
- There are significant differences in Aboriginal population
  - The average individual income (2000) for Aboriginal males was \$26,490 and \$12,359 for females. The incidence of low income for all Aboriginals in the province was 50.5% (20) and 51.6% for Aboriginals living in urban areas.

### Cultural Origins

15% of Alberta's population was foreign born in 2001. Alberta had 329,900 visible minorities, but they comprised a greater share of its population (11%). The visible minority groups with the highest proportions in Alberta were Chinese (3.4% of the provincial population), South Asians (2.4%) and Filipinos (1.2%). The vast majority (91%) of visible minorities in Alberta lived in the census metropolitan areas of Calgary and Edmonton. They accounted for 17% of Calgary's population and 15% of Edmonton's. They also are well educated; over 42% of Alberta's immigrants had a university degree in 2001.

### Leisure Trends

The recreation industry is dynamic due to the continuing evolution of leisure trends and the influence of other, often related trends.

### The Changing Role of Recreation

Changing recreation participation patterns in Alberta reflect not only changes in the socio-demographic profile in the province but also a broadening of society's understanding of the role of recreation in people's lives. Increasingly recreation is seen as a means to achieve "personal psychological well-being, physical well-being, community well-being, and personal enhancement through learning, as well as increased social interactions," and connectedness. There is increasing awareness that recreation opportunities are essential elements in creating and sustaining the quality of life in communities.

### Changing Trends In Leisure Preferences and Participation

- Since 1981 the Alberta Recreation Survey has tracked the changes in participation and preferred recreation activities in the province. Successive studies, including the 2004 Alberta Recreation Survey, have identified key trends that include:
  - An aging population, with the Baby Boom generation passing 50;
  - Greater interest in individualized activities and activities which are family-oriented;
  - The constraint of time and the greater value placed on leisure time;
  - The growth and diversity of the Alberta economy and the influence of this on population migration from across Canada and elsewhere;
  - An increasing role of private partners in public ventures;
  - Increasing need to address inequalities in access for low-income families, people with disabilities and special needs, Aboriginal and other marginalized groups;
  - The appearance of specialized niche recreation programming to meet demands from women, seniors and youth.

Several trends can be seen in the changing recreation preferences and demand for service:

- Increasing concern with personal health and well-being is driving participation in activities such as aerobics and weight training;
- Young families are looking for relatively inexpensive individual and group activities, such as day hiking and soccer;
- Interest in personal development is fueling participation in recreation/life-long learning courses;
- Increasing desire for flexible access is increasing the need for individual pursuits with informal program structures and schedules, and drop-in services as opposed to more structured team sports;
- Home-based stress-relief activities that take place outdoors such as walking, gardening and biking have continuing and growing importance;
- Arts and cultural activities such as visiting museums and galleries are gaining in importance;
- Increasing participation in golf, attending educational courses, day hiking, aerobics, weight training and soccer;
- Declining participation in tennis, curling, bowling, baseball/softball, hunting, fishing, football, cross-country skiing, ice skating, ice hockey, and racquetball;
- Increasing involvement of women in recreation is driving the need for less competitive more personally gratifying activities that offer socialization and balance from family responsibilities;
- The number one preferred activity since 1981 is walking.

### Unstructured Recreation Facilities/Spaces and Non-facility Recreation

The changing preferences towards more unstructured recreation activities and more extensive use of outdoor and open-space recreation will increase demand for public parks and trails.

### Facility-based Recreation

Many of the public recreation facilities in Alberta were built over 20 years ago and are requiring expensive maintenance, and redevelopment to meet environmental and safety standards. Some are beyond repair and are being decommissioned. In addition, these older facilities were designed to accommodate child and youth programs and are not suited to meeting the needs of the more diverse population. The need for cost efficiency and sustainability is changing the nature of public recreation buildings. Some of the changes include:

- “Community-hubs”- multi-purpose spaces that are blend of different types of recreation, services, and community resources and meet several personal and family needs in one location;
- “Recreation Destinations” that provide the traditional recreation amenities along with retail and entertainment options such as cinemas and grocery stores;
- Integrated health and recreation facilities;
- Facilities that include additional revenue-generating spaces such as ATM’s, equipment shops, and food and beverage services;
- Private-public partnerships and private group provision of recreation;
- Multi-agency cooperation and collaboration in meeting community service needs, including recreation;
- A “business model” approach to recreation service provision based on a continuing predominance of a market orientation of the recreation industry.

## Environmental Factors and Considerations

The Canada West Foundation's survey *Looking West 2004* found that two-thirds of Albertans (more than in any other western province) consider the environment to be a top priority. There is growing concern about the health of the natural environment, habitat loss, and water quality and supply issues in the province. There is increased interest in protecting and preserving natural areas in urban centers, as well as working and wild landscapes in rural Alberta. Access to the natural environment and enhancement of outdoor recreation opportunities are increasingly being seen as essential components of quality of life and are expected to play a greater role in the future. Moreover, there is a growing interest in the protection and enhancement of Alberta's urban natural capital as well as its countryside landscapes. Recent surveys have consistently found that Albertans strongly support the maintenance of the province's outstanding natural environment and wish to see continuing government action to ensure this. The natural environment is not simply a part of the economic capital of the province, but an essential foundation for the quality of life of its people. Sustainable development, implying protection as well as use, is a central component of the *Alberta Advantage*.

## Economic and Political Factors

The development and delivery of public recreation opportunities in Alberta is determined by the federal, provincial and municipal funding structure. Availability of resources directly impacts the type and nature of recreation opportunities provided, the level and quality of service and the human resources that are allocated.

In 2002, an in-depth study titled *The Public Financing of Recreation and Culture in Alberta: An Historic Review* examined the complexity of the funding structure and outlined the following:

### The Federal Government Contribution

The Government of Canada's actual outlay for recreation is difficult to determine because the available data does not separate recreation spending in Alberta as an individual item. However, overall expenditure levels when adjusted for cost escalation and population growth indicates that the real per capita expenditures declined by 17% since 1992.

National infrastructure programs that provide cost sharing with provincial and municipal governments now focus on essential gray infrastructure and environmental improvements such as roads and transportation, water quality, wastewater, and solid waste projects. Recreation infrastructure projects while eligible are included in a lower-priority category.

### The Provincial Government Contribution

The Provincial contribution to public recreation is largely through the Alberta Lottery Fund and Alberta Community Development. The real funding levels when adjusted for inflation and population growth show a decline of 40% over the last decade. In addition, annual funding levels fluctuate which affects long range operational and capital planning of recreation services.

### The Municipal Government Contribution

Municipalities have assumed an increasing role in the provision of public recreation services in Alberta. Provincial contributions amount to 5% of the cost while 95% of total recreation spending is from property taxes and user fees. User fees have increased by 90% over the decade and further increases may seriously limit accessibility for some citizens in the future. The growing dependence on local funding, declining capital transfers and increasing infrastructure and energy costs are threatening the feasibility and sustainability of community recreation services. Recreation is increasingly being amalgamated with other community services and there is no available data about the number of municipalities that have formal recreation boards or paid recreation service delivery staff. The increasing role of municipal governments in the delivery of recreation services in the 1990s and the relative roles of the provincial versus municipal governments was explored in the report from Phase One of this project which is available for those who wish to examine this matter further.



### **The Contribution of the Not-for-Profit Sector**

Currently, there are 73 Provincial Sport Associations and 25 Provincial Recreation Associations in Alberta that are formally recognized by the provincial government. These non-profit organizations act as governing and support bodies for hundreds of clubs and associations throughout the province. They are not-for-profit organizations and derive their funding from member fees, the Alberta Sport, Recreation, Parks, and Wildlife Foundation, through donations and fund raising activities, and through the sale of products and services. There has been a shift towards 'project' funding with flat-lined core funding that restricts long range planning and the viability and sustainability of many organizations particularly smaller ones. There is rising competition for charity dollars and volunteers to maintain services. Volunteer and staff turnover and burnout are serious issues for many community non-profit groups.

### **Private Sector Contribution**

The private sector is playing an expanding role in the provision of recreation services in Alberta. Private companies are engaged in wellness and health and fitness services where user fees can generate profitable return on investment. Private organizations and business are also involved in partnership agreements for the design, construction and operation of public recreation facilities. Cost-benefit analyses are being used to determine the most viable business model that can be developed to keep costs manageable while maintaining public access and user affordability.

### **Rising Costs of Delivering Recreation Services**

Escalating energy costs, the aging of public infrastructure including roads, water and waste water systems, and public buildings such as schools, hospitals and recreation facilities are putting increasing pressure on local, municipal and provincial budgets. In addition, risk management issues are escalating insurance costs and altering how and what recreation services can be provided.

### **Link Between Active Recreation and Health**

The rising cost of health care and the aging of the population are stimulating a re-examination of the link between physical activity and health. The Capital Health Region survey conducted in 2002, reported that 60% of adults in the Edmonton health region are physically inactive, increasing their risk for coronary artery disease, stroke, high blood pressure, colon cancer and other health problems. Obesity in both the child and adult population is increasing and the incidence of diabetes is on the rise. One hour of exercise per day is recommended and, for many, this is a challenge. Physical education is now being re-instituted in the school curriculum and work-place wellness programs are being developed to help Albertans build exercise into their daily life. In the future greater emphasis will be placed on getting Albertans healthy and keeping them healthy. Recreation opportunities and new initiatives will need to be developed in order to help Albertans achieve the health benefits of an active lifestyle.

The link between active recreation and health highlights a broader consideration, namely: barriers, or constraints, to participation in recreation.

### **Barriers To Recreation Participation**

The Alberta Recreation Survey conducted every four years since 1981 has identified trends among barriers or constraints that Albertans believe restrict their participation in recreation activities. In the 2004 survey the following barriers were identified:

- The costs of admission fees and equipment and supplies are the most important barriers;
- Economic barriers (including work commitments) have replaced time commitments associated with family as the leading barriers;
- There is evidence of the growing importance of the quality of facility maintenance as a limitation on participation;
- Demographic factors affect the importance of barriers with seniors giving the most importance to access issues such as transportation while young adults give more importance to cost factors.

Demographic characteristics namely age, education, income and the type of household, influence the perception of barriers. Albertans facing economic difficulties had stronger perceptions of barriers and single parent families faced both economic and time barriers. For working singles and couples without children overcrowding of facilities and time factors were seen as limiting participation.

Changes in the perception of barriers influences participation levels, and therefore, alters the apparent demand for recreation services. The changing demographics and economic factors will influence the nature of recreation programs and the need for innovation in the delivery of recreation services in the province.

### **Tourism**

Alberta's increased investment in tourism marketing and development will showcase the recreation opportunities in the province to the world. It will increase usage of public recreation facilities and areas such as parks and trails and stimulate commercial recreation development on private and public land in the future. In order to maximize the opportunities and avoid over-crowding and over-use of popular destinations new initiatives will need to be developed across Alberta.

### **The Provincial Labour Market**

In July 2004, Alberta reported a province-wide unemployment rate of 4.7%, which was well below the national average of 7.2% and below the 2003 Alberta average of 5.1%. A drop in rate occurs when the demand for labour exceeds supply and the labour market is considered tight when the rate drops below 5%. At this lower rate there are unfilled job openings, increased pressure on wages and rising competition for workers. Regional, occupational and sector specific unemployment rates vary and labour shortages can occur even at higher provincial rates. Overall, specific skill and occupational shortages are becoming more widespread and severe, and are expected to continue.

### **Labour Demand**

Strong growth in the demand for labour is a result of the robust Alberta economy, increasing global competition for skilled labour, technological changes and demographics.

As in other provinces, Alberta's working-age population is increasingly made up of older individuals and this will significantly impact labour supply. During the past decade, the population aged 45 to 64, the oldest working-age group, soared 51%, and is projected to gain another 38% by 2011. As this group enters retirement and there are fewer younger workers to replace them, imbalances in the labour market will result. Qualified labour shortages will vary in each occupation, sector and region based on the current age of the working population and the sectors' and regions' ability to attract, retain and develop its human resources.

### **Labour Supply**

There are four potential sources of new labour in Alberta: underutilized segments of the population, such as Aboriginal persons, youth, older workers, and persons with disabilities; younger and retrained adults entering through the education system; migration from other provinces within Canada; and immigration. Eliminating employment barriers that prevent the entrance of skilled workers into the province and developing education and training programs that can adjust to the changing needs and capitalize on existing labour pools are critical factors in ensuring future labour supply.

### **Increased Competition**

Competition for skilled labour begins with the recruitment to education and training programs. Advances in career counseling now allow prospective students to analyze future job markets and compare wages and working conditions. With the rising cost of post-secondary education, career decisions are now based on the potential for return on investment, and employability of graduates. Cultural biases that favour "cutting edge" careers, changing parental and student expectations, and the availability of employment targeted programs are influencing career paths. Alberta's strong economy is also luring young people to high-paying jobs straight out of high school.

The increase in competition for the limited supply of human capital is encouraging innovation in recruitment strategies. Some large companies such as Dell Canada are addressing labour shortages by partnering with educational institutions to deliver company-specific training programs. The Capital Health Authority, Grant MacEwan College and NAIT recently joined forces to offer a Health Sciences Career Camp to attract high-school students to the health care field. In the North, the Horizon mega-project is building its own airport capable of landing Boeing 737s in order to fly in its workforce and they also have recruiters in countries around the world pursuing skilled labour. Human Resources and Skills Development Canada (HRSDC) is investing in a \$12 million, three year, multi-media campaign to promote skilled trades ranging from chefs, to florists, to electricians.

Competition even between occupations within the same industry is increasing and transferable skills are becoming even more important in the job market. Not-for-profit organizations and the public sector will have difficulty attracting and retaining employees in this more competitive labour market. Structural issues such as rural or geographic location, and disparities in wages and benefits will also create regional and occupational shortages.

### **Recreation - The Hidden Workforce**

The extent to which the recreation industry will experience serious future skilled labour shortages will depend on a number of factors. Of primary importance is this industry's ability to forecast its potential growth and its true labour requirements.

Recreation is a difficult industry to define because it means different things to different people. It is a blend of public, private-sector businesses and voluntary not-for-profit organizations, falls within the jurisdiction of federal, provincial and municipal governments and overlaps with and is imbedded in other industries such as tourism, health, education, public administration and community planning and services. Forecasting future labour shortages in the industry is further complicated by the fact that the National Occupation Codes (NOC) and the North American Industrial Classification System (NAICS) used to track labour growth, group recreation with a variety of other industries such as communication, amusement and casino operations. Therefore, identifying changing demand and projecting labour shortages for the recreation industry is far more difficult.

Compounding the issue is the fact that the public and non-profit providers of recreation rely heavily on volunteer labour, which is not tracked in labour market studies. This distorts the true manpower and training needs of the industry. As more women enter the job market, the need for eldercare increases and time becomes even more limited the lack of volunteer labour is expected to have an impact on the delivery of service.

### **Factors that will Influence the Recreation Industry Labour Market**

The survey and the in-depth interviews sought to identify the factors that are expected to influence the recreation industry's labour market during the forthcoming five to ten years.

An unaided, open-ended question was employed in the survey to address this issue. The following table, Table 2.1 shows the opinion of respondents in the identified industry segments about the key influences for the next five to ten years. The table shows the dual emphasis the respondents placed on the challenges of increasing demand and positioning, and on finding and affording the resources to accommodate it.

These issues are examined in further depth in Sections IV through VIII of this report, which address trends and opinions in each of the individual industry segments.

**Table 2.1 – Key Factors of Influence for the Future of the Recreation Industry**

Influences for the Next 5-10 years	Recreation Industry Grouping						Overall % of responses	n=
	Fitness, Active Living, Health Promotion	Amateur Sport	Outdoor recreation, Parks	Community Recreation	Education, Professional Services			
	% of responses	% of responses	% of responses	% of responses	% of responses	% of responses		
Availability of appropriate funding; operating revenue	12.2%	59.0%	26.7%	32.2%	21.9%	30.8%	113	
Demand changes; industry trends; demographics	36.7%	23.1%	28.9%	30.7%	31.3%	30.5%	112	
Competitive wages, hiring; HR shortage	16.3%	17.9%	15.6%	18.8%	18.8%	18.0%	66	
Positioning recreation politically, competitively	26.5%	20.5%	17.8%	13.4%	9.4%	16.1%	59	
Appropriate education, training; supply of trained employees	18.4%	2.6%	8.9%	16.8%	21.9%	15.0%	55	
Aging infrastructure; availability of infrastructure		10.3%	15.6%	16.8%	15.6%	13.6%	50	
Vision and reality of rec. as a career choice	14.3%	5.1%		12.4%	21.9%	11.2%	41	
Gov't, public focus on fitness, rec, sport; rec. vs. health	26.5%	2.6%	4.4%	10.4%	9.4%	10.9%	40	
Increased op. costs; other costs (e.g., risk, insurance)	6.1%	5.1%	20.0%	10.4%	3.1%	9.8%	36	
Attrition; retirement leading to lost expertise, leadership	4.1%	5.1%	8.9%	8.9%	15.6%	8.4%	31	
Gov't, public focus on fitness, recreation, and sport	12.2%	12.8%		6.9%	18.8%	8.4%	31	
Innovative strategies and alliances	4.1%	5.1%	2.2%	4.0%		3.5%	13	
Flexibility, awareness of working conditions; retention		2.6%	2.2%	3.5%	3.1%	2.7%	10	
Certification	6.1%		4.4%	0.5%	6.3%	2.2%	8	
Availability of rec ed opportunities; declining enrolment				3.5%		1.9%	7	
Expectation of graduates for career progression	2.0%		2.2%	1.5%	3.1%	1.6%	6	
Integrated position of recreation and community development				2.5%		1.4%	5	
Time pressures; employees' personal priorities		2.6%	2.2%	1.0%	3.1%	1.4%	5	
Sustainability of NFP rec. organizations	2.0%	2.6%	2.2%	1.0%		1.4%	5	
Diminshing volunteer resources		2.6%		1.0%	3.1%	1.1%	4	
The benefit equation				0.5%		0.3%	1	

*\*As respondents were permitted multiple responses, totals will exceed 100%*

Table 2.2 compares the responses of employees and employers to these questions.

Both groups of respondents point to funding and the recreation industry marketplace as the most important factors. The active effort on the part of the ARPA and the industry to implement a strategic plan focused on building industry strength and direction will contribute to resolving several of the key challenges identified.

As well, little change in the distribution of responses Table 2.2 resulted from an analysis of the responses of those respondents possessing a formal recreation industry qualification. Further, analysis of these influences from the perspective of different types of employer also yielded a similar distribution.

Table 2.3, analyzing the “top five” influences, revealed some interesting differences in the views of these factors between the different types of organizations that are involved in delivering recreation services.

The “Not for Profits” and “Education, Health, and Community Services” appear to be significantly more concerned about funding and revenue than the government players, while the private sector respondents are significantly less concerned. Caution should be used in connection with these data due to the small number of respondents included in some groups in the analysis.

Overall, however, the similarity in responses indicates that the industry agrees that these are, indeed, the key factors of influence.

The third most important influence was positioning recreation politically and competitively. This is a reflection of the identity challenge facing the industry due to constant pressure upon it to evolve to accommodate external trends and relationships with related mandates such as health, culture, and tourism. Yet, it is not always the recreation industry that needs to adapt. Perhaps the industry needs to create a foundation of beliefs and values that will induce other sectors to view it as an important potential partner, and not simply assume that recreation will adapt to their needs.

**Table 2.2 – Influences Shaping the Recreation Industry**

		Employers/Employees		Overall
		Employees	Employers	
Influences for the Next 5-10 years	Availability of appropriate funding; operating revenue	33.3%	29.4%	30.8%
	Demand changes; industry trends; demographics	25.8%	33.2%	30.5%
	Competitive wages, hiring; HR shortage	12.9%	20.9%	18.0%
	Positioning recreation politically, competitively	14.4%	17.0%	16.1%
	Appropriate education, training; supply of trained employees	15.2%	14.9%	15.0%
	Aging infrastructure; availability of infrastructure	9.1%	16.2%	13.6%
	Vision and reality of rec. as a career choice	18.9%	6.8%	11.2%
	Gov't, public focus on fitness, rec, sport; rec. vs. health	14.4%	8.9%	10.9%
	Increased op. costs; other costs (e.g., risk, insurance)	9.8%	9.8%	9.8%
	Attrition; retirement leading to lost expertise, leadership	8.3%	8.5%	8.4%
	Gov't, public focus on fitness, recreation, and sport	5.3%	10.2%	8.4%
	Innovative strategies and alliances	6.1%	2.1%	3.5%
	Flexibility, awareness of working conditions; retention	3.8%	2.1%	2.7%
	Certification	3.8%	1.3%	2.2%
	Availability of rec ed opportunities; declining enrolment	2.3%	1.7%	1.9%
	Expectation of graduates for career progression	.8%	2.1%	1.6%
	Integrated position of recreation and community development	1.5%	1.3%	1.4%
	Time pressures; employees' personal priorities	3.0%	.4%	1.4%
	Sustainability of NFP rec. organizations	.8%	1.7%	1.4%
	Diminishing volunteer resources	1.5%	.9%	1.1%
The benefit equation	.8%		.3%	
Overall	N=	132	235	367
		191.7%	189.4%	190.2%

*\*As respondents were permitted multiple responses, totals will exceed 100%*

**Table 2.3 – Key Influences by Type of Employer**

	Organization Category				Overall
	Private sector	Not for profit	Government	Education, health, community svcs	
	%	%	%	%	
Availability of appropriate funding; operating revenue	13.0	35.4	30.2	37.5	30.9
Demand changes; industry trends; demographics	26.1	24.1	31.0	43.8	30.3
Competitive wages, hiring; HR shortage	21.7	27.8	15.1	12.5	18.0
Positioning recreation politically, competitively	13.0	20.3	14.2	21.9	16.1
Appropriate education, training; supply of trained employees	21.7	16.5	13.4	18.8	15.0
	169.6	191.1	189.7	206.3	190.2
N=	23.0	79.0	232.0	32.0	366.0

*\* As respondents were permitted multiple responses, totals will exceed 100%*

The demand for the services that are provided by recreation professionals and specialists is increasing in response to changing demographics (e.g., the influence of the baby boomers), population growth, priorities for healthy and active lifestyles, aging infrastructure, and many other factors.

Employees noted the importance of clarifying the vision and reality of recreation as a career choice. This must be a priority to stimulate increasing enrollment in recreation education and to position the recreation industry as a credible employer. The employees ranked this issue as a significantly higher priority than the industry's challenge with providing competitive wages.

The focus groups with students revealed that a significant proportion of them had joined their recreation education programs "to make a difference" or "to promote a healthy lifestyle". Others joined because they like recreation activities. However, many joined these programs simply "because could get into the program".

The employers ranked the challenge of providing appropriate education and training and ensuring a well prepared labour force supply as a key influence for the future. Given the highly competitive labour market conditions in which the recreation industry must attract employees, it is clear that the industry must provide competitive wages, working conditions, professional development, and career progression and mobility options.

Both employees and employers agreed with trends addressed in the Phase Two report, noting the influence of the increasing focus of government and the population on maintaining a healthy lifestyle. As this emphasis increases, the demand for recreation professionals and practitioners will increase correspondingly. The research shows that survey respondents and industry experts in each of the four primary industry segments believe that the number of jobs in the recreation industry will continue to increase.

It should be noted that the factors respondents believe will influence the future often also reflect an expression of what they currently see as burning issues.

## Section III. Labour Market Conditions

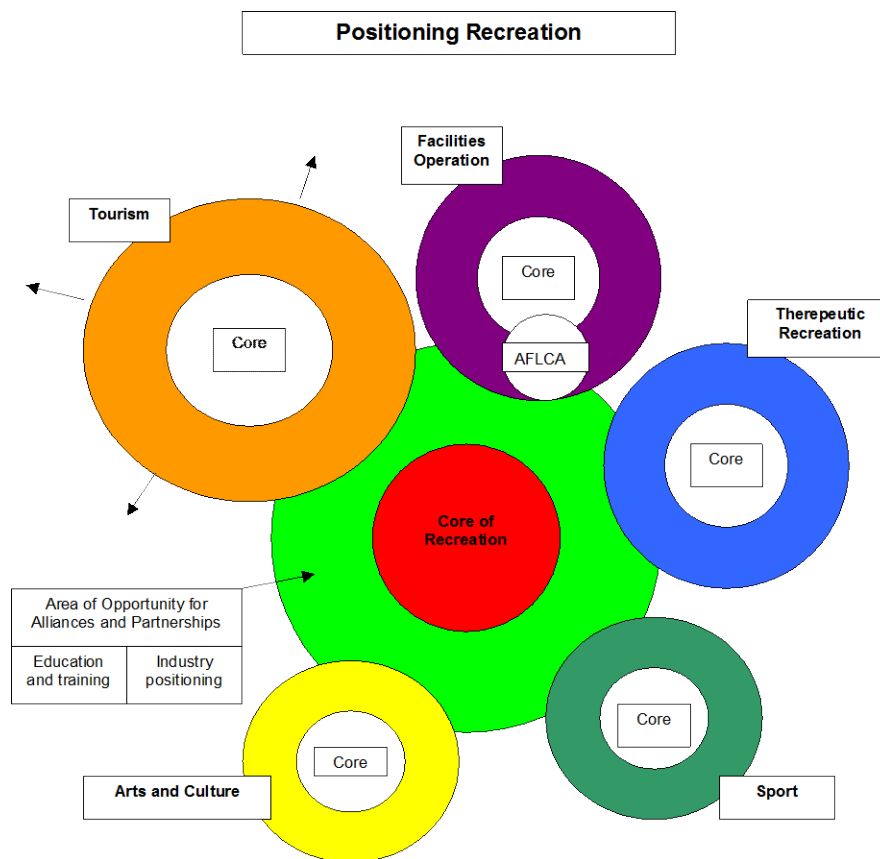
### Recreation Industry Labour Market Analysis

#### Positioning Recreation

While most people comprehend the value of a healthy and active lifestyle, the view of many about recreation as an industry is indistinct due to overlapping mandates with other industries. The continuing evolution of the industry is one of its strengths, but leads to challenges of identity.

This identity challenge affects the labour market as related mandates are often better funded but pursue recruitment of recreation employees, partly because they deliver recreation programming as part of their mandate. The recreation industry is pursuing strategies to develop a clear identity and positioning for recreation with the related mandates. Figure 1 illustrates the positioning of the recreation industry with respect to other mandates.

**Figure 1 – Interaction Between Recreation and Related Mandates**



The core of recreation, in the centre of the diagram, represents an understanding – theoretically, philosophically, and operationally – of the importance of leisure and leisure behaviour to personal and community development. As well, it represents the fundamental skills, knowledge and attitudes required in the recreation industry. This study suggests that this core is comprised of skills such as programming, planning, leadership and management or knowledge of human behaviour, diversity, and fitness. This core is represented in virtually all sectors of the recreation industry and defines its particular core competencies, and thus defines the overlap of each sub sector of the industry on the diagram. However, specialty areas such as tourism and sport, have developed relevant skill and knowledge sets required within their own mandate.

The research indicates that because the core competencies are shared by several mandates, these related mandates should be involved in defining recreation education and training. The core competencies summarized above are a link that defines the recreation-focused components of several related industries.

Further, as specialty areas in recreation have evolved, they have developed independent identities. The common core needs to be identified, developed and promoted to create a stronger identity and effective role clarification within the recreation industry.

## **Recreation Industry Employment Profile**

### **Current Trends**

Employers are concerned that there is a decreasing supply of labour to meet the needs of the industry as a result of competition from other industries that are better positioned politically, competitively, and economically. With its current structure, the recreation industry will face increasing internal and external forces threatening its long-term viability.

### **Demand and Supply of Employees**

The survey and the industry interviews reveal human resources challenges for employers. They have difficulty recruiting qualified applicants to positions, significantly due to their inability to pay competitive wages and benefits, and labour market competition for employees. High costs of training and high turnover rates also influence operations.

In management areas, attrition rates appear to be within acceptable ranges. However, the survey shows they are judged to be too high in program related areas and retail and clerical positions. In these areas the employers reported they replace staff too frequently.

### **Distribution of the Labour Force**

Two thirds of the organizations employ programmers and "other recreation jobs". Approximately 40% employ skilled trades or operators, administrators, and leaders/interpreters.

The industry uses large numbers of volunteers. In fact, interviews conducted with several not-for-profit organizations indicated that their volunteer workforce very significantly supports these organizations. Employees and employers noted in an unaided question in the survey that working with volunteers is an important skill to be targeted for enhancement. The 2004 Alberta Recreation Survey notes the 41% of the survey respondents have volunteered in culture, recreation, sports, or parks in the past 12 months.

Often, it can be challenging to attract volunteers to undertake professional development training in recreation. Normally their work is very focused and specific to their individual mandate. Further, in many organizations there is usually not the funding available to pay for volunteer training.

### **Rates of Pay and Benefits**

The research included an analysis of the rates of pay most commonly paid by the selected industry segments. Analysis of the survey data and the opinions of industry experts indicate that rates of pay are often not sufficiently competitive to continue to attract the calibre of employees expected by the industry. Not surprisingly, the data show higher pay scales in most of the selected occupations among government employers compared with not for profit employers. Employees working in rural Alberta are paid consistently less than their urban market counterparts.

Where the survey respondent holds a formal recreation qualification or certification the pay scales are higher in several occupations. The data also confirm that employees in organizations serving urban markets are paid more than those serving rural markets. More detail on the wage rates of individual occupations can be located in the position descriptions obtained from the Job Content Analysis discussed later in this Section, and contained in an appendix to this report.



## Nature of Employment Contracts

The research shows a changing landscape in the workplace. Employers were asked to identify the changes and other trends they have observed in their organizations as they have addressed challenges in recent years. A large proportion of the respondents (56%) reported their organization had increased its number of part time or casual positions and 40% reported increased numbers of full time positions.

This indicates that demand for employees is already increasing in response to increasing demand for services. Increasing demand for recreation services allied with budgetary constraint has led to efficiency-driven human resources strategies.

The survey data also show, however, that the responding organizations are experiencing difficulty in attracting new staff (35%). Unpaid overtime (32%) and turnover (29%) are both increasing, and there is increased use of contracted employees or job sharing and an increasing reliance on volunteers.

## Competition for Resources

The research shows that employees with formal recreation education or training are well positioned for promotion to jobs outside the recreation industry. In an unaided, open-ended question in the survey, the respondents indicated that the vision of recreation as a career limits recruitment and results significantly from the industry's ability to pay competitive wages. However, the increasing concern for risk management indicates the importance of hiring appropriately qualified employees.

## Content Analysis of Job Postings in Alberta's Recreation Industry

### Overview

The labour market is a key source of information for education planning. If recreation educators want to ensure that program offerings are supplying graduates with the necessary skills, knowledge and attributes required of the job market, they need information on what jobs are in demand, and what competencies are required within them.

This summary contains the results of an investigation into occupations in the recreation industry in the province of Alberta. In total, over 200 job postings in the recreation industry were analyzed. The job postings were obtained from a variety of sources including the PERC bulletins (Professional Environmental Recreation Consultants), the ARPA on-line job posting, and others (see appendix for full listing). The purpose of this inquiry was to:

- Identify current positions in demand within the recreation industry, and
- Develop occupational profiles for positions not currently included in the Recreation, Culture and Entertainment category of the Alberta Learning Information System (ALIS).

The occupational profiles outline formal education and training required by practitioners/professionals in Alberta in different occupations and assess core competencies and critical skill requirements of each.

The investigation identified a total of 33 additional jobs in recreation that are not listed in the Alberta Learning Information System (ALIS) occupational profile for Information, Culture and Recreation. Draft occupational profiles are included in Appendix 1 of this report. The occupational profiles have been developed for the following positions in recreation:

Community Development Practitioner	Director of Community Services
Youth Program Coordinator	Recreation Director
Youth Centre Manager	Marketing Coordinator
Fitness/Wellness Program Coordinator	Lifeguard
Recreation Programmer	Head Lifeguard
Recreation Programmer – Older Adults	Aquatics Supervisor/Manager
Recreation Programmer – Aboriginal	Golf Course Manager
Recreation Programmer – Aquatics	Theatre Manager
Volunteer Coordinator	Heritage and Museum Coordinator
Recreation Activity Leader	Heritage Programmer
Campus Recreation/Intramural Coordinator	Arts and Culture Development Officer
Recreation Therapist	Recreation Facility Manager
Athletic/Games Program Director	Arena Manager
Camp Coordinator	Parks Technician
Youth Camp Counselor	Parks Planner
Special Event Coordinator	Fitness Instructor
College or University Instructor/Professor	

Content analysis of job postings resulted in observations about jobs within the recreation industry. Some of the overall observations include:

Demand for skill sets specific to recreation

The labour market is demanding skill sets specific to recreation such as programming, activity leadership, event coordination, project management, facility management, lifesaving, recreation therapy, community development and interpretation.

Demand for management and marketing skill sets

Many job postings in recreation require individuals with higher-level management skills such as organizational leadership, strategic planning, research, marketing, policy and planning, finance, and human resource management.

Demand for diploma and degree graduates

Overall, the majority of job postings seek individuals with post secondary education at the diploma and degree level in recreation administration, physical education, business, education and related disciplines.

Demand for additional certifications

Numerous job postings in recreation require certifications beyond educational preparation in areas such as lifesaving, facility management, special event management, coaching and interpretation.

Demand for customer service skills

A number of job postings require individuals to have strong customer service skills especially in positions where individuals are working directly with participants, or within management capacity.

• Demand for “emotional intelligence” or “soft skills”

The majority of job postings require individuals with high emotional intelligence or soft skills, defined as strong interpersonal skills and an ability to work effectively with others. Many job postings referred to personal characteristics more than other qualifications.

Demand for strategic thinking

A number of job postings were seeking individuals to engage in critical thinking, problem solving and set strategic direction. Similarly, evidence of entrepreneurial spirit and innovation were expected in postings, particularly at the mid and upper management levels.

### Labour Force Characteristics

The following paragraphs describe the characteristics of the recreation industry’s labour force.

### Employment Demographics

Table 3.1 summarizes the distribution of age, gender, and annual income of the respondents by industry segment.

Overall, the respondents were well distributed in each age category with slight variations such as a younger population in the fitness, active living, and health promotion segment and older in outdoor recreation and parks. More detailed analysis shows a higher proportion of early career respondents in the not for profit and government sectors.

With respect to gender, overall 61% of respondents were female and 39% were male. However, Table 3.1 shows significant differences in the gender balance reported among the segments. Only the outdoor recreation and parks respondents showed higher propensity to be male. Most of the respondents in fitness, active living, and health promotion were female.

There are apparent differences between the annual income of individuals within the sectors of the recreation industry. In general, respondents report higher levels of income moving from the private sector, to not for profit, government and then education, health and community services. Community recreation employees reported higher incomes from their primary recreation industry job than those in other segments. A larger proportion of fitness and active living respondents reported lower incomes. This analysis suggests that employees within the public sector are paid higher than those in the recreation industry’s private sector.

**Table 3.1 Respondent Demographics**

Respondent Demographics			Recreation Industry Grouping					Total
			Fitness, Active Living, Health Promotion	Amateur Sport	Outdoor recreation, Parks	Community Recreation	Education, Professional Services	
Age category of respondent	Under 20 years	Col %	2.4%	3.1%				.7%
	20 to 24 years	Col %	4.9%	6.3%		2.9%		3.0%
	25 to 29 years	Col %	26.8%	6.3%	8.1%	10.6%	12.5%	12.2%
	30 to 34 years	Col %	7.3%	18.8%	8.1%	24.7%	20.8%	19.4%
	35 to 39 years	Col %	14.6%	15.6%	10.8%	17.1%	16.7%	15.8%
	40 to 44 years	Col %	12.2%	25.0%	13.5%	16.5%	8.3%	15.8%
	45 to 49 years	Col %	12.2%	18.8%	16.2%	11.8%	20.8%	13.8%
	50 to 54 years	Col %	14.6%	6.3%	18.9%	11.2%	20.8%	12.8%
	55 to 59 years	Col %	4.9%		13.5%	2.9%		3.9%
	60 to 64 years	Col %			10.8%	2.4%		2.6%
Total	Valid N		N=41	N=32	N=37	N=170	N=24	N=304
Gender of respondent	Male	Col %	9.8%	39.4%	61.1%	39.6%	45.8%	38.6%
	Female	Col %	90.2%	60.6%	38.9%	60.4%	54.2%	61.4%
Respondent's total annual personal income from primary recreation industry job	Below \$20,000	Col %	22.5%	13.3%	11.8%	6.5%	8.7%	10.1%
	\$20,000 to 39,999	Col %	30.0%	26.7%	29.4%	26.6%	26.1%	27.4%
	\$40,000 to 59,999	Col %	35.0%	50.0%	26.5%	42.6%	30.4%	39.5%
	\$60,000 to 79,999	Col %	5.0%	6.7%	23.5%	15.4%	17.4%	14.2%
	\$80,000 to 99,999	Col %	5.0%		5.9%	6.5%	17.4%	6.4%
	\$100,000 or more	Col %	2.5%	3.3%	2.9%	2.4%		2.4%

More detailed analysis not shown in the table suggests that respondents in organizations serving urban markets tend to be older than those in organizations serving rural markets. They have a higher propensity to be male and have significantly higher incomes.

Differences are noted also between those holding a formal recreation qualification and those who do not. Those who have completed formal recreation education or training appear to be younger and display a higher propensity than other respondents to have annual income from their primary recreation job in the range of \$40,000 to \$79,999.

The interviews with industry experts suggest that many employees with recreation education – especially, though not exclusively, within the public sector - may have been promoted out of the field of recreation. The industry experts agreed that recreation graduates are well prepared with skills and knowledge that position them well as candidates for senior jobs in other fields. This may explain their younger profile and lower incidence in the higher income categories. However, this phenomenon may also be explained by the fact that many of the employers who responded to the survey are senior executives with recreation departments reporting to them.

### Education and Training

The following paragraphs describe the education and training profile of the respondents.

### Education and Training Profile

The surveys addressed the level of education and training achieved by the respondents. Table 3.2 summarizes, by industry segment, the level of education achieved by the respondents.

Overall, the current recreation labour market appears to be well educated. Post secondary degree graduates are consistently represented as the highest proportion of respondents in all sectors. Approximately 49% of respondents have obtained a post secondary degree, and 15% have obtained a post secondary diploma. In all but the private sector, a higher proportion of respondents reported having a formal recreation qualification or certification than not.

