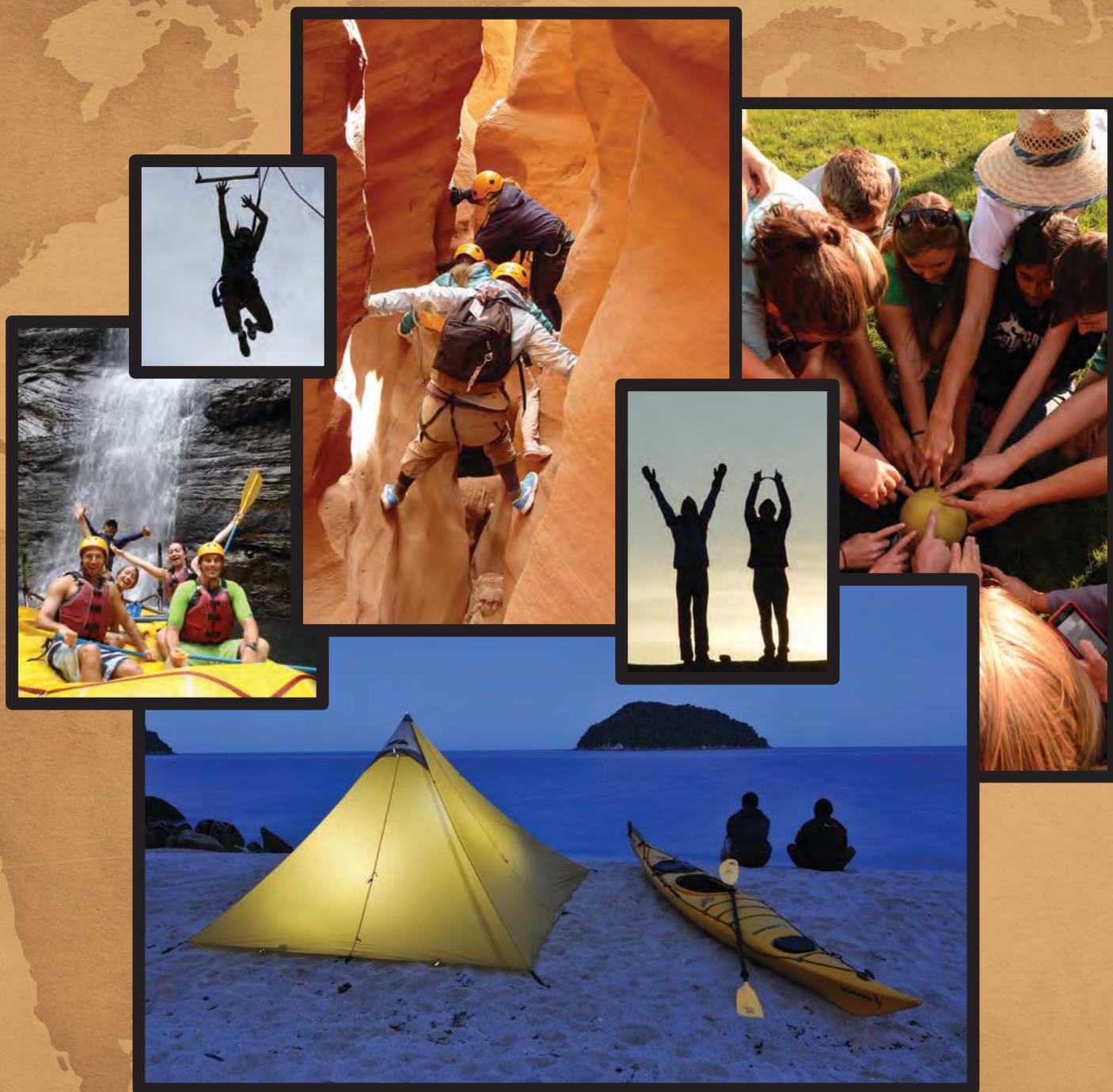


Adventure Programming and Travel for the 21st Century



Edited by
Rosemary Black and Kelly S. Bricker

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Dedications

Rosemary Black

To my parents, John and Dorothy who introduced me to the wonders of nature, the outdoors and adventurous travel. To all my friends, family and colleagues around the world who have shared life's adventures with me. Thanks to World Expeditions and Aurora Expeditions for giving me the opportunity to lead adventure treks and tours to some incredible places; to Betty Weiler who mentored and guided me through the Ph.D. adventure, and finally to Ken, my partner, who has shared many adventures, with more to come!

Kelly S. Bricker

Life is indeed an adventure and this book is dedicated to the people and places that have shaped the exploring spirit in me, and hence my enthusiasm for developing this text with an amazing group of authors and longtime friend, Rosemary Black.

My earliest recollections of adventure began with my parents and the family vacations we took as children. Some of my most vivid memories of exploration came from those summer outings, which in hindsight, were the spark that really started it all.

