

Kelly A. Goonan
Assistant Professor
ORPT Program Coordinator
Outdoor Recreation in Parks and Tourism
Southern Utah University
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EDUCATION

Utah State University, Logan, UT. Ph.D. Human Dimensions of Ecosystem Science and Management. 2017.

University of Vermont, Burlington, VT. M.S. Natural Resources – Environment, Society, and Public Affairs. January 2010.

St. Lawrence University, Canton, NY. B.A. Environmental Studies, Spanish; Outdoor Studies Minor. May 2007.

TEACHING EXPERIENCE

Southern Utah University, Cedar City, UT

Assistant Professor

- HONR 1040 Introduction to Honors
- ORPT 2040 Americans in the Outdoors
- ORPT 2040-SIP Americans in the Outdoors for Semester in the Parks (Fa2016)
- ORPT 3030 Foundations of Recreation Resources Management
- ORPT 3040 Leadership in Outdoor Recreation
- ORPT 3050 Risk Management & Safety for ORPT
- ORPT 3060 Behavioral Aspects of Outdoor Recreation
- ORPT 4020 Interpretation
- ORPT 4030 Interdisciplinary Approaches to Outdoor Education
- ORPT 4500 Recreation Ecology
- ORPT 4600 Policy and Planning for Outdoor Recreation (Independent Study, two students)
- ORPT 4740 Organization and Administration for ORPT
- ORPT 4745 Organization and Administration for ORPT Lab
- ORPT 4860 Skills Practicum
- ORPT 4900 ORPT Senior Seminar

Utah State University, Logan, UT

Instructor

- ENVS 4600 Natural Resources Interpretation Fall 2013
- ENVS 3300 Recreation Resources Management (Broadcast IVC course) Fall 2013
- ENVS 2340 Natural Resources and Society Fall 2012

Teaching Assistant

- ENVS 3600 Living with Wildlife Spring 2014
- ENVS 4600/6600 Natural Resources Interpretation 2009 – 2011

University of Vermont, Burlington, VT

Teaching Assistant

- NR 240 Park and Wilderness Management 2007 – 2008

RESEARCH EXPERIENCE

Southern Utah University, Cedar City, UT

Dark Sky Quality Monitoring, Grand Staircase-Escalante National Monument March 2017 - Present

- Monitoring the conditions of natural darkness and dark skies and the impact of light pollution in Grand Staircase-Escalante National Monument, UT.

Recreation Impact Inventory, Monitoring, and Assessment on the Arizona Strip. Co-PI August 2015 – Present

- Collaborating with Dr. Briget Eastep to develop a protocol for monitoring recreation impacts on the Arizona Strip District, Bureau of Land Management. Supervising student interns conducting field work.

Satisfaction of Visitors to Southern Utah National Parks, collaborator 2015 – 2016

- Collaborated with Dr. Emmett Steed and Dr. Michael Kroff of the Management, Marketing, & Hospitality Department to conduct a survey of visitors to Southern Utah National Parks to explore the relationship between the successful Mighty 5 advertising campaign, increased park visitation, and the visitor experience.

Coalition of American Canyoneers, PI Dec. 2014 – 2015

- Collaborated with Coalition of American Canyoneers to develop and administer US canyoneering survey.

Dixie National Forest, Co-PI Nov. 2014 – Present

- Collaborating with U.S. Forest Service, Dixie National Forest to design a study to develop monitoring protocol and user survey for canyoneering activity on the Pine Valley Ranger District.

Red Cliffs Desert Reserve, collaborator Oct. 2014 – Present

- Collaborated with Dr. Briget Eastep on a project assessing recreation impacts in Red Cliffs Desert Reserve, St. George, UT.