**Table 3.2 – Respondents’ Personal Education Profile**

Respondents' personal education profile			Recreation Industry Grouping					Total
			Fitness, Active Living, Health Promotion	Amateur Sport	Outdoor recreation, Parks	Community Recreation	Education, Professional Services	
Highest level of education completed	Some high school	Col %	2.4%				.6%	.6%
	High school diploma	Col %	2.4%	8.6%	16.7%	10.1%	7.7%	9.4%
	Certification from a	Col %	2.4%		11.1%	6.1%	3.8%	5.3%
	Post secondary certificate	Col %	9.5%	11.4%	11.1%	6.7%	7.7%	8.2%
	Post secondary diploma	Col %	11.9%	8.6%	11.1%	19.0%	3.8%	14.8%
	Apprenticeship	Col %		2.9%	5.6%	1.1%		1.6%
	Post secondary degree	Col %	59.5%	54.3%	30.6%	50.8%	38.5%	49.1%
Formal recreation qualification or certification	Graduate degree	Col %	11.9%	14.3%	13.9%	5.6%	38.5%	11.0%
	Yes	Col %	66.7%	54.3%	26.3%	62.0%	69.2%	58.2%
	No	Col %	33.3%	45.7%	73.7%	38.0%	30.8%	41.8%
Total	Valid N		N=42	N=35	N=38	N=184	N=26	N=325

Overall, approximately 48% of the respondents with a formal recreation qualification or certification had obtained a post secondary degree in recreation, while 20% each reported they had obtained a diploma, or certification by an industry association. Private sector education was negligible.

The respondents report an average of 10 or more years of experience after graduation, consistent with their level of seniority.

### Requirement for Qualifications

Several organizations require or expect specific levels of education or types of certification for their employees. Notably certification is required in areas of high risk or in certain professional areas.

Table 3.3 summarizes this requirement from the survey response. A more detailed list of requirements and expectations by occupation is included in the occupational profiles in the appendix.

Table 3.3 – Required Qualification or Certification

Primary Type of Qualification or Certification Required	Incidence	% of respondents
None	68	21.3
Recreation or closely related degree	67	20.9
Undergraduate degree appropriate to mission	50	15.6
Lifesaving and related certifications	47	14.7
Diploma in recreation or related subject	29	9.1
Leadership Certification	12	3.8
Facility operation or trade certification	10	3.1
Certification in relevant recreation technologies	7	2.2
Local Government Administration	7	2.2
Relevant Experience	6	1.9
Post Graduate degree	6	1.9
Grade 12	4	1.3
First aid	3	0.9
ARFP or Other industry certification	4	1.3
Total	320	100

The survey shows that respondents who possess a formal recreation qualification or certification found this helped them secure their job.

The employers were asked through the survey to rate their satisfaction with the extent to which recreation education and training programs prepared graduates of those programs to meet their needs. Employers also showed general satisfaction with certification programs provided by the recreation industry. They rated their satisfaction highest with respect to graduate degrees (mean rating of 2.45 on a four point scale where 1 means “not at all satisfied” and 4 means “very satisfied”), followed by post secondary degrees (mean rating 2.37) and lowest with private institution programs.

## Entering and Leaving the Industry

The largest proportion of respondents entered the recreation industry directly following education but are most likely to leave the industry early in their careers. Thus the industry is a training ground and source of employees for other employers. Those working in government jobs were more likely than others to have entered the recreation industry from another public sector job. Not for profit organizations seem to attract employees from high school.

Employees with a recreation education or qualification are significantly more likely than those without to enter the industry after their college or university studies while those without are more likely to join from another public sector job.

Table 3.4 shows that the largest proportion of employees chose to enter the industry due to its positive orientation. Employees perceive the recreation industry as an interesting line of work, conducive to lifestyle, dealing with people positively and in pleasant surroundings.

**Table 3.4 – Reasons for Seeking Employment in Recreation**

Reasons for seeking employment in recreation (employees) Scale is 1-4, where 1 means "Strongly disagree" and 4 means "Strongly agree"	Formal recreation qualification or certification		Overall
	Yes	No	
	Mean rating	Mean rating	
Wanted an interesting job	3.7	3.6	3.6
Wanted a job that was conducive to my lifestyle	3.4	3.3	3.4
Liked the working conditions	3.4	3.3	3.4
Wanted a job dealing with people	3.4	3.3	3.3
Wanted to work in pleasant surroundings	3.3	3.3	3.3
Wanted a job suited to education	3.4	2.9	3.2
Recreation work fits personal schedule	3.0	3.1	3.0
Wanted to live in this community	2.9	3.1	3.0
Was attracted by the image of recreation	3.0	2.8	2.9
It was easy to get a job in recreation	2.1	2.1	2.1
Wanted to leave previous job	2.0	2.2	2.1
Earned too little in previous job	2.0	2.1	2.0
Easy to start a recreation business	1.9	2.1	2.0
Felt that there were a lot of recreation jobs	2.0	1.9	2.0
Saw recreation as a profitable industry	1.9	1.8	1.9
Limited alternatives in the job market	1.9	1.7	1.8
Wanted to establish own business	1.7	1.7	1.7
Was unemployed and needed a job	1.6	1.6	1.6
Needed extra money quickly	1.4	1.5	1.4
Was let go in previous job	1.1	1.1	1.1
N=	159	88	247

This pattern of motivational choice was consistent in respondents with a formal recreation qualification or certification and those without. Respondents without a formal recreation qualification or certification were more likely to be seeking a job conducive to their lifestyle, suited to their education, to have been attracted by the image of recreation, and to have wanted to live in the community than the recreation qualified respondents. This trend was also noted in the student focus group program.

This may be useful to help market an image of a recreation industry career to candidates.

## Recruitment

The following analysis compares recruitment and retention strategies by type of employer.

Employers seek to fill vacancies using a combination of approaches. The survey results indicate a fairly consistent response across the segments of the recreation industry and across types of employers. Table 3.5 compares employer and employee strategies by type of employer.

**Table 3.5 – Recruitment and Job Search Strategies**

		Organization Category				Overall
		Private sector	Not for profit	Government	Education, health, community svcs	
Recruitment strategies	Post in newspapers	100	57.7	88.4	77.8	82.1
	Maintain a job opportunities page on organization's website	75	53.8	66.3	100.0	66.4
	Seek internal candidates	50	61.5	67.4	77.8	66.4
	Post jobs with regional colleges and universities	50	46.2	50.5	77.8	51.5
	Send postings to employment assistance organizations	75	46.2	44.2	33.3	44.8
	Encourage employees to recruit friends	75	50.0	31.6	55.6	38.1
	Use an online job search service or agency	25	30.8	21.1		21.6
	Attend job and career fairs	25	23.1	17.9	33.3	20.1
	Use a professional recruiter or headhunter	25	7.7	9.5		9.0
	n=	4	26	95	9	134
Jobseeking strategies	Checked postings in newspapers	23.1	47.5	43.7	41.2	43.4
	Heard through friends or relatives	53.8	47.5	33.9	41.2	38.2
	Searched job opportunities on websites	38.5	45.8	34.4	47.1	37.9
	Was an internal candidate	15.4	30.5	38.3	52.9	36.4
	Reviewed job postings at regional colleges and universities	23.1	18.6	9.8	52.9	15.1
	Responded to postings at employment assistance organization	15.4	15.3	12.0	5.9	12.5
	Used an online job search service or agency		15.3	6.6	5.9	8.1
	Attended job and career fairs		3.4	3.8	17.6	4.4
	Used a professional recruiter or headhunter	7.7	5.1	3.8		4.0
	n=	13	59	183	17	272

*\* As respondents were permitted multiple responses, totals will exceed 100%*

There is a measure of correlation between the method used by employers to seek employees and the methods used by employees to find jobs.

Government agencies appear more likely to post vacancies in newspapers. Financial constraints may limit other groups from similar recruitment tactics. Not for profit organizations may be more likely to use lower cost strategies such as referrals, job/career fairs, or web-based referral approaches for recruitment. The in-depth interviews suggest challenges exist in recruiting employees for specialized positions.

## Employee Retention

Employee retention is an important component of management in every industry. Areas where the most concern was expressed over retention are among programmers, retail clerks or customer service staff, leaders and skilled trades or equipment operators.

The survey identified various retention strategies and asked employers to indicate which they used, and asked employees which they preferred. Table 3.6 shows the retention strategies by industry sector.

**Table 3.6 – Retention Strategies**

		Recreation Industry Grouping										Total	
		Fitness, Active Living, Health Promotion		Amateur Sport		Outdoor recreation, Parks		Community Recreation		Education, Professional Services		N=	Col %
		N=	Col %	N=	Col %	N=	Col %	N=	Col %	N=	Col %		
Retention strategies	Pay employees according to productivity (pay for performance)	2	14.3%	1	11.1%	3	15.0%	13	14.9%	5	55.6%	24	17.3%
	Provide occasional rewards for outstanding work	4	28.6%	4	44.4%	6	30.0%	29	33.3%	3	33.3%	46	33.1%
	Pay employees wages that are higher than industry standard	3	21.4%	1	11.1%	3	15.0%	21	24.1%	1	11.1%	29	20.9%
	Provide additional benefits (dental, health, pension plan, etc.)	11	78.6%	6	66.7%	10	50.0%	58	66.7%	7	77.8%	92	66.2%
	Provide assistance with difficult-to-locate housing (subsidized, accessible)							3	3.4%			3	2.2%
	Provide pay increases based on seniority	4	28.6%	1	11.1%	5	25.0%	32	36.8%	3	33.3%	45	32.4%
	Promote from within the organization	6	42.9%	2	22.2%	11	55.0%	58	66.7%	5	55.6%	82	59.0%
	Provide a profit sharing plan, bonuses, or shares	1	7.1%	3	33.3%	1	5.0%	3	3.4%	1	11.1%	9	6.5%
	Recognize additional training and certification with reward (pay or recognition)	4	28.6%	1	11.1%	7	35.0%	28	32.2%	3	33.3%	43	30.9%
	Provide training and education opportunities	10	71.4%	5	55.6%	17	85.0%	67	77.0%	7	77.8%	106	76.3%
	Provide advancement opportunities	5	35.7%	2	22.2%	8	40.0%	34	39.1%	4	44.4%	53	38.1%
	Respondent is business owner	3	7.7%	1	3.0%	2	6.7%	2	1.2%	3	12.5%	11	3.7%
	Employees views of effective retention strategies	Very motivated to stay with present employer	18	46.2%	12	36.4%	9	30.0%	81	47.1%	9	37.5%	129
Pay according to my productivity (pay for performance)		10	25.6%	11	33.3%	10	33.3%	57	33.1%	11	45.8%	99	33.2%
Provide occasional rewards for outstanding work		17	43.6%	19	57.6%	18	60.0%	95	55.2%	12	50.0%	161	54.0%
Pay me wages that are higher than industry standard		16	41.0%	6	18.2%	7	23.3%	64	37.2%	8	33.3%	101	33.9%
Provide additional benefits (dental, health, pension plan, etc.)		18	46.2%	19	57.6%	12	40.0%	77	44.8%	9	37.5%	135	45.3%
Provide pay increases based on seniority		18	46.2%	9	27.3%	4	13.3%	51	29.7%	5	20.8%	87	29.2%
Promotion to a position with higher authority or responsibilities		15	38.5%	8	24.2%	7	23.3%	64	37.2%	7	29.2%	101	33.9%
Provide a profit sharing plan, bonuses, or shares		8	20.5%	4	12.1%	4	13.3%	21	12.2%	5	20.8%	42	14.1%
Recognize additional training and certification with reward (pay or recognition)		15	38.5%	9	27.3%	10	33.3%	66	38.4%	7	29.2%	107	35.9%
Provide training and education opportunities		24	61.5%	20	60.6%	15	50.0%	119	69.2%	15	62.5%	193	64.8%
Provide advancement opportunities		15	38.5%	8	24.2%	12	40.0%	84	48.8%	9	37.5%	128	43.0%
Provide the opportunity for full time work		10	25.6%	5	15.2%	3	10.0%	28	16.3%	3	12.5%	49	16.4%
Provide job security		13	33.3%	8	24.2%	6	20.0%	63	36.6%	10	41.7%	100	33.6%
None of the above: it is time for a change/personal reasons	2	5.1%			2	6.7%	8	4.7%	1	4.2%	13	4.4%	

The research shows the importance of training and education and of recognition of employees by promoting from within, providing a good benefits, and acknowledging performance with pay incentives. Employers’ retention strategies are consistent with the expectation of employees. Further, a significant proportion of the employees in all segments indicate they are “very motivated to stay with their employer” and only very few employees reported that they are actively seeking a change in employment.

## Job Satisfaction

The large number of employees motivated to stay with their employer is confirmed by their rating of job satisfaction. Employees in the industry are generally satisfied with their career to date.

The table also shows that, in many areas, employees with formal recreation qualification or certification are less satisfied with their job than those without formal recreation preparation. However, they are more satisfied with their benefits and career advancement opportunities. Urban market employees are more satisfied with the job content and some working conditions than are their rural colleagues. Respondents employed by government organizations show a higher propensity to be satisfied with their career.

The general level of satisfaction remains high within the current recreation labour market. Level of challenge is rated higher than overall satisfaction for most industry segments. Respondents are least satisfied with their income potential and the number of recreation jobs available. Within the private sector, employees are not as satisfied with the level of benefits provided, or the quality of jobs available. In the not for profit sector there is additional dissatisfaction with the quality of jobs, and in the education, health and community services sector there is a level of dissatisfaction with the social status of recreation employment.

## Investing in Human Resources

### Professional Development

The respondents have shown their desire for professional development but explain that their access to it is limited by other priorities, although some organizations do give professional development and continuing education a high priority.



## Human Resources Development

The data show that consistently the largest proportion of organizations provides a budget for training and the time for the employee to take advantage of training opportunities. Many also define expected skills and training requirements in job descriptions. Despite the commitment of the organization, personal and business barriers tend to prevent the employees from taking full advantage of professional development.

The types of professional development opportunities that were sought out but not found were: (a) graduate degree; (b) advanced facility management; (c) instructor training; (d) financial management and investment strategies; (e) supervisory/risk management; (f) health courses; (g) grant management; (h) marketing; (i) program development; (j) landscape design; (k) refrigeration and welding; and (l) sales and customer service. The modes of delivery that were sought but not found were conference learning opportunities, short intense courses and on-line courses.

## Work Conditions

Consistent with the retention priorities they expressed, most of the respondents have received a salary increase (79%), training opportunities (77%), and/or an increase in responsibility (72%) during their employment. This is not surprising as they are longer-term employees.

The majority of the respondents in the survey (81%) were full time employees on the permanent staff of their organization; 11% were employees who chose to work part time for their own convenience. Overall, 87% of the respondents were on their organization's permanent staff.

Work conditions vary between the different kinds of organization included in the analysis. Overall, 52% regularly work unpaid overtime and 40% regularly work evenings and weekends. Employees in government organizations are the most likely to be paid for their overtime.

## Future Employment Sectors and Projections

### Employment Sectors and Projections

Employers responding to the survey provided an assessment of the expected change in the number of employees in selected categories during the forthcoming five years. Nearly all organizations reported that they expected significant growth in most areas.

The highest growth rates are expected to be at the delivery or front line level and with skilled trades and equipment operators, consistent with the growth in demand predicted by the survey respondents and the experts with whom in-depth interviews were conducted. Marketing is also expected to grow significantly – perhaps a reaction to the perception that increasing demand and industry trends will call for innovative revenue streams increased and new partnerships and alliances.

## Issues and Opportunities

Analysis of the current and future recreation labour market identifies a number of issues and opportunities for the recreation industry in Alberta:

Organizations are concerned about the quantity and quality of the labour supply.

The nature of the labour market is changing in the sense that it is growing in both full- time and part-time positions, but is requiring more unpaid overtime, job sharing and contract positions.

While the industry receives labour supply from a variety of sources, it relies heavily on those just leaving the school or college system. This reliance on one source may require stronger positioning in a more competitive labour market.

The recreation industry is concerned with recruiting enough qualified applicants in the future, yet as a whole, they currently rely on fairly traditional recruitment methods. The industry will need to refine its recruitment strategies and should develop stronger “feeder systems” to continue attracting from its major target market – young individuals.

The industry is quite accessible and there is some upward mobility for employees. However, individuals are exiting the industry in early stages of their career: thus, as previously noted, the recreation industry is a supplier of employees to other sectors.

- Individuals are attracted to recreation work for a variety of positive reasons indicating it is a career of choice. They are deterred from joining or staying in the industry by less than competitive compensation and perceptions of limited career progression opportunities.
- While the majority of recreation employees are very satisfied with recreation employment, the industry can do better when it comes to income levels, job opportunities, quality of employment and perceived social status.
- With decreased formal recreation education alternatives in the province, from which the industry gets the majority of its labour force, future recruitment is likely to become more difficult.
- While both employers and employees value professional development, employees face numerous barriers when trying to access learning opportunities.
- While employees with a formal recreation education or certification were quite successful in obtaining satisfactory employment, they did this with little direct support from contacts made during their education or training.

### Industry Segments

The Phase One report defined four primary segments of the industry: Fitness and Active Living, Amateur Sport, Outdoor Recreation and Parks, and Community Recreation. This research explored labour market and education and training issues relevant to each of those segments. The research included detailed examination of the survey data, secondary research, and the results of in-depth interview with industry experts focused on each of these segments.

Overall, the analysis reveals generally consistent themes across these segments. These are summarized below:

- The most significant influences for the future are increasing demand and changing trends in recreation, a tightening labour market consistent with Alberta's economic growth, and the relationship with industries having related mandates.
- The greatest challenges are to do with the ability of the industry segments to obtain qualified employees to provide for the needs of the future, due to decreasing enrollment in recreation education programs and the inability of the industry to compensate its employees competitively.
- Industry employers and employees are concerned about the positioning and status of the industry, of recreation careers, and of the recreation professional.
- Industry members point to the need to elevate skills and knowledge in connection with the management and business of recreation (as noted in the Phase Two report) in order to pursue new strategic direction and innovative funding solutions.

The following sections of the report, Sections IV through VIII, address trends, the labour market, and expectations for education and training within each of the primary segments of the recreation industry.

## Section IV. Fitness, Active Living, and Health Promotion

This segment of the recreation industry shows strong growth. Fitness and active living has been promoted as part of a healthier lifestyle since the middle of the 20<sup>th</sup> century. The baby boomers heard these messages when they were young. As they reach middle age and begin to prepare for their retirement they, and the generations following them, are taking this advice to heart. Therapeutic recreation and rehabilitation are key components of this drive towards healthy and active lifestyles. It is widely acknowledged that active lifestyles result in reduced health care costs. Given the high cost of health care, promoting active living is a good investment for governments.

Consequently, the profile and perceived value of recreation as a key lifestyle choice has been elevated in the minds of an ever-increasing population. Organizations with a mandate for healthy living therefore include a clear focus on promoting participation in recreation and active living. This is a worldwide trend.

The latter part of the 20<sup>th</sup> century saw continued growth in the incidence of private sector establishments and public and private sector programs focused on this broad, but clearly defined mandate. Over recent years, however, government and institutional policies with respect to health care insurance have gradually limited access to some of the services provided through this segment of the industry.

Suppliers of these services needed to re-orient their revenue strategies. Public attitudes towards fitness changed as the public and private sector participants in the industry, supported by visible role models, communicated the importance of fitness and health. Private sector opportunities arose. Public and private sector suppliers continue to strive to meet the demands of Alberta's growing population.

### Survey Response

In this research, 58 survey respondents were categorized in this segment of the recreation industry. Six of the industry interviews were conducted with professionals from this segment. Topics discussed in the student focus groups also addressed this group. Conclusions from the survey research must be drawn with caution due to the small size of the sample. However, interpreted in concert with the comments from the industry interviews they provide a view of the labour market conditions in this key segment of the recreation industry.

The survey response in this segment of the recreation industry was from organizations whose primary focus is on health, fitness, rehabilitation, and therapeutic recreation (39%) or on providing activities, entertainment, events, or festivals (36%). A smaller proportion of the respondents report their organization is focused on other related priorities.

Three quarters of the respondents are focused on urban markets. Survey responses achieved represented organizations whose market areas covered all areas of Alberta.

The respondent organizations were categorized into several groups (Table 4.1):

**Table 4.1 Organization type**

Type of Organization	Number of Responses
Not for Profit Societies	12
Municipal Government Agencies	11
Provincial Government Agencies	10
Educational Institutions	9
Self Employed/Small Businesses	8
Health or Community Services	7
National or Multinational Corporations	1
Total	58

The organizations responding to the survey reported an average age of 28 years, younger than most of the responding organizations. Technology-related jobs and program planners and deliverers dominated employment counts. The average

number of full time employees in these organizations was reported as 22, supplemented by 33 part time or seasonal workers.

The qualitative and quantitative research shows that changes in the numbers of employees, both positively and negatively, come about most often as a result of changing levels of demand for services. The survey respondents indicated that the number of employees in this segment is expected to increase during the next five years. The rate of increase is expected to be highest in marketing, retail, and customer service. This demonstrates the importance of enhancing revenue streams. However, significant or above average growth is expected in all job categories.

### **Key Influences for the Future**

The largest proportion of respondents with this mandate in the industry survey (more than one third of them) noted, in an open ended question, that demand changes, industry trends, and demographics would represent the greatest influence on their segment of the recreation industry during the next five to ten years. The industry experts confirmed this as the most important trend that must be accommodated, reflecting that the cost of staffing and attracting suitable qualified candidates will remain a challenge for the foreseeable future.

As the baby boomers age, they are expected to focus increasingly on fitness, active living, and related recreation pursuits. Thus increases in the availability of active living/fitness, leisure education/lifestyle coaching, and therapeutic recreation professionals and practitioners will be essential.

The survey respondents suggest that two fundamental issues will have the next greatest influence on human resources in their segment of the recreation industry during the next five to ten years. One quarter (25%) of the respondents identified each of the following, unaided, among their three highest priority influences.

The first factor is the extent of government and public focus on fitness, recreation and sport, and health. The industry experts explain that this also influences demand. As government and the public focus more on these key components of a healthy lifestyle, demand for facilities, programming, and services will increase faster than growth that directly reflects increasing population. Increasing promotion of physical activity as a component of a healthy lifestyle is as much a priority for health as it is for recreation mandates.

Second, the survey respondents and the industry experts noted the importance of positioning recreation politically and competitively. The industry experts indicated that individuals planning their career path are attracted by high profile industries. They perceive that recreation employers often compete for employees with industries with closely related mandates. Sometimes the related industries, for example health, appear more able to attract qualified employees as they appear better funded and offer broader career growth opportunities.

Third, the research indicates that in hiring, the limited capacity of the industry to provide competitive wages, coupled with a growing shortage of available human resources, exacerbate the challenge of competitive positioning. The survey results, industry interviews, and discussions with educators all confirm that the vision and reality of recreation as a career choice needs to be elevated. They point to a resolution of this challenge based on strong communication and building strategic alliances and partnerships.

The student focus groups expanded on their view of this challenge. For many, the choice of recreation as a career is predicated on a vision of recreation as a career in which professionals can make a difference, rather than on a decision to join a vibrant industry. Some students indicated that they joined recreation education programs because they appear easier to get into than other programs. The student focus groups pointed to the particular attractiveness of career options in this segment of the recreation industry for their future employment.

The World Health Organization continues to promote integrated delivery of a wide range of community services that include active living. In the new Healthy Communities organization model, the health mandate includes coordination of public services such as transportation, planning, and recreation.

Increasing requirements for certification are expected to influence the labour market in this segment as it addresses issues of risk management. Quality assurance standards and the recognition of professionals are important foundations of this thrust.

One of the industry experts interviewed in the research indicated that recreation is often seen more as an art than a science. It needs to develop better quantification and measurement approaches to demonstrate and validate its outcomes. Clients, governments, and the general public often place greater trust in things that can be quantitatively measured and expressed.

As demand increases, it will become increasingly important to take innovative and partnership-based approaches to delivering mandates and using scarce and already busy facilities. The in depth interviewees in this segment of the industry (and others) promote formal linkages, shared goals, and improved coalition between health, education, and recreation. Private and not-for-profit organizations will need to work together and in a mutually supportive environment.

### **Employment Trends**

This segment of the recreation industry maintains a clear focus on human resource management priorities. Human resource development is a strong priority.

Several factors associated with human resources affect organizational efficiency. While these employers are able to attract enough applicants for positions, they are concerned that they are less able to recruit qualified applicants into vacancies. A leading contributor is their inability to pay competitive wages. Further, the high costs of training limit effective professional development.

Job characteristics in this industry segment are quite different from those reported in other segments. By comparison, these employees appear significantly less likely to work overtime, both paid and unpaid, but somewhat more inclined to work shifts.

### **Employment Characteristics**

Organizations in this segment of the recreation industry appear to have responded to recent operating trends, which tend to be associated with increasing demand, by increasing their number of employees. Half of the respondents in the survey reported they had increased their complement of full time, part time, and casual positions during recent years, confirming the growth trend noted previously. They reported lower turnover than organizations in other segments and were less inclined to report difficulty in hiring. None of the respondents reported “little change” or a decreased number of jobs.

This segment of the recreation industry appears to pay slightly higher rates than average for general management and supervision, leaders and interpreters, and program planners and deliverers.

Compared with other segments of the industry, these employers also reported providing a wider range of employee benefits. Further, they were more likely than employers in other segments to offer “incentive” benefits such as pension plans, day care, educational leave, or subsidized education or training. It is interesting that they were the segment least likely to report that Alberta Health Care premiums are paid by the employer.

### **Human Resource Priorities**

By comparison with other segments, the survey results suggest that most of these employers allocate budgets and time for training. More than half of the organizations have job descriptions that define expected skills and training requirements and almost as many specify human resource development objectives in their business plans. These employers appear less likely than others to leave employees to take training on their own time or to leave training at the discretion of the employee. This approach to human resource development is consistent with the progressive and strategic philosophies and strong growth in demand that appear to characterize this segment.

However, the limited availability of time for training constrains human resource development more in this industry segment than in others. The industry experts explain that time is always at a premium in this segment. However, it is notable that no respondent from this segment suggested that there is a lack of interest in training among staff. Additional barriers included lack of funding for training, lack of available staff coverage to enable training, and a lack of suitable courses in the area – although some are available through the Alberta Fitness Leaders Certification Association (AFLCA).

## Skill and Knowledge Gaps

An open ended question in the survey invited respondents speaking as employers to identify up to three areas in which their employees require better skills or knowledge in order to benefit their employers better. The response from this segment includes some clear areas of emphasis. Responses were distributed between:

- Business skills
  - Marketing and public relations; creativity, innovation, or conceptual thinking; planning and evaluation.
- Program planning or delivery
  - Teaching, training, or coaching; program and event planning and delivery; therapeutic recreation; health, fitness, and wellness
- Dealing with customers
  - Working with diversity; influence of life stage.

The industry interviews indicate this segment of the industry is built on a business model and that employees must be prepared to execute that. Priorities range from enhanced management skills, monitoring and evaluation, and partnership alliances.

The survey respondents and the industry experts agree that the highest priorities for skill and knowledge development are associated with the business operation or management of their organization. High priority skills included research and analysis, negotiation, project management, budgeting or financial management, business or proposal writing, and customer handling.

The assessment of employers shows that skill and knowledge enhancement is required throughout the industry, including front line, business/management, and programming areas. This segment of the recreation industry includes a large number of private sector operators and has experienced significant growth during recent years as a result of increasing participation rates in health, fitness, and wellness.

This assessment, supported by the opinions of the industry experts, suggests that emphasis in these areas must be a high priority in both education and professional development.

Knowledge enhancement priorities included facility operation, therapeutic recreation, and entrepreneurship.

The need for better skills and knowledge identified by employees in this segment of the industry parallels that quoted by the employers. This consensus of opinion confirms the importance of focusing education and training strategies to meet the demands associated with this growing and progressive industry segment.

## Education and Training

Two-thirds of the survey respondents reported that they hold a formal recreation qualification or certification. Two-thirds hold a post secondary degree with emphasis in recreation and one-third hold certification by a recreation industry association (e.g. AFLCA). The survey indicates that 70% of the respondents hold a post secondary or graduate degree. On average, the employees completed their last formal education more than 10 years ago.

The survey provided an opportunity for the employers to measure their satisfaction with the educational or training preparation their new employees received. Their responses showed that employees graduating from certification programs provided by recreation industry organizations, graduate degree programs, and post secondary degree programs were fairly prepared to meet their needs. Community college programs with an emphasis in recreation and private institution training programs rated lower, but still better than "adequate".

Based on their work experience, the employees expressed their satisfaction that their recreation education had prepared them well for their work. The employees indicated that their education or training positioned them well to find a suitable job. However, they did not agree that contacts from their education or prior training were of significant importance in

helping them secure a job. The research also suggests that employers do not always seek candidates with formal recreation education or training for recreation jobs.

### **Learning Strategies**

The survey explored preferred learning strategies for professional development.

Responding as recreation industry employees, only a small proportion of the survey respondents selected as their preference a learning strategy for professional development based on courses at universities or community colleges. The majority of respondents prefer less formal approaches. However, this is consistent with the fact that the largest proportion of the survey respondents were established in their careers and their opportunity to take extended leave for education is limited.

The response prioritized a learning strategy based on attending conferences and seminars (selected by 85% of the respondents). Self-directed learning and learning on the job (each selected by 78% of the respondents) represented the second choice strategy. The industry experts indicated that their limited availability of time significantly limits their opportunity for professional development and that may have influenced their selection.

Asked about their preferences for delivery methods for recreation education and training, these survey respondents indicated they preferred most, shorter seminars away from the workplace, followed by formal in house training using external trainers and short seminars and workshops at the workplace. Other suitable delivery methods included mentorship, reading, and formal courses at educational institutions. They liked least correspondence or other distance learning, internet, and “brown bag lunch specials”.

For their learning environment, the respondents indicated experiential learning, close interaction with an instructor, individual learning with guidance, and self-paced modular programming. The least favoured strategies were campus/classroom methods.

A comment from the industry interview program indicates that the delivery system must recognize the diversity of the field and meet the needs of the variety of recreation providers. Professional development and education must therefore be multi faceted. It is essential to provide the framework and streaming that allow people to enter where they need to and to channel their efforts progressively. Further, as the suppliers in this segment of the industry are distributed throughout rural and urban environments, the delivery system much offer innovative approaches for those in more remote locations.

### **Recreation Careers**

Challenged by increasing demand, the issue of recruitment and retention is an important priority in this segment of the recreation industry. The high profile and identity of these employers positions them well to attract and retain employees. Industry discussion and the focus groups indicate that employees and students perceive this segment of the recreation industry offers attractive career opportunities. However, the relationship of recreation industry jobs in this segment of the industry to other mandates (e.g., health) constitutes both a benefit and a challenge. Although recreation professionals fill many of the jobs in these groups, health, fitness, wellness, kinesiology, rehabilitation and therapeutic recreation have all assumed unique identities.

The perceived benefit is the high profile that results from interaction with the health and other sectors and the more commercial orientation of opportunities in the industry. As new areas of specialty evolve and assume their own identity, some employees are perceived to lose sight of their job as a “recreation” job and see themselves instead as professionals in a career that is “related” to recreation – they often become inclined to lean more toward the identity of the related mandate (e.g., health) as they describe their job.

Nearly half of the survey respondents in this segment joined the recreation industry directly from their education. Most of the remainder joined from public service jobs or from retail, wholesale, or distribution.

The survey included a multiple choice question focused on the reasons employees chose to seek employment in recreation. This area of research suggests that employees in this segment of the industry are narrowly focused on a recreation career. They saw lots of recreation job opportunities and appear to be pursuing a recreation career rather than looking for a job, and to be making career choices.

Some looked at this as a profitable business opportunity. However, they were less inclined than respondents in other segments to respond that they wanted to establish their own business and less likely to see this as a profitable business. Although they were less likely than others to be trying to leave a previous job, they were more selective about the community in which they wanted to live.

### **Employee Recruitment**

Employers' recruitment strategies are generally consistent with the job seeking strategies of employees. As they are somewhat broader, the recruitment strategies do not appear to hinder finding job candidates.

The survey results suggest that these employers take advantage of technology (e.g., website postings, more than 80%), media advertising (two thirds post jobs in newspapers), and referrals (e.g., posting jobs at colleges and universities, nearly 60%; encourage employees to recruit friends, more than 40%; job and career fairs, 30%) as recruitment strategies. As with other segments of the industry, these employers seek internal candidates to fill vacancies. They appear somewhat less likely than other employers to post jobs in newspapers.

Employees showed that they are more inclined to have heard about their job through a friend or relative (more than half of the respondents), a newspaper posting (more than one third), a website search (one third), or a job posting at a college or university (more than 30%). Nearly half of the respondents were internal candidates.

The important role of the educational institutions in job placement is evident from this analysis. Not all employees are seeking jobs directly from college or university, but the linkage between the recreation industry employers and the education institutions is clearly successful in career direction for graduates.

### **Retention Strategies**

The employers assessed attrition rates as low-to-average. Attrition among employees involved in program planning and delivery was notably lower by comparison with employees involved in management, business-related, or support positions.

A multiple choice question in the survey compared the retention strategies of the primary recreation industry segments. In general, this segment compares closely with other segments, although there appears to be a higher propensity in this segment to provide additional employee benefits. Overall, retention strategies are focused on employee benefits, training and education opportunities, promotion and advancement opportunities, rewarding outstanding work accomplishments, and pay incentives.

The student focus groups and the industry interviews suggest that people seek recreation careers because they believe they can make a difference. They choose recreation knowing that higher salaries are paid in other industries.

Addressing the topic of effective employee retention strategies, the employees note the importance of training and education opportunities as their highest priority. This is consistent with priorities reported by the employees in other segments. They also note the importance of compensation plans, including salary, promotion, benefits, and rewards for higher performance and for education and training. Overall, nearly half of the employees in this segment of the industry indicated in the survey that they are very motivated to stay with their present employer.

It is particularly interesting that even in this strong segment of the recreation industry, the survey response indicates that these employees are less likely than those in other segments to have received a promotion to a position to higher authority, to have received an increase in wage or salary, or to have been assigned increased responsibility. This suggests that jobs in this segment are narrowly focused within the recreation professions. That is consistent with the clear identity of organizations in this segment. These employees may be more likely to have received opportunities to learn new skills or knowledge and recognition for outstanding performance.

### **The Employees**

The responses of employees to certain questions in the survey indicates an experienced workforce with some mobility. The average number of years of employment in the respondents' present position was 5 years, while they reported they



had been with their present employer for nearly 8 years. They had worked an average of 12 years in the recreation industry during their career.

The respondents were generally equally distributed between general management and program-related positions. Two thirds were in full time employment and most of the remainder in part time positions because they wanted to be. Three quarters of them were on the permanent staff of their organization.

In this segment, most of the respondents to the survey were female, including representation from all age groups from 20 to 59 years. Most were aged 35 to 55 years. Their total annual personal income from their primary recreation industry job ranged from less than \$20 000 to more than \$100,000, with most in the range of \$20,000 to \$60,000. Four out of five hold a membership in a professional organization or a formal recreation industry association.

### **Job Satisfaction**

Most of the employees note that recreation is their chosen career path. Their attitude towards their future career in recreation is that they are most satisfied with the level of challenge, the opportunity to learn new skills, the type of job duties, and their working conditions. They are least satisfied with the number and quality of recreation jobs and the income potential in the recreation industry.

Overall, employees in this segment appear to be marginally more satisfied with their job than most other recreation employees. Only the Education, Professional Services, and Program Administration segment employees rated their overall satisfaction higher.

These employees were most satisfied with their level of challenge, social working environment (their fellow workers), the opportunity to learn new skills, the types of job duties and their advanced training and education opportunities. They were least satisfied with the quality and number of recreation jobs available, the income potential in the recreation industry, the social status of recreation employment, the level of benefits provided in jobs, and the rewards and recognition given.

By comparison with other segments of the recreation industry, overall satisfaction is limited by comparatively lower satisfaction with the quality of recreation jobs available, income potential, the level of benefits, the number of jobs available, and the physical surroundings in their working environment. Higher satisfaction than that reported in other segments was associated with the social working environment, advanced training and education opportunities, the level of challenge, and general working conditions.

### **Conclusion**

This segment of the industry has higher profile positioning, faster growth, stronger identity, and displays a higher propensity to be in the private sector than participants in other segments of the recreation industry.

Motivating stronger positioning for the industry and for recreation careers will contribute to increasing the interest of employees in recreation as a career. However, there is consensus among the populations included in this research that the industry must find a way to pay competitive salaries in order to position itself competitively for the career seekers in Alberta's increasingly competitive job market.

Strongly motivated employees are essential to the enthusiasm that drives growth in a progressive industry. Many employment conditions contribute to the motivation of the employees in this group. However, as demand increases opportunities facing potential employees will become even more competitive. Even in this high profile segment of the recreation industry, attracting and retaining employees and building leaders for the future will require attention to some fundamental components of human resources planning, including salary levels, benefits, career advancement, and the social status of recreation careers.

## Section V. Amateur Sport

The labour market conditions in the Amateur Sport segment of the recreation industry are quite unique. At the delivery level, this segment is characterized by a small number of employees and a huge number of volunteers.

Most amateur sport organizations are not for profit societies. Their Boards of Directors are volunteers, as are most of the people delivering the programming (the coaches, organizers, judges, and umpires). In many amateur sport organizations the only employee is a full time or part time executive director, whose time is stretched between responsibility as Board secretary, coordinator, communicator, administrator, bookkeeper, librarian, event organizer, and receptionist. Sometimes there is a small supporting staff.

A total of 47 responses in the survey were received from this industry segment. Three industry interviews were conducted in the amateur sport environment.

The status of amateur sports organizations is predicated on several factors, ranging from the popularity of the sport, the profile of related professional sport, the performance of Canadian athletes in high level performance, and the motivation of the many volunteers serving the industry. Amateur sport touches most families as children and adults participate in team and individual sports throughout the province.

In that context, the industry indicates that funding at the grass-roots level is needed to build a strong resource of athletes from which to draw out elite athletes. However, that funding is not forthcoming.

Funding of amateur sport is somewhat volatile, with changes in government commitment affecting many aspects of the industry. Local costs are funded by membership and participation fees.

The industry interview program reveals that the execution of amateur sports strategies are directly limited by funding challenges. Amateur sports organizations have pursued funding relationships with the private sector, but as taxation rules do not permit the amateur sports organizations to be classified as "charities", the relationships must be built on corporate marketing budgets.

Amateur sports stimulate significant economic benefit in Alberta in connection with regular competition and tournaments and other major events. Participants travel extensively for these competitions.

### Survey Response

In all, 47 survey responses were received for this segment. Four industry interviews were conducted. Table 5.1 shows the type of organizations reporting.

**Table 5.1 – Organization Type**

Type of Organization	Number of Responses
Not-for-profit society	27
Provincial government agency	9
Federal government agency	8
Private sector, educational institution, other	3

The organizations were an average of 31 years old, and the primary focus of three- quarters of them is on providing sport activities. Most of the remainder reported a primary focus on professional, education, or financial mandates.