There were the educators and facilitators of summer camps, including memories of YMCA and Community Center Foundation Farm & Ranch camps that set the stage for travel and exploration that would last a lifetime. There are several individuals that made contributions along the way, and to whom I am truly grateful for being a part of my life: to Paige Ritterbusch for bringing me back to nature in Rochester, Illinois; to Dr. Frank Lupton, the creator of ECOEE at Western Illinois University, which brought professional application to my university experience and professional preparation as an outdoor leader; to those that taught me about the amazing water-based adventures to be had at sea, to sail, and scuba dive, thank you, Carol Johnson, Caron Shake, John Cole, and Gail Worthen; to Sam Wampler and Dr. Stuart Cottrell and all those I learned from at the Florida National High Adventure Sea Base; to the Weiters family and *Man and His Land Expeditions* and all the wonderful young people who provided the opportunity to share conservation and skills in the Caribbean; to George Wendt and O.A.R.S. for not only the provision of training as a whitewater guide, but for teaching me the value of commercial guiding and the role tourism can play in conservation; to John Yost & Richard Bangs of Sobek Expeditions, who took a chance on two young explorers, by giving my husband and I the chance to see the world and guide in some of the most remarkable places on this earth; to John Tichenor, who taught me to think outside the box and move adventure travel to new heights; to Professor Deb Kerstetter who helped me through the adventure of a Ph.D. and research projects in adventurous places; and finally to the person with whom I have shared more adventures than any, my husband Nate, who continues to provide support and a gentle reminder that we must live each and every day to the fullest extent possible . . . it is always now!

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Foreword

Take Me to the River

by Richard Bangs

My first “adventure” . . .

My father never really cared much for the outdoors. He preferred a cozy chair and a fat book, a night at the movies, maybe a ball game on TV, certainly restaurant food. But one weekend when I was a small boy he took me camping. I don't remember where he took me, but it was by a river, a swift-flowing stream, clear and crisp. I have a faint memory now that my dad had a difficult time setting up the tent, but somehow worked it out and he was proud of the task. With some soda pop and our fishing poles, we went down to the river to have one of those seminal father-son bonding experiences.

The air told me first that we were someplace special. It whooshed, delivering the cool message of a fast river on a hot summer day. Then a muffled sound came from behind, back at camp, and we turned around and could see through the trees that the tent had collapsed. My dad said something under his breath and started up the hill, then turned back to me and said, “Don't go in the river!”

They were the wrong words.

At first I put my hand in the water to swish it around and was fascinated by the vitality, the power that coursed through my arm, into my chest, and up into my brain. I looked in the middle of the stream, where tiny waves burst into a million gems and then disappeared. It was magic, pure magic. I stepped into the river to my waist and felt the water wrap around and hug me and then tug at me like a dog pulling a blanket. Another step and the water reached my chest and pulled me down wholly into its vigorous embrace. I was being washed downstream.

Effortlessly, the current was carrying me away from confinement, toward new and unknown adventures. I looked down and watched as a color wheel of pebbles passed beneath me like a cascade of hard candy. After a few seconds I kicked my way to shore perhaps a hundred yards downstream. When I crawled back to land I had changed. My little trip down the river had



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been the most exhilarating experience of my life. I felt charged with energy, giddy, cleansed, and fresh, more alive than I could remember. I practically skipped back to the fishing poles and sat down with a whole new attitude, and secret.

When my father came back, he never noticed anything different. And I didn't volunteer anything. The August sun had dried my shorts and hair, and I was holding my pole as though it had grown as an extension of my arm since he left. Only my smile was different—larger, knowing. I grew in that little trip, like corn in the night.

Adventure . . .

Once a province of the improbable, "adventure travel" was something seen in the pages of National Geographic, not available to the average Jane or Joe. The only adventure travel on Main Street was when a well-planned vacation went wrong. Then the likes of Edmund Hillary, Tenzing Norgay, Jacques Cousteau, Thor Heyerdahl, and others of that ilk changed it all by showing it was possible, accessible, and with enough passion, practice and will, it could be undertaken, and relished. I was a beneficiary of these pioneers, and

enjoyed the confluence of airline deregulation, political borders smoking away, and a period of relative affluence, which allowed a new generation to seek and delight in adventure travel. I started Sobek (www.mtsobek.com) at this magical intersection, and, with alacrity, began to chronicle our explorations. What a magnificent ride it has been. What, then, is contemporary adventure travel? It has a broad sweep, as it really includes any experience that stretches the legs, the arms, the spirit, the mind in the course of a journey. Rather than horizontal tourism, in which the traveller often returns burned and spent, this is dynamic, interactive travel, with forward momentum, returning the traveller fitter and with a deeper understanding of the world and ourselves. So, that means anything from an extreme climb to a safari to a Himalayan trek to a cruise to the Galapagos to a hike down the local creek, to, dare I say, a stimulating travel read on a website or in a book.

Careers . . .