Utah State University, Logan, UT

Acadia National Park, Research Assistant 2013 – 2014

- Conducted assessments of resource conditions on two mountain summits using GPS and GIS analysis
- Trained field staff in resource assessment methods
- Administered visitor survey to assess hiking behavior and perceptions of summit conditions
- Administered GPS units to visitors to record hiking routes and behavior
- Analyzed visitor GPS tracking data and resource condition data for Cadillac Mountain

Denali National Park and Preserve, Co-PI 2012 – 2014

- Designed and administered survey assessing visitor evaluations of resource conditions

Glacier Bay National Park and Preserve, Research Assistant 2012 – 2013

- Assisted in design and field testing of monitoring protocol for backcountry coastal campsites
- Created data dictionary for collecting campsite monitoring data in the field via GPS
- Analyzed current and historic monitoring data for interobserver accuracy and condition trends

Kenai Fjords National Park, Co-PI 2011 – 2014

- Designed and administered survey assessing visitor evaluations of resource conditions

Kenai Fjords National Park, Research Assistant 2009 – 2013

- Designed and administered visitor use survey to identify indicators and standards of quality
- Examined coastal campsite resource conditions using GPS and GIS analysis

University of Vermont, Burlington, VT

Lake Champlain, Research Assistant 2009

- Examined shoreline campsite resource conditions using GPS and GIS analysis

Northern Forest Mountain Summits, Research Assistant 2008 – 2009

- Designed and administered visitor use surveys to identify indicators and standards of quality
- Conducted assessments of resource conditions on three mountain summits using GPS and GIS analysis

RESEARCH GRANTS

2015. Recreation Impact Inventory, Monitoring and Assessment, Arizona Strip District, Arizona. \$18,000. With Dr. Briget Eastep, Co-PI. Funding from the Bureau of Land Management.

2012. Determination of Standards of Resource and Visitor Experience Conditions to Protect Sensitive Coastal Resources in Kenai Fjords National Park. \$7,427. With Dr. Christopher Monz, principal investigator. Funding from the Ocean Alaska Science and Learning Center, Pacific Ocean Parks Strategy Technical Assistance Program.

PUBLICATIONS

Peer Reviewed Journal Articles

- Kidd, A.M., Monz, C., D'Antonio, A., Manning, R.E., Reigner, N., Goonan, K.A., Jacobi, C. 2015. The effect of minimum impact education on visitor spatial behavior in parks and protected areas: An experimental investigation using GPS-based tracking. *Journal of Environmental Management*. 162: 53-62.
- Goonan, K.A., Monz, C.A., Manning, R.E., Anderson, L. 2012. An analysis of current resource conditions and visitor standards of primitive campsites along Lake Champlain. *Journal of Great Lakes Research*. 38(1): 157-166.

- Anderson, L., Manning, R.E., Monz, C.A., Goonan, K.A., Valliere, W. 2012. Indicators and standards of quality for paddling on Lake Champlain. *Journal of Great Lakes Research*. 38(1): 150-156.
- Van Riper, C. J., Manning, R. E., Monz, C.A., Goonan, K. A. 2011. Tradeoffs among resource, social, and managerial conditions on mountain summits of the Northern Forest. *Leisure Sciences*. 33(3): 228-249.
- Manning, R., Valliere, W., Anderson, L., Stanfield-McCown, R., Pettengill, P., Reigner, N., Lawson, S., Newman, P., Budruk, M., Laven, D., Hallo, J., Park, L., Bacon, J., Abbe, D., van Riper, C., Goonan, K. 2011. Defining, measuring, monitoring, and managing the sustainability of parks for outdoor recreation. *Journal of Park and Recreation Administration*. 29(3): 24-37.
- Monz, C. A., Marion, J. L., Goonan, K. A., Manning, R.E., Wimpey, J., Carr, C. 2010. Assessment and monitoring of recreation impacts and resource conditions on mountain summits: Examples from the Northern Forest, USA. *Mountain Research and Development*, 30(4) 332-343.