Most of the organizations were focused on urban markets. That is where most of the formal amateur sport organizations and their primary business relationships are located. The limited response may reflect one of the challenges of this segment: in the field, volunteers operate most of these organizations and their commitment of time is clearly focused on delivering the sport opportunity.

However, the market area served by these organizations is broadly distributed across Alberta, in both rural and urban areas, and two-thirds are focused on multiple market areas.

### **Key influences for the Future**

The most important factor that will influence the future five to ten years in this segment of the recreation industry is its ability to secure funding from public or private sources or user fees to continue to deliver on this mandate, specially in light of increasing demand associated with Alberta's high population growth rate. Sports organizations and the survey respondents explain that overall demand for sport programming generally follows population growth, but funding has not kept pace.

Funding is a major issue for organizations in this segment. A shift to project-oriented funding has caused an increase in paperwork and competition among sports organizations, consuming more of the time of already busy employees. Increasing accountability has also increased the administrative workload. However, core or administrative funding appears to have diminished, while operating costs have increased. As a result, plans to accommodate increasing demand may have a weak financial foundation.

Many factors influence demand as individual sports activities become more or less popular. It is a particular challenge for the industry that changes in popularity often occur with huge magnitude - and that simply increases the pressure on the volunteer base. The survey respondents, echoed by the industry experts, are concerned about the ability of this segment to continually respond to increasing demand.

Sports organizations are integrated through national mandates. Often the national mandate affects the related Alberta sports organization. Certification programs for coaches, judges, and trainers, often governed outside Alberta, have become more stringent as risks and expected quality standards both increase.

Willing volunteers often pay for their own training and certification, adding time and cost to their contributions. In an in-depth interview in another segment, an interviewee commented that no one would expect a music teacher to provide lessons at no charge, but we expect hockey coaches to pay to take coaching training and develop the skills that are required in order to permit them to donate their time to the sport.

As sports facilities age, they become increasingly expensive to operate. Further, specific operating costs, such as insurance and utilities, have increased dramatically. These costs also affect the industry. While increases in user fees can offset some of these costs, reductions in administrative operations often take place to accommodate financial constraint.

Employment in most areas of this segment is administrative or management in nature, but includes programmers, coordinators, and technicians. Volunteers provide for most other human resource requirements. Often the volunteers at the community level first get involved as the parents of children participating in a particular sport.

The survey respondents and the industry experts are concerned about the how recreation is positioned politically and competitively. The industry experts suggest that sport is seen by some to be an activity organized by interested volunteers. However, awareness of the importance of amateur sport participation in building self-esteem, teamwork, commitment, motivation, and respect - all exceedingly valuable life skills - is often lost. Without the benefits of amateur sport, it is likely these characteristics would need to be addressed in other, often significantly expensive ways.

### **Employment Trends**

The organizations represented in this research reported an average of six full-time and nine part-time or seasonal employees.

Reflecting steady increases in demand over recent years, more than half of the employers noted increases in their numbers of full-time employees. They also reported increases in part-time or casual positions and increased use of unpaid overtime as organizations wrestled with expanding workloads and budget challenges.

The employers note that in response to continuing expansion of demand, there will be growth in several areas over the next five years. The highest rates of growth are expected to be associated with marketing, sales, or communication,

followed by leaders and interpreters. This is consistent with the skill development priorities noted by the employers, which are focused on business or management and leadership.

Other areas of growth are expected to include technology-related employees (including skilled trades and equipment operators) and other business or management areas.

These organizations comment on the huge contribution of volunteered time and skill from which they benefit. Volunteers support most sport organizations throughout the province.

Attrition rates are most significantly a challenge with respect to leaders or interpreters and program-related staff. This is the front-line delivery area of this segment of the industry, and there is a constant effort to replace volunteers and employees in it. This simply exacerbates the challenge presented by increasing demand, which has its greatest impact in this area.

Attrition is not described as a significant challenge in the area of administration and general management, or in technology or equipment operating areas. These are also noted as growth areas.

### **Employment Characteristics**

Due to the combined effects of high demand, participation rates in activities, and the external priorities of activity participants, regular weekend and evening work are inevitable in this segment. Indeed, job characteristics are reported by the employers to include regular work on weekends and evenings and regular unpaid overtime. Twice as many respondents said they regularly work unpaid overtime compared with those who responded that they work paid overtime.

Rates of pay in this segment appear to be generally consistent with pay rates in other segments of the industry. However, employees in marketing and technology areas may be a little higher while financial management and program-related areas may be paid on lower scales. This may reflect the large number of volunteers in this segment whose contribution of time is not compensated.

All of the respondent organizations report offering employees dental plans and other life or health benefits. Most paid Alberta Health Care premiums and offered pension plans. Three-quarters of the organizations subsidize education and training for their employees.

### **Human Resource Priorities**

Two-thirds of the employers noted that job descriptions in the industry define expected skills and training requirements. More than half responded that they have a budget for training and/or that they make time available for employee training. These organizations do not reward employees for accomplishing approved training and most do not have formal training plans or training programs.

These organizations are concerned at several factors that limit the effectiveness of their organization. These include notably their inability to pay competitive wages and competitive benefits and, consequently in their opinion, their inability to attract qualified candidates to fill vacancies. However, they do not report concern with attrition rates, indicating the commitment of individuals in these jobs. Employees note that they like the relaxed environment associated with this segment of the industry.

### **Skill and Knowledge Gaps**

As with other segments of the recreation industry, amateur sports organizations appear to be concerned most about skill and knowledge gaps affecting the management and business of their segment. Employers point clearly to the need for better problem solving, leadership, computer, budgeting and financial, human behaviour, and communication skills.

Other business or management skills are also important areas for improvement. The employers noted that research and analysis should be a significant priority for skill enhancement. This was followed by negotiation and recreation activity leadership skills.

Priorities for new knowledge were identified as therapeutic recreation, entrepreneurship, and a variety of priorities relevant to the delivering recreation programming.

The employees' views of their needs for enhanced skills and knowledge mirrored those of the employers, focusing clearly on similar business and management-related components of their mandate.

### **Education and Training**

Assessing how well education and training programs have prepared employees for their work the employers in this segment of the recreation industry note their highest satisfaction is with community college programs with an emphasis on recreation, followed by graduate programs and industry-provided training. These programs have provided good focus and accessible programming that meets the needs of this segment. They were least satisfied with the training provided by private institutions.

In the not-for-profit sector of this segment, a notable proportion of the employees are association managers, rather than strictly recreation professionals.

Based on their working experience, the employees noted they were satisfied that their recreation education or training prepared them "better than adequately" to meet the responsibilities of their job. However, compensation may not compensate qualified employees adequately, leading to a question about how employers value the qualification.

Concern was expressed in the industry interviews that professionals working in this segment may resist further certification as their employers cannot fund the training or compensate the employees for achieving certification.

### **Learning Strategies**

Employees in this segment of the industry lean mostly towards learning on-the-job and self-directed learning as their preferred strategies for professional development. Participation in conferences and seminars is judged a suitable learning strategy as they provide networking opportunities that also benefit the organization in addition to the learning. The least favoured strategy was classroom-style programming.

Industry interviews indicate the constraint of significant time stress as administrators juggle a wide range of priorities. They explained that they have no time to leave the office for training and there is often no-one to cover for them while they are away. They also note that limited funds are usually not available for training employees. This likely influenced the response to this question.

Learning strategies associated with certification and technical issues such as coaching and judging are dictated by the certifying agencies.

These employees reported that the most suitable delivery systems were short seminars away from the workplace, internet-based systems, short seminars or workshops in their workplace, and mentorship by a more experienced professional. They were less committed to programs provided at educational institutions. This likely reflects the fact that they are advanced in their careers, experience significant time stress, and completed their formal education several years previously.

Also to do with their learning environment, these employees prefer experiential learning, modular, self-paced programming, internet resources, and regular communication with an instructor. They were less in favour of campus or classroom methods.

Consistent with the view of the employees with respect to learning strategies, it was suggested in an industry interview that short, low budget seminars at various locations might be provided by ARPA as a part of a strategy to build the skills and knowledge required in this segment. Such programming would be designed to bring a practical focus to professional development.

## **Barriers**

The employers noted several barriers to education and training. The most significant of these is simply the lack of funding for training and the lack of time or position coverage to provide for training. Some of the employers also reported that there is a lack of suitable courses in their areas.

The employees indicated there is not enough time for them to pursue professional development, notably due to family priorities. Only a small number of the employees reported as a barrier the lack of employer incentives to support professional development.

## **Recreation Careers**

The employers in this segment indicate that employees enter the recreation industry directly from high school and they tend to leave the industry in their early or mid-career. Half of the respondents, who tend to be in management positions, joined the industry directly after studying in college or university. The retail, wholesale and distribution industry is also shown as a source of employees in the amateur sport segment of the recreation industry.

Several respondents indicated that they saw recreation as a profitable career, they wanted to establish their own businesses, or they thought there were lots of recreation jobs. However, the motivation of these employees to join the recreation industry does not appear to be through a focused career orientation. A larger proportion of the employees showed, through a multiple-choice question in the survey, that they sought employment in recreation because they were let go in their previous job, they needed money quickly, or were unemployed and needed a job.

## **Employee Recruitment**

Recruitment strategies described by the employers focused on newspaper and website postings and a variety of referral systems including employment assistance programs. Job fairs and third party recruiters were not high priorities.

The employees determined that the knowledge and skills they gained through their education and training were consistent with their employers' needs and positioned them well to qualify as a candidate. However, their employers were not significantly inclined to seek employees with a formal recreation qualification. The employees noted that contacts from education or training were of limited value in helping them to find a suitable job.

The employees also focus on newspapers and websites, as well as referrals from friends and relatives. More than one third of the respondents were internal candidates.

## **Retention Strategies**

The employers use a wide range of strategies to retain employees. Higher priority strategies include employee benefits, education and training opportunities, and rewarding outstanding work. Pay-related strategies were a lower priority, likely due to the funding challenges faced by this segment.

Although retention strategies are not focused on pay incentives, the survey shows that three-quarters (75%) of the survey respondents have received an increase in salary during their current employment. Other benefits received include the opportunity to learn new skills or knowledge and increased responsibility. Several employees reported that they had received no changes of this kind in their current employment.

More than one-third of the employees included in the survey response note that they are very motivated to stay with their current employer. The views of employee retention strategies held by the employees are generally consistent with those of the employers.

The employees include providing training and education opportunities, rewards for outstanding work, and additional employee benefits. A smaller proportion added a preference to be paid based on their performance. However, they do not expect to be paid above industry standards.

## **The Employees**

The employees responding to the survey reported an average of 14 years recreation employment experience and just more than four years with their present employer. They had been in their present job for more than four years. Their average workweek was reported as 38 hours.

The survey respondents were mostly in general or financial management or administrative positions. Program-related staff were also included in the survey response. Most of the employees were in full time positions and on the permanent staff of their organization.

More than half of the respondents held a post secondary or graduate degree and most of those degrees include an emphasis in recreation. On average, they completed their last formal education or training in 1992.

Slightly more than half hold a formal recreation qualification or certification. One third of the employees are members of a professional organization or formal recreation industry association.

Slightly less than two thirds of the respondents were female. The respondents were distributed throughout all age ranges up to 54 years with most in the range of 35 to 49 years. Half of the respondents reported their personal income from their recreation industry job in the range of \$40,000 to \$59,000. Most of the remaining respondents reported lower incomes.

## **Job Satisfaction**

Overall, the survey respondents indicated that they were more positive than negative with respect to career satisfaction. Their satisfaction is higher with respect to the level of challenge, the type of job duties, the amount of work provided, the hours of work, their work environment, and the opportunity to learn new skills. They are less than satisfied with the income potential and benefits the rewards and recognition, and the advanced training and education opportunities, and the social status of recreation industry employment.

Although two-thirds of the employees noted that recreation is their career path, these factors influence their attitude towards their future participation in the recreation industry. One quarter of them had not formulated a decision on their future employment in the industry. They are satisfied with the level of challenge, types of jobs, the opportunity to learn new skills, and their working conditions, but are less than satisfied with the income potential in the industry and the number of jobs.

These factors explains why employees appear to leave this segment of the industry in their early or mid-careers.

## **Conclusion**

This segment of the recreation industry faces significant challenge with respect to its ability to build a qualified workforce to meet the demands of a volatile but growing marketplace. This appears to be most significantly associated with funding strategies and the limited amount of funding available.

Despite the success of aggressive strategies and national alliances, funding may be constrained by the existing view of the role and value of professionals in this segment of the industry.

The high level of dedication of the employees in this segment maintains the core human resource complement, but growth challenges the continued programming and delivery of amateur sport. The shortfall is picked up by volunteers, whose commitment of time is becoming increasingly constrained.

Professional development programming and education planning can contribute to the growth of the industry by including a practical focus and accommodating the limited ability of this segment to pay for new training. This is especially important given the trend towards more formal professionalization in sport organizations in both Alberta and Canada. The need for professional development is further accentuated by the increasing attention being given to skill development at all levels of sport participation as a means of acquiring lifelong skills.

## Section VI. Outdoor Recreation and Parks

The Outdoor Recreation and Parks segment of the recreation industry includes a wide variety of outdoor activities, campgrounds, and parks. Most of the provincial campgrounds are privately owned or are operated under contract to the Government of Alberta. As well, there are many municipal parks, campgrounds, and urban trails that fall within this segment.

The Government of Alberta has frequently shifted responsibility for provincial parks from one department to another in successive restructuring programs. Parks responsibility is presently assigned to Alberta Community Development.

### Survey Response

The following table summarizes the types of organizations represented by the 49 survey responses from this segment. Four industry interviews were conducted in this segment.

**Table 6.1 – Type of Organization**

Type of Organization	Number of Responses
Municipal government	29
Not for Profit Society	13
Provincial government agency	4
Private sector	3

On average, the organizations included in the response reported a 55-year history. They are clearly long-established organizations.

Approximately two-thirds of the organizations serve urban markets. They are broadly distributed across Alberta, including the major centers and more rural locations.

The primary focus of approximately half of these organizations is on facilities, parks, and the environment, including nature appreciation and environmental education. Other organizations are focused on activities, entertainment, events, and festivals, and community development and administration.

### Key Influences for the Future

Assessing the major influences that will affect this segment of the recreation industry during the next five-to-ten years, the survey respondents and industry experts note their most significant concerns relate to their ability to meet increasing demand. They talk of the challenges of changes in demand resulting from increasing population, demographic change, industry trends, and changing perceptions of outdoor recreation.

Their concern is with respect to how they can produce the funding, from government budgets or operating revenues, to meet the increasing and changing demand. Increased operating costs, notably insurance, utilities, and risk management, are growing disproportionately. Maintenance, repair, and replacement costs are increasing as infrastructure ages and must continually be expanded and upgraded to meet changes in demand.

The industry competes with major employers in other sectors of the economy for its employees. It is wrestling with ways to satisfy future staffing and salary needs as demand for employees and for services and facilities increases. The balance between direct employment and contracted employment is a current challenge.

Increasing operating and infrastructure costs and increasing demand directly affect the ability of this segment to pay competitive wages. In turn, that causes difficulties in hiring and higher attrition rates.

The competitive positioning of recreation is also noted as a significantly challenging issue. Without strong positioning, this segment finds itself challenged for funds and employees by other industry mandates.



Demand forecasts based on population and industry trends indicate that this segment of the industry will be challenged increasingly during the forthcoming five to ten years and more. An increasing government focus on resource management in this segment is expected to raise environmental awareness in Alberta and that will increase the use of parks.

The condition of infrastructure in this segment of the industry is seen to be directly impacting delivery. Discussion with industry experts in the industry interviews suggests that significant investment in infrastructure must return “soon” to offset deterioration of the condition of facilities during many years of very limited investment. That will be essential to accommodate increasing demand.

Tens of thousands of volunteers work in this segment of the recreation industry. Strategies for volunteer development and integration are a high priority.

There is increasing popular interest in natural areas. This leads to increasing demand for information services, infrastructure, and interpretive programming. Consequently, there is an acknowledged shift towards customer service, and people or skill requirements from some of the technical skills.

The industry interviews reveal that in light increasing demand for programming and related services, this segment is actively preparing to meet projected labour shortages and increasing competition for employees through the use of some very innovative human resources strategies.

Employers note competition for employees among players within this segment. This is expected to increase during the next five to ten years as a significant number of employees will retire during that period, increasing the number of vacancies at a time when demand is both growing and changing in its nature.

There is a new generation of employees. There are different career priorities among younger employees compared the older employees they will eventually replace.

### ***Employment Trends***

Employment has expanded in this segment of the industry. In response to previous economic challenges, these organizations have increased the number of part time, casual, and full time positions and increased the use of job sharing and contracted positions. The organizations indicate increasing difficulty attracting new staff.

Attrition was shown to be generally low. It appears most significant in program related jobs, including programmers and leaders, and trades, operators, and skilled workers. Many of these positions are hourly paid and are part of a fairly mobile workforce. It was of the least concern in general management positions.

Challenges reported that face the employers in this segment include their inability to pay competitive wages and benefits and high training costs, both of which lead to difficulties in recruitment and are exacerbated by the attrition rates among the program-related employees and technical operators.

Pay scales and employee benefits in this segment are generally consistent with those in other segments of the recreation industry.

Most of the employers offer a pension plan and dental plan, pay Alberta Health Care on behalf of the employee, and offer other health or life benefits. More than half of the employees note that they regularly work unpaid overtime and more than one third say they regularly work evenings and weekends.

The industry interviews revealed the difficulty of replacing employees as they retire. New strategies are being developed to accommodate this challenge.

### ***Human Resource Priorities***

Most of the organizations responding do not reflect human resources development objectives in their business plans, and most do not have a formal training plan for human resource development. They report, though, that they make work time available for employee training, have budgets for training, and their organization's job descriptions define expected skills and training requirements. However, nearly half of the organizations reported that they leave further training at the discretion of the employee.

The industry interviews revealed the importance of long-term human resources planning and mentoring to prepare new employees for eventual strategic leadership roles in the industry. Further, the interviews revealed the high value of training and professional development as an investment in the future of the industry.

### ***Skill and Knowledge Gaps***

In light of the changing nature of this industry segment, the industry interviews stressed the importance of preparing employees to be effective problem solvers and strategic thinkers. Employees must be adaptive and must be able to accommodate change.

Employers indicate that to meet their requirements, stronger skills and knowledge are required in several areas of the management and business components of parks and outdoor recreation. Key areas for development include project and contract management, skills related to teamwork, risk management, customer service, and communication. Better knowledge is required in environmental stewardship and park and facility operations, two of the most crucial areas of focus for employees in this segment.

Assessing the importance of enhancing skill sets in their organization, the employers note that their highest priorities for skill development are research and analysis, program and event planning, project management, and recreation activity leadership. Thus these requirements focus on the business of recreation as well as on the planning and delivery of recreation programming.

Perhaps paradoxically, knowledge requirements are focused most significantly on therapeutic recreation, health, fitness and wellness, and on legal issues, which appear predominantly to do with risk management. Other key areas for knowledge development include mostly knowledge about the recreation industry, including the foundations of recreation, working with diversity, and several other factors. It is notable that employers in this segment of the industry, which is closely involved with operating facilities and parks, were comfortable with the knowledge of their employees in these areas.

### ***Education and Training***

Overall, the employees reported that they were satisfied that their recreation education met the needs of their employer. Industry experts interviewed noted that recreation employees are well prepared with a rounded education that will position them well for mobility. They can be effective in jobs with a wide range of responsibilities inside and outside the recreation industry.

### ***Learning Strategies***

The employees consider the most suitable learning strategies are attending conferences and seminars, learning on the job, and self-directed learning. They were less inclined towards programs and universities or colleges. As with other segments of the industry, the respondents in the survey have mostly completed their education some years previously and may personally be disinclined to consider returning to university or college education programs.

The format for professional development preferred by employees in this segment of the industry included short seminars or workshops, preferably away from the workplace, formal in-house training using external trainers, and a variety of individually directed study. However, they also are in favour of mentorship by a more experienced professional.

Preferred delivery methods for learning included experiential learning, interaction with an instructor, including regular communication and direct guidance, and modular, self-directed learning. Modular programming is seen to be progressive and time-efficient.

Their professional development strategy includes attending conferences and seminars, self-directed learning, and learning on the job. The research showed the value of networking at conferences and seminars. Other opportunities for networking include lunches, dinners, and other get-togethers that prove valuable in other professions.

The industry interviews also point to the fact that the employees to be trained come from a variety of blue collar and white collar backgrounds. Therefore, learning strategies will vary and should be clearly focused on the needs of the employees.

The timing of professional development and other training is also a key factor, as there is a significant seasonal influence in this segment.

### **Barriers**

The employers note that the most significant barriers to human resource development are lack of funding for training, lack of staff availability for coverage of employees for training, and lack of time for training. They also note the lack of suitable course in the area. However, these organizations do not report a lack of interest in training among their staff. The employees note that they do not have enough time for training, often due to family priorities.

### **Recreation Careers**

Most of the employees in this segment joined the recreation industry directly after studying in college, or university, or from trade-related employment or retail, wholesale, and distribution.

The employers noted that employees typically join this segment of the industry after completing high school. They also report that most employees stay in the industry until late in their career or until they retire.

People seek employment in this segment because they are passionate about outdoors and the environment. There is a very large volume of seasonal work opportunities.

### **Employee Recruitment**

The organizations use a combination of strategies for employee recruitment, including newspaper postings, seeking internal candidates, and job postings on the organization's website.

The employees tend to focus most on newspaper postings, internal promotion opportunities, and referrals from friends or relatives. In the expected increasingly competitive labour market environment of the future, more rural and regional employers will need to aggressively promote the benefits of jobs in their area.

The employees noted that they benefited in their search for employment from contacts from their education and that their education positioned them well for in job search. Some of their employers sought candidates with formal recreation education.

Universities, employers, ARPA, and other organizations would contribute well to the recruitment process with "job boards" for graduates or members on their websites.

### **Retention Strategies**

The employees favour occasional rewards for outstanding work, training and education opportunities, internal promotion opportunities, and enhanced benefits packages as the most suitable retention strategies. They do not appear to be motivated by pay for performance, profit sharing, or payment of wages higher than the industry standards.

The employers base their retention strategies on providing training and education opportunities, internal promotion opportunities, and employee benefits.

Consistently with their assessment of suitable retention strategies, most of the employees have received an increase in responsibility and an increase in wage or salary during their current employment. They are long-term employees. Most have also had the opportunity to learn new skills or knowledge.

### **The Employees**

The employees reported they have an average of 14 years experience with their current employer, but they have been in their present position for just over half of that time. They report an average of about 17 years experience in the recreation industry, somewhat longer than the average for the industry. Their normal workweek is conventional.

The largest proportion of the employees (about one-third) hold a post-secondary degree. Respondents included individuals with graduate degrees, high school diplomas, and a variety of other certifications and educational accomplishments. On average, they completed their last formal education in 1984, significantly previously to the employees in other segments, where the average was shown to be 1991.

More than one-quarter of the respondents reported holding a formal recreation industry qualification or certification. The source of their recreation education included university, college, and industry. Some 60% of the respondents in the survey are members of a professional organization or formal recreation industry association.

The respondents were 60% male, ranged in aged from 25 to 65 years, although most were in the age range 45 to 60 years. The response to a question addressing total personal income from their primary recreation job was broadly distributed.

Two-thirds of these employees are in general management positions and most of the remainder are in administrative or clerical jobs. They are mostly full time employees and on the permanent staff of their organizations.

The employees reported that they chose a recreation industry career to improve their economic circumstances or work environment. Less than half of the survey respondents in this segment reported that recreation was their chosen career path. More than a third of the respondents reported that they have not formulated a decision about their future employment in the recreation industry. This segment was unique in that respect in the survey. Respondents in most other segments were more inclined to be career recreation professionals.

The attitude of the employees in this segment with respect to their future career in recreation indicated satisfaction with the level of challenge and the opportunity to learn new skills. They were also satisfied with their working conditions. However, they were less than satisfied with the number of jobs available.

Recreation professionals employed in retail stores in this segment observe an increasing polarization between shops that are focused on equipping their customers professionally for outdoor and active lifestyles and those focused simply on retail. The more recreation-dedicated shops are increasingly able to hire qualified employees or recreation students who are very dedicated to consultative selling principles.

### ***Job Satisfaction***

The employees reported overall satisfaction with their career in this segment of the industry. They acknowledge satisfaction with the level of challenge, type of job, their working environment, and the opportunities for advanced training and education. They stress their dissatisfaction with the number of jobs available.

### ***Conclusion***

Alberta's parks and outdoor recreation opportunities are intrinsic to the lifestyles of both urban and rural Albertans. As the population grows and wealth increases as a consequence of strong economic growth, demand in this segment of recreation will increase. That will cause the number and complexity of jobs in this segment to increase.

This is a very exciting time in this segment of the recreation industry due to the nature of the changes taking place and expected for the future. The industry provides excellent opportunity for progressive and strategic thinkers.

The challenges of management, the business of this segment, and programming recreation will become increasingly difficult. Skill deficits noted in these areas must be addressed if the industry is to deal with the demands of the future.

Future planning should include strategies to attract more recreation professionals to consider this segment, with the anticipation that they can build a strong career with appropriate compensation and challenge. New partnerships with employers might result in sponsorship of students from a wide range of backgrounds, including rural and First Nation students.

Employees will become increasingly versatile if skill and knowledge deficits are fulfilled. They will need to be increasingly challenged to retain their interest.

The opportunity exists for the not-for-profit participants in this segment, and in other segments of recreation, to form alliances or work together to build benefits packages, employment strategies, training, and planning processes.

## Section VII. Community Recreation

Recreation is a crucial component of community development for both urban and rural residents of Alberta. The availability of recreation facilities and programming is a key selection criterion in choosing where to live. Businesses also consider this a key factor as they select business locations.

This segment of the industry includes community recreation, recreation as a component of community development, and distinct areas of focus such as aquatics and facility management. Each of these areas is the subject of significant growth.

Community recreation is often very broadly based and less distinctly definable. In addition to a recreation mandate, managers are often responsible for a variety of programs, ranging from providing municipal infrastructure to municipal administration or social services. As their career progresses, municipal employees may move between municipal jobs, some of which include recreation and some do not. However, the survey data show that recreation industry professionals completed a significant proportion of the responses.

Broad mandates in community recreation and the recreation priorities of community development provide unique challenges. Municipalities provide both facilities and programming. Human resources are often allocated to combined priorities.

Often as a result of limited resources, cost reduction or streamlining, recreation has been merged with facility operation, social programming, health programming, and other areas of business. Financial priorities have direct taxation impacts for local residents. Further, much programming appears to have been shifted to volunteer activities or not-for-profit organizations.

In that context, the industry interviews suggest a closer linkage with other industry mandates. For example, social services programming suffers many similar influences to those facing recreation with respect to funding, support, and identity. Social services and recreation agencies often compete for the same resources. Social service workers in many rural and urban areas of Alberta are charged with providing recreation programming and often have little or no background or education in the industry. Thus professional development is needed for these employees, and recreation knowledge should be a priority in their education.

Aquatics has been a leading recreation activity for many years, as reported in consecutive Alberta Recreation Surveys. Population growth alone leads to strong increases in demand. Recent trends in aquatic recreation and fitness have resulted in even greater growth, to the extent that it is often difficult for swimmers to access pools.

The industry interviews reveal that the aquatics community maintains a strategic focus on its human resources opportunities and challenges and develops approaches and products to address them. This portion of the industry segment has in place a strong training and certification program, including strategic focusing and delivery tools.

For example, the Alberta and NWT Lifesaving Society has taken the lead in pursuing an Alberta program delivery model, under a national umbrella, that meets the needs of Albertans. There is strong integration among mandates and organizations in the aquatic industry.

Particular challenges exist in the growing First Nations communities, with larger families, and often limited financial resources and lower educational accomplishment. Other communities that are located close to major resource development projects have less economic constraint. However, in these communities there is a different view of recreation and culture. It is appropriate that First Nation people continue to be encouraged to pursue education and training to assume responsibility for management, planning, programming, and facility operation.

Municipal employers have reduced the number of entry level jobs. Also, many responsibilities in community recreation have been assigned to not-for-profit organizations.

The commentary in the following paragraphs provides a combined perspective for community recreation, community development, and aquatics. However, within the context of the priorities for this research, the survey data and industry interviews indicate that there are many similarities in the labour market environment facing community recreation and development and aquatics.

Innovative approaches are required to providing recreation facilities and programming in light of expected demand increases.

## Survey Response

A total of 245 survey responses were received in this area, constituting 56% of the overall survey response. Most of the survey respondents were municipal government organizations (see Table 7.1). Fifteen industry interviews were conducted in this segment.

**Table 7.1 Types of Organizations**

Type of Organization	Number of Responses
Municipal government agency	205
Not for Profit Society	29
Private sector, educational institution, other	10
Provincial government agency	1

The respondents' organizations were evenly divided between those serving urban markets and those serving rural markets. Geographically, they were widely distributed throughout Alberta. Their primary focus is shown to be one-third activities, entertainment, events, and festivals, one-third facilities, parks and the environment, and most of the remainder in community development or community administration.

Approximately 60 of the responses were from individuals whose education or certification includes an aquatics focus.

## Key Influences for the Future

Influences that will affect this segment of the industry during the forthcoming five to ten years are focused on the balance between increasing demand and the ability of the organizations to continue to meet those demands. Demand changes, industry trends, and demographics are clearly a major influence and funding challenges are expected to influence the ability of the organizations to respond. Expected demand changes are not only associated with increasing population. They are also expected to reflect cultural diversity, changing participation methods (e.g., drop in participation, 'big-box' recreation, modular or flexible space allocation) and innovation and new trends in recreation activities.

Facility operation is a significant responsibility in this segment of the industry. Alberta's recreation facilities include dedicated recreation facilities, such as swimming pools, arenas and ball diamonds, and multi-use or shared facilities, including exhibition facilities and school gyms. Demographic and recreation trends will lead to increasing utilization of most of these facilities. Many of the facilities are already at capacity and are showing significant signs aging. Operating costs are increasing, although recreation budgets may not be and, in some cases, that results in reductions in programming and staffing budgets to accommodate increases in facility operating costs. Perhaps leading a trend for the future, all new recreation facilities in Calgary are operated on a business enterprise model as not-for-profit businesses.

New facilities will need to be built to provide for needed new capacity, with increasing staffing required for operations and programming. Interviewees expressed concern that as there is a limited supply of new employees, the employees who are recruited to work at new facilities will come from older facilities, which will then be unable to recruit appropriately qualified replacements.

One-third of the respondents in the survey expect continued challenges in funding and operating revenue. Industry experts acknowledge that the industry should focus more on streamlining and finding innovative financial approaches to accomplish their goals. Core services have been reduced through successive funding reductions and need to be rebuilt. Processes and operating systems will be challenged as people look for new ways to accomplish goals and new goals to accomplish.

Optimizing productivity therefore remains a significant challenge. This can be accomplished with a strong emphasis on skill and knowledge development. Employers need to strongly encourage their employees to enhance particularly their management related skills and to use them. Interestingly, the research reveals that the opportunity to learn new skills is a key component of motivation for employees.

The funding challenge translates into difficulties in providing competitive salaries and wages in Alberta's very competitive labour market. Other major financial challenges include meeting the costs associated with aging infrastructure, increased operating costs (for example, for insurance, utilities, and risk management).

The survey response and the industry interviews demonstrate clearly that industry must continue to pursue appropriate positioning and identity for recreation, both in the political environment and with respect to related mandates that often compete with the recreation industry for profile, money, and employees. This was interpreted in the industry interviews by the comment that recreation professionals are seen as practitioners and must re-establish themselves as professionals.

Part of the issue of positioning is also concerned with the relationship of recreation, facilities, and programs to the private sector. This relationship offers significant opportunity to address future needs. In this relationship, priorities for each partner must be clearly understood in order for mutually beneficial alliances and partnerships to develop. An entrepreneurial approach will be essential for the industry to continue to pursue its goals in the changed political-economic environment.

The stature of the industry is a function of the balance of the focus of government and the public on fitness, recreation, sport, and health priorities. The industry experts showed that recreation delivers on a huge mandate that is intertwined with many related mandates.

The challenge of appropriate education, training, and supply of trained employees was identified as another challenge. Students concluded in their focus group discussions that recreation offered a career opportunity for them to 'make a difference'. However, some noted that they entered a recreation education because it was perceived to be easy to get into and complete. However, these perceptions, as well as their attitudes about recreation as a career, changed as they progressed through their education and work experiences.

Some industry experts believe that the industry faces a significant challenge as an aging population of employees retires but younger candidates have chosen other careers due to their perception of the value and credibility of a recreation career.

As the industry continues to work towards appropriate positioning, its experts expect the vision and reality of recreation as a career choice will become elevated. This is a consistent theme of discussion, which the industry must continue to address aggressively. The industry should embrace relationships with other industry mandates and bring about strong strategic alliances focused on mutual benefit for the stakeholders and the partners.

Employers in the industry will need to recruit well-rounded candidates who bring the skills and knowledge appropriate to achieving progress and developing and implementing innovative solutions to challenges of leadership and recreation planning and delivery. Thus education and training programs will need to balance skills, knowledge, and attitude. Practical approaches, leaning to Alberta's strong priority of community development, should be integrated into the learning process.

However, the increasingly competitive labour market trends associated with population aging (less potential candidates under 25 years of age to serve more people in older age groups) and economic growth (increasing competition for employees) will constrain the ability of this industry to continue to recruit new leaders and highly motivated employees.

The large involvement of volunteers allows the industry to provide much programming that could not take place otherwise. However, volunteer management strategies must address recruitment challenges, consistency, and skill levels as volunteers contribute their time and expertise. Often the volunteers in supporting and programming roles are not trained. As concerns for risk and liability continue to escalate, the involvement of volunteers is expected to change.

Risk management is increasingly a high priority in the industry. This results in increasing cost and the need for high accountability. Programming and facility operations are all changing as a result of elevated awareness of quality assurance and risk management issues.

Community development is a key component of lifestyle and economic development. In Alberta, community development is a core priority of government. The industry interviews suggest recreation education and professional development programs should therefore prioritize community development training and education because of its strong integration with recreation.



Industry experts indicate the importance of a focus on First Nation populations. Active living and competition are intrinsic in aboriginal lifestyles. Large populations of young people, often living in urban communities, participate in a variety of recreation activities. They would benefit significantly from a focus on developing recreation leadership skills among First Nation people.

Several industry experts expressed concern that this segment of the industry delivers programming for a diverse population but lacks cultural diversity among its employees because applicants have not come forward. Strategies should be developed to encourage a broader intake of aboriginal candidates, as well as candidates from visible minorities, for recreation education and employment.

Industry leaders point to the success of innovation and financial independence as key foundations for the future of the industry.

### **Employment Trends**

Employment trends in this segment of the industry are quite similar to those faced in other segments. They include challenges with recruiting qualified candidates, attracting the candidates, inability to pay competitive salaries, and high turnover.

Attrition was stated to be highest in programming, retail/customer service, and leadership or interpretation jobs. It was reported lowest in general management and marketing.

This segment of the industry expects its number of employees to increase significantly during forthcoming years, with the highest rates of growth among programmers, leaders, skilled trades, and marketing.

It is clear from the industry interviews that employees in this segment, as in others, are being expected to increasingly do more, but with fewer resources. That leads to a priority for strategic thinking and strong management skills. Strategic and visionary leadership is required to maintain the focus on solutions.

### **Employment Characteristics**

Nearly 60% of the respondents indicated that they regularly work unpaid overtime and more than one-third regularly work evenings and weekends, by comparison with much lower proportions who said they rarely work overtime and very few who regularly work paid overtime. For the program related employees, the inclusion of weekends and evenings in the work schedule is consistent with public expectations about the mandate of this segment.

More rural employers noted that they cannot compete with larger cities for employees because of their inability to offer competitive salaries and professional challenge. Jobs are often integrated with jobs in other industry sector mandates, such as social services. Consequently, the more rural employers often hire local people with lower levels of education and knowledge and train them on the job.

Industry experts commented that career progression may be limited for employees in several fields, such as pool and arena operations and that result in stagnation or increased attrition.

### **Human Resource Priorities**

More than 80% of the organizations allocate budgets for training and more than three-quarters make work time available for employee training. Two-thirds of the organizations have job descriptions that define expected skills and training requirements. Despite these provisions, most of the organizations do not reward employees for accomplishing approved training programs.

Less than one-third of the organizations specify human resource development strategies in their business plans. Even fewer report the existence of a formal training plan for human resource development.

Progressive employers with human resource plans look to finding the most suitable candidates to fill specific needs today and to become dynamic leaders. Business and management skills are of primary importance. These employers note that these could be recreation graduates, if they have this skill set, or they could be from other disciplines. Given the right

combination of skills, knowledge, and attitude, the employee can learn many of the detailed recreation skills or hire programmers with appropriate knowledge.

### **Skill and Knowledge Gaps**

The employers note the importance of enhancing skills in several key areas. These include team-related skills, leadership, customer service, and marketing. Other priorities for skill development include risk management, problem solving, conflict resolution and arbitration skills, computer skills, communication, creative thinking or innovation, and technical skills related to specific jobs. It is clear that these skill development priorities are focused on enhancing the organizations' general management or business focus.

The employers point to the importance to their organization and its execution of its mandate of skills in research and analysis, business or proposal writing, project management, negotiation, marketing, and budgeting/financial management as key components of meeting the challenges of growth they expect. They also identify quantitative skills as a priority. All of these areas were rated as higher priorities than recreation program-related skills. However, an industry expert noted concern about the potential loss of the accumulated knowledge base as older employees with long tenure retire.

They also note it is important to address skill development in teaching, training, and coaching, creative thinking and innovation, parks and facilities operations, and community development.

Key knowledge enhancement priorities include human resources management, volunteer management, health, fitness, and wellness. Good familiarity with these areas is a critical component of providing the level of programming and service that is expected by the population.

Other knowledge priorities important to the execution of their mandate include therapeutic recreation, entrepreneurship, and structural understanding of key recreation trends such as the foundations of recreation and the influence of life stage.

The employees also focus most on skill and knowledge gaps related to the management or business of their industry. Their priorities include group dynamics and team building, leadership, customer service, marketing and public relations, written and oral communication, and a variety of technical skills related to the job.

The industry experts stress the importance of innovation, strategic thinking, and entrepreneurial approaches to address the challenges facing the industry. They confirm the importance of providing employees with the management and program related skills and knowledge that are crucial to addressing the challenges faced by the industry.

Other key areas in which stronger skills and knowledge are required include human resource management and leadership, both central to meeting the challenges of the future. Further, due to the diversity of demand and the interaction with other sectors of the economy, recreation graduates must also learn about related mandates such as health, tourism, and culture.

### **Education and Training**

The employers rated their satisfaction with the way in which education programs meet the needs of their organizations. The resulting ranking indicates the highest satisfaction with graduate programs, then post secondary degree programs, industry-delivered training programs, community colleges, and finally private education and training organizations.