I started my career in my late teens as a river guide on the Colorado River through the Grand Canyon. Then, I decided to take what I learned to Ethiopia, to make the first descents of a number of rivers that fall off the Abyssinian Plateau, including the Omo and the

Grand Canyon River Guides, circa 1970. From right to left in back: Tom Cromer, Pete Reznick, John Yost, Steve Bledsoe, Perry Owens (deceased). In the front kneeling: Richard Bangs



Blue Nile. We called our little adventure Sobek Expeditions, after the ancient crocodile god worshiped along the Nile, hoping he might look kindly upon us and grant us safe passage. For the most part, it worked, and we went on to explore wild rivers around the world, from the Yangtze to the Zambezi to the Euphrates to many others. Which is a favorite? That's like asking a Dad his favorite child . . . They are all different, and all wonderful and talented.

(Source: Excerpts from R. Bangs, in S. Hendricks interview: http://www.purelifeexperiences.com/014_2.html#.U55MBtgU-DU)

Thoughts on Adventure in the 21st Century . . .

This textbook is a new breath of wind, the cool spindrift from a waterfall of wisdom, a wonderfully exciting introduction into the world of adventure...so for those with the ambition to absorb, and perhaps pursue adventure as a profession, welcome to a realm of depth, abundance, and hue. Once immersed, you will likely be lettering your own journeys one day! This kingdom is one of boundless prospects for those questing a career in adventure—whether in programming for those with physical or mental challenges, or leading youth through the wilderness, or starting your

own adventure travel enterprise, there is a profound vitality and a life force that seems genetically imprinted into this field. If, in the ledger of life's accounting, you tally the soul, the spirit, the wonder and the gratification, then this is the richest pursuit of all.

So enter herein the realm of adventure, with an open heart, a font of curiosity, and of course a keenness to turn the unknown corners around which some brilliant treasures await.

See you downstream!

Richard Bangs,
Peer of the Realm
White Nile Media

On the banks of the Zanskar River, Ladakh (Little Tibet), September, 2012: Three Adventure Amigos! Left to Right: George Wendt, Founder O.A.R.S.; Richard Bangs, Founder Sobek; John Yost, Founder Sobek.



Author Biographies

Dr. Tina M. Aldrich

Dr. Tina Aldrich was an assistant professor in the Department of Recreation and Leisure Studies at Virginia Wesleyan College before passing away in late 2014. Her experience of over 20 years in the field seasoned her in government recreation, campus recreation, administration, and outdoor leadership. She was the past chair of the Recreation Leisure Section of Virginia Association of Health, Physical Education, Recreation, and Dance (VAHPERD) and made numerous presentations at state and national professional conferences. She received a B.S. in Physical Education from Keene State College, an M.S. in Adult Education from the University of Southern Maine, and an Ed.D. in Recreation from The University of Arkansas. She spent 12 years in Maine teaching and administering campus recreation, outdoor skills, leadership and outdoor ethics at the University of Southern Maine, Outward Bound and the L. L. Bean Outdoor Discovery School.

Dr. Sigmund Andersen

Assistant Professor Sigmund Andersen works at UIT—Arctic University of Norway, campus Longyearbyen (78° North). His research concentrates on learning and experience in nature and he is the program coordinator for the study program Arctic Nature Guide. He teaches outdoor skills and tour guiding. Sigmund is an International Mountain Guide and is a member of the Nortind board, Norway's representative for International Federation of Mountain Guides Association. He has 15 years of experience as a mountain guide in Norway and Svalbard and he is an enthusiastic backcountry skier and climber.

Dr. Elizabeth Andre

Elizabeth K. Andre is an Assistant Professor of Outdoor Education at Northland College in Ashland, Wisconsin. She instructs courses in Group Process & Leadership, Wilderness Instructor Training, Teaching Techniques, Accident Theory, and various technical skills including whitewater canoeing, coastal kayaking, climbing, dogsledding and cross-country ski expeditioning. She is a former President of the Association of Outdoor Recreation and Education, has instructed over 1000 days with Outward Bound and the Wild Rockies Field Institute, and was the Education Coordinator on National Geographic Explorer Will Steger's 2007 Baffin Island expedition.

Dr. Aram Attarian

Aram Attarian has been involved in adventure education and outdoor leadership for over 35 years. He is currently an Associate Professor in the Department of Parks, Recreation and Tourism Management at North Carolina State University, Raleigh, North Carolina. His teaching and research focuses on outdoor leadership, adventure recreation, climbing resource education and management, and visitor safety. He co-edited *Technical skills for Adventure Programming* (2009) and recently published *Risk Management in Outdoor and Adventure Programs: Scenarios of Accidents, Incidents, & Misadventures* (2012). He is currently a member of the North Carolina Outward Bound Board of Directors where he chairs the Safety Committee. He enjoys climbing, hiking, and spending time outdoors.

Sue Badyari

Sue Badyari is CEO of World Expeditions an adventure travel company that was formed in Australia in 1975 catering to individuals and groups who enjoy trekking, cycling, mountaineering and cultural tourism. Sue has been with World Expeditions for over 20 years and is an enthusiastic advocate for innovative adventure travel underpinned by responsible tourism practice. She has been the driving force behind the company's Community Project Travel division, as well as the innovator of new brands as the market place has become more sophisticated, developing products for different segments of the market with the creation of UTracks, World Youth Adventures, Huma Charity Challenge and very recently, Yomads Travel. Sue is passionate about mountain environments and giving back to the communities who live among them.