Refereed Articles and Book Chapters

- Goonan, K., Manning, R., van Riper, C., Monz, C. 2010. Managing recreation on mountain summits in the Northern Forest. In: Watts, C.E., and Fisher, C.L. (eds.). Proceedings of the 2009 Northeastern Recreation Research Symposium. Gen. Tech. Rep. NRS-P-66. Newton Square, PA: U.S. Department of Agriculture, Forest Service, Northern Research Station. p. 1-8.
- Goonan, K., Manning, R., Valliere, W. 2009. Research to guide trail management at Acadia National Park. In: Manning, R.E. (ed.), *Parks and People*. University Press of New England.
- Goonan, K., Manning, R., Valliere, W. 2009. Research to guide trail management at Acadia National Park. In: Klenosky, D.B., and Fisher, C.L. (eds.). Proceedings of the 2008 Northeastern Recreation Research Symposium. Gen. Tech. Rep. NRS-P-42. Newton Square, PA: U.S. Department of Agriculture, Forest Service, Northern Research Station. p. 266-274.
- Goonan, K.A., van Riper, C.J., Manning, R., Monz, C. 2007. Using science to manage Northern Forest tourism and recreation. *Adirondack Journal of Environmental Studies*, 14(2): 6.
- Goonan, K. 2007. [Review of the book *Translation Translation*]. *Cadernos de Tradução*, 19: 258-261.

Reports

- 2015. Canyoneering in the United States: 2015 Final Project Report. Coalition of American Canyoneers. Available at <http://www.americancanyoneers.org/canyoneering-research-report/>
- Goonan, K., C. Monz, B. Bruno, and T. Lewis. 2015. Recreation impact monitoring analysis and protocol development: Glacier Bay National Park. Natural Resource Report NPS/GLBA/NRR-2015/957. National Park Service, Fort Collins, CO.
- Goonan, K., Monz, C., Phillips, L. 2013. Visitor Experience and Social Science Indicators of NPS-Alaska Coastal Resources, Kenai Fjords National Park. Project Completion Report. 44pp.

- Goonan, K., Monz, C., Bruno, B. 2013. Campsite Monitoring Analysis and Protocol Development, Glacier Bay National Park. Project Completion Report. 61pp.
- Monz, C., Klasner, F., Goonan, K. 2011. Coastal Campsite Monitoring Protocol, Kenai Fjords National Park. Project Final Report. 72pp.
- Locke, D., Goonan, K., Romolini, M. 2009. A Report on Methods for Prioritizing Areas to Increase Urban Tree Canopy in New York City. 18pp.

JOURNAL ARTICLE REVIEWS

2011-2012. Landscape and Urban Planning (one article)

SCHOLARLY PRESENTATIONS

- “Beyond Condition Class: Alternative Methods for Assessing Resource Conditions on Campsites.” Northeastern Recreation Research Symposium. April 6-8, 2014. Cooperstown, NY.
- “An Integrated Approach to Coastal Backcountry Management and Monitoring at Kenai Fjords National Park, AK.” Protected Areas in a Changing World, the 2013 George Wright Society Conference on Parks, Protected Areas, and Cultural Sites. March 11-15, 2013. Denver, CO.
- “Campsite Monitoring in Kenai Fjords National Park: Protocol Development, Resource Conditions, and Current Trends.” Science in Southwest Alaska: Crossing Boundaries in a Changing Environment, the 2011 Southwest Alaska Park Science Symposium. November 2-4, 2011. Anchorage, AK.
- “Identifying Indicators of Quality for the Backcountry Visitor Experience at Kenai Fjords National Park, Alaska, USA.” Science in Southwest Alaska: Crossing Boundaries in a Changing Environment, the 2011 Southwest Alaska Park Science Symposium. November 2-4, 2011. Anchorage, AK.
- “Identifying Indicators of Quality for the Backcountry Visitor Experience at Kenai Fjords National Park, Alaska.” Rethinking Protected Areas in a Changing World, the 2011 George Wright Society Conference on Parks, Protected Areas and Cultural Sites. March 14-18, 2011. New Orleans, LA.
- “Campsite Impacts Along the Lake Champlain Paddlers’ Trail, Lake Champlain, USA.” Northeastern Recreation Research Symposium. April 11-13, 2010. Bolton Landing, NY.
- “Managing Recreation on Mountain Summits in the Northern Forest.” Northeastern Alpine Stewardship Gathering. May 29-30, 2009. Lake Placid, NY.
- “Managing Recreation on Mountain Summits in the Northern Forest.” Northeastern Recreation Research Symposium. March 29-31, 2009. Bolton Landing, NY.