Experiential training and behaviour-based interviewing and training tools are proposed by industry experts to contribute to successful delivery of these mandates in light of the increasing demand expected in the future.

While the importance of a liberal education is understood, industry experts believe that education for the individual is an investment in a future career and, therefore, it is important that education includes a clear focus on working needs. In this industry, the industry experts suggest that there is an insufficient return on investment (valued in salary opportunities) compared with other industries.

Several employers noted that interaction and learning partnerships with other municipalities or similar employers are effective in professional development and acquiring new techniques.

Several industry experts commented that recreation graduates were highly regarded in a wide range of related fields and often found good career opportunities outside recreation.

### **Learning Strategies**

The preferred learning strategies of the employees were reported to be attending conferences and seminars, supported by self-directed learning and learning on the job. They were less inclined to prioritize courses at universities or colleges. Most of the respondents have completed their formal education.

The survey responses received in this segment are generally consistent with those for other segments. The employees reported a broad range of preferences for the delivery of professional development and training. The highest rated preferences were short seminars, preferably away from the workplace, formal in-house training, preferably using external instructors, correspondence or other distance learning, mentorship by a more experienced professional, and reading. While they also support courses at colleges and universities, they prefer these to be on the employer's time rather than their own.

From a structural perspective, the employees prefer experiential learning, regular interaction and guidance from an instructor, and modular programming to be completed at their own pace. They were least supportive of a campus or classroom environment.

Networking remains a high priority as a component of learning and professional development. Stimulating opportunities for networking and alliances between organizations delivering recreation should be a high priority for employers and industry leaders. Other professional development strategies should include seminars and workshops delivered by professional bodies.

In the aquatics environment, there is always demand for lifeguard training. The lifeguard society uses a third party delivery system to deliver training against pre-determined training standards. However, industry experts have expressed concern that the cost of this training may impede the induction of new trainees. This is because pay rates in the industry are not competitive with other jobs available to candidates and will not offset the cost of the training.

Industry experts in several segments of the industry recommend a collaborative and integrated delivery system that integrates educational institutions and industry employers to provide for the comprehensive needs of the future. Joint learning projects with other groups and agencies may contribute further to developing an integrated knowledge and skill base.

### **Barriers**

As with other segments of the industry, employers indicated that barriers to human resources development are associated with lack of time, staff coverage, and funding, and the lack of suitable courses in the area. High staff turnover also presents a barrier.

Discussing the challenge of attracting employees to more remote locations, industry experts commented that employees trained, at high cost to the organization, subsequently leave for better opportunities.

The employees agree that the strongest barrier is time, indicating that this is associated with other family priorities. Some noted that their employer does not provide incentives.

A large proportion of employees frequently works unpaid overtime and regularly works on weekends and evenings. They indicated their priority learning strategies include attending conferences and seminars and short seminars. The industry interviews indicated that the time of employees in this segment is becoming increasingly congested. Their ability to pursue professional development is constrained by the combination of work priorities and decreasing personal time.

The Lifeguard Society has addressed barriers that have limited participation in that group by building a feeder system to stream new certification candidates.

## Recreation Careers

As with employees responding in several other segments of the industry, the largest proportion joined the recreation industry as an economic option, rather than a career choice. They needed a job. A small proportion wanted to start their own businesses and saw recreation as a profitable industry.

As with the students who reported that they discovered the value of a recreation education after they entered a recreation education program, the research shows that these employees also became dedicated to recreation after the fact, as it were. In the survey, 72% responded that recreation is their chosen career path. A further 20% responded that they have made no decision on future employment in the industry. The remainder will be retiring in the next five years.

The attitude of the survey respondents towards their future career in recreation shows some satisfaction with the opportunities for advancing their career in recreation. They are extremely positive about the level of challenge and the opportunity to learn new skills. They are also positive about their working conditions. However, they are not satisfied with the socio-political status of recreation, the number of recreation jobs, income potential in the industry, or the quality of recreation jobs.

Many employees in this segment of the recreation industry hold technical certification. Several industry experts propose that professional certification should be initiated to add credibility for the industry, for the career and for the employees. Opinions were voiced that pursuing a professional certification strategy would result in re-examination of the core skills and identify areas of specialty.

Professional certification would elevate the status of the recreation professional and would lead to higher standards of professional development. Therefore, new hires into career track positions would need to be certified or eligible for certification.

## Employee Recruitment

One-third of employees reported that they the recreation industry directly from studying in a university or college. One-in-eight joined directly from high schools. Others joined the industry from other public service careers, or from retail, wholesale, or distribution and the remainder from a wide range of occupations.

While the largest proportion entered the industry directly from their education, one-third reported that they had previously volunteered in the recreation industry. Responses illustrate the high turnover in this segment. They indicate that 40% of employees leave the industry early in their careers, by comparison with 23% who remain until their retirement.

Employers use a wide range of methods to identify job candidates for openings. The largest proportion post vacancies in newspapers, seek internal candidates, and maintain a job opportunities page on their website. Other priorities include postings with colleges and universities and involving employment assistance organizations. On-line job search services and agencies are used although external recruiters seldom are.

Employees prioritize job postings in newspapers and on websites, and referrals from friends or relatives as their leading job seeking strategies. They are less inclined to attend job and career fairs and to use external recruiters or headhunters.

Employees reported that their education and training made it easier for them to qualify as a recreation industry job candidate, although a smaller proportion of their employers specifically sought candidates possessing recreation industry education or certification. They were less inclined to agree that contacts from their education and training helped them to secure their recreation industry employment.

Employees graduating often have large student loans to repay. They must look for jobs where they will find salaries that allow them to meet their loan payments.

Several employers noted that they do not necessarily seek recreation graduates exclusively for career positions. They are more focused on the range of skills offered by the candidate relative to their needs. Graduates with a variety of education and experience histories may present these skills.

## **Retention Strategies**

As larger employers, many of these organizations have clearly defined retention strategies. The retention strategies are focused on providing training and education opportunities, employee advancement and promotion, employee benefit packages, pay adjustments based on seniority, and rewarding outstanding work.

Consistent with that focus, the employees report they have received an increase in wage or salary (85%) the opportunity to learn new skills or knowledge (81%) and increased responsibility or promotion during their current employment. Nearly half of the respondents report they have received recognition for outstanding performance.

Nearly half of the respondents report they are very motivated to stay with their present employer. Professionals who leave the industry before retirement leave for senior jobs in other, often related, sectors or to pursue consulting opportunities. Staff leaving the industry often do so in order to work at other not-for-profit organizations, to go into human resource management settings, or to pursue opportunities with public service employers.

The employees agree with the employers on the priorities for retention strategies. Their view of successful employee retention strategies includes providing education and training opportunities, occasional rewards for outstanding work, and advancement opportunities. They also note the importance of enhanced employee benefits packages.

Employees in this and other segments of the industry note the importance of learning new skills as a key factor in employee retention. Several employers who were interviewed described well-developed internal training and professional development programs.

The industry is very strongly supported by volunteers. However, other sectors of the economy agree that volunteer time is increasingly limited as volunteers meet their own priorities. Executing strategies for retention of volunteers is particularly important for this industry.

The industry experts note the large number of part time jobs in this segment of the industry. Retention of part time employees appears to be a significant challenge. Many of the part-timers use recreation employment as their second job.

A concern was raised in the industry interviews that the industry used to take younger employees and mentor them to take more senior responsibility as they grew in their positions, but that happens less as career progression opportunities are less distinct and employees leave for higher paying work.

## **Rates of Pay and Employee Benefits**

Salaries and wages paid in this segment of the industry are generally consistent with those paid in other segments. They may be a slightly higher in areas of general management and slightly lower in program related jobs. Particularly in the larger employers, pay rates may be more of a challenge for professionals than it is for skilled workers and other staff, where many collective agreements prevail.

Employers in this segment offer a full range of employee benefits. For example, nearly all of them have dental plans, pension plans, and other health or life benefits.

## **The Employees**

On average, employees responding to the survey reported a working history of 14 years, eight years working for their current employer, and five years in their present position. Their normal workweek is conventional.

In this segment, 70% of the respondents were in general management jobs. Most of the remainder were in program related jobs, including programmers, leaders, and interpreters. Further, 85% were in full-time employment and most (92%) were on the permanent staff of their organizations.

The research shows that at their highest level of educational attainment, more than 50% of the respondents hold a post secondary degree and a further 6% a graduate degree: 26% hold a post secondary diploma or certificate. On average, they completed their formal education in 1991, consistent with the average for the industry.

The research shows that 62% of these respondents (slightly higher than the industry average) hold a formal recreation qualification or certification. Most of these hold post secondary or graduate degrees from a university or college. Most of the remainder have a community college diploma, or certification from a recreation industry association. The employees with formal recreation industry qualification or certification reported that their recreation education or certification had prepared them well for their work. More than 70% of the respondents are members of a professional organization or formal recreation industry association.

In this segment, 60% of the respondents were female. The respondents covered a wide range of ages, from 20 to 64 years, although nearly three quarters were aged 30 to 49 years. They were generally somewhat younger than respondents in other segments. Their overall annual income from their primary recreation industry job also covered a broad range, although they showed a higher propensity to be paid more than employees in other segments of the industry.

### **Job Satisfaction**

As with respondents in other segments of the industry, the respondents in this segment expressed high overall satisfaction with their recreation industry careers. They rated particularly highly the level of challenge, their social and working environments, and the opportunity to learn new skills. They were less than satisfied with the number of recreation jobs available, the income potential in the industry, the rewards and recognition given, the quality of jobs available, and the social status of recreation employment.

Industry experts noted the importance of building respect for recreation as a profession and a career choice.

### **Conclusion**

It is clear from the skill and knowledge gaps identified by the employers that organizations in this segment of the recreation industry are clearly focused on enhancing the management and business of their organizations. Industry experts explain that this is a function of finding new ways to accommodate increasing demands in light of the financial challenges that will otherwise constrain the ability of these organizations to satisfactorily deliver on their mandates.

Several of the industry experts noted the importance of innovation in pursuing strategic approaches to deliver on aggressive mandates. Addressing the skill and knowledge gaps identified by the employers and employees will facilitate that direction.

## Section VIII. Other Industry Segments

The research also reviewed the labour market in several other segments of the recreation industry. These included education, professional services, and program administration. A small number of survey responses were received from people in each of these segments of the industry, which limits considerably conclusions that can be drawn about them. What follows consists of a few brief observations.

While they provide recreation education, educational institutions are also employers of recreation professionals. Employment for recreation professionals is dictated by the priorities and policies of the institution and the number of places available for students.

The work involves teaching, publishing, and research. Salaries and benefits are generally consistent with those in other segments of the recreation industry, although the positions are not directly comparable.

Entry opportunities tend to follow academic or business streams. Employees are encouraged to take continuing professional development and higher education.

A small number of consulting firms specialize in recreation, serving clients in the public and private sectors. The wide range of services provided includes marketing research, a variety of business, operational, and program planning, development services, and architecture. Most of these firms also serve other industries.

Generally, employment opportunities in these professional organizations call for higher education and, often, specialized certification. Salaries are commensurate with professional levels.

Typically, associations and program administration organizations provide direction, coordination, lobbying, and funding services. To fill vacancies they seek recreation professionals or other candidates with qualifications consistent with the needs of the organization to fulfill its particular mandate.

### Key Issues

The strategic direction of the industry must keep abreast of trends that influence the delivery of recreation. Some examples of new trends include the increasing need to address social issues, the role of technology as a new form of entertainment, increasing interest in extreme sports, popular culture influences, and dramatic demographic change.

This includes the education and professional development of industry professionals. To prepare professionals for the demands of the recreation industry, educators and trainers need to work closely with industry players to develop integrated programming that balances the priorities of liberal education and applied knowledge.

Professionals must be able to focus on a wide range of management issues, including risk management, health and fitness, parks and open space management, advocacy and lobbying, entrepreneurial skills, contracting arrangements, volunteer management, and media relations. They must be prepared to collaborate with related sectors and must understand political process.

Pay scales must be addressed to protect the industry from constantly being in recruitment and training mode. Job descriptions must be clearly defined to bring focus to responsibilities and professional definitions. Bridges need to be built to other sectors on specific initiatives and issues, and for enhanced delivery of programming. Risk issues must remain a high priority and the additional cost of certification in high risk areas need to be accommodated.

**Section IX. Industry Expectations for Education and Training**

Table 9.1, shows the assessment by employers of the importance of selected skills and competencies relative to their organization's mandate.

**Table 9.1 Importance of Skills to Work Needs**

<b>Rating of the Importance of Skills to Work Needs</b> <i>Scale is 1- 4, where 1 means "Not at all important" and 4 means "Extremely important"</i>	<b>Overall Mean Rating</b>
<b>General Management/Business Skills</b>	
Customer service	3.51
Problem solving	3.34
Communication (written and verbal)	3.25
Literacy	3.15
Computer or other information technology	2.93
Planning and evaluation	2.91
Administrative	2.74
Budgeting and financial management	2.68
Marketing, communication, and promotion	2.66
Project management	2.56
Negotiation	2.50
Skills requiring familiarity with numbers	2.47
Business or proposal writing	2.44
Research and analysis	2.22
<b>Human Resources and Leadership Skills</b>	
Team working skills	3.57
Customer handling skills	3.52
Motivation skills	3.28
Leadership, management, or supervisory skills	3.18
Program and event planning	2.93
Recreation activity leadership	2.83
Technical and practical	2.76

The data reflect the importance attributed to the possession by employees of a wide range of both hard and soft business skills. Skills for working with employees and customers are rated particularly important.

In general, a similar distribution of responses was achieved from employers throughout the industry segments. The in-depth interviews with industry experts support this analysis, indicating the increasing importance of business/management-related collaborative skills, leadership, and skills having to do with interpersonal relations.

Table 9.2 presents a similar analysis of the employers' expectations of the kinds of knowledge their employees should possess. The strong weight the respondents gave to all of these knowledge areas emphasizes the comprehensiveness of many recreation jobs.



**Table 9.2 Importance of Knowledge Areas to Work Needs**

Rating of the Importance of Knowledge Areas for Work Needs Scale <i>is 1- 4, where 1 means "Not at all important" and 4 means "Extremely important"</i>	Overall Mean Rating
Ethics	3.18
Working with diversity	2.91
Community development	2.90
Health, fitness, and wellness	2.87
Cultural sensitivity	2.87
Human behaviour	2.86
Park and facility operation	2.79
Inclusive leisure	2.72
Foundations of recreation	2.55
Environmental stewardship	2.53
Influence of life-stage	2.49
Legal issues	2.26
Entrepreneurship	2.21
Therapeutic recreation	1.91

### **Recreation Industry Education and Training Needs**

The research describes the need for additional education and training from the perspective of the employers and the employees in the recreation industry. Overall, it is clear from both the qualitative and quantitative research that historically, existing education programs have produced well prepared employees in the industry. In fact, many recreation graduates have left the industry through promotion or to other jobs,

### **Skills and Competency Deficits**

The following paragraphs identify skill and knowledge deficits from the perspective of both employees and employers in the industry.

### **Impact of Skill Deficits in the Industry**

Respondents to the surveys and the industry experts included in the in-depth interviews all pointed to the changing business environment in the recreation industry. Amalgamation of responsibilities to achieve cost efficiencies, an increasingly demanding marketplace, and increased emphasis on business, management and partnership skills have each contributed to changing the nature of recreation jobs. Organizations and their employees need stronger skills in several areas in order to remain progressive. However, professional development is constrained by time and other priorities.

### **Priorities for Development**

Table 9.3 ranks the desire of employees for skill development through professional development. The data presented in this table result from the analysis of open-ended questions in the survey and were strongly reinforced through the industry interviews. The table shows the importance of management-related skill development for the most significant proportion of the respondents.

As most of the respondents have graduated from recreation education programs or have significant relevant experience, it is not surprising that skills related to the practice of recreation are a lower priority. The industry interviews reveal that recreation jobs increasingly require strong business skills. The analysis in Tables 9.1 and 9.2 shows the management oriented priority of industry employers for professional development.

Section IX. Industry Expectations for Education and Training

Table 9.3 Highest Priorities for Professional Development

Desire for new skills to meet requirements of present job - (Employees, unaided) % of respondents quoting this category as one of their three highest priority areas for skill development	% (N=192)
<b>General Management/Business Skills</b>	
Marketing and public relations	8.3
Computer or other IT	8.1
Budgeting and financial	8.1
General management	4.9
Project and contract management	3.8
Administrative	3.0
Risk management and safety	2.6
Planning and evaluation	2.1
Communication (written and oral)	1.9
Business planning	1.7
Research and analysis	1.5
Customer service	0.4
Consultation	0.4
Problem solving	0.2
Business or proposal writing	0.2
<b>Human Resources Skills</b>	
HR, volunteer management, supervisory skills	7.4
Teaching, training, or coaching	5.7
<b>Leadership Skills</b>	
Leadership	4.5
Negotiation and conflict resolution	3.4
Facilitation	3.2
Team working, team building	1.9
Motivation	1.5
Creativity, innovation, or conceptual thinking	1.5
Human behaviour	1.1
Customer handling and customer relations	0.4
<b>Recreation-Related Skills or Knowledge</b>	
Health, fitness, and wellness	2.3
Community development	1.9
Legal issues	0.4
Cultural sensitivity	0.4
Ethics	0.2
Inclusive leisure	0.2
Entrepreneurship	0.2
Working with diversity	0.2
Influence of life stage	0.2
<b>Recreation Management, Operations</b>	
Program and event planning and delivery	2.6
Foundations of recreation	1.3
Technical or practical	8.5
Park and facility operations and planning	3.6

The report from Phase Two of this project also identified this trend. Strong management skills are essential to meet the industry's challenges from increasing demands and growing competition for resources.

### Preferred Delivery Methods

Asked about their personal strategy for professional development, a selected group of the employees responding to the survey suggested a combined approach incorporating learning on the job, "self directed" learning, and attending conferences and seminars. A smaller proportion (23%) indicated that their strategy includes taking formal education courses.

Section IX. Industry Expectations for Education and Training

Table 9.4 summarizes the preferred delivery methods for professional development. Consistent with the more detailed analysis by industry segment, seminars and other modular programs are the overall preference for professional development delivery methods. Self directed programming is preferred by many, likely a reaction to pressing schedules and the fact that respondents have completed their education previously. The low rating of formal courses at educational institutions is likely related to the employees' extensive overtime and evening/weekend work, which limits time available for family priorities.

**Table 9.4 Preferred Delivery Methods**

<b>Assessment of delivery methods</b> <i>Employee rating on a scale of 1-4 where 1 means "Not at all suitable" and 4 means "Extremely suitable"</i>	<b>Average Rating</b>
Short seminars and workshops away from the workplace	3.14
Short seminars or workshops at the workplace	3.03
Formal in house training using external trainers	2.87
Programs with modules to be completed at own pace	2.73
Mentorship by a more experienced professional	2.64
Reading relevant publications and manuals	2.59
Internet	2.53
Formal in house training using internal trainers	2.51
Correspondence or other distance learning	2.49
Formal courses at an educational or training institution, taken during normal working hours	2.45
"Brown bag specials" (lunchtime or similar short seminars)	2.41
Formal courses at an educational or training institution, taken outside working hours	2.22

The research has shown that employees and employers want increased professional development to optimize progress in their employment but either cannot find the courses or cannot allocate the time or money to take them. Employees are focused on short, likely high intensity and very focused training that can be accomplished to meet their convenience.

Mentorship is shown as an important component of the process of professional development and career enhancement. The industry leaders included in the in-depth interviews and the students acknowledged the high value of mentorship as a developmental strategy. The secondary research also confirmed this value.

The employees' assessment of education and training methodologies shows preference for experiential learning and regular interaction with an instructor. Individual learning approaches, internet learning, and locally-focused methods follow closely behind. Campus environments were the least preferred method for professional development.

More detailed analysis showed that the respondents with a formal qualification or certification in recreation were slightly more inclined to favour the classroom environment and to acknowledge the value of the instructor.

## Section X. Strategic Analysis

Overall, the research shows the extraordinary opportunity Alberta's recreation industry has to play a key role as a component of current and future trends in active lifestyles of Albertans, and in the development of active and sustainable communities in the province. Demand is increasing and changing as demographic and recreation industry trends turn to recreation priorities. Facilities and programs are expected to become increasingly busy. Industry leaders must position the industry and recreation professionals and practitioners to meet these challenges.

The research included the opinions of leaders, professionals, practitioners, other recreation industry employees, educators, and students. Conclusions drawn from the research are presented below. These are not prioritized but are grouped thematically for convenience.

### The Recreation Industry

- Because priorities and trends in recreation and in related mandates and industries are constantly changing, the recreation industry is always evolving. That reality has characterized its history for many years. Its image and identity are naturally indistinct.
  - ARPA and its industry partners are aggressively pursuing the definition of the industry's image and identity.
  - The industry should continue to promote and establish awareness of its core principles and its economic value in concert with other mandates that rely on recreation's principles and practices.
  - The industry has powerful economic, health, community development, and lifestyle arguments. The Phase One and Phase Two reports provide context for that positioning.
  - Industry leaders indicate this may affect recruitment of new employees.
  - Some industry leaders, professionals, and practitioners are despondent following years of financial and 'turf' challenges and lack of recognition.
- Individual professionals and practitioners in the industry choose to study or work in recreation in order to challenge and meet the highest ideals.
  - The industry needs to continue to focus on its future and build strategies to pursue clear direction and established goals.
  - Clear messages to promote the industry and the profession are essential to arresting fragmentation and achieving growth.
  - Perhaps a branding change is in order as part of the redefinition of the core and extension of the industry. The recreation Matters campaign in Nova Scotia stands as an example of such branding.
- The industry is increasingly influenced by the need to be more focused on innovative management and business priorities due to increasing demand, limited financial resources, and competition for resources, customers/operating revenue, and employees.
  - Industry players note the critical importance of enhancing skills in management and business in order to meet the needs of the future.
  - Recommendations in this research will contribute to appropriate positioning.
- The industry is in fierce competition for resources, position, employees, and kudos. It needs clear strategies to promote its positioning. It is pursuing strategies to define and promote its value in a context that is appropriate to the vision of targeted audiences.
  - Industry experts stress that the positioning of the industry is crucial to attracting people to become students and to join the industry as employees.

- Budget allocations and organizational restructuring in the public sector have in many cases caused recreation services to contract and amalgamate with other functions.
- Partnerships and Alliances.
  - The industry and its professionals are involved with mandates in many other industries and professions.
    - Industry experts indicate that these alliances need to be clearly defined and formalized. The industry focus on partnerships and alliances will contribute to clarifying the role, expectations, contribution, benefits, and targeted markets of partners. The recreation industry players and their partners should celebrate their alliance.
- Industry Associations are focused on the specific interests of their particular mandate. They acknowledge that many of the issues they face are shared by other components of recreation, but they also note the distinct identity of their area of focus.
  - These organizations offer the opportunity for further alliances that would benefit the recreation industry and its positioning and would provide additional strength for area of focus of the associations.

## Marketplace Trends Influencing the Industry

- Demographic Change, Industry Trends, and Market Evolution
  - Both the qualitative and quantitative research have shown that many of the factors that influence the recreation industry are outside the control of the industry. However, the industry has been stretched to respond to the expanding marketplace and increasing demand, due to funding and revenue challenges, aging infrastructure, payroll challenges, and organizational structuring. The industry acknowledges the need for innovation in funding and operations.
  - Key influences include the increasing, aging, and more demanding population, urban/rural population distribution, changing public priorities, and industry trends.
- Health, rehabilitation, therapeutic recreation, and active living
  - Increasing awareness and public promotion of the benefits of recreation in active living and restorative strategies has significantly changed and appears to have strengthened the role of recreation in the community, both directly and partnerships. Industry leaders should continue to pursue appropriate alliances.
- Specialization of recreation disciplines
  - Specialization has caused some disciplines that were previously a part of, or allied with, recreation to assume and promote their own identities. As the recreation industry identifies and promotes its core and peripheral disciplines appropriate benefits will accrue to the industry.

## Industry Leadership

- The research shows that many industry leaders are aging and considering retirement or leaving the industry for promotion. The in-depth interviews raised significant caution for the industry in this respect. Many of today's leaders were the pathfinders of 15-20 years ago.
  - Industry experts note the importance of attracting and grooming young professionals to become leaders.
  - In many industries new leadership evolves as individuals progress in their careers and undergo professional development and mentoring. The current research shows that:
    - This industry loses its professionals early in their careers, significantly because of the balance of skills and knowledge they offer including particular strength in many aspects of human resources management and leadership.

- Due to constraints and organizational transitions over several years the intake of newly graduated professionals has been constrained.
- There has been limited access to, or availability of, professional development and mentoring.
- In newly evolving models professionals from other disciplines, including health, social services, municipal administration, and facility management, are taking leadership of recreation planning, programming, administration, and delivery.
- Recent reductions in the educational systems are limiting the number of new recreation professionals.
  - Strategies recommended through this research may contribute to enhancing the attractiveness of recreation as a career.
  - It is important for the industry to stimulate excitement, enthusiasm, passion, and vibrancy throughout the recreation and education systems.

### Labour Market Trends

- Increased competition from all sectors results from expanded career opportunities and high pay offered by employers in other sectors of the economy.
- Ideals rather than salaries motivate recreation industry employees.
  - Employers and employees note the challenge of finding employees to work at a professional level or in certifiable occupations in the industry due to perceptions of a recreation career and low salaries.
  - Students and other employees join the industry to “make a difference”. The industry must find traditional and innovative ways to compensate and provide incentive for its employees at all levels.

### Employment Trends

- The relatively low esteem ascribed to, and the often unclear vision of, the value of a recreation career was clearly described in the survey and in the qualitative interviews
  - As employees gain or focus on a recreation industry specialty, they find it easier to describe that specialty than to describe being a ‘recreation professional’. Thus, awareness of the specialties overtakes awareness of the recreation industry in general.
- The industry and customer base expects qualified, certified employees
  - Decreasing enrollment and reduced educational opportunities will limit the supply of appropriately qualified employees. Building a framework for recreation education is a key priority of this research. Strategies presented in this report are focused on increasing the production of qualified professional and practitioner workforces.
- There is significant mobility into and within the industry. However, it is significantly challenging for employers outside the major areas to attract qualified employees.
- Employees are well prepared for promotion to positions of higher responsibility that will employ their education, including skills and knowledge, and their values.

### Existing Skill and Knowledge Base

- While employers acknowledge the quality of the existing education system to prepare employees for the recreation industry they consistently identify skill and knowledge deficits in several areas

- Stronger general management and business skills, customer service, leadership, and human resources management skills are evidently needed to drive this changing industry today and in the future.
  - This report recommends a new focus on professional development and a new educational framework, which together are expected to result in education and training more focused on the needs of the recreation industry.

## Education and Training Environment

- A large proportion of jobs require formal education in recreation or related disciplines or certification for specific areas, mostly where public risk and liability exists.
  - Existing programs meet this need. However, educational institutions are decreasing the degree program opportunities, there are few diploma programs, and there are negligible private sector education and training institutions.
  - Recommendations in this report address certification of recreation professionals. It will be important for the industry to pursue employer recognition of the standard.
- Graduates of recreation education and training programs are acknowledged by their employers to be well prepared in many areas. Notably the employers point to several areas where stronger skills and knowledge would be of benefit:
  - Execution of the framework and priorities for education and training outlined in this report will build momentum towards satisfying the needs and expectations of the employers and the employees.
- Professional development is constrained by distance, time, and money and by the availability of suitable programs
  - Although employers generally perceive the value of professional development (including skills and knowledge) for their employees, limited financial resources, time pressures, and their inability to provide work coverage for employees engaged in training constrain access to professional development or upgrading.
  - There are limited programs available for professional development for recreation industry employees.
  - Rural communities and not for profit organizations are particularly limited in this respect. In turn, that has the potential to limit the growth of professionalism and progressiveness in those constituencies.
  - Innovative as well as traditional methods of providing professional development are recommended, based on the input of the industry and other research.
- There is a difference between the focus of higher education and training.
- Despite the efforts of some educators in this respect, there is a measure of “disconnect” between the educators and trainers and those in the field of practice. Other priorities within the educational institutions influence curriculum planning.
  - The consequence of this disconnect is shown by the consistency with which the employers and employees described their needs for additional skills and knowledge.
  - This research recommends enhanced interaction and communication to “re-connect the disconnect”. A commitment to this mission by all key constituencies is vitally important.

## Education and Training Needs and Expectations

- The industry must ensure it has a strong resource of individuals appropriately positioned for leadership. They must build the appropriate alliances and partnerships with related mandates, to meet the needs of its marketplace and to deliver effective and safe facilities, programs, and events.

- Enhanced programming is needed for education; more programs and better access are needed for professional development.
  - A new focus on professional development is important and is framed in this report.
  - Programs need to focus more on business, management, and human resources skills.
  - Innovation and progressive thinking are also important priorities to build leadership.
- Innovative delivery and content are important to stimulate a vibrant educational and training environment.
- Easier access to training and education.
  - Training and education with modular programming, shorter seminars or courses, and self-managed strategies must be equally accessible to urban and rural employees.
  - Training needs to be less expensive.
    - Financial constraint in many organizations and for many individuals limits access to training and education.
    - New graduates cannot pay back large student loans on low wages.

This approach will bring new recognition to the profession and practice of recreation and the recreation professional.

### Industry Segments

- There is remarkable consistency between the four primary industry segments with respect to the industry's labour market and education and training needs. However, there are marked differences between the labour environments among different types of employers. These relate to rates of pay, organization structures, human resource strategies, and recruitment.
  - Not-for-profit organizations are often partially funded by government and must meet government criteria, which should remain sensitive to the very different economic circumstances of these organizations.
- These differences point to reasons why private sector and not-for-profit organizations experience such difficulty finding and hiring qualified and experienced employees.
  - Many not-for-profit organizations are staffed and directed almost exclusively by volunteers, often with only one part time or full time employee to act as executive director, communications officer, lobbyist, secretary to the Board of Directors, administrator, receptionist, and chief financial officer. Often, the role of that employee is more focused on association management than on the recreation industry.
  - Again, rural and more remote communities are further disadvantaged in this respect.

### Recommended Education and Training Framework

- A framework for education and training is recommended that can position Alberta as a leader in recreation education and training. The framework is based on the research conclusions and on the best practices and innovation identified through discussion with widely acknowledged industry leaders. The framework addresses the following key issues:
  - Creating a climate of innovation, excitement, and action
  - Identifying, empowering, and supporting leadership development
  - Determining, identifying, and improving image
  - Strengthening internal structure and working relationships



- Strengthening external partnerships and alliances
- Improving coordination of training programs and services
- Developing and maintaining vehicles for communication
- Improving access into and throughout the system
- Developing programs and services to fill gaps in education and training.

## Section XI. The Role of ARPA

The research identifies or reinforces several opportunities for ARPA to continue its leadership role in the industry. Strategic recommendations for these are described in the proposed Recreation Education and Training Framework and the related action plan.

Urgent action is required to pursue human resource development strategies. Opportunities exist for ARPA to initiate these actions directly, or to facilitate them among industry players.

Based on conclusions drawn from the research, the following notes summarize that strategic direction. ARPA should:

- Continue to enhance the positioning of the recreation industry and recreation professionals to government and related industries.
  - Pursue partnerships with related industries to build strong identity for recreation mandates and to promote the role of recreation career professionals in those industries as integral to their successful pursuit of their own goals.
  - Facilitate clearer definition and increased awareness of recreation jobs and careers to enhance the perception of the value of recreation professionals. Particular priority might be assigned to related mandates.
  - Initiate inter-agency learning opportunities.
  - Encourage education programs that focus on related mandates to integrate recreation education as part of their curriculum.
- Establish an Alberta Recreation Industry Human Resource Development Strategy to induce employers to prioritize employee motivation and enhance employment conditions. The industry has to respond to increasing growth, but employees are not satisfied with wages and the number of jobs. The number of jobs is forecast to increase in the future but economic circumstances of the industry are expected to remain a challenge.
  - Facilitate industry action to initiate refocusing and growth of recreation education programs; Facilitate closer integration between educators and industry employers.
  - Facilitate laddering and other integration strategies addressed in this report to facilitate stronger integration of education mandates.
  - Develop a volunteer management and retention strategy.
  - Develop a cultural diversity program to stimulate the interest of candidates from a broader cultural background.
  - Facilitate an alliance of not-for-profit organizations to address employee benefits, compensation, employment strategies, training, and strategic planning.
  - Develop a workforce strategy for the industry to address the needs of the growing aging population and increasingly competitive labour market.
  - Initiate an ARPA “fee holiday” for new recreation graduates so they get involved in ARPA immediately on graduation.
  - Promote the use of the ARPA website job posting pages as a primary recruitment tool.
  - Initiate a “buddy” program to link recreation industry organizations for mutual benefit.
  - Facilitate a leadership conference.
- Develop a certification program for recreation industry professionals.

- Initiate first a voluntary certification program.
- Document a common body of knowledge and standards for a two-tier certification program focusing on core competencies and specialty themes.
- Pursue establishment of a formal program.
- Establish a professional development mandate.
  - Build an Alberta recreation industry mentorship network.
  - Establish a “roving counselor” program to deliver management development programming to more remote locations.
  - Initiate a formal mentoring program (one year assignments).
  - Initiate a roster and program to promote the use of industry leaders as guest speakers at educational institutions and conferences.
  - Initiate a community development theme into recreation education and professional development – a focus on community building.
- Establish a training center.
  - Facilitate with educational institutions, or deliver, a program of management and business training.
  - Develop an on-line, modular technical training program.
  - Build and deliver a portable seminar series, with certification options.
  - Expand the regional workshops program, focusing particularly in the management and business skills identified as priorities through this research.

### **Certification of Recreation Industry Personnel**

This research shows clearly the importance of enhancing the recognition of the recreation industry and its professionals as a part of the foundation for the future identity and strength of the industry and to build strong leadership and a stream of appropriately prepared human resources. These are key components of the rationale for certification of industry professionals.

There are divergent opinions on the issue of certification of recreation professionals. There is no argument that certification is appropriate and indeed essential in areas of liability or risk. Responding to that need for specialized training and certification, segments of the industry (e.g., aquatics, facilities operations, etc.) are responsible for their own certifications rather than education institutions. Independent organizations, such as Alberta Recreation Facility Personnel, Alberta Fitness Leaders Association, and several other organizations establish and provide appropriate levels of training and certification.

This research concludes there is a strong argument for the certification of recreation industry professionals through a program of accredited educational institutions. However, discussion with respect to the general certification of recreation professionals is polarized. For example, many of the industry experts interviewed in this research suggest that a certification process might be effective in the strategy to raise the awareness, recognition, and prestige of a professional recreation career. Val Mayes, (*University of Alberta, n.d.*) in preparation for a Masters Degree, noted with clear rationale the need to have a flexible system rather than one where people must be certified.

The current research supports the need for clarity in identifying recreation professionals as a part of the raised profile of the industry. This is important today and will be increasingly so as the demand for professionals increases and competition for those resources from other industries becomes stronger with an increasingly tight labour market.

It is reported that Saskatchewan and Quebec universities are beginning to focus on achieving the standards set in the United States by National Recreation and Park Association and its State affiliates. The NRPA provides the designation

'Certified Park and Recreation Professional'. Alberta can provide leadership in this respect. An Alberta solution may initiate a national trend toward certification. Such a designation should eventually be transferable within Canada and, therefore, it must be accepted in other jurisdictions. Programming at the educational institutions would need to be considered accordingly.

The NRPA accredits 100 programs at selected universities as part of the preliminary certification process. Criteria for certification include a post secondary degree from one of the accredited programs and passing an NRPA examination. Alternative approaches to certification are available for those with other degrees. NRPA offers study guides and other benefits for individuals pursuing this designation. In most States the State Parks and Recreation Association administers this three-tiered program.

Industry representatives not favouring certification, suggest that it is an unnecessary process that would have limited value but would consume the time and energy of an already over-stressed workforce of under-paid professionals.

Several of those not favouring a new certification are advanced in their careers and perceive it to be unnecessary for them to pursue new qualifications. Many have completed their education many years previously. Organizations initiating new professional certifications often provide 'grandfather' certifications for those with an appropriate combination of academic qualification and experience. 'Grandfathering' is important as there have been numerous people engaged in professional activities for years, and this mechanism will recognize their efforts and bring them on board with certification - they in turn will act as leaders and mentors for new professionals.

The opinion was presented that a recreation professional certification process may lower the standards of post secondary education to a 'least common denominator' – the fear is that educational standards may be focused on a 'passing grade' rather than 'excellence'. Discussions with Alberta educators indicate that this would not occur.

As this is a contentious issue, it is recommended that the best way to introduce it is as a voluntary initiative in the first instance. It may serve as a vehicle to keep people working in the industry if they see it as a motivator to keep current in professional practice. There is presently no mechanism to motivate employees through professional development activities, and for those that do pursue professional development, there is no reward professionally for their efforts. Initiating a professional recognition program through certification would allow recognition and supply motivation for professional practice. It would also assist employers to clarify their employment requirements and be focused in hiring searches.

Based on the research conducted for this project, on the success of other professional certification programs, on the success of technical certification programs, and on other research on this topic in Alberta, it is the opinion of the consultants that certification of recreation professionals would be a valuable step forward for the industry. Certification would pursue several goals that might be set to address challenges facing the industry:

- Raise the perceived recognition, status, and respect of recreation professionals among employers in the recreation industry and in other industries.
- Develop a clear definition of core competencies for the recreation professional and the competencies associated with recreation specialties.
- Enhance employment opportunities for professionals as employers learn about the profession of recreation.
- Make recreation careers more attractive to industry or education candidates as they will see a career path and clear definition of the profession.
- Elevate recreation as an industry in its political and competitive marketplace.
- Bring new focus to professional development.
- Motivate universities to write examinations focused on the needs of the industry.
- Provide measurable standards for the industry.

The research revealed some concern that recreation professionals work in many industries related to recreation and that it may be difficult to define the professional competencies. Several existing professional institutes accommodate this

challenge in their industry by multi-part certification, starting with clearly defined core competencies and leading to specialization certification. The Canadian Association of Management Consultants ([www.camc.com](http://www.camc.com)), and the provincial institutes have developed programming with international standing for an equally challenging environment.

Typically prerequisites are a post secondary degree and a period of relevant working experience, leading to certification examinations and a recognized designation. Certification requires examination and acceptance of qualification from an accredited or acceptable education institution.

A two-part certification program would accommodate the diversity of recreation careers available to professionals. Part One would be a general recreation certification based on core competencies that are common to all recreation needs. Part Two would be a specialty examination focused on one of a selection of recreation specialties.