Dr. Sarah Banks

Sarah K. Banks, Ph.D., is an Associate Professor of Recreation and Sport Management in the Department of Kinesiology, Recreation and Sport Studies at Coastal Carolina University. She completed her master's and doctoral degrees at North Carolina State University. Her teaching and research areas include sustainable recreation management, ecotourism, sport tourism and recreation facility design. Dr. Banks has presented and published extensively on the link between the perceptions of community members and visitors towards tourism and resource management and sustainable tourism practices. Recently, she has focused on the role of education and interpretation in influencing user's attitudes towards outdoor recreation resources.

Christina Beckmann

Christina Beckmann has 20 years consulting and research experience focusing on economic development and entrepreneurship. Since 2004 she has specialized in the adventure tourism industry and now leads the AdventureEDU program for the Adventure Travel Trade Association. Prior to joining the ATTA Christina consulted with government tourism ministries to develop adventure tourism market growth plans. In 2008 Christina initiated the Adventure Tourism Development Index, drawing together key partners to raise awareness for the adventure industry and promote its sustainable development. She holds a B.A. in Communication from Cornell University, and an MBA in Entrepreneurship from American University. Originally from Alaska, Christina now lives with her family in San Francisco, California.

Dr. Andrew G. Bentley

Andrew has a wide range of professional training and experience in the areas of Adventure Education, Park and Recreation Management, and Natural Resource Conservation. His background includes a Ph.D. in Conservation Social Sciences from the University of Idaho and an M.S. in Outdoor Recreation from Indiana University. Prior to working as Assistant Professor of Adventure Education at Green Mountain College, he obtained extensive field experience as an Outward Bound instructor, whitewater river guide, and challenge course manager. When his is not teaching, he loves to mountain bike, ski or float whitewater rivers of all kinds.

Dr. Carol Birrell

Carol Birrell is an artist, writer and academic exploring the interaction between an Indigenous and Western sense of place. She is currently teaching Social Ecology at the University of Western Sydney. Her earth-based arts practice for the last 14 years, called 'ecopoiesis', draws together movement, painting, photography, environmental sculpture and poetry, along with Indigenous understandings as a base for ecological writing and exploring ecological identity. At present, she is writing a book on the life and teachings of distinguished Aboriginal Yuin Lawman and Elder Max Dulumunmun Harrison and developing research in the field of eco-pedagogies.

Dr. Laura W. Black

Laura Black is an Associate Professor of Communication Studies at Ohio University. She is the current editor for the *Journal of Public Deliberation* and Vice Chair of the National Communication Association's Group Communication division. Her research examines group communication with a specific focus on public dialogue, facilitation, and disagreement. Her work has appeared in numerous book chapters and in journals such as the *Journal of*
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Applied Communication Research and *Small Group Research*. She also has professional experience leading outdoor trips, teaching rock climbing, facilitating team-building initiatives, and training staff on high and low ropes courses.

Dr. Rosemary Black

Rosemary Black is an Associate Professor at Charles Sturt University. Her teaching and research interests focus on tour guiding, ecotourism, environmental interpretation, adventure tourism, outdoor recreation and social dimensions of natural resource management. Most of her research is applied and is undertaken in partnership with industry associations, protected-area managers, and communities. Prior to being an academic, Rosemary worked in the fields of adventure tourism, protected area management, and recreation planning. She serves on the boards of Guiding Organisations Australia and Interpretation Australia.

Bob Blair

Bob Blair has spent his adult life involved in developing outdoor experiences and products. This has included selling and building ropes courses, fitness trails, climbing programs, whitewater, x-country skiing centers, specialty retailing outdoor equipment, leadership and executive training, watercraft, and now Stand up Paddleboards as founder of Speedboard USA. He brings an entrepreneur attitude to everything he does and has spent much time considering how to brand, market, sell, and sustain the business end of the outdoor world.

Dr. Andrew J. Bobliya

Andrew J. Bobilya serves as an Associate Professor of Parks and Recreation Management at Western Carolina University. Andrew formerly served as Department Co-Chair and Associate Professor of Outdoor Education at Montreat College for 9 years. He has extensive experience as a field instructor, trainer, and program coordinator for various outdoor and adventure education programs. He is also an active researcher, author and presenter on topics ranging from spirituality and experiential education to autonomous student experiences in outdoor and adventure programming. Dr. Bobilya serves as the current Editor in Chief of the *Journal of Outdoor Recreation, Education and Leadership (JOREL)*.

Dr. Mary Breunig

Mary Breunig is an Associate Professor of Recreation and Leisure studies at Brock University, Canada and past president of the Association for Experiential Education. Her scholarship focuses on social and environmental justice in outdoor experiential education and Freirian praxis. Mary is co-author of *Outdoor*

Leadership Theory and Practice and other volumes. Full papers can be accessed at marybreunig.com. Mary is a research consultant and former Outward Bound instructor and a National Outdoor Leadership School instructor. She is both an outdoor enthusiast and urban flaneur.