- “Recreation-Related Ecological Conditions of Mountain Summits in the Northern Forest: A framework for management.” Rethinking Protected Areas in a Changing World, the 2009 George Wright Society Conference on Parks, Protected Areas and Cultural Sites. March 2-6, 2009. Portland, OR.
- “Research to Guide Trail Management at Acadia National Park.” 14th International Symposium on Society and Resource Management. June 10-14, 2008. Burlington, VT.
- “Research to Guide Trail Management at Acadia National Park.” Northeastern Recreational Research Symposium, March 30 – April 1, 2008. Bolton Landing, NY.

INVITED PRESENTATIONS

- “National Park Visitor Experience Study 2015: Preliminary Findings.” With Emmett Steed and Michael Kroff. Southern Utah Planning Authorities Committee (SUPAC) meeting in St. George, UT. 12 Jan. 2016.
- “People and Places: Research to Inform Outdoor Recreation Planning and Management.” Invited to be the speaker for the second annual **Alumni Colloquium** for the Environmental Studies Department at St. Lawrence University, Canton, NY. April 2-3, 2015.
- “You study what? Adventures of an Outdoor Researcher.” **SUU Outdoor Education Series**. April 16, 2015.

SELECTED UNIVERSITY SERVICE AND INVOLVEMENT

SUU Semester in the Parks <i>Instructing Faculty Member</i>	January 2016 – Present
SUU Convocations Committee <i>Member</i>	January 2016 – Present
Honors Faculty Council and Executive Council <i>Member</i>	August 2015 – Present
Festival of Excellence Steering Committee <i>Member</i>	August 2015 – Present
SUU Allies Steering Committee <i>Member</i>	August 2014 – Present
Outdoor Engagement Center Advisory Committee <i>Member</i>	Fall 2014 – Present

COMMUNITY SERVICE AND INVOLVEMENT

Wesley Bell Ringers , Shepherd of the Hills United Methodist Church, St. George, UT <i>Member</i>	December 2015 – Present
Nordic United , Logan, UT <i>Volunteer</i>	2011 – 2013
College of Natural Resources Graduate Student Council , Utah State University <i>Off-Campus Recreational Activities Chairperson</i>	2009 – 2013
Westminster Bell Choir , First Presbyterian Church, Logan, UT <i>Member</i>	2009 – 2014
English Language Center of Cache Valley , Logan, UT <i>Volunteer Tutor</i>	2009 – 2010
Diversity Task Force , Rubenstein School of Environment and Natural Resources <i>Member</i>	2008 – 2009
Bells of Ascension , Ascension Lutheran Church, South Burlington, VT <i>Member</i>	2008 – 2009
Faculty Search Committee , Environmental Studies Department, St. Lawrence University <i>Student Representative</i>	2006 – 2007
Spanish Writing Center , St. Lawrence University <i>Writing Tutor</i>	2006 – 2007
Center for International and Intercultural Studies , St. Lawrence University <i>Student Ambassador, Adirondack Semester and Costa Rica programs</i>	2006 – 2007
Academic Achievement Office , St. Lawrence University <i>Peer Tutor</i>	2006 – 2007
Women’s Resource Center , St. Lawrence University <i>Member/Resident</i>	2005 – 2007
Department of Education , St. Lawrence University <i>Reading and Math Tutor, Second Grade</i>	2005

RECOGNITION

- *Nominee*, “Professor of the Year” Thunderbird Award, 2015
- *Recipient*, Graduate Student Enhancement Award, 2014
- *Recipient*, College of Natural Resources Graduate Student Travel Award, 2011

- *Recipient*, Graduate Student Senate Travel Award, 2011
- *Recipient*, S.J. & Jessie E. Quinney Graduate Fellowship, 2009 – 2013
- *Recipient*, Graduate Student Award for Outstanding Research and Scholarship, Rubenstein School of Environment and Natural Resources, 2009
- *Recipient*, Graduate Student Travel Mini-Grant, 2009
- *Recipient*, Independent Student Research Grant, St. Lawrence University, 2006
- *Recipient*, William O'Brien First Year Research Prize, St. Lawrence University, 2004
- *Recipient*, University Scholarship, St. Lawrence University, 2003 – 2007