There would be many beneficiaries of a certification program for recreation industry professionals. These are expected to include:

- Employers would recognize the professional nature of the recreation industry and would prioritize selection of certified professionals accordingly.
- The recreation industry marketplace, the general public, would acknowledge the value contributed by recreation professionals.
- Individuals would be motivated to remain in the industry and would be recognized for their professional focus – the vision and reality of a recreation career would become clearer.
- Professional development programming would become more focused and those aspiring to a career as a recreation industry professional would have clearer direction.
- Career opportunities would become increasingly attractive to existing and future employees and would attract more students to pursue a recreation education.
- Related disciplines and mandates would have a clearer understanding of the role of the recreation profession
- Employers, employees, students, educators, trainers, and the general public would become more aware of the core competencies held by a recreation professional.

It is recommended that ARPA assume the leadership of this thrust to certification. ARPA is central to all of the key constituencies and stakeholders, it is independent and focused solely on the good of the industry, and it is well positioned through many research projects and through industry liaison to comprehend all of the key issues. Further, through the strategies proposed in the Phase Four report, it is recommended that ARPA also lead the process of enhancing professional development for the industry and the certification strategy is a part of that process.

Implementation of the certification program is addressed further in the Phase Four report.

## Section XII. Conclusions and Recommendations

Albertans are known for thinking big and being bold. The recreation industry needs to adopt this tenet.

Access to recreation and the health benefits of an active lifestyle and vital active and sustainable communities are critical to the lives of Albertans, and, in concert with employment and education opportunities, are a fundamental part of the 'Alberta Advantage'. People choose to live and do business in Alberta for these reasons.

The labour market and education and training challenges identified in this research can be addressed through a consistently applied strategy. Detailed recommendations are provided throughout the Phase Three and Four reports, and address the labour market, education, professional development, and the role of ARPA. These recommendations are summarized below.

<b>Key Conclusions</b>	<b>Recommendation</b>
Hiring and compensation of employees is challenging due to the competitive labour market and demographic trends.	<b><i>Facilitate industry cohesion about the labour market and execute strategies described in this report to enhance career attractiveness.</i></b>
There is a perception in the industry that recreation professionals are not valued highly enough and that affects candidates planning careers.	<b><i>Initiate a recreation professional certification program, clarify jobs, and position and promote professionalism.</i></b>
The industry needs professional development focused significantly on management and business skills.	<b><i>Implement the Alberta Recreation Industry Education and Training Framework and Plan described in the Phase Four report.</i></b>
The recreation industry's positioning affects recruitment	<b><i>Continue to define and promote the industry's image and identity and pursue strategic positioning, partnerships, and alliances for the industry.</i></b>
'Disconnects' exist between education and the field of practice, resulting in a reduction of recreation education programs and alternative educational priorities.	<b><i>Facilitate re-connecting the "disconnects" through industry-educator and educator-educator integration strategies and feeder systems described in this report.</i></b>
Alberta has the opportunity to take a leadership role in recreation education, training, and certification.	<b><i>Adopt innovative best practices described in the Phase Four report to make the recreation education and training system flow and to retrieve Alberta's position as an acknowledged leader in recreation education and training.</i></b>
Funding for operations (including staffing and training) is limited.	<b><i>Facilitate industry strategies seeking innovative revenue solutions.</i></b>
Opportunity abounds – so do barriers.	<b><i>Think big, be bold.</i></b>

## **Afterword**

This project benefited enormously from the work of a *Project Advisory Committee* consisting of individuals from private, government, and not-for-profit organizations in the Alberta recreation industry. These individuals freely gave their knowledge, experience and time to help direct the work of the consultants. Their names and institutional affiliations are listed below. The Alberta Recreation and Parks Association is grateful for their assistance.

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### **Project Manager**

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## Appendix 1: Recreation Industry Position Descriptions Resulting from the Job Content Analysis

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## Community Development Practitioner

Community workers encourage and assist community groups to identify their needs, to participate in decision-making and to develop appropriate services and facilities to meet those needs.

### Duties

- Assist community groups in planning, developing, maintaining and evaluating community resources, programs and support networks
- Support, develop and evaluate strategies that encourage community participation in activities
- Research, analyze and assist various stakeholders in developing community service policies
- Communicate effectively with community groups, welfare agencies, government bodies, non-government organizations and private businesses about community services such as housing, health, welfare and recreation
- Monitor, evaluate and recommend changes to community development programs, policies, practices or budgets
- Help raise community and public awareness on issues such as welfare rights by promoting, organizing and/or helping to coordinate meetings and seminars
- Carry out administrative work, which may include written correspondence, preparing submissions and reports for government bodies or other agencies and attending management meetings.

### Working Conditions

The work of community development practitioners involves considerable personal contact and travel within communities. They are normally expected to attend evening meetings and occasional weekend activities.

### Personal Characteristics

- Enjoy assisting people
- Able to work independently
- Able to work in cooperation with others
- Good work organization and time management skills
- Able to relate to people effectively and patiently
- Able to manage and help resolve conflict
- Able to understand the issues and interests of the communities involved
- Good oral and written communication skills

### Educational Requirements

- Post-secondary degree or certificate in Recreation, Child and Youth Care, Social Work or a related discipline

### Other Requirements

- Clean Criminal Record Check
- Project management experience preferred
- Board Development courses, facilitation courses, Safe and Caring Schools and Communities courses (<http://www.learning.gov.ab.ca/safeschools>), Virtues (Character Education) and Lions Quest (<http://www.lions-quest.org>) may be recognized and improve professional practice.

### Salary

This position pays between \$30,000 and \$45,000 annually.

## Youth Program Coordinator

Youth Program Coordinators are responsible for creating and maintaining positive and empowering recreation opportunities for youth that promote personal and professional development.

### Duties

- Liaise with community organizations, boards, committees and mentors
- Prepare and facilitate workshops and group projects
- Recruit, interview and assess potential participants and mentors
- Assist with funding applications
- Develop an inventory of youth participation programs and models
- Work with various stakeholders like community groups, police, and government ministries to facilitate youth development
- Recruit and train of volunteers
- Organize special events
- Manage and control financial resources and budgets
- Provide program documentation and evaluation
- Supervise staff and volunteers
- Promote and market programs and services

### Working Conditions

Youth Development Coordinators may work weekends or evenings. A great deal of time is spent networking with other organizations for support, funding, volunteer recruitment and promotion.

### Personal Characteristics

- Excellent oral and written communicator
- Work effectively with multiple stakeholders
- Strong problem solving skills
- Self-directed and flexible
- Excellent team player
- Model effective leadership skills under stress
- Comfortable in front of a group and in presentation delivery
- Organized and able to multi-task
- Able to motivate and inspire others to action
- Committed, creative, resourceful and enthusiastic

### Educational Requirements

- Post-secondary degree or certificate in Recreation, Child and Youth Care, Social Work or a related discipline
- Standard First Aid or better

### Other Requirements

- Valid drivers license
- Clean Criminal Record Check
- Proficiency with Microsoft Office Programs
- Experience working with youth preferred to several years required
- Project management experience preferred

### Salary

This position pays approximately \$30,000 to \$45,000 annually.

## Youth Centre Manager

A Youth Centre Manager is responsible for coordinating the operations of a youth center, as well as overseeing the development and implementation of recreational programs and liaising with community organizations.

### Duties

- Supervise and coordinate operations, programs and services
- Hire, train and supervise staff
- Develop strategic planning documents
- Formulate policies and procedures
- Manage financial statements and budgets
- Work with an advisory board or council
- Promote and market the youth centre within the community
- Evaluate programs and services
- Develop and maintain partnerships with community stakeholders
- Respond to issues and complaints

### Working Conditions

Youth Center Managers may work weekends and evening, usually within an indoor environment. However, they may be required to oversee and evaluate outdoor programs. They spend a large percentage of their time working with staff or community members.

### Personal Characteristics

- Excellent oral and written communication
- Comfortable speaking with or facilitating to a group
- Self directed
- Team player
- Organized and task driven
- Able to communicate effectively with multi stakeholders
- Flexible
- Possess good judgment
- Able to multi task and meet deadlines
- Remain calm under stress

### Educational Requirements

- Diploma or Degree in Recreation or related field
- Experience in community recreation or an equivalent
- Experience in managing a special purpose recreation centre preferred

### Other Requirements

- Valid drivers license
- Clean criminal record check
- Proficiency with Microsoft Office Programs such as Word, Excel, FrontPage, Power Point and Access

### Salary

Salary for this position is \$30,000 to \$45,000 annually.

## **Fitness/Wellness Program Coordinator**

A Wellness Program Coordinator provides leadership and acts as a resource person in the planning, coordination, promotion and implementation of wellness and fitness programs.

### **Duties**

- Monitoring revenues and expenditures
- Providing financial cost/benefit analysis of various services
- Promote services and identify opportunities for future development
- Liaising with staff, management and community groups and agencies
- Develop a resource base of Wellness Program models from other organizations and communities
- Conduct research and analyze data to develop appropriate services for target group
- Promote Wellness program among target group
- Write reports and present program evaluations to the board or advisory committee
- Responsible for marketing and promotion
- Hire, train and supervise program staff
- Plan and administer programs

### **Working Conditions**

This position may involve weekends and evenings. It may also involve some minor travel within the community or region.

### **Personal Characteristics**

- Effective and motivational leader
- Model a healthy lifestyle
- High-energy
- Excellent oral and written communication skills
- Customer service orientation
- Organized
- Self-directed
- Team player who works toward collaboration
- Flexible and adaptable

### **Educational Requirements**

- Minimum Diploma or Degree in Recreation, Business Administration, Sport Administration or related discipline
- Considerable knowledge of the philosophy, objectives, principles and practices of wellness fitness and healthy lifestyles

### **Other Requirements**

- Valid drivers license
- Clean criminal record check
- Current Standard First Aid and Basic CPR
- Experience in supervision with a background in programming preferred
- BCRPA registration as a Supervisor of Fitness Leaders may be required

### **Salary**

Annual salary is in the \$30,000 to \$45,000 range.

## Theatre Manager

Theatre Managers promote the performing arts within a community and manage the day-to-day operations of a theatre facility including scheduling of events, negotiating contracts with performers, supervising staff and delivering productions.

### Duties

- Schedule and program theatre events
- Oversee technical set-up for events
- Develop partnerships with local associations
- Promote and market facility
- Negotiate and contract with performing artists
- Manage financial statements and budget
- Hire, train and supervise staff and volunteers
- Conduct research to determine community preferences for performances
- Develop policies and procedures
- Report to the Operations Board or Advisory Committee

### Working Conditions

Theatre environments are often dynamic and theatre managers are in contact with a lot of people on a day-to-day basis. This position may require weekend or evening work and is performed indoors. Theatre managers often work in a high profile environment with continuous public exposure and deadline pressure.

### Personal Characteristics

- Excellent oral and written communication skills
- Ability to manage and work within a large budget
- Able to work effectively with multi stakeholders
- Public speaking and presentation skills
- Self directed
- Team player
- Organized
- Able to represent the theatre professionally to community organizations and the media
- Comfortable working with diverse populations
- Sound judgment with the ability to respond quickly to emergent situations
- Strong marketing and public relations skills

### Educational Requirements

- Diploma or Degree in Recreation administration, Arts, or Cultural Administration with an emphasis on management or facility operations.

### Other Requirements

- Performing arts facility management experience
- Experience in Theatre Technical Systems
- Experience with special event management

### Salary

Not mentioned in the job descriptions.

## Special Needs Program Coordinator

A Special Needs Program Coordinator develops and implements programs designed for individuals with mental or physical disabilities.

### Duties

- Assess abilities, preferences and interests of participants
- Plan, implement and evaluate recreational programs for individuals with a variety of mental or physical disabilities
- Modify recreation activities or environments to create recreation opportunities
- Manage and maintain a budget
- Hire, train and supervise staff
- Recruit and supervise volunteers
- Liaison with community organizations
- Promote and/or market the program
- Write reports, evaluations and press releases
- Develop and facilitate workshops
- Resolve conflicts with parents and guardians of minors
- Develop and maintain policies and procedures

### Working Conditions

This position may involve lifting and physical exertion. Flexibility is needed to work weekends and evenings. A Special Needs Program Coordinator may work in both indoor and outdoor environments.

### Personal Characteristics

- Excellent oral and written communication
- Ability to lead or facilitate groups effectively
- Excellent interpersonal skills
- Be a team player
- Self-directed
- Can relate easily to individuals with physical or mental challenges
- Organized
- Flexible, adaptable and patient

### Educational Requirements

- Degree or Diploma in Recreation Administration, Child and Youth Care, Physical Education, Human Service Worker or related discipline with coursework in program planning, assessment, and leadership for people with disabilities.

### Other Requirements

- Standard First Aid and CPR
- Experience with mentally or physically challenged individuals preferred
- Valid drivers license
- Clear criminal record check may be required
- Excellent computer skills in Microsoft Office programs such as Word, Excel, Access, and Power Point

### Salary

Annual salary for this position is between \$20,000 and \$35,000.

## Recreation Programmer

Recreation Programmers plan, implement and evaluate recreational programs that meet the needs of diverse community populations.

### Duties

- Research trends in recreation participation
- Assess needs of constituents
- Design program offerings
- Develop programs including theme, schedule, objectives, venue, leadership, evaluation, etc
- Ensure leadership and supervision of staff and volunteers
- Hire, train and supervise staff
- Work with the media and community organizations to promote and market programs and services
- Secure and manage financial resources
- Develop and facilitate workshops and training sessions for staff and volunteers
- Develop policies and procedures
- Evaluate outcomes of programs and events
- Develop and maintain effective partnerships and sponsorships
- Write reports

### Working Conditions

**This position may involve weekends and evenings. Duties are performed mainly indoors. A recreation programmer works with a diverse population and will involve public relations and liaising with community agencies. Programmers work in dynamic environments, have a lot of contact with people and experience high levels of stress.**

### Personal Characteristics

- Possesses strong leadership skills
- Values volunteers and staff
- Excellent oral and written communication skills
- Able to relate to diverse groups
- Self-directed
- Team player
- Innovative
- High energy
- Organized and resourceful
- Works well under stress
- Able to multi-task
- Effective at time-management

### Educational Requirements

- Diploma or Degree in Recreation or related discipline

### Other Requirements

- Experience in programming recreation opportunities
- Supervisory experience
- Current First Aid and CPR
- May need Class 4 drivers license
- Clean criminal record check
- Proficiency with Microsoft Office programs such as word, excel, access and FrontPage

### Salary

The salary for this position is between \$14 and \$26 per hour.

## Recreation Programmer – Older Adults

Recreation Programmers for Older Adults are responsible for developing, implementing and evaluating programs and activities that are specifically designed to increase the quality of life for older adults populations.

### Duties

- Research trends in recreation participation for older adults
- Assess needs of older adults
- Design program offerings
- Develop programs including theme, schedule, objectives, venue, leadership, evaluation etc
- Ensure leadership and supervision of staff and volunteers
- Hire, train and supervise staff
- Work with the media and community organizations to promote and market programs and services
- Secure and manage financial resources
- Develop and facilitate workshops and training sessions for staff and volunteers
- Develop policies and procedures
- Evaluate outcomes of programs and events
- Develop and maintain effective partnerships and sponsorships
- Write reports

### Working Conditions

This position may involve weekends or evenings. The programmer will often accompany the group on excursions involving both indoor and outdoor activities. There may be some lifting when loading and unloading equipment on the bus or helping older adults on and off the bus.

### Personal Characteristics

- Excellent oral and written communication skills
- Friendly and positive attitude
- Create and innovative in designing programs
- Encouraging and motivating to staff and volunteers
- Value honesty and integrity in dealings with others
- Organized and be detail orientated
- Excellent problem solving and multi-tasking skills
- Manage time effectively
- Comfortable speaking to groups and in public
- Self directed
- Team player

### Educational Requirements

- Diploma or Degree in Recreation, Therapeutic Recreation or equivalent

### Other Requirements

- Class 4 Driving License may be required
- Current Standard First Aid and CPR
- Clean criminal record check may be required
- Fitness Coach certification may be required
- Experience working with older adults
- Familiarity with computer programs such as Excel, Access, and Word

### Salary

This position pays between \$14 and \$26 an hour.



### Recreation Director

A Recreation Director is responsible for the effective development, operation and maintenance of recreational, sport, culture, heritage and park facilities. This person oversees a variety of community programs and services relating to recreation and health. He/she acts as a community liaison and may work with regional boards to develop support services or market community programs within the region.

#### Duties

- Develop strategic planning documents for the organization
- Determine organizational structure under direction from supervisory group (Board, Commission)
- Assemble and lead a team of staff
- Liaison with community organizations
- Represent the recreation organization to the public
- Oversee the use of volunteer programs
- Report to the Recreation Commission
- Manage general administrative functions of the Recreation Commission
- Manage recreation and sport facilities and/or parks
- Develop and maintain partnerships
- Secure and manage financial resources
- Research and write grant proposals
- Provide facilitative/strategic and administrative support to the Community Advisory Board
- Evaluate organization effectiveness, staff, program offerings, and facility operations

#### Working Conditions

This position may require some travel, weekend or evening work. A Recreation Director works indoors in administrative/managerial roles often in a high profile environment. Recreation Directors work in a dynamic, high-pressure position where daily decision-making is the norm.

#### Personal Characteristics

- Excellent organizational skills
- Excellent oral and written communication skills
- Self-motivated
- Energetic and enthusiastic
- Relate well to diverse populations and work well with others
- Comfortable speaking in front of large groups
- Work well with a Board of Directors and Recreation Commission
- Detail oriented
- Effective time management skills
- Strategic thinking skills
- Excellent human resource management skills

#### Educational Requirements

- Degree in Recreation, Social Work or an equivalent discipline

#### Other Requirements

- Excellent computer skills
- Society of Local Government Managers (<http://www.clgm.net/>) offers certification and education opportunities that enhance professional practice and employability.

#### Salary

Depending on the location, size and type of organization, this position pays between \$50,000 and \$85,000 annually.

## Recreation Activity Leader

A Recreation Activity Leader works with diverse populations in designing and delivering recreation programs and activities. Activity leaders work directly with participants in recreation programs to facilitate satisfying experiences.

### Duties

- Design, implement and evaluate programs/activities, jointly with a recreation programmer
- Arrange equipment and resources for activities
- Work with volunteers and staff to lead activity plans
- Lead groups in both indoor and outdoor activities
- Accompany groups on excursions
- Supervise groups of participants during free play activities
- Communicate with participants and relatives regarding activities
- Manage small program budgets
- Oversee daily routines of participants
- Manage risks associated to recreation activities
- Respond to emergencies, concerns and medical incidents
- Evaluate activities
- Report to recreation programmer

### Working Conditions

**Often performed Monday to Friday, this position may sometimes require weekend or evening work. Leaders work in all weathers, both indoors and outdoors, accompanying participants on excursions. Duties may require lifting of small children or equipment during excursions.**

### Personal Characteristics

- Energetic and enthusiastic
- Responsible
- Able to relate well to children and youth
- Team player
- Self-motivated
- Able to multi-task during stressful situations
- Sound judgment
- Good organizational skills
- Comfortable in a fast-paced environment

### Educational Requirements

- May require a Recreational Diploma or Degree
- If working with young children may require an Early Childhood Education certificate

### Other Requirements

- These will depend on position applied for
- Experience working with children
- Current Standard First Aid and CPR
- Class 4 License may be preferred

### Salary

This position pays between \$8.50 and \$18.00 an hour.

## Marketing Coordinator

Marketing Coordinators in recreation are responsible for all stages of an organization's marketing strategies including promotions, public relations, web-design, and community liaison.

### Duties

- Develop awareness and understanding of products and services
- Research and stay abreast of market trends, competition and customers
- Research and design potential marketing strategies
- Publication design and layout
- Coordinate communications and public relations
- Design and/or updating marketing materials
- Prepare press releases
- May require direct sales
- Represent organization at trade shows
- Complete reports and correspondence to outside organizations or clients
- Book meetings, training sessions or conferences
- Obtain marketing goals and revenue forecasts
- Manage financial resources allocated to marketing
- May require supervision of staff

### Working Conditions

This position often requires travel during the week as well as during weekends or evenings. A marketing coordinator spends a large portion of his/her time liaising with media, clients or community organizations. A marketing coordinator may spend numerous hours standing or walking while at events such as trade shows.

### Personal Characteristics

- Excellent organizational skills
- Excellent oral and written communication skills
- Professional and personable
- Effective team player
- Self-motivated
- Creative
- Resourceful
- Customer service orientated
- Flexible and able to meet deadlines
- Good judgment and ability to respond quickly
- Discreet, honest and reliable
- Able to deal with change in a fast-paced environment

### Educational Requirements

- Diploma or Degree in Recreation, Business Management, Special Event Management or equivalent discipline with coursework in marketing and promotions management

### Other Requirements

- Valid drivers license
- Able to travel extensively
- Excellent computer skills with all Microsoft Office programs
- Knowledge of additional programs such as graphic software, desktop publishing software and macro media software may be required or preferred
- Experience with webmaster or web site design

### Salary

This position pays between \$35,000 and \$55,000 annually. It may include benefits and travel expenses.

## Lifeguard

A Lifeguard is responsible for the general safety of pool users and the general cleanliness of the facility. They may be responsible for staff supervision or the implementation of aquatic programs.

### Duties

- Provides constant safety supervision
- Maintain controlled aquatic environment
- Instructs a wide variety of aquatic programs
- May organize and participate in special events
- Complete various documents and reports
- May assist with the operation of the filter room and balancing of water chemistry
- Assists in the daily cleanliness of the facility
- May supervise staff

### Responsible for First Aid Duties and emergencies

### Working Conditions

A lifeguard works a variety of shifts including weekends and evenings. They operate under a high level of stress when supervising the safety of facility users. May be required to lift swimmers during rescue operations.

### Personal Characteristics

- Detail oriented
- Excellent leadership skills
- Excellent oral and written communication skills
- Team player
- Self-directed
- Able to relate to diverse populations
- Work well under stress
- Able to multi-task while remaining alert to surroundings
- Good judgment

### Educational Requirements

- Requires a variety of certifications which may include the following:
  - o Grade 12
  - o Water Safety Instructor Certificate
  - o Red Cross Water Safety Instructor Certificate II
  - o CPR-C Certificate
  - o Lifesaving Society Instructor Certificate
  - o National Lifeguard Service Award
  - o Current First Aid

### Other Requirements

- Knowledge of water chemistry, filtration and aquatic equipment
- Knowledge of First Aid, water rescue methods and public safety issues

### Salary

This position pays between \$14 and \$20 an hour depending on the level of certification held.

## Head Lifeguard

A head lifeguard oversees the safety of aquatic facility users, performs administrative tasks, ensures the cleanliness and maintenance of the facility, monitors chemicals and filtrations systems and oversees staff.

### Duties

- Training, supervising and evaluating staff
- Teaching advanced and specialty programs
- Facility maintenance
- Prepares teaching and work schedules

### Administration Duties

- Monitors enrolment in aquatic programs
- Maintain water chemical levels and monitor water filtration systems
- Prevent or respond to mechanical or operational problems
- Oversee compliance with applicable safety and health regulations
- Liaison with facility operator, community groups and volunteers

### Working Conditions

This position requires working weekends and evenings. It may require lifting during First Aid or rescue procedures.

### Personal Characteristics

- Organized
- Able to work with diverse populations
- Excellent oral and written communication skills
- Enthusiastic and a positive attitude
- Work well under high stress situations
- Team player
- Self-directed
- Excellent interpersonal skills

### Educational Requirements

- Requires a variety of certifications which may include the following:
- May require a diploma or degree in Aquatics, Recreation or a related discipline
- NLS
- Lifesaving Instructor
- Lifesaving Examiner
- WSI
- Basic Rescuer CPR-C
- First Aid Certificate
- Pool Operators Level II
- Red Cross IT
- NLS Instructor
- Lifesaving IT
- First Aid/CPR Instructor
- AEC Instructor/Examiner

### Other Requirements

- Knowledge of water chemistry, filtration and aquatic equipment
- Knowledge of First Aid, water rescue methods and public safety issues
- 1 to 3 years experience in aquatic programs and facilities

### Salary

This position pays between \$17 and \$24 an hour. May depend on levels of certification held

## Heritage and Museum Coordinator

A Heritage and Museum Coordinator manages and markets the facility, developing partnerships within the community and working with facility and program boards and committees.

### Duties

- Develop a strategic marketing plan for the heritage and museum
- Ensure quality heritage and museum services are offered to the community
- Market heritage resources to the community and visitors
- Develop programs, events and projects to encourage attendance
- Manage financial resources and prepare budget documents
- Develop and implement policies and procedures
- Prepare reports and documentation
- Conduct and analyze market research
- Represent organization on local and regional committees
- Fundraise and write grant proposals
- Hire, train and supervise staff
- Recruit and train volunteers
- Coordinate archival collection
- May manage retail services such as gift shops

### Working Conditions

This position may require travel on the weekend or evenings to attend committee or board meetings. Most of the work is indoors.

### Personal Characteristics

- Excellent interpersonal skills
- Excellent organizational skills
- Excellent oral and written communication skills
- Professional and personable
- Effective team player
- Self-motivated and resourceful
- Able to work well with diverse populations
- Flexible and able to meet deadlines
- Good judgment and quick thinking
- Able to deal with change

### Educational Requirements

- Degree in Marketing, Business, Commerce, Recreation or the equivalent

### Other Requirements

- May require the following skills:
- An understanding of the tourism industry
- Experience in market research and analyses
- Experience in developing market strategies
- Experience working with and facilitating volunteer groups
- Excellent computer skills with Microsoft Office programs and data entry software

### Salary

This position pays between \$35,000 and \$55,000 annually.

## Heritage Programmer

A Heritage Programmer plans, implements and evaluates heritage programs and activities for public, community and educational institutions.

### Duties

- Research, plan, implement and evaluate programs and activities
- Assist in the development of an annual work plan
- Assist with training and supporting volunteers
- Maintenance of artifacts or displays
- Plan and implement special events
- Work within program budgets
- Preparing reports and evaluations on programs and activities

### Working Conditions

This position requires weekend and evening work. It may be full or part time. Programs may be conducted inside or outside. There may be lifting involved in the maintenance and set up of displays or activities

### Personal Characteristics

- Enthusiastic and positive attitude
- Customer service orientation
- Team player
- Self-motivated
- Excellent oral and written communication skills
- Able to work well with diverse populations
- Energetic
- Able to work in a fast paced environment
- Enjoy working with children and youth
- Excellent interpersonal skills
- Creative
- Excellent organizational skills

### Educational Requirements

- Diploma or Degree in Recreation, Education, Cultural Resource Management or equivalent discipline

### Other Requirements

- Proficiency with Microsoft Office programs
- May require prior experience working in a museum
- May require previous experience working with volunteers
- May require a clean criminal record check

### Salary

Not clearly defined in job descriptions

### Golf Course Manager

A Golf Course Manager is responsible for the management, and marketing of the club's activities to ensure maximum membership satisfaction and facility profit.

#### Duties

- Develop strategic or business plans to manage golf course facilities
- Provide leadership to staff
- Hire, train and supervise staff
- Oversee the planning and implementation of special events and activities
- Oversee the development and implementation of marketing strategies
- Oversee the maintenance of the facility and turf
- Develop and implement policies and procedures
- Report to the Board of Directors
- Professionally represent the facility with the media and during community events or functions
- Manage and prepare large fiscal budgets

#### Working Conditions

This position may require some travel and evening or weekend work. There may be tasks requiring the manager to be outdoors as well as indoors. Golf course manager is a high profile position in a fast paced, highly professional and often political environment.

#### Personal Characteristics

- Professional
- Work well under high stress situations
- Excellent interpersonal skills
- Excellent organizational skills
- Excellent oral and written communication skills
- Professional and personable
- Effective leadership skills
- Self-motivated
- Customer service oriented
- Entrepreneurial
- Flexible and able to meet deadlines
- Good judgment and ability to respond quickly to situations

#### Educational Requirements

- Degree in Recreation, Business, Marketing or equivalent discipline with emphasis on management skills such as human resource management, financial management, marketing and strategic planning.

#### Other Requirements

- Previous experience in golf course management
- May require Turf grass management diploma
- Knowledge of automated irrigation systems preferred
- Excellent computer skills
- May require Class A membership in the Canadian Golf Superintendents Association
- Excellent understanding of golf
- Recreation Facility Personnel Courses (see <http://www.aarfp.com>) can be required and vary depending on the type of facility.
- Workplace Hazardous Materials Information System (WHIMIS) certification

#### Salary

Rate of pay is not clearly defined.



## Director of Community Services

A Director of Community Services is responsible for the development of comprehensive community services programs including use of park areas and administering recreation facilities.

### Duties

- Develop strategic community planning initiatives
- Integrate a range of community services within an organizational structure
- Develop presentations and report to Council, Family and Community Support Services Board and the Parks, Recreation and Culture Board
- Interact effectively with Municipal Council, senior staff, employees and the public
- Oversee the development of training workshops/seminars
- Research and write grant proposals
- Participate in social and economic development initiatives
- Represent the organization to the public
- Facilitate public consultation processes
- Manage a large fiscal budget
- Undertake comprehensive evaluation strategies for community services

### Working Conditions

**This position may involve travel as well as weekend and evening work. The diverse Duties involve both indoor and outdoor environments. Community Services Director is a high profile position that may require exposure to the public and to political issues.**

### Personal Characteristics

- Professional and personable
- Work well under high stress situations
- Excellent interpersonal skills
- Excellent organizational skills
- Excellent oral and written communication skills
- Excellent leadership skills
- Self-motivated
- Responsive
- Politically sensitive
- Sound judgment
- Ability to respond to issues, concerns and situations
- Able to deal with change

### Educational Requirements

- Degree in Recreation Management, Business, Social Services or related discipline with coursework in management areas such as human resource management, public relations, strategic planning, financial management and marketing.

### Other Requirements

- 2 to 3 years experience working in a Municipal senior management level
- Society of Local Government Managers (<http://www.clgm.net/>) offers certification and education opportunities that enhance professional practice and employability.

### Salary

Salaries vary depending on the size, location and type of community but range between \$40,000 to \$80,000 annually.

## Camp Coordinator

A Camp Coordinator is responsible for managing all aspects of a residential camping program.

### Duties

- Market and promote the camp facilities and services
- Secure bookings from camping groups or campers
- Determine needs of camping groups
- Develop a camp schedule
- Determine equipment and staff resources for group needs
- Negotiate with camp staff to secure resources for group needs
- Hire, train and supervise camp staff
- Develop volunteer management program
- Develop and implement risk management program
- Administration tasks
- Register campers or camping groups
- Develop and manage financial budgets
- Coordinate with stakeholders such as Camp Director, property management

### Working Conditions

A Camp Coordinator usually lives full time at the camp; this involves utilizing camp accommodations and meals. He/she will work in both an indoor or outdoor environment in all weather conditions. The position may involve lifting of equipment or participants during activities, First Aid or Rescue procedures.

### Personal Characteristics

- Professional and personable
- Creative and innovative
- High energy
- Committed to the camp experience
- Excellent interpersonal skills
- Excellent organizational skills
- Excellent oral and written communication skills
- Effective team player
- Self-motivated
- Resourceful
- Able to work well with diverse populations
- Flexible and able to meet deadlines
- Strong judgment and ability to problem solve

### Educational Requirements

- Diploma or Degree in Recreation Management

### Other Requirements

- Current Standard First Aid and CPR
- Clean criminal record check
- May require class 4 drivers license
- May require Christian ministry training and specific religious affiliations if the camp is based on a specific religious ideology

### Salary

Salary not clearly defined.

## Youth Camp Counselor

A Youth Camp Counselor coordinates, implements and evaluates a variety of programs and activities for camp participants.

### Duties

- Assess campers recreation needs, interests and abilities
- Maintain effective relationship with and among campers
- Counsel campers with personal and social situations
- Plan, implement and evaluate camp activities
- Manage program budgets
- Ensure risk management procedures are followed
- Supervise program participants
  - Communicate with participant's families

### May assist in marketing or administrative Duties

- Plan special events
- Assist with maintenance and cleaning of camp facility
- Maintain program equipment

### Working Conditions

A Camp Counselor usually lives full time at the camp; this involves utilizing camp accommodations and meals. He/she may stay in the camp for several months at a time working weekends, evenings and holidays. This position involves working in outdoor environment in all weather conditions. It is usually a seasonal position. The position may involve lifting of equipment or participants during activities, First Aid or Rescue procedures.

### Personal Characteristics

- Enthusiastic and positive
- Team player
- Creative and innovative
- Resourceful
- Strong counseling skills
- Flexible and able to adapt easily to change
- Able to work in a fast paced environment
- Enjoy working with diverse groups
- Enjoy being outdoors in all weather
- Enjoy outdoor recreational environments and activities
- Organized
- Good oral and written communication skills

### Educational Requirements

- May require Recreation Diploma or Degree
- Current First Aid and CPR

### Other Requirements

- May require valid class 4 drivers license
- Clean criminal record check
- May be a minimum age requirement of 18 years old

### Salary

Salary can range from \$8.50 to \$18.00 per hour depending on the size, location and type of camp.

## Recreational Programmer – Aboriginal Participants

An Aboriginal Recreational Programmer plans, implements and evaluates recreational programs that meet the specific needs of Aboriginal populations.

### Duties

- Research, design, supervise and evaluate recreational programs
- Coordinate volunteer programs
- Hire, train and supervise staff
- Work Aboriginal families and elders to implement culturally appropriate programming
- Manage financial budgets
- Develop and facilitate workshops that encourage participants to learn about traditional ways and customs
- Develop policies and procedures
- Develop youth leadership training programs

### Working Conditions

**This position may involve weekends and evenings. Duties are performed both indoors and outdoors. May involve lifting of equipment during activities.**

### Personal Characteristics

- Possesses a collaborative leadership style
- Values volunteers and staff
- Excellent oral and written communication skills
- Respects the values, culture and language of Aboriginal people
- Self-directed
- Team player
- Innovative
- Warm, outgoing personality
- Organized
- Works well under stress
- Able to multi-task
- Effective at time-management

### Educational Requirements

- Diploma or Degree in Recreation, Human Services, Child or Youth Work or related discipline
- May require Aboriginal Awareness Teachings
- Current First Aid and CPR

### Other Requirements

- 1 or more years working with Aboriginal populations
- May need Class 4 drivers license
- Clean criminal record check
- Proficiency with Microsoft Office programs such as word, excel, access and FrontPage
- May need suicide prevention training
- Ability to maintain positive relationships with community elders

### Salary

The Salary for this position is not well defined.

## Athletic-Games Program Director

An Athletic Games Program Director is responsible for delivery of sport programs, sport leagues, youth initiatives and/or sport camps while providing support to a Board of Directors or Athletic Committees.

### Duties

- Program development and delivery
- Recruit, supervise, train and evaluate staff and volunteers
- Research and analyze need assessments for members and participants
- Lead or facilitate workshops or campaigns
- Purchase and maintain program equipment
- Promotion and marketing, including brochure and poster design
- Distribution of information, schedules and equipment
- Enforce rules, regulations and safe play
- Write reports
- Liaising with coaches, referees, members, participants and community
- Fundraising
- Manage a large fiscal budget
- Develop and implement policies and procedures

### Working Conditions

**This position requires flexibility in working weekends and evenings. Most of the Duties are performed indoors. This may include working in the cooler ice-rink environment. The job may entail hours of standing or walking during completion of certain tasks and may require travel.**

### Personal Characteristics

- Independent and self-directed
- Excellent oral and written communication skills
- Facilitate conflict resolutions in a calm and professional manner
- Good judgment
- Ability to assume responsibility and take initiative
- Motivating and inspiring to self and others
- Committed to continuous learning and development in self and other
- Customer service orientation
- Effective team player
- Work effectively in a fast-paced, dynamic environment
- Appreciate and value diversity
- Creative and innovative

### Educational Requirements

- Degree in Recreation, Physical Education, Business Administration or equivalent in a related discipline
- First Aid Certification
- May require coaching certification

### Other Requirements

- Thorough knowledge of sport rules, regulations and safe play practices
- Proficiency with Microsoft office programs
- Experience in marketing and promotions
- Significant management and business experience

### Salary

The Salary for this position ranges from \$30,000 to \$80,000 annually, depending on experience, education and the employer organization.

## Arts and Culture Development Officer

An Arts and Culture Development Officer guides and directs the development of cultural facilities, services and initiatives within a community.

### Duties

- Act as an ambassador of the facility with community organizations, sponsors, artists, user groups and volunteers
- Market and promote the facility and cultural services offered
- Develop and implement programs and services
- Develop and implement policies and procedures
- Developing marketing and business plans
- Coordinate cultural community initiatives

### Manage all administrative Duties of facilities

- Recruit, train and supervise staff and volunteers
- Fundraising and writing grant proposals
- Manage a large fiscal budget

### Working Conditions

**This position may require travel on the weekend and evening to represent the facilities to a variety of public and private organizations. Duties are generally carried out in an indoor environment.**

### Personal Characteristics

- Excellent interpersonal skills
- Excellent organizational skills
- Excellent oral and written communication skills
- Professional and personable
- Effective team player
- Self-directed and motivated
- Strong judgment
- Able to influence change
- Detail orientated
- Energetic and enthusiastic
- Creative and innovative
- Passion for the arts

### Educational Requirements

- Degree in Recreation, Business Management, Fine Arts or a related discipline

### Other Requirements

- Valid drivers license
- Extensive experience in managing arts and cultural services and facilities
- Experience in public relations
- Experience working with not-for-profit Boards of Directors and Societies
- Proficiency in Microsoft Office programs and other applicable software programs

### Salary

The Salary for this position ranges between \$40,000 and \$70,000 annually.

## Arena Manager

An Arena Manager is responsible for all aspects of arena management including public relations, ice making and maintenance and fiscal budgets.

### Duties

- Making and maintaining ice
- Performing refrigeration plant checks, maintenance and custodial work
- Liaison with public, community organizations, volunteers and arena users
- Managing a large fiscal budget
- Hiring, training and supervising of staff and volunteers
- Marketing and promotion
- Develop policies and procedures
- Fundraising and writing grant proposals
- Ensure compliance to all safety regulations

### Working Conditions

This position requires weekend, evening and shift work. Public relations are a major component of the position. May require heavy lifting.

### Personal Characteristics

- Work well under high stress situations
- Excellent interpersonal skills
- Excellent organizational skills
- Excellent oral and written communication skills
- Professional and personable
- Effective team player
- Self-directed
- Able to work well with diverse populations
- Good judgment and quick thinking
- Able to deal with change in a fast-paced environment
- Detail orientated
- Energetic and enthusiastic

### Educational Requirements

- Diploma or Degree in Recreation, Business Management or equivalent in related discipline
- Ice Re-surfacer and Forklift Certificate
- Refrigeration Operators Certificate
- Arena Operators Level I or II preferred
- BC Provincial Boiler and Refrigeration Certificate

### Other Requirements

- Valid drivers license
- Current Standard First Aid Certification
- Experience in Arena Management
- Experience operating ice equipment
- Experience with Ammonia Ice Plants preferred
- Proficiency with computer programs such as Microsoft Office
- Recreation Facility Personnel Courses (see <http://www.aarfp.com>) are usually required and vary depending on the type of facility.
- Workplace Hazardous Materials Information System (WHIMIS) certification

### Salary

This position pays between \$30,000 and \$60,000 annually.