Dr. Kelly S. Bricker

Kelly Bricker is a Professor and Interim Chair in the Department of Parks, Recreation, and Tourism at the University of Utah, specializing in nature-based tourism and recreation. She has research/teaching interests in ecotourism, sense of place, resource management, and environmental and social impacts of tourism. She has conducted research on certification, tourism and quality of life, heritage tourism, social impacts of tourism, and impacts on natural resource tourism environments. Since 1982, Kelly has worked in ecotourism and adventure programs such as the Florida High Adventure Sea Base, Sobek Expeditions, World Heritage Travel Group, and Rivers Fiji. She serves on the boards of The International Ecotourism Society and Global Sustainable Tourism Council.

Nathan G. Bricker

Nate Bricker received his Master of Science degree from West Virginia University in Parks and Recreation. Nate is responsible for coordinating the University of Utah's Experiential Learning and Outdoor Recreation Education Program (U-EXPLORE). Nate has over 30 years of experience in international travel, adventure guiding, and programming experience. With his wife, Kelly, Nate also co-owns and operates Rivers Fiji in the South Pacific. Nate served formerly as the general manager of O.A.R.S., one of the United States premiere adventure companies located in Angels Camp, California.

Dr. Mike Brown

Mike Brown is a Senior Lecturer in the Faculty of Education, The University of Waikato, New Zealand. He is co-author of *A Pedagogy of Place: Outdoor Education for a Changing World* (2011) and Editor of the NZ Journal of Outdoor Education. His research interests include outdoor education pedagogy, place, and human interactions with the sea. He has worked in the outdoors in New Zealand, The United Kingdom and Australia. He worked with Brian Wattchow at Monash University from 2002–2004. He is an occasional sea kayaker, poor telemark skier, and passionate sailor.

Dr. Matthew Brownlee

Matthew Brownlee is an Assistant Professor in the Department of Parks, Recreation, and Tourism at the University of Utah and

coordinates the Natural Resources Recreation Planning and Management emphasis area. Dr. Brownlee's interdisciplinary research links outdoor recreation and resource management, and provides information to help park and protected area managers plan for, monitor, and evaluate visitor experiences. He uses visitor surveys, GPS visitor tracking, counters, and photographic methods to help managers evaluate visitors' 1) on-site behaviors, motivations and benefits, 2) perceptions of environmental conditions, including climate change related impacts, and 3) park crowding and carrying capacities. Dr. Brownlee's research generally incorporates student learning and addresses a pertinent management need in addition to unanswered academic questions.

Dr. Sandro Carnicelli-Filho

Sandro Carnicelli is a Lecturer in Events Management at the University of the West of Scotland and his main academic interests are: sport tourism, adventure tourism, serious leisure, volunteering and emotional labour. Sandro has published articles in international journals, including *Annals of Tourism Research*, *Tourism Management*, and *Annals of Leisure Research and World Leisure*. He is a member of the ABRATUR (International Academy for the Development of Tourism Research in Brazil), a member of the Advisory Board of the Annals of Leisure Research, and he is also on the Executive Board of the Leisure Studies Association.

Dr. Cathryn Carpenter

Working in the outdoors since 1981, Cathryn has facilitated experiences and programs at secondary and tertiary educational institutions while maintaining her personal adventures in telemark skiing, sea kayaking, and photography. Actively contributing and leading professional organisations to support people working in outdoor environments, Cathryn is a past Chair of both the Victorian Outdoor Education Association and the Adventure Therapy International Committee. Her Ph.D. analyzed practices within a Bush Adventure Therapy program through a sociological, health, and well-being lens. Cathryn is currently developing international curriculum in Youth Work at Victoria University in Australia.

Dr. Joshua Carroll

Joshua Carroll is an Assistant Professor of tourism at Radford University in the Department of Recreation, Parks, and Tourism. His teaching and research focus on sustainable, nature-based tourism and how this can be used as a pathway toward positive community and economic development as well as ecological integrity. He has worked on many projects with agencies and organizations such as the National Park Service, Bahamian National Trust, U.S. Forest Service, various beach communities, and river

systems. His work has made valuable contributions in several locations such as New England, California, Colorado, and Alaska.

John Cederquist

John Cederquist is retired from a career in outdoor education at the University of Utah, where he coordinated a vibrant program of adventure-based classes. He believes in positive experiences that build self-efficacy, learning in an atmosphere of mutual respect, and in promoting care for our remaining wild lands and waters.

Jeff Clapp

Back in the 1970's Jeff attended Ohio's Denison University and then served in a Recon unit in the USMC. Later, after getting his graduate degree in business at the American Graduate School of International Management, he worked for large food companies as a marketing manager in Los Angeles. After a decade of "big business," Jeff decided to do something on his own and helped found Rockreation Sport Climbing Centers. Jeff has been in the indoor climbing business for 22 years and is currently building a new facility, "The Refuge," in Las Vegas. He and his wife spend as much time as they can in Moab, where they explore Canyonlands in their off-time.