CERTIFICATIONS

Wilderness First Responder, Wilderness Medicine Training Institute. Exp. June 2019

ADDITIONAL FIELD EXPERIENCE

- *Trek Guide*, Sabattis Scout Reservation, Long Lake, NY, 2008
- *Waterfront Director*, Sabattis Scout Reservation, Long Lake, NY, 2007
- *Trek Guide*, Sabattis Scout Reservation, Long Lake, NY, 2006
- *Freshman Orientation Trip Guide*, St. Lawrence University, 2006 – 2007
- *Study abroad*, Universidad de Costa Rica, San Jose, Costa Rica, Spr. 2006
- *Participant*, Outdoor Program Guide Training, St. Lawrence University, 2004/05 academic year
- *Assistant Waterfront Director*, Sabattis Scout Reservation, Long Lake, NY, 2004 – 2005
- *Participant*, Adirondack Semester, St. Lawrence University, Fa. 2004
- *Lifeguard and Waterfront Counselor*, Sabattis Scout Reservation, Long Lake, NY, 2001 – 2003

TEACHING PHILOSOPHY

TEACHING MISSION: I will provide students with learning experiences and opportunities of the highest quality that utilize classroom approaches and field exercises while accommodating diverse student needs and learning styles.

The roots of my career in natural resources can be found in a summer job I held for nearly ten years. I was a counselor at a resident summer camp located in the heart of the Adirondack Mountains of New York State. My enthusiasm for the practice of outdoor recreation developed greatly during this time, and continued to grow as I began my undergraduate studies. During the course of my studies I was introduced to the academic field of Recreation Management and the various challenges associated with the preservation and management of wildlands. I committed myself to work to address these challenges and maintain our wildlands and the experiences and opportunities they provide. This commitment is a central theme to the approach I bring to my classes. Although I am at the beginning of my career, I am fortunate to have gained valuable experience that provides a perspective on how to approach my subject matter. Several principals guide my pedagogy:

Develop an atmosphere of shared responsibility

I consider my role to be “mentor” rather than “teacher.” As such, I strive to create a collaborative learning environment in which I facilitate an intellectual conversation among class participants. I empower students to voice their thoughts and be more intentional in their approach to learning. Classes are structured to encourage active participation and learning, and avoid passive approaches.

Balance content and process

Information and factual knowledge form a key component of any academic course. However I place significant emphasis on the process by which knowledge is gained and decisions are made. Courses are designed to develop students’ critical thinking skills. In addition, certain essential practical skills – field skills, statistics, instrumentation, etc. – are incorporated and emphasized where appropriate. Critical thinking, analysis, and field skills are essential in any contemporary environmental and natural resource field. My goal is to better prepare students to address the complex issues and decisions they will face in their professional careers.

Create experiences to inform the academic process

Courses that have provided a balance between academic and experiential components made the greatest impact on my personal intellectual development. As such, I will strive to incorporate opportunities for experiential learning that complement and enhance the academic component in all of my classes. Allowing students to develop connections with the natural world, reflect on those connections, and analyze subject matter will allow students to develop a personal environmental ethic.

Utilize multiple teaching styles

Incorporating multiple and diverse teaching styles in every class is a central component of my teaching approach. I place particular emphasis on methods that actively engage students, such as small group discussions, workshops, and student-centered discussion leadership. I employ Socratic elements and thought exercises to provoke students to examine issues critically and consider diverse perspectives. My assessment approaches are also diverse, relying on participation, examination, student self evaluation and student peer evaluation. I also provide formative evaluation to students throughout the course. I integrate appropriate technology into the classroom yet maintain the course in a manner that does not unduly rely on technology.

Create opportunities for individual research

I believe elements of individual, self-centered research are fundamental to all classes. This allows students to develop essential writing, analysis and presentation skills, as well as an opportunity to

delve deeper into a topic of their interest.