### Parks Technician

Parks technicians are responsible for performing technical work related to municipal, regional and provincial park systems including drafting, landscape analysis, conducting field studies and information to the public.

#### Duties

- Perform drafting for parks and natural space;
- Assist in the design of open space environments;
- Working with software in the preparation of landscape construction documents,
- Conducting field studies of parks and natural areas
- Providing information to public audiences

#### Working Conditions

Parks technicians work in both indoor and outdoor environments. Field analysis and design work is conducted outdoors but the majority of work is conducted in an office setting. Work is conducted using computer technology and upgrading of computer skills is necessary to keep pace with technological advances. The work allows opportunities for creativity, but can also be stressful due to the pressure of deadlines and political climate.

#### Personal Characteristics

- Excellent creative thinking skills
- Ability to solve complex problems
- Ability to incorporate different perspectives into their work
- Flexible and responsive to changing work environments
- Strong communication and presentation skills
- Strong research skills

#### Educational Requirements

- Diploma or degree with courses in drafting, environmental science or resource management and landscape design

#### Other Requirements

- Related experience
- Computer literacy in AutoCAD, MS Excel, GIS basic concepts
- Recreation Facility Personnel Courses (see <http://www.aarfp.com>) are usually required and vary depending on the type of park.
- Workplace Hazardous Materials Information System (WHIMIS) certification

#### Salary

\$35,000 to \$45,000 annually.



### Park Planner

Parks planners are responsible for planning and designing parks and open spaces at the municipal, regional or provincial level. Accountable for planning, management, interpretation, public consultation and partnership building for parks and protected areas.

#### Duties

- Conducting research to inform planning decisions
- Gather and assess data and statistics
- Preparation of terms of reference for projects
- Evaluate land use proposals and requests
- Supervising project consultants and staff
- Presentations to multiple audiences
- Public consultation
- Preparation of reports
- Coordinating information and communication between stakeholders
- Make recommendations about land use issues
- Supervise site plans and construction projects

#### Working Conditions

Parks planners often work within groups and committee structures to make decisions. Work is conducted both in and outdoors, but indoor work dominates. Planners must make efforts to keep up to date with changes in technology. The work allows opportunities for creativity, but can also be stressful due to the pressure of deadlines and political climate.

#### Personal Characteristics

- Excellent creative thinking skills
- Ability to solve complex problems
- Ability to incorporate different perspectives into their work
- Flexible and responsive to changing work environments
- Strong communication and presentation skills
- Strong research skills
- Ability to work independently and within groups

#### Educational Requirements

- A degree in parks planning, landscape architecture, environmental sciences or a closely related discipline

#### Other Requirements

- Related experience
- Knowledge of planning methods/techniques

#### Salary

Ranges between \$40,000 and \$56,000 annually.

## Campus Recreation/Intramural Coordinator

Campus recreation and intramural coordinators administer recreation and sport activities for students and faculty on College and University campuses.

### Duties

- Research to determine participant needs
- Consultation with student groups
- Develop comprehensive array of recreation, sport and fitness activities for students and faculty
- Plan promotional material for programs and services
- Work with staff to develop registration procedures and facility or equipment rentals
- Develop policy and procedures for recreation facilities
- Hire, train and supervise staff and volunteers
- Plan and prepare annual budgets and authorize allocation of funds
- Order equipment and supplies
- Attend off campus events and professional association functions
- Evaluate programs, events and facilities
- Prepare annual reports

### Working Conditions

Campus environments usually work on a semester basis meaning that a lot of work is done in before students begin studies in the fall and winter. Events often take place in evenings or on weekends. Work is done independently and within groups.

### Personal Characteristics

- Willing to work flexible hours
- Customer service skills
- Ability to work with diverse cultures
- Ability to problem solve
- Excellent creative thinking skills
- Strong communication and presentation skills
- Strong research skills
- Ability to work independently and within groups

### Educational Requirements

- Bachelor or Masters degree in Recreation Management or Physical Education

### Other Requirements

- Experience with special event coordination

### Salary

Between \$35,000 and \$50,000 annually.

## Aquatics Programmer

Aquatics programmers design and deliver recreation and sport programs within aquatic facilities including swim classes, special events and group programs.

### Duties

- Assess needs of users of aquatic environments
- Design aquatic classes and programs
- Promote and communicate program offerings to aquatic users
- Assemble resources to implement programs
- Establish registration systems and monitor program registrations
- Control financial records and budgets for programs and events
- Order and control inventory for programs and events
- Evaluate programs and events
- Ensure safety of aquatic users
- Develop partnership and sponsorship opportunities

### Working Conditions

Aquatics programmers work in a people oriented environment and therefore require strong interpersonal skills. Programming requires creative thinking and problem solving skills, which can create stress and burnout.

### Personal Characteristics

- Able to take initiative
- Strong interpersonal skills
- Safety conscious
- Excellent administrative and organizational skills
- Customer service skills
- Creative and resourceful
- Able to problem solve and use sound judgment

### Educational Requirements

- University or College diploma or degree in recreation or physical education with an emphasis on program development and implementation.

### Other Requirements

- There are numerous certifications in the aquatics sector, some that may be requested include: Bronze Cross, Red Cross Instructor Certification, CPR, National Lifesaving Society Conductor Certification, Aquatic Emergency Care Certificate, First Aid (see the Lifesaving Society website for more details at: <http://www.lifesaving.org/courses/schedule.htm>)
- Recreation Facility Personnel Licensed Pool Operator Certificate, Level I
- Strong computer skills and experience with Registration programs

### Salary

The Salary may be variable depending on the size and location of the aquatic facility. For a full time aquatic programmer, the Salary range is between \$40,000 - \$55,000 annually.

### Aquatics Supervisor/Director/Manager

Aquatics Supervisors or Directors are responsible for ensuring the management of programs, classes and events within aquatic facilities.

#### Duties

- Provide leadership
- Recruit, hire, orient and supervise aquatic staff
- Facilitate staff scheduling
- Ensure program development and evaluation
- Control of allocated financial resources
- Administration
- Control of inventory
- Create and influence safety procedures
- Public relations and education
- Develop and promote the aquatic facility

#### Working Conditions

Aquatics programmers work in a people oriented environment and therefore require strong interpersonal skills. Work is usually done in aquatic and office environments.

#### Personal Characteristics

- Leadership skills
- Team player
- Motivates others
- Strong management skills
- Effective communication skills
- Administration and organizational skills
- Ability to work on committees
- Strong interpersonal skills
- Safety conscious
- Values customer service
- Is capable of problem solving and creative thinking

#### Educational Requirements

- University or College degree in recreation or physical education with an emphasis on administration and management training.

#### Other Requirements

- There are numerous certifications in the aquatics sector, some that may be requested include: Bronze Cross, Red Cross Instructor Certification CPR, National Lifesaving Society Conductor Certification, Aquatic Emergency Care Certificate, First Aid (see the Lifesaving Society website for more details at: <http://www.lifesaving.org/courses/schedule.htm>)
- Recreation Facility Personnel Licensed Pool Operator Certificate, Level II or III

#### Salary

Salary grids not available in job postings.

## Volunteer Coordinator

Volunteer coordinators are responsible for locating and recruiting volunteers for programs and events in the recreation industry.

### Duties

- Development of volunteer management program
- Development of policies and procedures for volunteer management
- Education of staff on the needs of volunteers and process for volunteer management
- Development of volunteer positions
- Recruitment of volunteers for positions
- Screen and match volunteers to positions
- Training and orientation of volunteers
- Volunteer supervision
- Recognize volunteer efforts

### Working Conditions

Volunteer coordinators usually work in office environments with diverse groups of people. They often work on or with committees to develop volunteer management programs.

### Personal Characteristics

- Value volunteerism
- Supportive of personal and professional development
- Strong interpersonal, communication and leadership skills
- Resourceful
- Collaborative

### Educational Requirements

- A degree in recreation administration, social sciences or related field

### Other Requirements

- Experience as a volunteer

### Salary

- Salary range will vary depending on size and type of organization, however full time volunteer coordinators can earn between \$28,000 to \$45,000 per year.

## Recreation Facility Manager

There are numerous types of recreation facilities such as pools, arenas, parks and open spaces, leisure centers, etc. Recreation facility managers are responsible for the overall management, direction, coordination and supervision of facility operations. They are also responsible for ensuring specific performance measures are achieved, participation is maximized and facility use is optimized through operation of the facility.

### Duties

- Overall management, direction, coordination and supervision of facility operations
- Achievement of performance measures
- Optimize facility usage
- Facilitate decision making among staff
- Developing policy and planning documents
- Allocation and control of resources
- Obtain research to support decision making
- Design and planning of recreation facilities
- Management of user experiences within recreation facilities
- Evaluation and report writing
- Presentations to public, decision-makers and other stakeholders

### Working Conditions

Recreation facility managers work in dynamic, high profile environments. This requires individuals who are capable of problem solving, good judgment and decision-making. Facility issues can be stress inducing and political in nature.

### Personal Characteristics

- Knowledge of facility management
- Business skills
- Customer service skills
- Value research for decision-making
- Understands market driven approach
- Leadership and team building skills

### Educational Requirements

- Degree in Recreation Administration, Business Administration or Facility Management

### Other Requirements

- Experience working in dynamic, high profile environments
- 3-5 years experience
- Recreation Facility Personnel Courses (see <http://www.aarfp.com>) are usually required and vary depending on the type of facility.
- Workplace Hazardous Materials Information System (WHIMIS) certification

### Salary

Variable depending on the type, size and location of the facility. Recreation facility managers can earn between \$45,000 to \$75,000 per year.

## Recreation Therapist

Therapeutic Recreation provides recreation services and leisure experiences to help people with physical, cognitive, social or emotional limitations. Recreation therapists assess individual's leisure needs and then plan, implement and evaluate outcomes. Services are offered in clinical, residential and community based settings.

### Duties

- Assessment of clinical recreation needs of patients
- Development of programs and interventions
- Program development
- Program delivery and implementation
- Monitoring and evaluation of program effects and patient progress
- Coordination of volunteers and staff on recreation programs and events
- Professional development

### Working Conditions

Pre-employment medical clearance and TB testing are usually required. Many settings require a criminal record check and security clearance. Some settings use pets in therapy and second-hand smoke can be encountered. Some evening and weekend work is required.

### Personal Characteristics

- Ability to work with people with varying abilities
- Value the potential of recreation in enhancing quality of life
- Able to observe confidentiality of information
- Able to demonstrate professionalism
- Values continued learning and professional development
- Determined to measure the outcomes of programming
- Ability to work well with others
- Able to document, communicate and organize records

### Educational Requirements

- Bachelor degree in Recreation with a specialization in therapeutic recreation, occupational therapy or related field.

### Other Requirements

- Alberta Therapeutic Recreation Association (ATRA) has more information on recreation therapy including job postings (see <http://www.alberta-tr.org/home.html> ). Some positions may require individuals to be a registered member of ATRA.

### Salary

Variable depending on the type, size and sector of the setting. A full time recreation therapist can earn between \$35,000 to \$55,000 per year.

## Special Events Coordinator

Special events coordinators are responsible for planning, developing and implementing a range of special events. Special events coordinators work in the government sector, with not-for-profit organizations and with private businesses.

### Duties

- Establish and maintain effective working relationships with a variety of internal and external contacts
- Solicit funding for events from corporate sponsors and prepare proposals for grant funding
- Identify and develop events utilizing a variety of resources, partnerships and sponsors
- Negotiate and coordinate human resources for events
- Negotiate the type and costs of services to be provided, within a budget
- Organize the venue and make sure that it is appropriately set up, with regard to seating and decor
- Consult with service providers such as caterers and transport
- Prepare and deliver promotional campaigns
- Monitor budgets
- Follow up with the client to arrange payment and, after the event, to evaluate the service provided
- Collect and analyze data associated with projects undertaken, and report on project outcomes and prepare event evaluation reports
- Find solutions to problems concerning services or programs provided, or the people affected
- Review and develop administrative systems and procedures
- Oversee work by contractors and report on variations to work orders.

### Working Conditions

Special event coordinators work in a dynamic, high-pressure environment. Creative thinking and problem solving skills are essential on a daily basis. Stress can produce burnout. Evening and weekend work is usually required.

### Personal Characteristics

- Strong team player
- Leadership skills
- Self motivated
- Able to make decisions
- Strong creativity and artistic ability
- High energy
- Highly organized

### Educational Requirements

- Diploma or degree in Recreation Administration or Business Administration with an emphasis on event management.

### Other Requirements

- Special event coordinators can become a Certified Special Event Coordinator (see <http://www.cses.ca/certification.htm>)
- Strong computer literacy
- Experience developing and executing special events
- Strong written and verbal communication skills

### Salary

Variable depending on the size and type of organization the special event coordinator is working within. Full time special event coordinators can earn \$35,000 to \$80,000 per year.



### Fitness Instructor

Fitness instructors are responsible for designing and leading a range of fitness experiences for individuals in public, private and not for profit settings.

#### Duties

- Determine the fitness levels of participants
- Design fitness sessions to meet the needs of participants
- Lead fitness sessions
- Advise participants with fitness related questions
- Research fitness information
- Educate participants on general fitness issues
- Evaluate participant progress with fitness goals
- Assemble fitness environment and materials for classes
- Obtain and use fitness equipment in classes
- Choreograph fitness routines and lesson plans

#### Working Conditions

Fitness instructors work in an active environment and must be physically fit to lead classes. They interact with a number of individuals and must be comfortable leading people.

#### Personal Characteristics

- Leadership skills
- Self motivated
- Strong creativity and artistic ability
- High energy
- Highly organized
- Able to interact with diverse populations
- Resourceful
- Helpful
- Physically fit

#### Educational Requirements

- No formal education requirements are required, however coursework in fitness, physiology, kinetics, and leadership may assist entry to the field.

#### Other Requirements

- The Alberta Fitness Leadership Certification Association (<http://www.provincialfitnessunit.ca/aflca.php>) hosts numerous certification opportunities including: Fitness Theory, Group Exercise, Resistance Training, Aquatic fitness, Fitness for Older Adults and special interest courses.
- Current CPR certification
- Current First Aid certification
- The Canadian Fitness Education Services (<http://www.canadianfitness.net/fithspc.html>) offer courses in Fitness Knowledge, Weight Training, and Group Exercise.
- In order to train fitness leaders, employers may want individuals to have a Professional Fitness and Lifestyle Consultant Course Conductor Certification.

#### Salary

Variable depending on the size and type of organization however, fitness instructors make between \$10.00 - \$30.00 per fitness session.

## College or University Professor/Instructor

Instructors and professors in recreation education programs are responsible for planning and delivering recreation courses in Colleges and Universities in both the public and private sector. At the University level, Professors are also required to undertake research activity.

### Duties

- Design courses in a variety of recreation topics
- Assemble learning resources for students
- Develop class lessons plans
- Deliver classes to students
- Assist students with learning
- Develop assessment strategies
- Evaluate student progress
- Participate in Department operations
- Undertake research
- Contribute to discipline development
- Contribute to community and regional recreation

### Working Conditions

Instructors and professors work mostly indoors, however those teaching outdoor recreation may work in a variety of environments. Work is primarily independent, requiring individuals to be self- directed. The position requires interaction with numerous people and a lot of public speaking.

### Personal Characteristics

- Self motivated
- Task oriented
- Creative
- Confident
- Strong public speaking skills
- Interest in learning
- Ability to assist others
- Inquisitive

### Educational Requirements

- Minimum education requirements are a Masters Degree in Recreation or a related area, however the majority of institutions will seek individuals with a Ph.D. in Recreation or a related area.

### Other Requirements

- Teaching experience
- Active involvement in research
- Record of community contributions and scholarly publications

### Salary

Variable depending on the size and type of organization. Instructors make approximately \$35,000 - \$70,000, Professors make approximately \$50,000 - \$80,000.

**The sources of job postings used in developing these occupational profiles were from:**

- City of Edmonton
- City of Calgary
- CivicInfo BC
- ARPA
- BCRPA
- CharityVillage
- 2010 Winter Olympics
- Working.Canada
- Govt. of Canada -- Job Bank
- Jobry
- Monster
- Cooljobs
- go2
- Travel Alberta
- HCareers
- PERC
- Meeting Professionals International
- NRPA
- Outdoor Ed

SRM PBC UOFA

APPENDIX 4  
Final-physed-and-rec  
Strategic Report



FACULTY OF PHYSICAL EDUCATION AND RECREATION

# STRATEGIC PLAN 2016-2021



UNIVERSITY OF ALBERTA  
FACULTY OF PHYSICAL  
EDUCATION AND RECREATION

# DEAN'S MESSAGE/ WELCOME

The Faculty of Physical Education and Recreation at the University of Alberta has been dedicated to improving the quality of life and the health of our communities through physical activity, sport and recreation for more than 50 years.

Building on our contributions and reputation, we have completed a five-year strategic plan that reflects the needs and opportunities identified by the talented staff and faculty members who encompass our Faculty. This plan emphasizes learning and discovery as essential in all Faculty centres and units; outstanding research achievements; working together to succeed through multi-disciplinary initiatives and stakeholder collaborations; a diverse and engaged student body on campus and from afar; and, innovative programs and learning opportunities across the lifespan.

This strategic plan is designed to position the Faculty as a recognized expert in physical activity, sport and recreation, and a respected partner in advancing health and wellbeing of individuals, communities and society as a whole. We will use this plan as the basis of ongoing work throughout the entire Faculty — Academics, Athletics and Campus & Community Recreation — to help us continue to contribute to the communities we serve.

**DR. KERRY MUMMERY**

Dean, Faculty of Physical Education and Recreation

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Discovery

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Diversity

Life-long

Collabor

History a



contribution



4 VARSITY ATHLETICS TEAMS

22 CLUB SPORT TEAMS



Athletics has won 212 CANADA WEST CHAMPIONSHIPS & 76 NATIONAL CHAMPIONSHIPS



Over 500 STUDENT-ATHLETES

# BY THE #'S

12,208 intramural participants in different sport and physical activities

OFFERED TO UNIVERSITY STUDENTS, STAFF, ALUMNI AND COMMUNITY MEMBERS



2,500 total registrants

*in Instructional Recreation Classes*

*Over 800,000 sq ft of facility floor space*



37

SPORT AND PHYSICAL ACTIVITY FACILITIES

4,500 CHILDREN participate in Green & Gold Sport System annually

*\$4.1M*

*in research funding*



19,000 visits TO THE Aquatics Centre

2 MILLION COMMUNITY VISITS 

to South Campus recreation sport facilities annually

OVER 5,000

Faculty Alumni Members



760,000 visitors

# of What is in Place and Happening in Five Years

The Faculty is a recognized expert in physical activity, sport, and recreation, and a respected partner in advancing health and wellbeing of individuals, communities, and society.

Our work is supported by:

- o A diverse and engaged student body studying campus and from afar
- o Innovative approaches to programs and learning opportunities
- o Learning and discovery incorporated in Faculty centres and units
- o Research reaches and influences broader audiences
- o More defined pathway careers, e.g., kinesiology, sport, and recreation







*Build and support a diverse, multicultural community of exceptional undergraduate and graduate students from Alberta, Canada and around the globe.*

# BUILD

## Graduate students.

2016-2021 Graduate Plan, we will not only attract and retain graduate students, but we will also ensure their success by providing a variety of support services; continuing to expand programs that support their needs; and providing resources including, but not limited to, academic support, professional development, and career opportunities.

## Out-of-province and international recruitment of the Faculty's

graduate recruitment strategy. The Faculty of Alberta's success will develop an early warning system to identify students struggling to achieve academically and personally and to institute support systems to navigate them through their struggles and any mental health challenges they may be facing. The Faculty is dedicated to engaging and supporting the Healthy University Strategic Plan through the development of targeted programs, activities and services to better support our student body.

### 3. Better reflect, accommodate, encourage and support cultural and linguistic diversity across the Faculty.

Based on the findings and recommendations of the Faculty's Multicultural Strategies and Aboriginal Strategies Ad Hoc Committees we will identify and leverage programs, services, and learning and research opportunities to create an inviting and integrated environment that is inclusive of diversity.

### 4. Become the "gold standard" for Adapted Physical Activity across Alberta.

We are committed to establish recognized accessible/inclusive standards for fitness, recreation and sport facilities in Alberta.

### 5. Further develop our student support system and make navigation by students easy.

The academic and professional success of our students is very important to all of us in the Faculty. We aim to develop an early warning system to identify students struggling to achieve academically and personally and to institute support systems to navigate them through their struggles and any mental health challenges they may be facing. The Faculty is dedicated to engaging and supporting the Healthy University Strategic Plan through the development of targeted programs, activities and services to better support our student body.

*Create diverse and rewarding learning opportunities that inspire students, nurture Faculty talents and expand knowledge and skills.*

# EXPERIENCE

## 1. Increase student access to a range of curriculum opportunities.

Hands-on training and experiential learning is important to the Faculty. Over the next five years we will provide a range of experiential options for our students such as: co-op placements within the community and industry settings; experiential learning opportunities; international practicums, internships and mentorship opportunities and activities to help develop leadership skills. We will provide experiential learning throughout our degree programs, equipping our students for success in their chosen careers and making a positive impact in the communities we serve.

## 2. Continue to enhance a university and community environment that facilitates the academic, athletic and development of students.

Through programs such as the Community Recreation and sporting experience, the Bears and Pandas varsity teams, our Faculty will continue to enhance the health and wellness of students, faculty and staff. Delivering relevant, accessible and inclusive programs, student-led activities and clubs, and experiential learning opportunities, we will continue to build on the already established. Including our student body, we will also support and promote student-led, experiential learning, enhance the sense of community for our students.

**Active faculty of  
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- 3. Strive to maintain nationally competitive sports teams.**  
Having a strong varsity sport system enhances the reputations of both the Faculty and the University of Alberta. To achieve excellence in athletics we will recruit quality athletes and continue to build and diversify financial and community support for both the Golden Bears and Pandas teams and para-sport athletes.
- 4. Enrich faculty and staff professional development.**  
Investing in the education and career development of our faculty and staff is the key to our success. Creating professional development plans, supporting leadership and mentorship opportunities and engaging faculty and staff in professional opportunities that enhance our programs and facilities allows us to service our communities more effectively and enhances the reputation of both the Faculty and the University of Alberta.
- 5. Ensure sport and recreation facilities and programs are of superior quality and continue to meet the needs and goals of the University, the Faculty and its partners.** Spanning across two campuses and covering over 800,000 sq. feet of facility floor space, our Faculty is home to 37 world-class facilities used for teaching, research, sport and recreation. Creating plans to prolong the lifecycle of our facilities and

# ENGAGE

*province,  
reciproca  
experien  
and colla*

## 1. Build the structures and systems needed to support

**interdisciplinary, cross-faculty and cross-unit engagement and collaboration.** We will use our Faculty facilities, centres and programs to engage

students and the public in research and teaching initiatives and to translate research knowledge into practical application in University of Alberta and community settings.

## 2. Maintain and build partnerships locally, nationally and globally to expand research, learning and funding opportunities.

Whether it's engaging out-of-province and international high school students, building partnerships with universities internationally or seeking out collaborative research and funding opportunities within our own communities or across the globe, engaging in partnerships is a key initiative for the Faculty. By focusing on these key areas and seeking out and maintaining partnerships, we are strengthening the impact we have on the communities we serve.

## 3. Increase and support of the Fa

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# CEL

*Create and sustain a culture that fosters and champions distinction and distinctiveness in teaching, coaching, learning, research and citizenship.*

*Engage a*



# SUSTAIN

- 1. Secure and steward relationships to sustain, enhance and facilitate the Faculty's mission and goals.** Funding and donor support goes a long way in helping us achieve our mission and goals — from attracting local, out-of-province and international students to supporting physical infrastructure maintenance and improvements of our facilities. Building and fostering these relationships will allow us to continue to provide high quality education, research centers and sport and recreation facilities.
- 2. Integrate University of Alberta's sustainability plan into Faculty activities, projects and facility management.** We will assess Faculty and facility operations and identify opportunities to enhance our contribution to environmental sustainability with the end goal being to adapt sustainable methods to running the day-to-day operations of the Faculty and our facilities.

# PLANNING PROCESS

The Planning Process was initiated in October 2017 with Faculty Council approval of the Strategic Plan

**REVIEW**  
*of relevant Faculty plans, reports and background materials.*



CREATION OF  
**DISCUSSION DOCUMENT**  
 based on initial reviews and input.



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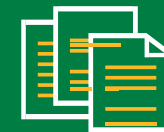


**VISION AND DIRECTIONS WORKSHOP**

designed to a practical vision and directions to guide the work of the Faculty to 2021.



**EXPLORING WHO WHO**  
*designed to clarify and un of programs and progress*



Draft of strateg  
 based on input received a to staff and faculty by Fac meetings to seek input an

**ITERATIVE DRAFTING OF THE FINAL STRATEGIC PLAN**  
 by Faculty leaders, involving Faculty Management Group meetings and one-on-one discussions.







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University of Alberta  
Edmonton, Alberta Canada T6G 2H9  
**Phone:** 780.492.9510  
**UAB.CA/PER**

 [www.facebook.com/physedandrec](http://www.facebook.com/physedandrec)  
 [@PER\\_UAlberta](https://twitter.com/PER_UAlberta)  
 [PPER\\_UALBERTA](https://www.instagram.com/PPER_UALBERTA)

 **UNIVERSITY OF ALBERTA**  
FACULTY OF PHYSICAL  
EDUCATION AND RECREATION

SRM PBC UOFA

APPENDIX 5  
SRM PD Survey Summary  
Report 2017

Professional Development Survey Results  
Faculty of Physical Education and Recreation  
University of Alberta  
November 15, 2017



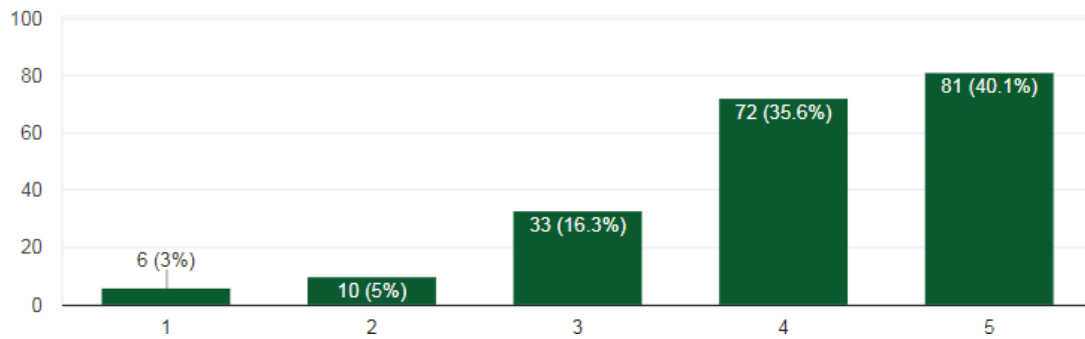
In August 2017, the Office of International and Community Education sent a survey v to directly to FPER Alumni as well as communications at the following organizations: The National Intramural Recreation Sports Association (NIRSA), The Alberta Recreation and Parks Association (ARPA), The Canadian Parks and Recreation Association (CPRA) and the Edmonton Sport Council. Two hundred and two respondents completed the survey. Below is a summary of the responses to the questions put forward.

### 1. Are you interested in Professional Development Opportunities?

Over 75% or 153 respondents indicated they were very interested or extremely interested in Professional Development Opportunities.

#### Are you interested in Professional Development opportunities?

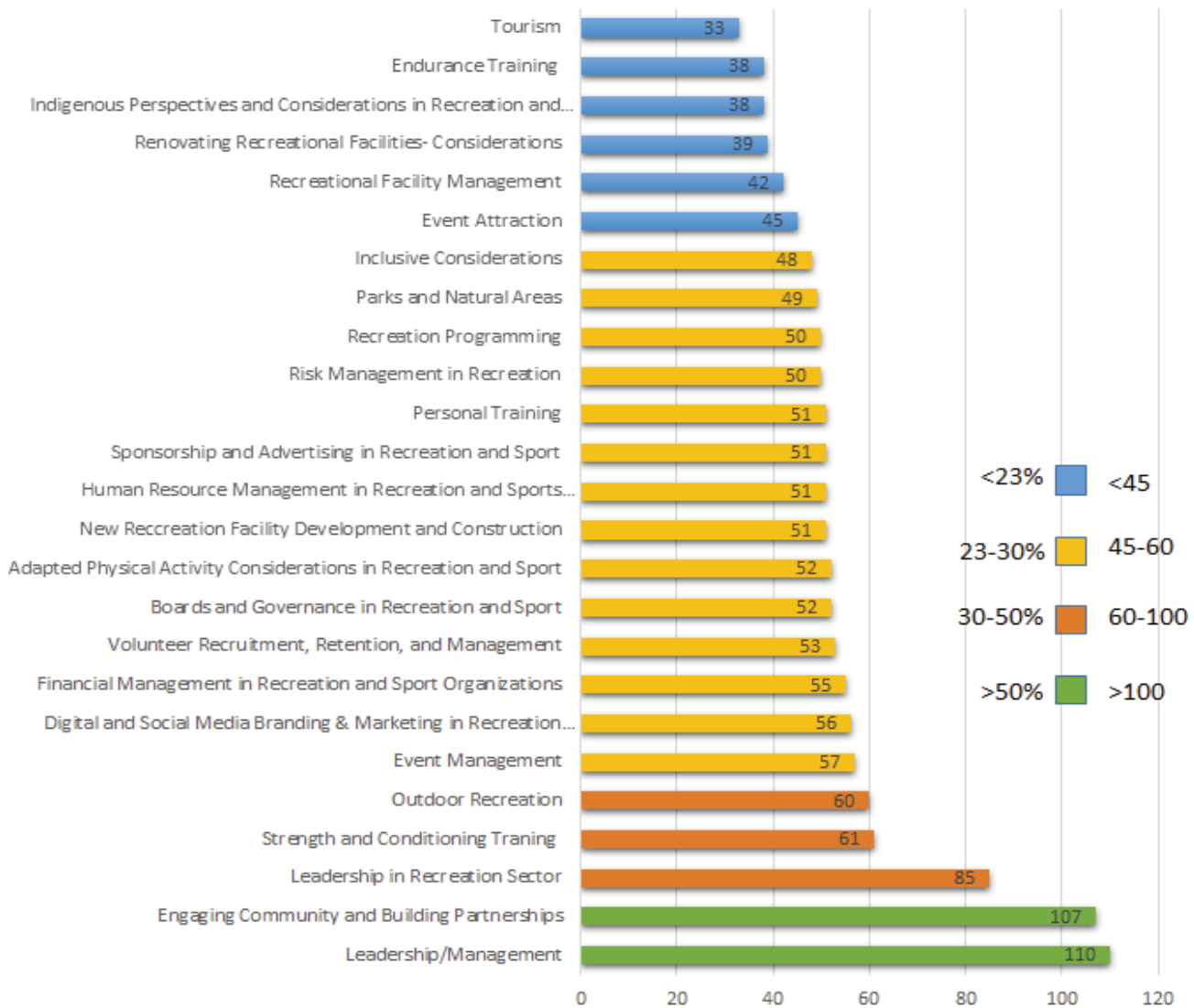
202 responses



1 – “No Interest” and 5 – “Extremely Interested”

2. Which of the following topics interest you? (Please select all that apply).

Number of Responses to Categories of Interest



**3. Please add any other areas of interest not covered above or elaborate on a specific area.**

29 individual miscellaneous topics were recorded.

The major themes from this 'other' category are comprised of the following:

- Government relations/municipality engagement (5)
- Elementary physical education (4)
- Community engagement (4)
- Climbing/hiking (3)
- Coaching and athlete development (2)
- Physical literacy (1)
- Gender studies in recreation (1)
- Recreation and fitness entrepreneurship (1)
- Archery (1)
- Sport and recreation at the international level (1)
- Psychology (1)
- Exercise science (1)
- Trends in sports (1)
- Health promotion (1)
- Senior's resistance training (1)
- Risk management (1)
- Equestrian (1)

*Level of Professional Development*

**4. What level of Professional Development are you more likely to participate in?**

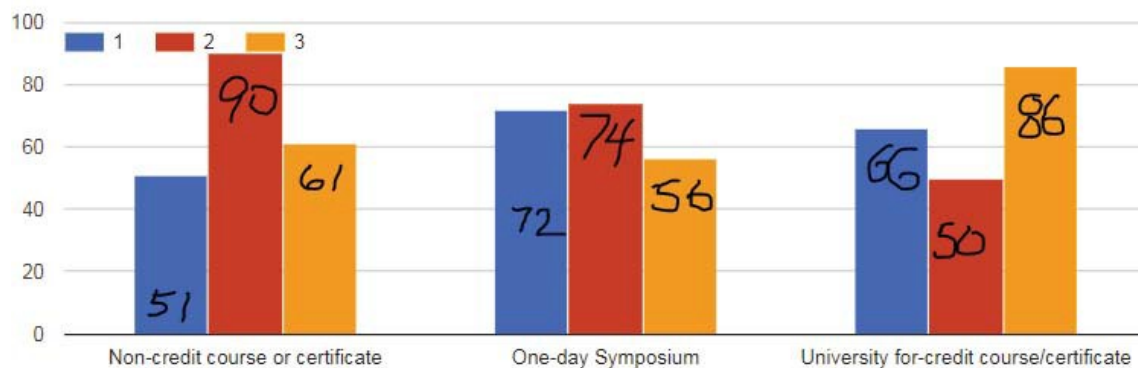
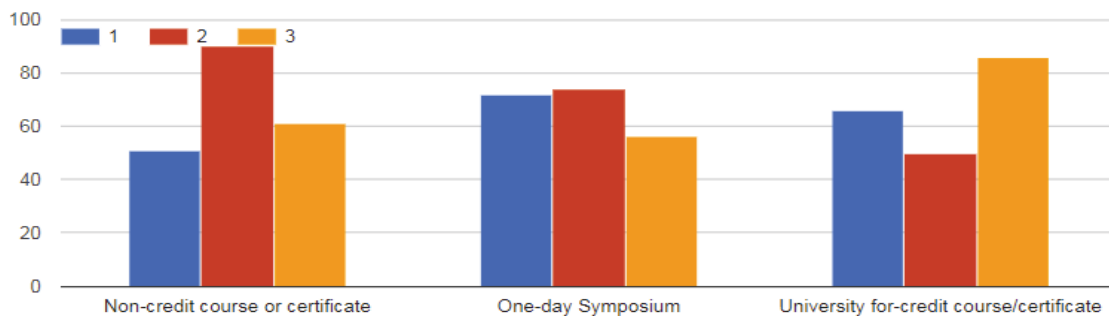
A one-day symposium was the most commonly recorded response regarding type of professional development that the respondent was most likely to participate in. A for-credit course/certificate had the least interest from the respondents.

**One-day Symposium** was ranked 1<sup>st</sup> choice by 72 respondents, and 2<sup>nd</sup> choice by 74 respondents.

**Non-credit course or certificate** was ranked 2<sup>nd</sup> choice by 90 respondents

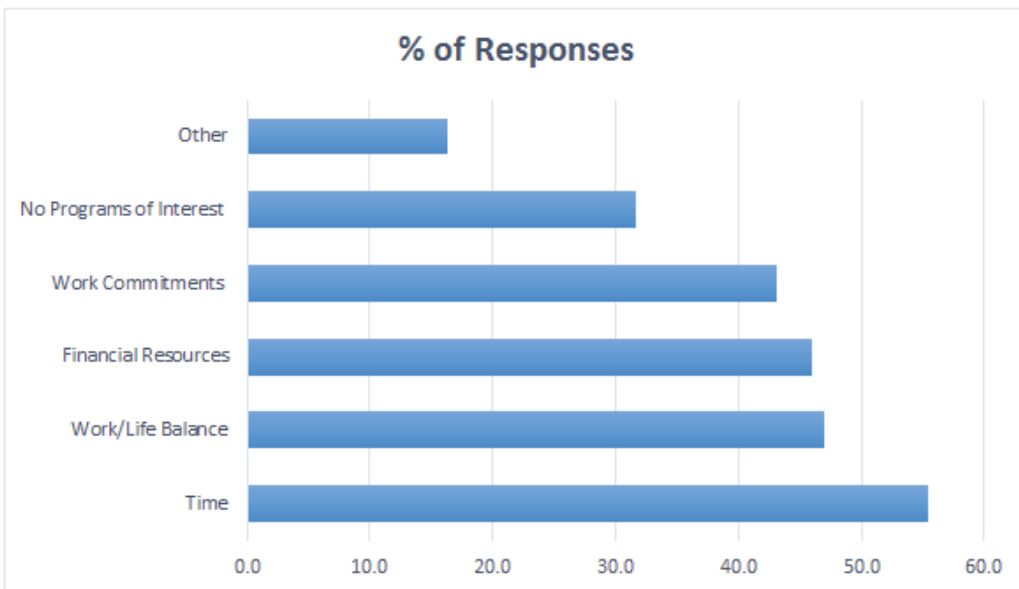
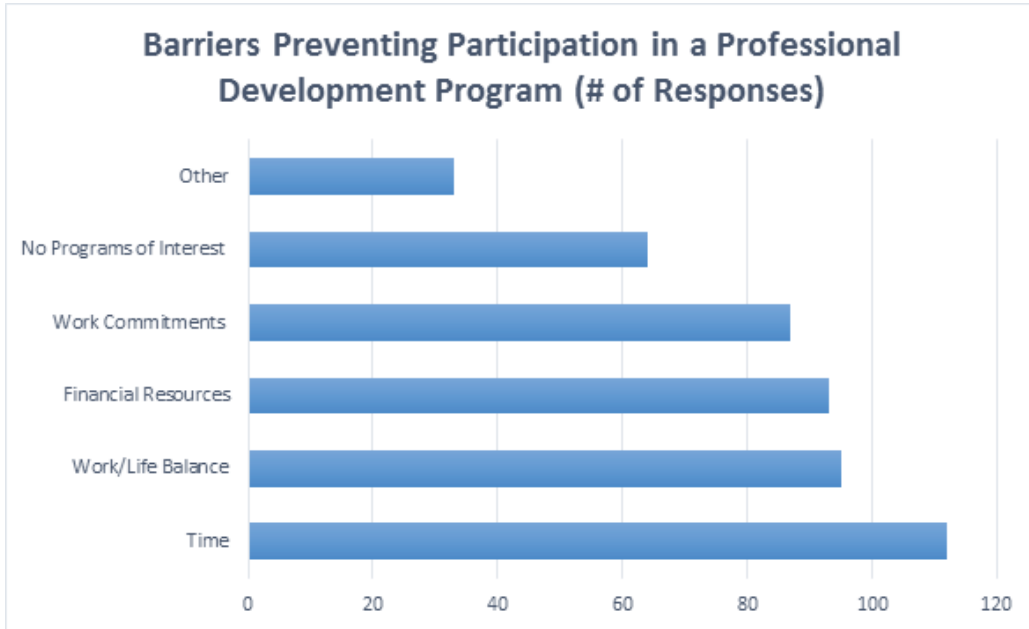
**University for-credit course/certificate** was ranked 1<sup>st</sup> choice by 66 respondents, and 3<sup>rd</sup> choice by 86 respondents.