Greg Corio

Greg Corio, M.S., is the director of Adventure WV, an outdoor program at West Virginia University in Morgantown, W.Va. The program developed from Corio's graduate work. That project focused on creating an outdoor orientation program that addressed students' transition to college through experiential outdoor education and adventure experiences. The program has grown to include leadership and adventure travel experiences for students at all levels in college at WVU. Corio's creativity also gave way to an earlier development. In 1999 he invented an artificial ice-climbing wall and sold the product to Entre Prise. Greg has also worked in adventure tourism where he was able to use his business management education, a degree he almost completed before changing his major to Recreation, Parks and Tourism Resources and earning his undergraduate and graduate degrees at WVU. He also holds an associate's degree in Adventure Sports Management from Garrett College.

Dr. Stuart Cottrell

Stuart Cottrell is an Associate Professor at Colorado State University (CSU) where he serves as the Academic Coordinator of the Master of Tourism Management and coordinator of the undergraduate concentration in Global Tourism. At CSU, he teaches courses in ecotourism, sustainable tourism development, and tourism research. His research focus includes sustainable tourism
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development, travel and tourism behavior, visitor impact management, and public perceptions of mountain pine beetle impacts on natural resources and water quality. Stu's passion is sailing. Early in his career, Stu was Program Director of the Florida National High Adventure Sea Base, a marine aquatic program with the Boy Scouts of America in the Florida Keys. He has also run his own sailing charters as a business owner.

Dr. Brad Daniel

Brad Daniel is Professor of Environmental Studies, Environmental Education and Outdoor Education at Montreat College. He holds an M.S. in Outdoor Teacher Education from Northern Illinois University and a Ph.D. in Environmental Studies from Antioch University. Brad has led multiple, extended wilderness expeditions. Dr. Daniel's research interests include Significant Life Experiences, autonomous student experiences, and spiritual development through wilderness expedition participation. He is an active author and presenter at regional, national, and international conferences.

Dr. Simon Darcy

Simon Darcy is a Professor at the Business School, University of Technology Sydney. He is an interdisciplinary researcher with expertise in developing inclusive organisational approaches for diversity groups. His research has spanned a variety of contexts including sport, tourism, events, volunteers, transport, the built environment, and disability services. His research and industry collaboration on accessible tourism has been recognized as outstanding through the World Leisure Organization's Innovation Prize and the United Nations World Tourism Organization forthcoming publication on best practice. Simon is actively involved in changing business, government, and the not-for-profit sectors practice through implementing the outcomes of his research.

Samantha Dear

Sam earned an Honours Degree in Outdoor Recreation, Parks and Tourism and B.A. in Geography from Lakehead University in 2005. Following volunteer and travel experiences in Haiti, Southern China and Tibet she became increasingly interested in issues related to international development. To fuel this interest Sam returned to school to earn a postgraduate certificate in International Project Management from Humber College in Toronto. After some time in the field, Sam earned a master's degree from Department of Recreation and Leisure Studies at Brock University. Her research revolved around exploring Reciprocity in International Service Learning Programs. This research was put into practice through co-developing and instructing an

international field experience in rural Cuba for Brock University students. Today Sam continues to bridge international travel and outdoors education through her role as Associate Director at ALIVE Outdoors, a Toronto based Outdoor Experiential Education Company.

Dr. Maureen Dougherty

Maureen is currently on a leave of absence from Frostburg State University as a Visiting Professor for The Community College of Baltimore County's Recreation, Parks & Tourism Program working to revive and update its academic program. Maureen received a B.S. in Commercial Recreation from Shepherd College, an M.S. in Higher Education Administration from The University of South Carolina and a Ph.D. from West Virginia University. Maureen has conducted numerous team development workshops on and off challenge courses for numerous colleges, corporations and nonprofit groups. She resides in Frederick, MD with her husband, John Nissel and two children, Maddie and Bryce.

Dr. Matthew Duerden

Mat Duerden received a Ph.D. in Recreation, Park and Tourism Sciences from Texas A&M University and an M.S. in Youth and Family Recreation from Brigham Young University. He is an Assistant Professor of Recreation Management at Brigham Young University. Prior to his appointment at BYU Mat served as Coordinator of A&M's Youth Development Initiative (www.ydi.tamu.edu). His research focuses on experience management and youth development with specific interests in program evaluation and outdoor recreation. Mat's publications have appeared in a variety of journals including *Leisure Sciences*, *Journal of Environmental Psychology*, *Journal of Adolescent Research*, and *Journal of Leisure Research*.

Dr. Daniel Dustin

Dan Dustin is a Professor in the Department of Parks, Recreation, and Tourism at the University of Utah. He specializes in national park policy, wilderness policy, and environmental ethics. Among his many published works are *The Wilderness Within: Reflections on Leisure and Life*; *Nature and the Human Spirit: Toward an Expanded Land Management Ethic*; and *Stewards of Access/Custodians of Choice: A Philosophical Foundation for Parks, Recreation, and Tourism*.