Support intellectual and personal development

My ultimate goal in teaching is to empower students' intellectual and personal development. All classes will incorporate activities and assignments that enhance critical thinking and analysis skills. I will also strive to assist students in developing skills in written and oral communication, as well as practical applied field skills where appropriate. Furthermore, I hope to facilitate students' personal development by promoting curiosity, inquiry, and the development of a personal environmental ethic.

An international student in my Fundamentals of Recreation Resources Management class, taught Fall 2013, left the following piece of feedback on his final quiz: "Dear Kelly, I just want to say thank you for teaching me well, [*sic*] as a marketing major student, at the beginning of this semester, I do [*sic*] not have much confidence on [*sic*] doing well on [*sic*] this class, however your way of teaching make [*sic*] me feel much better, [*sic*] you gave me a good taste of recreational management which I believe I will never forget, so thank you, and I will try my best to learn as much as I can." Statements like these, or the emails I receive from students – sometimes months after they have taken the course – with a link to a news story or blog post that reminded them about something we discussed in class, fuel my passion for teaching and commitment to excellence in the classroom. I hope that my efforts will spark an interest and inspire students to pursue successful careers caring for our environment and natural resources and maintaining the associated opportunities we value so deeply.

TEACHING INTERESTS

- Introductory courses in Outdoor Recreation and Environmental Studies
- Leadership in Outdoor Recreation
- Natural Resources and Society
- Recreation Resources Management
- Behavioral Aspects of Recreation
- Ecological Aspects of Recreation
- Interpretation of Cultural and Natural Resources
- Park and Wilderness Management
- Research Methods

PROGRAM OF RESEARCH

RESEARCH GOALS AND PHILOSOPHY

My overall research goal is to integrate recreation social science and recreation ecology to understand how people participating in outdoor recreation and tourism activities interact with and affect recreation resources in parks and protected areas. I seek to generate new knowledge for land managers, the outdoor recreation and tourism industries, and the general public that will allow for the continued use and enjoyment of parks and protected areas while protecting recreation resources. I will achieve this goal by advancing theory, practice, education, and communication in this field.

Specifically, my research interests are in understanding how visitors perceive and interact with recreation resources, the consequences of visitation on protected ecosystems, and managing those consequences. I am especially interested in making research findings relevant to managers and

suitable for on-the-ground application. I am also committed to improving visitor education and interpretation to help visitors to natural areas minimize their effects on recreation resources and develop a personal environmental ethic. My education, experience, and unique combination of training in both recreation social science and recreation ecology have given me a unique perspective to approach both applied and theoretical research questions.

RESEARCH INTERESTS

1. *Resource Consequences of Outdoor Recreation and Tourism*
 - a. Experimental applications of simulated recreation disturbance
 - b. Modeling the susceptibility of recreation and tourism settings to recreation disturbance

2. *Assessment Analysis of Protected Area Resources*
 - a. Survey assessments of recreation resource conditions
 - b. Examinations of related biophysical, use, and managerial factors
 - c. Spatial analysis applications and related methodological development
 - d. Improving and optimizing field assessment protocols and technology

3. *Understanding and Managing Sustainable Visitation in Parks and Protected Areas*
 - a. Biophysical and social indicators and standards in recreation and tourism settings
 - b. Application of contemporary recreation management knowledge to agency programs such as NPS Inventory and Monitoring Program
 - c. Development of decision frameworks for visitor capacity and related issues

4. *Understanding Visitor Perceptions, Norms, and Ethics*
 - a. Examinations of visitor perceptions of social, resource, and managerial conditions
 - b. Utilizing and refining normative approaches to assist in developing management standards
 - c. Exploring visitor characteristics and how they relate to evaluations of recreation resource conditions

5. *Outcome Assessment of Outdoor Education, Minimum Impact Education, and Interpretation*
 - a. Program evaluation, skill attainment, and satisfaction
 - b. Effectiveness of education and interpretation in promoting responsible behavior
 - c. Efficacy of minimum impact education and interpretation as a tool for resource management
 - d. Development, improvement, and evaluation of interpretive strategies