What level of Professional Development are you more likely to participate in? (Please rank)



*Barriers to Applying for a Professional Development Program*

**5. What has prevented you from applying for a Professional Development program in the past?**



Over half of all respondents listed time as a barrier for their participation in a professional development program. Work/Life Balance, Financial Resources, and Work Commitments were all listed as barriers by more than 40% of respondents.

*Interest in University for-Credit Courses*

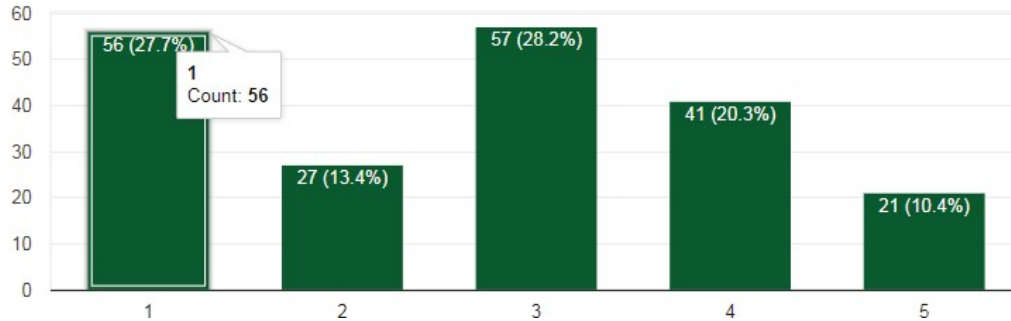
**6. Are you interested in enrolling in part-time, university level, for-credit courses or certificates?**

Are you interested in enrolling in part-time, university level, for-credit courses or certificates?



202 responses

1 – “Not Interested” and 5 – “Extremely Interested”



Only 10.4% responded as “extremely interested” in enrolling in for-credit courses. Majority of respondents were either “not interested” or had “moderate interest.”

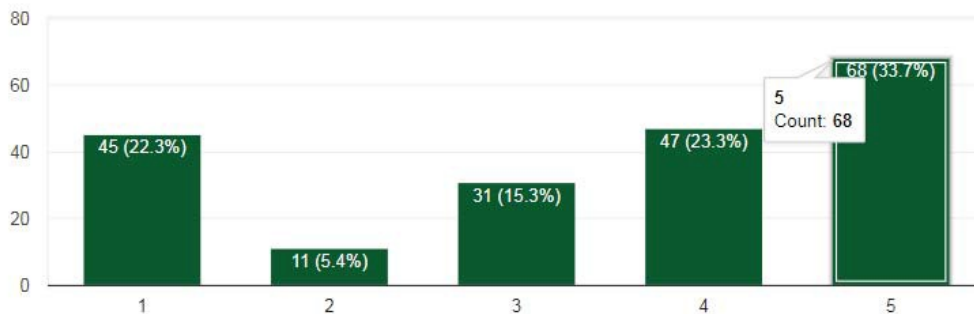
**7. Would you be more likely to enroll if the course or certificate could be applied towards a course-based Master’s Degree program?**

Would you be more likely to enrol, if the course or certificate could be applied towards a course-based Master's Degree program?



202 responses

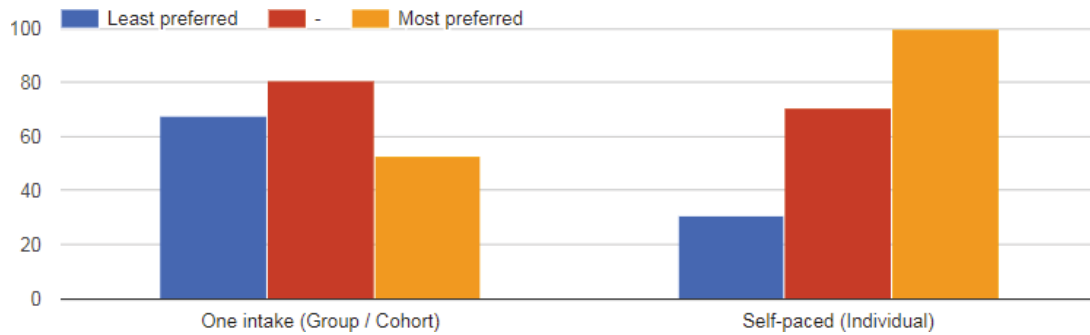
1 – “No Different” and 5 – “Yes, more likely”



When asked whether the likelihood to enroll would increase if the course could be applied to a Master’s Degree program, approximately 22% of respondents indicated it would no difference. Approximately 33% of respondents indicated strongly that they would be more likely to enroll if the course was for credit or could be applied to a Master’s Degree program.

*Pace/Type of Program:*

**8. Would you prefer to take a course with one intake that is taken with a specific group of people or a self-paced program? Does online learning appeal to you?**



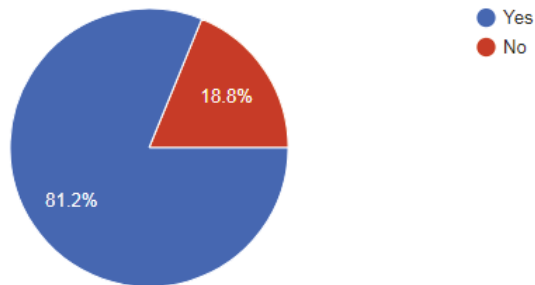
A self-paced program is preferred over a group or cohort.

**10. Does online learning appeal to you?**

Does online learning appeal to you?

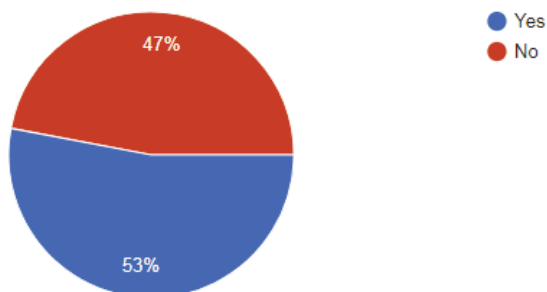
202 responses

Online learning appeals to 81.2% of respondents.



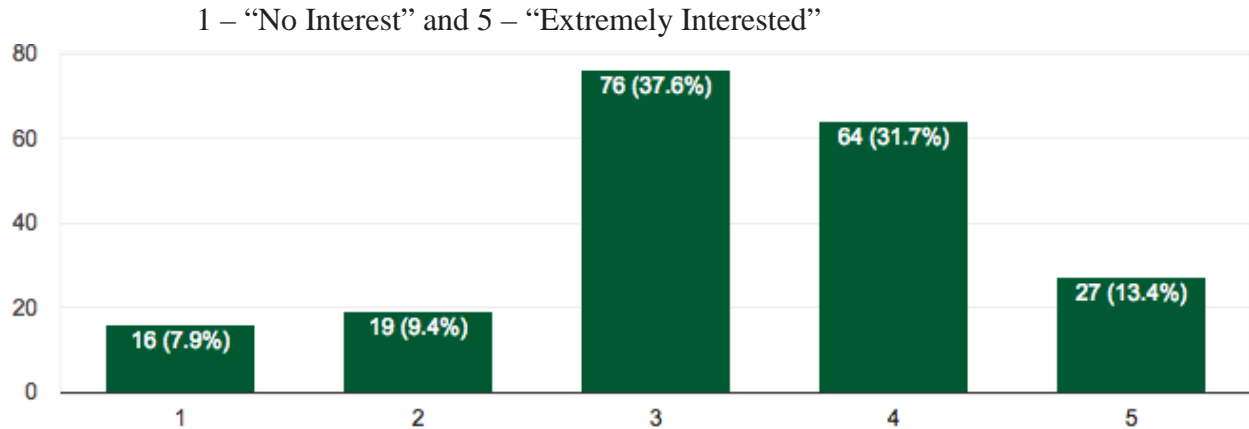
**11. Would you prefer to learn in a classroom setting?**

202 responses



**12. How much does a required, face-to-face learning experience in a Professional Development Program interest you?**

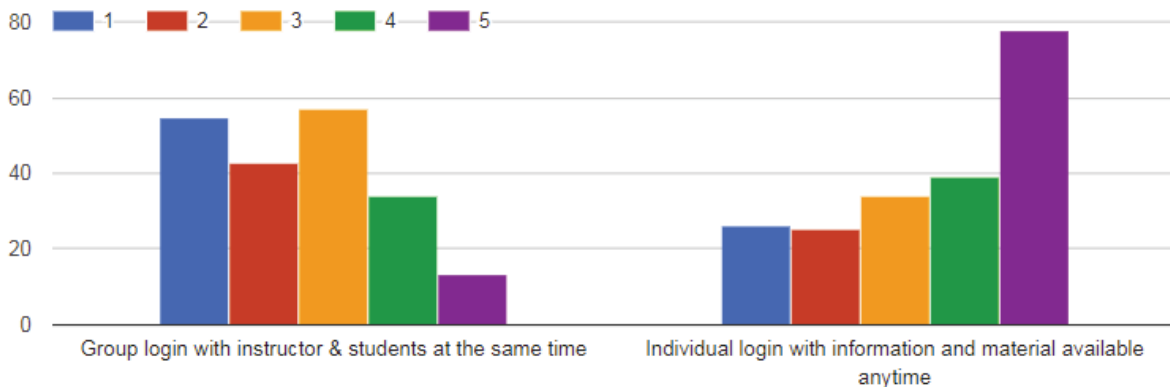
Respondents ranged from neutral 37.6% interest, to a combined 45.1%, “very – extremely interested” for a face to face learning experience.



**13. Please select level of preference for an online learning environment format.**

When discussing online learning environments, the overwhelming majority prefers a self-paced online course rather than a group class with a predetermined time.

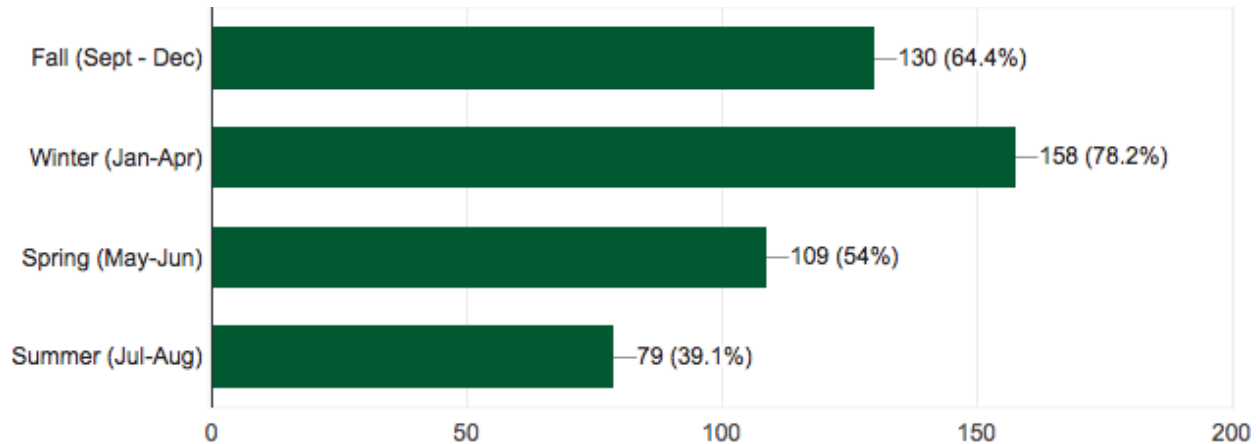
Please select your level of preference for an online learning environment. (1 - Not preferred; 5 - Most preferred)





**14. When would you like to see programs offered during the year (select all that apply)?**

Winter and Fall were listed as the most popular times for these programs to take place. Summer courses (July-August) have the least interest.



*About Yourself:*

**15. What field do you currently work in?**

*Short answer question – respondents responded in own words.*

The employment fields with the most respondents are group together, where possible, below. Of note, 72 or 35% responded with “Other”, rather than listing the field they currently work in.

1. Education (16)
2. Recreation (16)
3. Municipal Recreation (7)
4. Athletic therapy/physiotherapy/rehabilitation field (10)
5. Health Care (10)
6. Recreation Therapy (7)
7. Recreation facility management (6)
8. Research (5)
9. Community Development (4)
10. Coaching (4)
11. Sport (4)
12. Non-Profit Sector
13. Fund Development (2)
14. Government (2)

Other individual responses included:

- Sales
- Consulting
- Tourism

- Seniors
- Land Use Planning (Parks)
- Kinesiology
- Self Employed

**Do you have access to funding for Professional Development or other professional opportunities?**

59.4% of survey takers indicated that they have known funding for professional development opportunities. 21.3% were unsure whether such funding existed for them.

**Are you a member of a professional organization are/or association?**

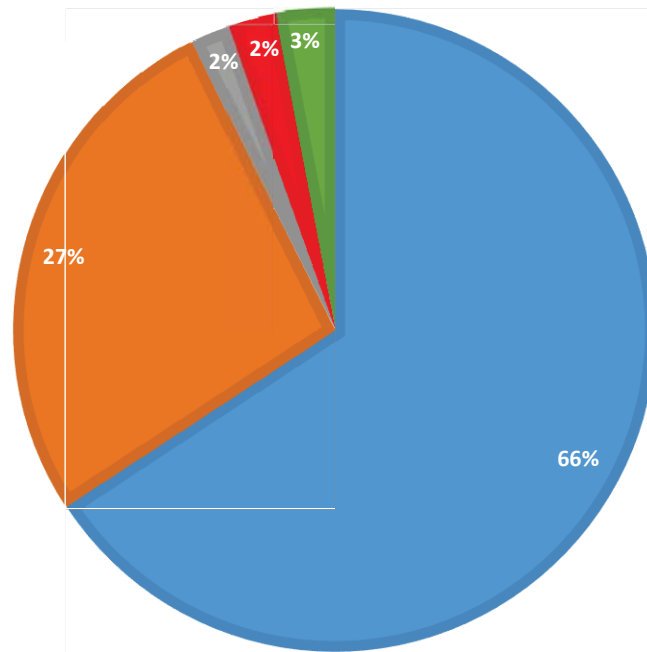
67.3 % are members of some sort of professional organization/association.

Most common organizations recorded are:

1. Alberta Recreation & Parks Association (20)
2. Alberta Teachers' Association (15)
3. Canadian Society for Exercise Physiology (14)
4. National Intramural and Recreational Sports Association (9)
5. Alberta Therapeutic Recreation Association (9)
6. American Council of Sport Medicine (4)
7. Alberta Fitness Leadership Certification Association (2)

## HIGHEST COMPLETED EDUCATION OF RESPONDENTS

■ Bachelor's Degree ■ Master's Degree ■ Doctoral Degree ■ Post Secondary Certificate or Diploma ■ Other



“Other” category may include high school diploma, some post-secondary with no degree, training in the trades, and honorary PhD.

SRM PBC UOFA

APPENDIX 6

Letter of

Support\_UofA\_EverActiveSchools



# Ever Active Schools

Dr. Kerry Mummery  
Dean, Faculty of Physical Education and Recreation  
University of Alberta  
Edmonton, Alberta

October 31, 2017

Dear Dr. Mummery,

Ever Active Schools would like to offer this letter of support on the efforts in creating a new Post-Baccalaureate Certificate in Sport and Recreation Management. There is a strong need for further advanced education in the area of Sport and Recreation specifically, in the area of management.

Professional learning opportunities are important for working professionals and providing an accessible venue for learning in place is extremely valuable.

Ever Active Schools is a provincial initiative in Alberta supporting health and wellness in school communities. Ever Active Schools supports the physical and mental wellness of Alberta's children and youth through the sharing of knowledge, highlighting evidence based practices and building partnerships to collaboratively have more active and healthy Albertans.

Our work provides education and inspiration on role and benefits of health and wellbeing in the school community. We have great interest in this initiative as it not only elevates our knowledge in Alberta but will help build future leaders working in communities to support sport, recreation and wellbeing.

In summary, Ever Active Schools is extremely proud to have this course at the University of Alberta and is supportive and committed to carrying out the course.

Ever Active Schools wishes the certificate great success and looks forward to the launch date.

If you have any questions, please do not hesitate to contact me at 780-298-2341 and or [brian@everactive.org](mailto:brian@everactive.org).

Sincerely,

A handwritten signature in blue ink, which appears to be 'Brian Torrance', is written over a blue horizontal line.

Brian Torrance  
Director  
Ever Active Schools  
11759 Groat Road  
Edmonton, Alberta TSM3K6

SRM PBC UOFA

APPENDIX 7  
ARPA Letter of Support -  
Mummery Re.SRM

October 31, 2017

Or. Kerry Mummery, Dean  
Faculty of Physical Education and Recreation  
University of Alberta  
Edmonton, AB T6G 2R3



Dear Dr. Mummery,

The Alberta Recreation and Parks Association (ARPA) offers this letter in support of the University's efforts to create a new Post-Baccalaureate Certificate in Sport and Recreation Management. ARPA is the professional organization for the recreation and parks sector in Alberta, and we recognize there is a strong need for further advanced education in recreation, specifically in the area of management.

This initiative is consistent with our national guiding documents, the *Framework for Recreation in Canada- Pathways to Wellbeing* and the *Parks for All* framework, as well as the Canadian Parks and Recreation Association's Professional Development Certification program.

This new certificate, as a companion to the Post-Baccalaureate Certificate in Indigenous Sport and Recreation program, addresses the needs of the sector. I would also recommend the recognition of life-experience as an alternative entrance requirement to an undergraduate degree, should interested recreation professionals wish to apply for this exciting new program.

ARPA wishes this certificate great success and looks forward to the launch date.

Sincerely,

A handwritten signature in black ink, appearing to read "W. Wells".

William A. Wells  
Chief Executive Officer

SRM PBC UOFA

APPENDIX 8  
ACAL Letter of Support  
for Sport and Rec cert



ALBERTA CENTRE FOR  
**Active Living**

November 15, 2017

Dr. Kerry Mummery  
Dean  
Faculty of Physical Education and Recreation  
University of Alberta  
3-108 University Hall  
Edmonton, AB  
T6G 2J9

**Re: Post-Baccalaureate Certificate in Sport and Recreation Management**

Dear Kerry:

On behalf of the Alberta Centre for Active Living (ACAL), please accept this letter in strong support of the proposed Post -Bacca laureate Certificate in Sport and Recreation Management. As an organization with a focus on continuing education for physical activity practitioners and decision-makers, ACAL fully supports the development of this certificate.

The Alberta Centre for Active Living has a strong reputation in Alberta and Canada as a physical activity research and knowledge translation organization. ACAL focuses on physical activity as a determinant of health and provides research and education to practitioners and decision-makers through various knowledge exchange methods. ACAL supports a network of 2,100+ practitioners and decision -makers on our database and 1,900+ followers on Twitter. Most of our contacts are based in Alberta, but many are also locat ed across Canada and around the world.

When we examine the type of people on our network database, a significant number have indicated that they are in management positi ons. ACAL is particularly interested in this certificate, as it would not only support those practitioners and decision-makers both in those positions, but also those aspiring to attain management positions as they strengthen their management skills and abilities.

ACAL would be happy to assist in reaching potential post-baccalaureate students by promoting this opportunity through extensive network using a variety of tools.

I am confident that this proposed certificate program will come to fruition and will be highly successful.

I look forward to supporting this initiative.

Sincerely,



Nora Johnston  
Director

SRM PBC UOFA

APPENDIX 9  
CPRA letter of support -  
UofA -10-2017



CPRA ACPL CANADIAN PARKS AND RECREATION ASSOCIATION  
ASSOCIATION CANADIENNE DES PARCS ET LOISIRS

1180 Walkley Road, PO Box 83069, Ottawa, ON, K1V 2M5 Tel: (613) 523-5315 E-mail: [info@cpra.ca](mailto:info@cpra.ca)



Dr. Kerry Mummery, Dean  
Faculty of Physical Education and Recreation  
University of Alberta  
116 St & 85 Ave Edmonton, AB T6G 2R3

October 31, 2017

Dear Dr. Mummery,

The Canadian Parks and Recreation Association (CPRA) would like to commend the University of Alberta and the Faculty of Physical Education and Recreation on their efforts to establish a Post-Baccalaureate Certificate in Sport and Recreation Management.

As you know, CPRA has launched a national Professional Development Certification Program. We view this certificate as part of a collaborative effort between the field of practice and academia to build recreation capacity.

As identified in *Pathways to Wellbeing: A Framework for Recreation in Canada*, professional development and professional education are critical to ensuring the continued growth and sustainability of the recreation field.

We wish the certificate a great deal of success and are committed to working with our practitioners to align your certificate within our Professional Development Certification Program.

Yours in Recreation,

CJ Noble  
Executive Director

SRM PBC UOFA

APPENDIX 10  
SRM PBC course  
descriptions

APPENDIX 10: Post-Baccalaureate Certificate in Sport and Recreation  
Course Descriptions

**KRLS 711 Organizational Analysis of Sport and Recreation (3)**

Concepts and perspectives in organizational theory are examined in relation to sport and recreation organizations in the public, non-profit/voluntary, and commercial sector to help students understand and analyze the complexity of managing sport and recreation organizations effectively.

**KRLS 712 Sport and Recreation Organizations and the Public Sector (3)**

Emphasis is on the role of the federal, provincial, and municipal governments in Canada in recreation, health, wellness, and amateur sport including the inter-organizational relations between the public sector and non-profit/voluntary amateur sport and community service organizations.

**KRLS 713 Financial Analysis and Management in Recreation and Sport Organizations (3)**

This course examines financial issues associated with the recreation, sport, and tourism industries. Topics include industry trends and challenges, public partnerships, economic rationales for investment, sources of funding, revenues, and business development.

**KRLS 714 Marketing and Sponsorship in Sport and Recreation (3)**

A study of basic marketing concepts with applications to sport and recreation organizations. Topics may include promotions and public relations, consumer behavior, marketing communications, and branding.

**KRLS 715 Facilities and Event Management (3)**

An overview of the key concepts and issues associated with facility and event management within the sport and recreation industry.

**KRLS 716 Contemporary Issues in Sport and Recreation (3)**

The course will examine current topics within the sport and recreation environment from a variety of perspectives including economic, finance, sociology, management, and ethics.

SRM PBC UOFA

APPENDIX 11  
Library Impact  
Statement



As per GFC Policy 37.3.7, Faculties seeking changes to existing programs must consider and seek the agreement to any impact of the proposed program changes on the library system and on course enrolments in other academic units. In addition, any new program proposal going forward for approval will require a service impact statement. Where the affected Faculties and/or Library are in agreement this statement will note that fact and details of the arrangement.

Please contact your subject librarian to solicit feedback on your program proposal and request a Library Impact Statement.

**Library Contact:**

Name: Allison Sivak	Date: March 26, 2018
Library Unit: H.T. Coumts Library: Education, Kinesiology, Sport, and Recreation	Email: allison.sivak@ualberta.ca

**Program Proposal Contact:**

Name: Christine Ma	Dept./School: Assistant Dean, International and Community Education
Faculty: Kinesiology, Sport, and Recreation	E-mail: christine.ma@ualberta.ca

**Proposed Program Changes:**

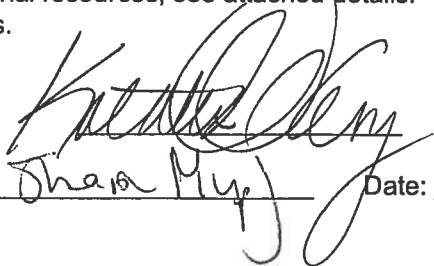
<i>Insert specific program proposal name here</i> <i>Post-Baccalaureate Certificate in Sport and Recreation Management.</i>
--

Library Service or Resource	Description of Library Impact
Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)	<p>Instruction related to searching for research information through library resources and on the open internet may be useful for students in the program.</p> <p>The Libraries offer a range of <u>drop in research workshops</u> throughout the academic year to assist students with their research needs. In addition, <u>online instructional guides</u> and <u>tutorials</u> are accessible via the Libraries' web site to support the research process. Course/assignment specific instruction may also be useful. Please contact the appropriate <u>subject librarian</u> to discuss.</p>
Reference assistance (e.g., ongoing one-on-one help)	<p>The subject librarian will be able to accommodate requests for assistance via email, phone, or Skype.</p> <p>General reference assistance is available at all University of Alberta Libraries <u>service desks</u>. In addition, <u>subject librarians</u> are available for one-to-one consultations for specialized assistance. <u>Ask us services</u> are also available via chat, email and phone.</p>

<p>Collections – reserves, print, electronic [note any impacts on simultaneous users, licensing considerations etc.]</p>	<p>The Libraries' current subscriptions to print and electronic journals and books should adequately support this program. Any items that are not available and/or accessible through the Libraries can be requested through <u>Interlibrary Loan</u>.</p> <p>Journals and electronic resources with particular relevance to this program include:</p> <ul style="list-style-type: none"> <li>• SPORTDiscus</li> <li>• Business Source Complete</li> <li>• Academic Search Complete</li> <li>• Sociological Abstracts</li> <li>• Proquest Accounting, Tax, and Banking Collection</li> <li>• Business Premium Collection</li> <li>• Human Resources Abstracts</li> <li>• Public Administration Abstracts</li> </ul> <p>Submit <u>course reading list and reserve requests</u> online. The Libraries will respond within 5 business days with persistent links to online resources on your reading list. Print items will be referred to our Reserve staff and processed within 10 days.</p>
<p>Collaboration with other UAL library units, if interdisciplinary program (consult with the other UAL units affected and include their comments with yours)</p>	<p>The program has some implications for the business library resources; given the excellent strength of the business collections and finding tools developed by the Winspear Business Library, no further impact will be experienced by this unit.</p>
<p>Physical facilities (e.g., sufficient room for group work; in-library work, etc.)</p>	<p>This online program is not likely to require physical facilities for enrolled students.</p> <p>For those students who do reside in Edmonton, physical facilities are in place to support student research needs. There are bookable group <u>study spaces</u>, as well as collaborative and individual study spaces in all library locations across.</p>
<p>Other (specify)</p>	

- Proposal has an impact on the Libraries and can be supported.  
 Proposal can be supported with additional resources; see attached details.  
 Proposal has no impact on the Libraries.

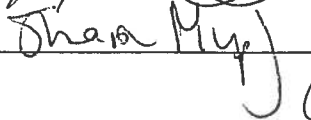
Unit Head Signature:



Date:

March 26/18

Associate University Librarian Signature:



Date:

March 26/18



SRM PBC UOFA

APPENDIX 12  
Calendar change  
request

Killam Centre for Advanced Studies  
 2-29 Triffo Hall Edmonton AB Canada T6G 2E1  
 Tel: 780.492.2816 / Fax: 780.492.0692  
 www.gradstudies.ualberta.ca

**2019-2020 University of Alberta Calendar Graduate Program Changes: new Post-Baccalaureate Certificate in Sport and Recreation Management in the Faculty of Kinesiology, Sport, and Recreation.**

Current	Proposed
<p><b>Kinesiology, Sport, and Recreation</b></p> <p><b>Certificates</b></p> <p>[NEW]</p>	<p><b>Kinesiology, Sport, and Recreation</b></p> <p><b>Certificates</b></p> <p><b><u>The Post-Baccalaureate Certificate in Sport and Recreation Management</u></b></p> <p><u>The Post-Baccalaureate Certificate in Sport and Recreation Management is offered by the Faculty of Kinesiology, Sport, and Recreation. The focus of this certificate is enhancing management and leadership skills in the fields of recreation, sport, and health programs, services, and facilities as well as increasing the organizational effectiveness of sport and recreational organizations or entities. The program is delivered 100% online. The online courses use both synchronous and asynchronous teaching modalities to create interactive, dynamic, and supportive communities of learning.</u></p> <p><b><u>Laddering</u></b></p> <p><u>Students who complete the certificate in good standing may be able to use the courses from the certificate to receive advanced standing in the course-based Master of Arts in the Faculty of Kinesiology, Sport, and Recreation. Completion of the certificate does not guarantee admission to a master degree program. The certificate may be used for both the basis of admission and advanced standing into the course-based master</u></p>

degree. Details can be found in the Calendar under Regulations of the Faculty of Graduate Studies and Research.

### **Entrance Requirements**

The requirements for admission will include a baccalaureate degree with a minimum AGPA of 3.0 along with a minimum of 1 year of professional work experience in a related area or field of work. Students are also required to submit a letter of intent, a curriculum vitae or resume and one professional reference.

### **Program Requirements**

The curriculum will consist of four (4) courses valued at ★3 each for a total of ★12.

### **Required Courses(★12):**

Choose four (4) courses from the following list:

- KRLS 711
- KRLS 712
- KRLS 713
- KRLS 714
- KRLS 715
- KRLS 716

All components of the certificate must be completed within 4 years from first registration for the certificate.

Justification:

Approved: Kinesiology, Sport and Recreation Faculty Council, approved January 17, 2018

Approved: Graduate Studies and Research Faculty Council, approved February 14, 2018

## **New Courses:**

### **KRLS 711 Organizational Analysis of Sport and Recreation (★3)**

Concepts and perspectives in organizational theory are examined in relation to sport and recreation organizations in the public, non-profit/voluntary, and commercial sector to help students understand and analyze the complexity of managing sport and recreation organizations effectively.

### **KRLS 712 Sport and Recreation Organizations and the Public Sector (★3)**

Emphasis is on the role of the federal, provincial, and municipal governments in Canada in recreation, health, wellness and amateur sport including the inter-organizational relations between the public sector and non-profit/voluntary amateur sport and community service organizations.

### **KRLS 713 Financial Analysis and Management in Recreation and Sport Organizations (★3)**

This course examines financial issues associated with the recreation, sport, and tourism industries. Topics include industry trends and challenges, public partnerships, economic rationales for investment, sources or funding, revenues, and business development.

### **KRLS 714 Marketing and Sponsorship in Sport and Recreation (★3)**

A study of basic marketing concepts with applications to sport and recreation organizations. Topics may include promotions and public relations, consumer behavior, marketing communications, and branding.

### **KRLS 715 Facilities and Event Management (★3)**

An overview of the key concepts and issues associated with facility and event management within the sport and recreation industry.

### **KRLS 716 Contemporary Issues in Sport and Recreation (★3)**

The course will examine current topics and issues within the sport and recreation environment from a variety of perspectives including economic, finance, sociology, management, and ethics.

**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposal for the Termination of the Bachelor of Arts and Bachelor of Arts (Honors) in: Italian Studies; Russian Language and Literature; Ukrainian Folklore; Ukrainian Language and Literature; French and Italian; German and Scandinavian; Italian and Spanish; Russian and Ukrainian, Faculty of Arts**

**Motion:** THAT the GFC Academic Planning Committee recommend to General Faculties Council the termination of the Bachelor of Arts and Bachelor of Arts (Honors) in: Italian Studies; Russian Language and Literature; Ukrainian Folklore; Ukrainian Language and Literature; French and Italian; German and Scandinavian; Italian and Spanish; Russian and Ukrainian to take effect upon final approval.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Lesley Cormack, Dean, Faculty of Arts
Presenter	Rebecca Nagel, Associate Dean (Student Programs), Faculty of Arts

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	Approval of the proposed termination of the Bachelor of Arts and Bachelor of Arts (Honors) in: Italian Studies; Russian Language and Literature; Ukrainian Folklore; Ukrainian Language and Literature; French and Italian; German and Scandinavian; Italian and Spanish; Russian and Ukrainian
The Impact of the Proposal is	No impact on students is expected due to the termination of these programs. Admission to these programs was suspended in 2014. Courses in these areas continue to be offered.
Replaces/Revises (eg, policies, resolutions)	n/a
Timeline/Implementation Date	Upon final approval
Estimated Cost and funding source	n/a
Next Steps (ie.: Communications Plan, Implementation plans)	The Calendar and the Faculty website will be updated.
Supplementary Notes and context	See attachment

**Engagement and Routing** (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)  <For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a> >	<u><b>Those who have been informed:</b></u> <ul style="list-style-type: none"> <li>Arts Faculty Council</li> </ul>
	<u><b>Those who have been consulted:</b></u> <ul style="list-style-type: none"> <li>Vice Dean, Faculty of Arts</li> <li>Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)</li> </ul>
	<u><b>Those who are actively participating:</b></u> <ul style="list-style-type: none"> <li>none</li> </ul>
Approval Route (Governance)	Arts Academic Affairs Committee (October 25, 2017)

(including meeting dates)	Arts Executive Committee (November 2, 2017) Arts Faculty Council (November 23, 2017) GFC Academic Planning Committee (April 18, 2018) GFC Executive Committee (May 14, 2018) General Faculties Council (May 28, 2018) Board Learning and Discovery Committee (June 1, 2018) Board of Governors (June 15, 2018)
Final Approver	Board of Governors

**Alignment/Compliance**

Alignment with Guiding Documents	<p><i>For the Public Good</i></p> <p>GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p><i>Arts Academic Strategic Plan 2017-2022 Change for Good:</i></p> <p>Goal: We will support our people and sustain our programs by attracting and stewarding appropriate resources.</p> <p>Objective I. Secure and manage the Faculty's resources to sustain, enhance, and promote our mission, vision, and goals.</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p><b>1. <i>Post-Secondary Learning Act (PSLA)</i>:</b> The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs and more specifically to “determine all programs of study to which clause (b) does not apply that are to be offered by the university for credit toward the requirements for any degree or diploma” (28(1)(c)).</p> <p><b>2. <i>PSLA</i>:</b> The <i>PSLA</i> gives Faculty Councils power to “determine the programs of study for which the faculty is established” (29(1)(a)).</p> <p><b>3. GFC Academic Planning Committee Terms of Reference:</b> (Mandate) “8. Establishment/Termination of Academic Programs [...] b. To recommend to GFC on the termination of academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions.”</p> <p><b>4. Board Learning and Discovery Committee (BLDC) Terms of Reference:</b> “3. MANDATE OF THE COMMITTEE Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the <i>Post-Secondary Learning Act</i>, monitor, evaluate, advise and make decisions</p>

Final Item No. 5

	<p>on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board. [...] c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters; [...]</p> <p><b>4. LIMITATIONS ON DELEGATION BY THE BOARD</b> This general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 3, the Board shall make all decisions with respect to [...] b. program approvals involving the creation or abolition of a degree program (but not specializations of an existing degree).</p>
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Attachments

1. Proposal Template: Termination of the Bachelor of Arts and Bachelor of Arts (Honors) in: Italian Studies; Russian Language and Literature; Ukrainian Folklore; Ukrainian Language and Literature; French and Italian; German and Scandinavian; Italian and Spanish; Russian and Ukrainian (5 pages)
2. *Calendar* change form (4 pages)

*Prepared by:* Rebecca Nagel, Associate Dean (Student Programs), Faculty of Arts,  
rebecca.nagel@ualberta.ca

## Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations.

### SECTION 1: PROPOSAL INFORMATION

1.1 Fill in the table below:

<b>Institution</b>	<b>University of Alberta</b>
<b>Program/specialization name</b>	<b>Single Majors:</b> <b>Italian Studies, Russian Language &amp; Literature, Ukrainian Folklore, Ukrainian Language &amp; Literature</b>  <b>Combined Majors :**</b> <b>French &amp; Italian, German &amp; Scandinavian, Italian &amp; Spanish, Russian &amp; Ukrainian</b> <b>** not to be confused with “double” majors</b>
<b>Credential awarded</b>	<b>Bachelor of Arts and Bachelor of Arts Honors (BA and BA Honors)</b>
<b>Proposed effective date of termination</b>	<b>Immediate</b>

1.2 Confirm whether:

- 1.2.1  This termination proposal was preceded by a ministry-approved suspension period.
- This termination proposal was not preceded by a ministry-approved suspension period.

1.2.1a If this proposal was preceded by a suspension, attach approval letter.

1.2.1b If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.

1.2.1c If not preceded by suspension, indicate when students were last admitted into the program/specialization.



- 1.2.2  No active students remain in the program.  
 Active program students remain in the program.

## SECTION 2: RATIONALE

2.1 Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).

This program was

In 2013, the Dean of Arts requested suspension of low enrollment majors in the Department of Modern Languages & Cultural Studies (MLCS). As you can see from the statistics included below, interest in pursuing these majors was minimal.

### SINGLE MAJORS (BA & BA Honors)

YEAR	ITALIAN STUDIES	RUSSIAN		UKRAINIAN FOLKLORE	UKRAINIAN LANG & LIT
		LANG & LIT			
2013-14	3	7		0	1
2012-13	1	3		1	2
2011-12	4	2		1	1
2010-11	4	2		0	1
2009-10	5	6		0	1
2008-09	5	6		0	2
2007-08	2	6		1	4
2006-07	2	4		2	5
2005-06	4	5		1	3

### COMBINED MAJORS (BA)

YEAR	FRENCH & ITALIAN		GERMAN & SCANDINAVIAN	ITALIAN & SPANISH	RUSSIAN & UKRAINIAN
2013-14	3		1	2	1
2012-13	3		0	0	0
2011-12	4		0	1	0
2010-11	1		0	0	0
2009-10	1		1	1	0
2008-09	3		1	2	0
2007-08	2		2	1	1

2006-07	3	3	6	2
2005-06	2	1	4	1

**2.2** Provide specific information about which internal governance body approved the termination, and provide date of approval. (Attach copy of minutes or motions.)

Faculty of Arts, Academic Affairs Committee (October 25, 2017)

Faculty of Arts, Executive Committee ( November 02, 2017)

Faculty of Arts Council ( November 23, 2017)

Academic Standards Committee

### SECTION 3: ACCESS

**3.1** Identify student access considerations and risks for Campus Alberta (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

**3.2** If this program or specialization is unique in the province, describe the consultation(s) undertaken within Campus Alberta to investigate the feasibility of program/specialization transfer.

**3.3** Describe the consultation process that occurred with students at your institution regarding this programming change.

As part of the suspension process, discussions with the Arts Students' Association (known at the time as CBAS), and the Students' Union Vice-President Academic Dustin Chelen.

The Governance process within the Faculty of Arts also included student participation:

Academic Affairs Committee (8 undergraduate students)

Arts Executive (4 undergraduate students)

Arts Faculty Council (27 undergraduate students)

As part of the Termination process, discussions were held with the Arts Students' Association as well as with Students' Union Vice-Presidents Marina Bannister and Shane

Scott. The Faculty of Arts governance process continues to include students at each committee level.