Dr. Paul Eagles

Paul F. J. Eagles is a Professor at the University of Waterloo in Canada, with an appointment to Environmental Science at Murdoch University in Australia. He is a Planner, specializing in environmental planning. Over a span of 40 years Dr. Eagles has

worked on a wide variety of planning and management projects, with an especially strong emphasis on nature-based tourism in parks and protected areas. He has worked on various aspects of park tourism policy, planning, and management in over 30 countries.

Ayako Ezaki

Ayako is currently Managing Partner at TrainingAid in Germany. She was the Editor of Your Travel Choice Blog and Director of Communications for The International Ecotourism Society from 2007–2013. Prior to that she held the position of Asia Pacific Coordinator for the International Ecotourism Society.

Dr. Nate Furman

Nate's love for outdoor recreation has taken him around the globe, from climbing trips to Greenland, Patagonia, and Alaska to bicycle tours in the Swiss Alps and Southeast Asia. His passion for the outdoors led him to earn a Ph.D. in Parks, Recreation, and Tourism at the University of Utah, where he learned precisely why outdoor recreation is such an amazing preoccupation—in short, it's because it leads to self-determined actions and identity formation while developing positive place attachments and inspiring environmentally responsible behaviors. When asked about where his favorite places to climb, Nate said, "Anywhere I can be hanging off a hand-jam, placing a number two Camelot, and see nothing but granite and glacier below my heels." Nate is an Assistant Professor/Lecturer at the University of Utah's Parks, Recreation, and Tourism program and the co-coordinator of the U-EXPLORE program where he pursues research projects in learning transfer and attention restoration. He guides for the School for International Expedition Training and the American Alpine Institute.

Kelly Galaski

Kelly Galaski's work with Planeterra has evolved over 5 years from a range of activities including marketing, communications, and international partnership coordination, to managing Planeterra's Latin America program and internal operations. As Planeterra's program and operations manager for Latin America and technical director for our three-year initiative with the multilateral investment fund "FOMIN," Kelly works with the Central and South America field managers and local partners to develop projects in some of G Adventures' most important destinations in the region. Kelly has a Master in Environmental Studies with a focus on sustainability strategies for business and tourism for community development. Her major research involved working with the residents of southern Costa Rica on a community-based tourism (CBT) assessment and planning process, which gave her insight into the challenges, benefits, and opportunities created by CBT.

Dr. Michael Gassner

Michael Gassner is Program Lead for the Tourism and Outdoor Leadership Program at Oregon State University-Cascades, Bend, Oregon and Honorary Assistant Professor, with Hong Kong University. He teaches and conducts research in the area of Outdoor Recreation, Outdoor Adventure Education and Outdoor Leadership. His specific research interests are the long-term benefits of outdoor adventure programs and the history of outdoor adventure education programs in Asia and Southeast Asia. He teaches courses in outdoor and adventure education, experiential education, nature and the human experience, ethics, and risk management. He has been involved with outdoor adventure education programs for over 22 years and has lived and worked in the USA, Sabah, East Malaysia, and Hong Kong as well as travelled extensively in Asia and Southeast Asia.

Adam Gohn

Adam Gohn is passionate about outdoor leadership and environmental ethics. He enjoys cycling, fishing, and camping. Academically, Adam is interested in human interactions with the environment, leadership, and sustainable business practices. Adam has extensive leadership experience in civic organizations, academic organizations, and as a former Outings Chair of his local Sierra Club. Adam is a practicing attorney and holds a B.A. (Philosophy), B.S. (Outdoor Recreation), and J.D. (Law). Adam is a member of Omicron Delta Kappa and Phi Delta Phi.

Dr. Tonia Gray

Associate Professor Tonia Gray is a Senior Researcher in the Centre for Educational Research at the University of Western Sydney and the coordinator of the postgraduate sustainability theme. Her research interests include eco-pedagogy, human-nature relationships, and reflection and experiential learning in a variety of educational settings. No longer directly involved in designing or implementing outdoor expeditions at the coalface, Tonia remains committed to infusing nature-based philosophies and experiences into mainstream educational practices.

Dr. Ulrike Gretzel

Ulrike Gretzel is a Professor of Tourism in the UQ Business School, University of Queensland, Australia and a member of the Smart Tourism Research Centre at Kyung Hee University, South Korea. She received her Ph.D. in Communications from the University of Illinois at Urbana-Champaign. Her research focuses on technology use in tourism, with an emphasis on social media, both from organizational as well as consumer perspectives, and the design of intelligent systems, in particular recommender systems. Her research has been published in major tourism and

eCommerce journals. She has also co-authored and co-edited several books related to technology in tourism.

Dr. Nevin Harper

Since 1991, Nevin has been combining his passions for wilderness travel, experiential learning, and group development and has been instrumental in the growth and articulation of adventure therapy practice in Canada. Nevin holds a Ph.D. in Education with a focus on adolescent wilderness therapy, a Master's Degree in Leadership and remains a qualified trainer and leader in the outdoor adventure industry. He is also a member of the Adventure Therapy International Committee, founder of the Canadian Adventure Therapy Symposium, Chair of Sport Education at Camosun College, and the National Research Coordinator for Outward Bound Canada.