## **SECTION 4: IMPACT**

**4.1** Describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.

**4.2** Describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other Campus Alberta institutions.

When communicating with internal and external audiences regarding the suspension of these programs, it was also communicated that the Faculty planned to terminate the programs at the appropriate time. Any pertinent audiences are, therefore, already aware that these programs will be terminated.

**4.3** Describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.

Little reallocation of resources has taken place: faculty members in these areas continue to deliver courses in their disciplines as well as the “umbrella” courses for their department (MLCS) which are taken by students across different programs and Faculties.

Since this is the case, classroom space, human resources and budget support has continued; however, with suspension of these majors the need to offer as many courses in each of the disciplines has decreased and has given the Department some flexibility to redistribute resources to support higher enrollment programs.

Advising resources for these majors are no longer required, and have been redirected to other students registered in the Faculty of Arts.

## **OTHER CONSIDERATIONS**

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

The Department of Modern Languages and Cultural Studies has submitted a proposal to suspend their remaining majors in both the BA and BA Honors programs and introduce two new majors, a language stream and a culture stream. This proposal has been approved by the Faculty of Arts and is currently under consideration by appropriate General Faculties Council committees at the University of Alberta. If approved, the proposal will be sent to appropriate Government of

Alberta bodies. Request for termination of the programs outlined in this particular Termination request will continue regardless of the outcome of the new proposal.

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

**FACULTY OF ARTS  
CALENDAR CHANGE REQUEST FORM**

**Department:** Faculty of Arts – Undergraduate Student Services

**Check one of these boxes:**

- Implementation:**  NORMAL  
 EARLY (Note: new course offerings only)

**2017-18 DEADLINES**

October 12, 2017  
 January 11, 2018  
 March 15, 2018  
 April 12, 2018

**Check one of these boxes:**

- Type of Change:**  Program Regulation  Admission Requirements  
 New Course  Course Change  
 Course Deletion  Editorial

<b>CURRENT</b> Calendar Section Number (§) <u>Modern Languages and Cultural Studies</u>	<b>PROPOSED</b> Calendar Section Number (§) <u>Modern Languages and Cultural Studies</u>
<del>Strike through and highlight</del> deletions	<u>Underline and highlight</u> additions
<p><b>Honors</b> <b>No Change Until</b></p> <p><del>Italian Studies</del></p> <hr style="border: 1px solid black;"/> <p>Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with an Italian major will be granted at Spring Convocation 2018.</p> <p><b>No Further Changes Until</b></p> <p><del>Russian</del></p> <hr style="border: 1px solid black;"/> <p>Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with a Russian major will be granted at Spring Convocation 2018.</p> <p><b>No Further Changes Until</b></p> <p><del>Ukrainian</del></p> <hr style="border: 1px solid black;"/>	<p><b>Honors</b> <b>No Change Until</b></p> <p>Delete Specified Sections</p>

<p>Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with a Ukrainian major will be granted at Spring Convocation 2018.</p> <p><b>No Further Changes Until Combined Honors Section (below)</b></p>	
<p><b>Combined Honors</b> <b>No Change Until</b></p> <p><b>Italian Studies</b></p> <hr/> <p>Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with an Italian major will be granted at Spring Convocation 2018.</p> <p><b>Russian</b></p> <hr/> <p>Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with a Russian major will be granted at Spring Convocation 2018.</p> <p><b>No Further Changes Until</b></p> <p><b>Ukrainian</b></p> <hr/> <p>Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with a Ukrainian major will be granted at Spring Convocation 2018.</p>	<p><b>Combined Honors</b> <b>No Change Until</b></p> <p><b>Delete Specified Sections</b></p>

<p><b>No Further Changes Until Major Requirements Section (below)</b></p>	
<p><b>Major Requirements</b> <b>No Change Until</b></p> <p><b>Italian Studies</b></p> <hr/> <p>Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with an Italian major will be granted at Spring Convocation 2018.</p> <p><b>No Further Changes Until</b></p> <p><b>Russian</b></p> <hr/> <p>Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with a Russian major will be granted at Spring Convocation 2018.</p> <p><b>No Further Changes Until</b></p> <p><b>Ukrainian</b></p> <hr/> <p>Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with a Ukrainian major will be granted at Spring Convocation 2018.</p> <p><b>No Further Changes</b></p>	<p><b>Major Requirements</b> <b>No Change Until</b></p> <p><b>Delete Specified Sections</b></p>

**Considerations:**

New Course/Course Deletions:

- So the Committee has a comprehensive understanding of your changes, please ensure you provide deleted courses when proposing new courses (if applicable).

Additional documentation:

- The committee needs to ensure departments or other Faculties offering similar courses or programs do not object to proposed courses. Please attach documentation confirming you have consent (if applicable).
- Attachment  Yes  No **Check one of these boxes**

Justification:

- A detailed justification must be provided except in the case of a course deletion or editorial change. Please include the course number(s) in your explanation.

**Please see Termination Template for Explanation**

Submitted by: <b>Robin A Cowan on behalf of R Nagel (Associate Dean, Student Programs)</b>	Signature of Department Chair or Designee <b>Complete this section</b> <i>Rebecca Nagel</i>	Date: <b>October 12, 2017</b>
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**SUMBIT** completed, signed pdf and word versions to [google drive](#).

**2017-18 Academic Affairs Committee Schedule:**

October 25, 2017

January 24, 2018

March 28, 2018

April 25, 2018



**FACULTY OF ARTS  
CALENDAR CHANGE REQUEST FORM**

**Department:** Faculty of Arts – Undergraduate Student Services

**Check one of these boxes:**

- Implementation:**  NORMAL  
 EARLY (Note: new course offerings only)

**2017-18 DEADLINES**

- October 12, 2017  
 January 11, 2018  
 March 15, 2018  
 April 12, 2018

**Check one of these boxes:**

- Type of Change:**  Program Regulation  Admission Requirements  
 New Course  Course Change  
 Course Deletion  Editorial

<b>CURRENT</b> Calendar Section Number (§) <u>Modern Languages and Cultural Studies</u>	<b>PROPOSED</b> Calendar Section Number (§) <u>Modern Languages and Cultural Studies</u>
<b>Strike through and highlight</b> deletions	<b>Underline and highlight</b> additions
<p><b>Honors</b> <i>No Change Until</i></p> <p><b>Italian Studies</b></p> <p>_____</p> <p>Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with an Italian major will be granted at Spring Convocation 2018.</p> <p><b>No Further Changes Until</b></p> <p><b>Russian</b></p> <p>_____</p> <p>Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with a Russian major will be granted at Spring Convocation 2018.</p> <p><b>No Further Changes Until</b></p> <p><b>Ukrainian</b></p> <p>_____</p>	<p><b>Honors</b> <i>No Change Until</i></p> <p><b>Delete Specified Sections</b></p>

Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with a Ukrainian major will be granted at Spring Convocation 2018.

**No Further Changes Until Combined Honors Section (below)**

**Combined Honors**

**No Change Until**

**Italian Studies**

\_\_\_\_\_

Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with an Italian major will be granted at Spring Convocation 2018.

**Russian**

\_\_\_\_\_

Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with a Russian major will be granted at Spring Convocation 2018.

**No Further Changes Until**

**Ukrainian**

\_\_\_\_\_

Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with a Ukrainian major will be granted at Spring Convocation 2018.

**Combined Honors**

**No Change Until**

**Delete Specified Sections**

**No Further Changes Until Major Requirements Section (below)**

**Major Requirements**

**No Change Until**

**Italian Studies**

Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with an Italian major will be granted at Spring Convocation 2018.

**No Further Changes Until**

**Russian**

Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with a Russian major will be granted at Spring Convocation 2018.

**No Further Changes Until**

**Ukrainian**

Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with a Ukrainian major will be granted at Spring Convocation 2018.

**No Further Changes**

**Major Requirements**

**No Change Until**

**Delete Specified Sections**

**Considerations:**

New Course/Course Deletions:

- So the Committee has a comprehensive understanding of your changes, please ensure you provide deleted courses when proposing new courses (if applicable).

Additional documentation:

- The committee needs to ensure departments or other Faculties offering similar courses or programs do not object to proposed courses. Please attach documentation confirming you have consent (if applicable).
- Attachment  Yes  No **Check one of these boxes**

Justification:

- A detailed justification must be provided except in the case of a course deletion or editorial change. Please include the course number(s) in your explanation.

**Please see Termination Template for Explanation**

Submitted by: <b>Robin A Cowan on behalf of R Nagel (Associate Dean, Student Programs)</b>	Signature of Department Chair or Designee <b>Complete this section</b>	Date: <b>October 12, 2017</b>
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**SUMBIT** completed, signed pdf **and** word versions to [google drive](#).

**2017-18 Academic Affairs Committee Schedule:**

October 25, 2017  
January 24, 2018  
March 28, 2018  
April 25, 2018

**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposal for the Termination of the Bachelor of Arts Individualized Major and Minor, Faculty of Arts**

**Motion:** THAT the GFC Academic Planning Committee recommend to General Faculties Council the termination of the Bachelor of Arts Individualized Major and Minor to take effect upon final approval.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Lesley Cormack, Dean, Faculty of Arts
Presenter	Rebecca Nagel, Associate Dean (Student Programs), Faculty of Arts

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	Approval of the proposed termination of the Bachelor of Arts Individualized Major and Minor.
The Impact of the Proposal is	No impact on students is expected due to the termination of these programs. Admission to these programs was suspended in 2015.
Replaces/Revises (eg, policies, resolutions)	n/a
Timeline/Implementation Date	Upon final approval
Estimated Cost and funding source	n/a
Next Steps (ie.: Communications Plan, Implementation plans)	The <i>Calendar</i> and the Faculty website will be updated.
Supplementary Notes and context	See attachment

**Engagement and Routing** (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)  <For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a> >	<u><b>Those who have been informed:</b></u> <ul style="list-style-type: none"> <li>Arts Faculty Council</li> </ul>
	<u><b>Those who have been consulted:</b></u> <ul style="list-style-type: none"> <li>Vice Dean, Faculty of Arts</li> <li>Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)</li> </ul>
	<u><b>Those who are actively participating:</b></u> <ul style="list-style-type: none"> <li>none</li> </ul>
Approval Route (Governance) (including meeting dates)	Academic Affairs Committee (October 25, 2017) Arts Executive Committee (November 2, 2017) Arts Faculty Council (November 23, 2017) GFC Academic Planning Committee (April 18, 2018) GFC Executive Committee (May 14, 2018) General Faculties Council (May 28, 2018) Board Learning and Discovery Committee (June 1, 2018) Board of Governors (June 15, 2018)
Final Approver	Board of Governors

**Alignment/Compliance**

<p>Alignment with Guiding Documents</p>	<p><i>For the Public Good</i></p> <p>GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p><i>Arts Academic Strategic Plan 2017-2022 Change for Good:</i></p> <p>Goal: We will support our people and sustain our programs by attracting and stewarding appropriate resources.</p> <p>Objective I. Secure and manage the Faculty’s resources to sustain, enhance, and promote our mission, vision, and goals.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p><b>1. <i>Post-Secondary Learning Act (PSLA)</i>:</b> The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs and more specifically to “determine all programs of study to which clause (b) does not apply that are to be offered by the university for credit toward the requirements for any degree or diploma” (28(1)(c)).</p> <p><b>2. <i>PSLA</i>:</b> The <i>PSLA</i> gives Faculty Councils power to “determine the programs of study for which the faculty is established” (29(1)(a)).</p> <p><b>3. GFC Academic Planning Committee Terms of Reference:</b> (Mandate) “8. Establishment/Termination of Academic Programs [...] b. To recommend to GFC on the termination of academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions.”</p> <p><b>4. Board Learning and Discovery Committee (BLDC) Terms of Reference:</b> “3. MANDATE OF THE COMMITTEE Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the <i>Post-Secondary Learning Act</i>, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board. [...] c. review and approve recommendations of GFC for major changes in</p>

	<p>instructional and research programs and other academic matters; [...]</p> <p><b>4. LIMITATIONS ON DELEGATION BY THE BOARD</b></p> <p>This general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 3, the Board shall make all decisions with respect to [...] b. program approvals involving the creation or abolition of a degree program (but not specializations of an existing degree).</p>
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Attachments

1. Proposal Template: Termination of the Bachelor of Arts Individualized Major and Minor (4 pages)
2. *Calendar* change form (2 pages)

*Prepared by:* Rebecca Nagel, Associate Dean (Student Programs), Faculty of Arts,  
rebecca.nagel@ualberta.ca

## Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations.

### SECTION 1: PROPOSAL INFORMATION

1.1 Fill in the table below:

<b>Institution</b>	<b>University of Alberta</b>
<b>Program/specialization name</b>	<b>Individualized Major and Minor</b>
<b>Credential awarded</b>	<b>Bachelor of Arts (BA)</b>
<b>Proposed effective date of termination</b>	<b>Immediate</b>

1.2 Confirm whether:

- 1.2.1  This termination proposal was preceded by a ministry-approved suspension period.
- This termination proposal was not preceded by a ministry-approved suspension period.

1.2.1a If this proposal was preceded by a suspension, attach approval letter.

1.2.1b If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.

1.2.1c If not preceded by suspension, indicate when students were last admitted into the program/specialization.

- 1.2.2  No active students remain in the program.
- Active program students remain in the program.



## SECTION 2: RATIONALE

**2.1** Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).

This program was

Suspension of this program was requested by the Office of Interdisciplinary Studies in 2013 as the number of students who pursued this option since its inception were few as demonstrated by the following statistics.

YEAR	Major	Minor
2013-14	1	0
2012-13	1	1
2011-12	0	2
2010-11	0	2
2009-10	0	4
2008-09	2	0
2007-08	1	0
2006-07	1	0
2005-06	2	0

**2.2** Provide specific information about which internal governance body approved the termination, and provide date of approval. (Attach copy of minutes or motions.)

Faculty of Arts, Academic Affairs Committee (October 25, 2017)

Faculty of Arts, Executive Committee ( November 02, 2017)

Faculty of Arts Council ( November 23, 2017)

Academic Standards Committee

## SECTION 3: ACCESS

**3.1** Identify student access considerations and risks for Campus Alberta (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

**3.2** If this program or specialization is unique in the province, describe the consultation(s) undertaken within Campus Alberta to investigate the feasibility of program/specialization transfer.

**3.3** Describe the consultation process that occurred with students at your institution regarding this programming change.

As part of the suspension process, discussions with the Arts Students' Association (known at the time as CBAS), and the Students' Union Vice-President Academic Dustin Chelen.

The Governance process within the Faculty of Arts also included student participation:  
Academic Affairs Committee (8 undergraduate students)  
Arts Executive (4 undergraduate students)  
Arts Faculty Council (27 undergraduate students)

As part of the Termination process, discussions were held with the Arts Students' Association as well as with Students' Union Vice-Presidents Marina Bannister and Shane Scott. The Faculty of Arts governance process continues to include students at each committee level.

#### **SECTION 4: IMPACT**

**4.1** Describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.

**4.2** Describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other Campus Alberta institutions.

When communicating with internal and external audiences regarding the suspension of this program, it was also communicated that the Faculty planned to terminate the program at the appropriate time. Any pertinent audiences are, therefore, already aware that this program will be terminated.

**4.3** Describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.

No reallocation of teaching resources is anticipated since the number of students who have participated in this major and minor have been very few, and required courses have been and continue to be offered by a variety of different disciplines.

Advising resources are no longer required, and have been redirected to other students registered in the Faculty of Arts.

### **OTHER CONSIDERATIONS**

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

### **RECOMMENDATION (FOR DEPARTMENT USE)**

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

## FACULTY OF ARTS CALENDAR CHANGE REQUEST FORM

**Department:** Faculty of Arts – Undergraduate Student Services

**Check one of these boxes:**

**Implementation:**  NORMAL  
 EARLY (Note: new course offerings only)

**2017-18 DEADLINES**

October 12, 2017  
 January 11, 2018  
 March 15, 2018  
 April 12, 2018

**Check one of these boxes:**

**Type of Change:**  Program Regulation  Admission Requirements  
 New Course  Course Change  
 Course Deletion  Editorial

<b>CURRENT</b> Calendar Section Number (§) <u>Interdisciplinary Studies, OIS [Arts]</u>	<b>PROPOSED</b> Calendar Section Number (§) <u>Interdisciplinary Studies, OIS [Arts]</u>
<del>Strike through and highlight</del> deletions	<u>Underline and highlight</u> additions
<b>No Change Until</b>	<b>Delete Section</b>
<b>Individualized Study</b>	
<p><del>Effective September 2015, there will be no further admissions to this major. Students who entered the program prior to September 2015 must complete all program requirements by April 30, 2016. The last degree with an individualized major or minor will be granted at Spring Convocation 2016.</del></p>	
<b>No Further Changes</b>	

**Considerations:**

**New Course/Course Deletions:**

- So the Committee has a comprehensive understanding of your changes, please ensure you provide deleted courses when proposing new courses (if applicable).

**Additional documentation:**

- The committee needs to ensure departments or other Faculties offering similar courses or programs do not object to proposed courses. Please attach documentation confirming you have consent (if applicable).
- Attachment  Yes  No **Check one of these boxes**

**Justification:**

- A detailed justification must be provided except in the case of a course deletion or editorial change. Please include the course number(s) in your explanation.

**Please see Termination Template for Explanation**

Submitted by: <b>Robin A Cowan on behalf of R Nagel (Associate Dean, Student Programs)</b>	Signature of Department Chair or Designee <b>Complete this section</b> <i>Rebecca Nagel</i>	Date: <b>October 12, 2017</b>
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**SUMBIT** completed, signed pdf **and** word versions to [google drive](#).

**2017-18 Academic Affairs Committee Schedule:**

October 25, 2017

January 24, 2018

March 28, 2018

April 25, 2018

**FACULTY OF ARTS  
CALENDAR CHANGE REQUEST FORM**

**Department:** Faculty of Arts – Undergraduate Student Services

**Check one of these boxes:**

- Implementation:**  NORMAL  
 EARLY (Note: new course offerings only)

**2017-18 DEADLINES**

October 12, 2017  
 January 11, 2018  
 March 15, 2018  
 April 12, 2018

**Check one of these boxes:**

- Type of Change:**  Program Regulation  Admission Requirements  
 New Course  Course Change  
 Course Deletion  Editorial

<b>CURRENT</b> Calendar Section Number (§) <u>Interdisciplinary Studies, OIS [Arts]</u>	<b>PROPOSED</b> Calendar Section Number (§) <u>Interdisciplinary Studies, OIS [Arts]</u>
<b>Strike through and highlight</b> deletions	<b>Underline and highlight</b> additions
<p><b>No Change Until</b></p> <p><b>Individualized Study</b></p> <hr/> <p>Effective September 2015, there will be no further admissions to this major. Students who entered the program prior to September 2015 must complete all program requirements by April 30, 2016. The last degree with an individualized major or minor will be granted at Spring Convocation 2016.</p> <p><b>No Further Changes</b></p>	<b>Delete Section</b>

**Considerations:**

**New Course/Course Deletions:**

- So the Committee has a comprehensive understanding of your changes, please ensure you provide deleted courses when proposing new courses (if applicable).

**Additional documentation:**

- The committee needs to ensure departments or other Faculties offering similar courses or programs do not object to proposed courses. Please attach documentation confirming you have consent (if applicable).
- Attachment  Yes  No **Check one of these boxes**

**Justification:**

- A detailed justification must be provided except in the case of a course deletion or editorial change. Please include the course number(s) in your explanation.

**Please see Termination Template for Explanation**

Submitted by: <b>Robin A Cowan on behalf of R Nagel (Associate Dean, Student Programs)</b>	Signature of Department Chair or Designee <b>Complete this section</b>	Date: <b>October 12, 2017</b>
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**SUMBIT** completed, signed pdf **and** word versions to [google drive](#).

**2017-18 Academic Affairs Committee Schedule:**

October 25, 2017

January 24, 2018

March 28, 2018

April 25, 2018

**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposal for the Termination of the Bachelor of Arts, Bachelor of Arts (Honors), and the Certificate in Middle Eastern and African Studies (MEAS), Faculty of Arts**

**Motion:** THAT the GFC Academic Planning Committee recommend to General Faculties Council the termination of the Bachelor of Arts, Bachelor of Arts (Honors), and the Certificate in Middle Eastern and African Studies (MEAS) to take effect upon final approval.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Lesley Cormack, Dean, Faculty of Arts
Presenter	Rebecca Nagel, Associate Dean (Student Programs), Faculty of Arts

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	Approval of the proposed termination of the Bachelor of Arts, Bachelor of Arts (Honors), and the Certificate in Middle Eastern and African Studies (MEAS).
The Impact of the Proposal is	No impact on students is expected due to the termination of these programs. Admission to these programs was suspended in 2014. Courses in these areas are still offered.
Replaces/Revises (eg, policies, resolutions)	n/a
Timeline/Implementation Date	Upon final approval
Estimated Cost and funding source	n/a
Next Steps (ie.: Communications Plan, Implementation plans)	The <i>Calendar</i> and the Faculty website will be updated.
Supplementary Notes and context	See attachment

**Engagement and Routing** (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)  <For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a> >	<b><u>Those who have been informed:</u></b>
	<ul style="list-style-type: none"> <li>Arts Faculty Council</li> </ul>
	<b><u>Those who have been consulted:</u></b>
	<ul style="list-style-type: none"> <li>Vice Dean, Faculty of Arts</li> <li>Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)</li> </ul>
	<b><u>Those who are actively participating:</u></b>
	<ul style="list-style-type: none"> <li>none</li> </ul>
Approval Route (Governance) (including meeting dates)	Academic Affairs Committee (October 25, 2017) Arts Executive Committee (November 2, 2017) Arts Faculty Council (November 23, 2017) GFC Academic Planning Committee General Faculties Council Board Learning and Discovery Committee



	Board of Governors
Final Approver	Board of Governors

**Alignment/Compliance**

<p>Alignment with Guiding Documents</p>	<p><i>For the Public Good</i></p> <p>GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p><i>Arts Academic Strategic Plan 2017-2022 Change for Good:</i></p> <p>Goal: We will support our people and sustain our programs by attracting and stewarding appropriate resources.</p> <p>Objective I. Secure and manage the Faculty’s resources to sustain, enhance, and promote our mission, vision, and goals.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p><b>1. <i>Post-Secondary Learning Act (PSLA)</i>:</b> The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs and more specifically to “determine all programs of study to which clause (b) does not apply that are to be offered by the university for credit toward the requirements for any degree or diploma” (28(1)(c)).</p> <p><b>2. <i>PSLA</i>:</b> The <i>PSLA</i> gives Faculty Councils power to “determine the programs of study for which the faculty is established” (29(1)(a)).</p> <p><b>3. GFC Academic Planning Committee Terms of Reference:</b> (Mandate) “8. Establishment/Termination of Academic Programs [...] b. To recommend to GFC on the termination of academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions.”</p> <p><b>4. Board Learning and Discovery Committee (BLDC) Terms of Reference:</b> “3. MANDATE OF THE COMMITTEE Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the <i>Post-Secondary Learning Act</i>, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.</p>

Final Item No. 7

	<p>[...] c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters; [...] <b>4. LIMITATIONS ON DELEGATION BY THE BOARD</b> This general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 3, the Board shall make all decisions with respect to [...] b. program approvals involving the creation or abolition of a degree program (but not specializations of an existing degree).</p>
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Attachments

1. Proposal Template: Termination of the Bachelor of Arts, Bachelor of Arts (Honors), and the Certificate in Middle Eastern and African Studies (MEAS) (4 pages)
2. *Calendar* change form (2 pages)

*Prepared by:* Rebecca Nagel, Associate Dean (Student Programs), Faculty of Arts,  
rebecca.nagel@ualberta.ca

## Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations.

### SECTION 1: PROPOSAL INFORMATION

1.1 Fill in the table below:

<b>Institution</b>	<b>University of Alberta</b>
<b>Program/specialization name</b>	<b>Middle Eastern &amp; African Studies (MEAS)</b>
<b>Credential awarded</b>	<b>BA, BA Honors, Certificate</b>
<b>Proposed effective date of termination</b>	<b>Immediate</b>

1.2 Confirm whether:

- 1.2.1  This termination proposal was preceded by a ministry-approved suspension period.  
 This termination proposal was not preceded by a ministry-approved suspension period.

1.2.1a If this proposal was preceded by a suspension, attach approval letter.

1.2.1b If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.

1.2.1c If not preceded by suspension, indicate when students were last admitted into the program/specialization.

- 1.2.2  No active students remain in the program.  
 Active program students remain in the program.

## SECTION 2: RATIONALE

**2.1** Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).

This program was

Suspension of this program was requested by the Office of Interdisciplinary Studies in 2013. A review of the MEAS program was undertaken in 2012-13 and a number of structural program issues affecting program quality were identified. Effectively, the review stated that the current program did not support the learning or research needs of either students or faculty and that the program was no longer sustainable as it was originally envisioned.

In addition, student interest in the program, which was always small, had also decreased.

YEAR	MAJOR	MINOR	CERTIFICATE	COMMENTS
2013-14	5	11	2	
2012-13	8	14	1	
2011-12	12	16	1	
2010-11	11	12	4	
2009-10	10	11	3	
2008-09	11	21	4	
2007-08	12	21	0	Official Certificate introduced
2006-07	4	13	0	
2005-06	10	9	0	
2004-05	6	14	0	

**2.2** Provide specific information about which internal governance body approved the termination, and provide date of approval. (Attach copy of minutes or motions.)

Faculty of Arts, Academic Affairs Committee (October 25, 2017)

Faculty of Arts, Executive Committee ( November 02, 2017)

Faculty of Arts Council ( November 23, 2017)

Academic Standards Committee

## SECTION 3: ACCESS

**3.1** Identify student access considerations and risks for Campus Alberta (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

A variety of different courses related to Middle Eastern, African and Islamic studies continue to be offered by the Faculty of Arts, so students are able to pursue formal education in the area, though not in a particular major or minor.

**3.2** If this program or specialization is unique in the province, describe the consultation(s) undertaken within Campus Alberta to investigate the feasibility of program/specialization transfer.

**3.3** Describe the consultation process that occurred with students at your institution regarding this programming change.

As part of the review that led to the request for suspension, MEAS students and alumni were consulted. As part of the suspension process, there were discussions with the Arts Students' Association (known at the time as CBAS), and the Students' Union Vice-President Academic Dustin Chelen.

The Governance process within the Faculty of Arts also included student participation:  
Academic Affairs Committee (8 undergraduate students)  
Arts Executive (4 undergraduate students)  
Arts Faculty Council (27 undergraduate students)

As part of the Termination process, discussions were held with the Arts Students' Association as well as with Students' Union Vice-Presidents Marina Bannister and Shane Scott. The Faculty of Arts governance process continues to include students at each committee level.

#### **SECTION 4: IMPACT**

**4.1** Describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.

**4.2** Describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other Campus Alberta institutions.

When communicating with internal and external audiences regarding the suspension of this program, it was also communicated that the Faculty planned to terminate the program at the appropriate time. Any pertinent audiences are, therefore, already aware that this program will be terminated.

**4.3** Describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.

No immediate reallocation of resources is anticipated and impact on these areas has been minimal: faculty members in MEAS were all cross appointed and any teaching time dedicated to the MEAS program has already been redistributed to their alternate home departments. Student Services staff in both the Office of Interdisciplinary Studies and the Undergraduate Student Services Office continued to advise affected students as needed as they completed their degrees. As the number of students involved was minimal, time spent with these students has transferred to other students.

Classroom space, human resources and budget support have continued; however, with termination of this program the Departments of cross-listed faculty members have the flexibility to redistribute resources to support higher enrollment programs.

#### **OTHER CONSIDERATIONS**

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

#### **RECOMMENDATION (FOR DEPARTMENT USE)**

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

**FACULTY OF ARTS  
CALENDAR CHANGE REQUEST FORM**

**Department:** Faculty of Arts – Undergraduate Student Services

**Check one of these boxes:**

**Implementation:**  NORMAL  
 EARLY (Note: new course offerings only)

**2017-18 DEADLINES**

October 12, 2017  
 January 11, 2018  
 March 15, 2018  
 April 12, 2018

**Check one of these boxes:**

**Type of Change:**  Program Regulation  Admission Requirements  
 New Course  Course Change  
 Course Deletion  Editorial

<b>CURRENT</b> Calendar Section Number (§) See below	<b>PROPOSED</b> Calendar Section Number (§) See below
<del>Strike through and highlight</del> deletions	<u>Underline and highlight</u> additions
<p><u>Middle Eastern and African Studies [Arts] (BA and BA Honors)</u></p> <p><del>Effective September 2014, there will be no further admission to this program. Students who entered the program prior to September 2014 must complete MEAS and cross-listed MEAS courses by April 30, 2016 and must complete all program requirements by April 30, 2017. The last degree with a MEAS major, minor or certificate will be granted at Spring Convocation 2017.</del></p>	<b>Delete Section</b>
<p><u>Certificate in Middle Eastern and African Studies</u></p> <p><del>Effective September 2014, there will be no further admission to this program. Students who entered the program prior to September 2014 must complete MEAS and cross-listed MEAS courses by April 30, 2016 and must complete all program requirements by April 30, 2017. The last degree with a MEAS major, minor or certificate will be granted at Spring Convocation 2017.</del></p> <p><b>Note:</b></p> <hr/> <p><del>See Honors Program, Middle Eastern and African Studies for approved cross-listed courses.</del></p>	<b>Delete Section</b>

**Considerations:**

New Course/Course Deletions:

- So the Committee has a comprehensive understanding of your changes, please ensure you provide deleted courses when proposing new courses (if applicable).

Additional documentation:

- The committee needs to ensure departments or other Faculties offering similar courses or programs do not object to proposed courses. Please attach documentation confirming you have consent (if applicable).
- Attachment  Yes  No **Check one of these boxes**

Justification:

- A detailed justification must be provided except in the case of a course deletion or editorial change. Please include the course number(s) in your explanation.

**Please see Termination Template for explanation**

Submitted by: <b>Robin A Cowan on behalf of R Nagel (Associate Dean, Student Programs)</b>	Signature of Department Chair or Designee <b>Complete this section</b> <i>Rebecca Nagel</i>	Date: <b>October 12, 2017</b>
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**SUMBIT** completed, signed pdf **and** word versions to [google drive](#).

**2017-18 Academic Affairs Committee Schedule:**

- October 25, 2017
- January 24, 2018
- March 28, 2018
- April 25, 2018



**FACULTY OF ARTS  
CALENDAR CHANGE REQUEST FORM**

**Department:** Faculty of Arts – Undergraduate Student Services

**Check one of these boxes:**

- Implementation:**  NORMAL  
 EARLY (Note: new course offerings only)

**2017-18 DEADLINES**

October 12, 2017  
 January 11, 2018  
 March 15, 2018  
 April 12, 2018

**Check one of these boxes:**

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Additional documentation:

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- Attachment  Yes  No **Check one of these boxes**

Justification:

- A detailed justification must be provided except in the case of a course deletion or editorial change. Please include the course number(s) in your explanation.

**Please see Termination Template for explanation**

Submitted by: <b>Robin A Cowan on behalf of R Nagel (Associate Dean, Student Programs)</b>	Signature of Department Chair or Designee <b>Complete this section</b>	Date: <b>October 12, 2017</b>
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**SUMBIT** completed, signed pdf **and** word versions to [google drive](#).

**2017-18 Academic Affairs Committee Schedule:**

October 25, 2017  
January 24, 2018  
March 28, 2018  
April 25, 2018

**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposal for the Termination of the Bachelor of Music routes of Music History, School Music, and World Music, Faculty of Arts**

**Motion:** THAT the GFC Academic Planning Committee recommend to General Faculties Council the termination of the Bachelor of Music routes of Music History, School Music, and World Music to take effect upon final approval.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Lesley Cormack, Dean, Faculty of Arts
Presenter	Rebecca Nagel, Associate Dean (Student Programs), Faculty of Arts

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	Approval of the proposed termination of the Bachelor of Music routes of Music History, School Music, and World Music.
The Impact of the Proposal is	No impact on students is expected due to the termination of these routes. There have been no students in any of these routes for several years. Courses in these areas are still offered and the combined BMus/BEd degree continues to be available.
Replaces/Revises (eg, policies, resolutions)	n/a
Timeline/Implementation Date	Upon final approval
Estimated Cost and funding source	n/a
Next Steps (ie.: Communications Plan, Implementation plans)	No further plans for communication or implementation required; information on the routes has been removed from the Calendar and the Faculty website.
Supplementary Notes and context	See attachment

**Engagement and Routing** (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)  <For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a> >	<b><u>Those who have been informed:</u></b> <ul style="list-style-type: none"> <li>Arts Faculty Council</li> </ul>
	<b><u>Those who have been consulted:</u></b> <ul style="list-style-type: none"> <li>Vice Dean, Faculty of Arts</li> <li>Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)</li> </ul>
	<b><u>Those who are actively participating:</u></b> <ul style="list-style-type: none"> <li>none</li> </ul>
Approval Route (Governance) (including meeting dates)	Academic Affairs Committee (October 25, 2017) Arts Executive Committee (November 2, 2017) Arts Faculty Council (November 23, 2017) GFC Academic Planning Committee (April 18, 2018)

	GFC Executive Committee (May 14, 2018) General Faculties Council (May 28, 2018) Board Learning and Discovery Committee (June 1, 2018) Board of Governors (June 15, 2018)
Final Approver	Board of Governors

**Alignment/Compliance**

Alignment with Guiding Documents	<p><i>For the Public Good</i></p> <p>GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p><i>Arts Academic Strategic Plan 2017-2022 Change for Good:</i></p> <p>Goal: We will support our people and sustain our programs by attracting and stewarding appropriate resources.</p> <p>Objective I. Secure and manage the Faculty's resources to sustain, enhance, and promote our mission, vision, and goals.</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p><b>1. Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs and more specifically to “determine all programs of study to which clause (b) does not apply that are to be offered by the university for credit toward the requirements for any degree or diploma” (28(1)(c)).</p> <p><b>2. PSLA:</b> The PSLA gives Faculty Councils power to “determine the programs of study for which the faculty is established” (29(1)(a)).</p> <p><b>3. GFC Academic Planning Committee Terms of Reference:</b> (Mandate) “8. Establishment/Termination of Academic Programs [...] b. To recommend to GFC on the termination of academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions.”</p> <p><b>4. Board Learning and Discovery Committee (BLDC) Terms of Reference:</b> “3. MANDATE OF THE COMMITTEE Except as provided in paragraph 4 hereof and in the Board's General Committee Terms of Reference, the Committee shall, in accordance with the Committee's responsibilities with powers granted under the <i>Post-Secondary Learning Act</i>, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and</p>

	<p>shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board. [...] c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters; [...] <b>4. LIMITATIONS ON DELEGATION BY THE BOARD</b> This general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 3, the Board shall make all decisions with respect to [...] b. program approvals involving the creation or abolition of a degree program (but not specializations of an existing degree).</p>
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Attachments

1. Proposal Template: Termination of the Bachelor of Music routes of Music History, School Music, and World Music (4 pages)

*Prepared by:* Rebecca Nagel, Associate Dean (Student Programs), Faculty of Arts,  
rebecca.nagel@ualberta.ca

## Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations.

### SECTION 1: PROPOSAL INFORMATION

1.1 Fill in the table below:

<b>Institution</b>	<b>University of Alberta</b>
<b>Program/specialization name</b>	<b>Music History, School Music and World Music routes</b>
<b>Credential awarded</b>	<b>Bachelor of Music (BMus)</b>
<b>Proposed effective date of termination</b>	<b>Immediate</b>

1.2 Confirm whether:

- 1.2.1  This termination proposal was preceded by a ministry-approved suspension period.  
 This termination proposal was not preceded by a ministry-approved suspension period.

1.2.1a If this proposal was preceded by a suspension, attach approval letter.

1.2.1b If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.

1.2.1c If not preceded by suspension, indicate when students were last admitted into the program/specialization.

- 1.2.2  No active students remain in the program.  
 Active program students remain in the program.

## SECTION 2: RATIONALE

**2.1** Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).

This program was

In 2013, the Dean of Arts requested suspension of low enrollment BMus routes. As you can see from the statistics included below, interest in pursuing the Music History, School Music and World Music routes of the program was minimal. The School Music route should not be confused with the combined BMus/BEEd degrees which continue to remain available.

YEAR	ROUTE		
	MUSIC HISTORY	SCHOOL MUSIC	WORLD MUSIC
2013-14	1	0	0
2012-13	0	2	0
2011-12	1	1	0
2010-11	3	1	0
2009-10	1	0	0
2008-09	0	1	0
2007-08	0	0	0
2006-07	0	1	1
2005-06	1	1	1

**2.2** Provide specific information about which internal governance body approved the termination, and provide date of approval. (Attach copy of minutes or motions.)

Faculty of Arts, Academic Affairs Committee (October 25, 2017)

Faculty of Arts, Executive Committee ( November 02, 2017)

Faculty of Arts Council ( November 23, 2017)

Academic Standards Committee

## SECTION 3: ACCESS

**3.1** Identify student access considerations and risks for Campus Alberta (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

**3.2** If this program or specialization is unique in the province, describe the consultation(s) undertaken within Campus Alberta to investigate the feasibility of program/specialization transfer.

**3.3** Describe the consultation process that occurred with students at your institution regarding this programming change.

As part of the suspension process, discussions with the Arts Students' Association (known at the time as CBAS), and the Students' Union Vice-President Academic Dustin Chelen.

The Governance process within the Faculty of Arts also included student participation:  
Academic Affairs Committee (8 undergraduate students)  
Arts Executive (4 undergraduate students)  
Arts Faculty Council (27 undergraduate students)

As part of the Termination process, discussions were held with the Arts Students' Association as well as with Students' Union Vice-Presidents Marina Bannister and Shane Scott. The Faculty of Arts governance process continues to include students at each committee level.

## **SECTION 4: IMPACT**

**4.1** Describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.

**4.2** Describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other Campus Alberta institutions.

When communicating with internal and external audiences regarding the suspension of these routes, it was also communicated that the Faculty planned to terminate the program at the appropriate time. Any pertinent audiences are, therefore, already aware that this program will be terminated.

**4.3** Describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.

Little reallocation of resources has taken place: faculty members in these areas continue to deliver courses within their expertise.



Since this is the case, classroom space, human resources and budget support have continued; however, with suspension of these routes the need to offer as many courses in each of the disciplines has decreased and has given the Department some flexibility to redistribute resources to support higher enrollment programs.

Advising resources for these routes are no longer required, and have been redirected to other students registered in the Bachelor of Music program.

### **OTHER CONSIDERATIONS**

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

### **RECOMMENDATION (FOR DEPARTMENT USE)**

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**