Dr. Susan Houge Mackenzie

Susan Houge Mackenzie is an Assistant Professor in the Recreation, Parks, & Tourism department at Cal Poly San Luis Obispo. She received her B.A. in Psychology from Pomona College and her Ph.D. from the University of Otago (New Zealand). Her doctoral studies focused on sport psychology theories as applied to adventure recreation and tourism. She has taught courses in Adventure Tourism Management, Outdoor Education and Adventure Recreation, and conducted research on psychological aspects of adventure. Her research focuses on positive psychology theories and often incorporates head-mounted video cameras to study individual adventure experiences as they unfold. Her research is grounded in the belief that engaging in outdoor physical activity is essential to health and mental well-being, and can provide a profound sense of meaning and purpose to everyday life.

Dr. Tom Holman

Tom Holman teaches recreation courses in the Department of Health, Human Performance & Recreation at Southeast Missouri State University that are part of the Outdoor Adventure Leadership Program. Tom is passionate about giving students experiential learning opportunities in and out of the classroom. He has been teaching and leading outdoor adventure for more than 20 years. He has 5 years teaching experience in the public classroom and is a certified instructor with the National Outdoor Leadership School (NOLS). He also has his certification as a NOLS Risk Manager, Wilderness First Responder (WFR) and Leave No Trace Master Educator (LNT). Dr. Holman also serves as the liaison to the Council of Regional Chairs for the Heartland Region of the Association of Experiential Education (AEE). His research interests are directed towards trends and issues in outdoor adventure education.

Jeremy Housekeeper

Jeremy Housekeeper is Groups and Military Program Manager at the National Ability Center, Park City, Utah. During an internship with the National Ability Center, Jeremy developed a passion for providing adaptive recreation for individuals of all abilities. Following this internship he received clinical supervision at the University of Utah Neuropsychiatric Institute and the George E. Whalen Veterans Administration Medical Center. Jeremy returned to the National Ability Center as a graduate with a Therapeutic Recreation degree and Undergraduate Research Scholar Designation from the College of Health at the University of Utah. In 2013 Jeremy presented on successful collaboration between Government and not-for-profit entities at the annual Paralympic Leadership Conference and has acted as a representative at multiple Wounded Warrior Project Providers Summits.

Emily Hughes

Emily Hughes Corio joined the WVU Perley Isaac Reed School of Journalism full time in August 2011 and teaches courses in reporting and producing. She has been a leader on the Adventure WV J-School program during its first year and in 2012. She also taught the complimentary fall orientation course in 2012. Corio spent a decade working in journalism. She was Assistant News Director for the statewide public television and radio network in West Virginia. Corio reported and produced stories multiple platforms, including award-winning pieces on environmental issues and breaking news. She was awarded a Knight Center for Environmental Journalism Fellowship in 2008 and traveled to Alaska to study impacts of climate change. Corio graduated from the University of North Carolina in Greensboro in 2001 and received her Master of Science in Journalism from WVU in 2009. She researched community radio news for her master's project and developed a reporter training manual that the National Association of Community Broadcasters made available to community radio stations nationwide.

Dr. Jay Johnson

Jay Johnson is an Associate Professor in the Department of Kinesiology and Recreation Management University of Manitoba. Jay's current interdisciplinary research explores child labour issues and body fascism, doping knowledge of elite female triathletes, the impact of climatic change on our physical experiences and the interface of sport, physical activity, the body and the environment. He has published extensively in international journals on issues examining the influence of sex, level of competition, sport type, athletic identity, and social norms on hazing and initiations and co-edited *Making the Team: Inside the World of Sport Initiations and Hazing*. Jay is a former wrestler and hockey player who can
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now occasionally be seen on a triathlon course as either a coach or a participant. He is an avid cyclist who is keen to make opportunities available for all to tap into the joy of being on two wheels.

Jeremy Jostad

Jeremy Jostad is a Ph.D. candidate in the Parks, Recreation, and Tourism Department at the University of Utah. His current research interests focus on the development of small groups within the context of outdoor adventure education experiences. Much of his research has looked at the social development of expedition-based courses with the National Outdoor Leadership School (NOLS). Jeremy is also a NOLS instructor and leads mainly river and hiking courses. In his free time he prefers to be in the mountains with close friends or his wife, either whitewater kayaking, hiking, mountain biking, or skiing.

Abdul Kahlid

Abdul Kahlid is Assistant Director (Academic) at the School of Sports, Health & Leisure, Republic Polytechnic, Singapore. He started the Diploma in Outdoor and Adventure Learning and Specialist Diploma in Outdoor and Adventure Learning, that are the only programs in Singapore that provide the formal education and training for people seeking to work as outdoor educators. He teaches Adventure Education and Leisure Planning and Programming. He also supervises students in their Project module, which is aligned with the research themes of the Experiential Learning Research Centre (ELRC). He is currently a Doctoral candidate pursuing the Doctor of Education at University of Edinburgh. His research interests are centered on the cultural applications and perceptions of outdoor education in Singapore. He has been involved in outdoor and adventure programs for over 20 years in Singapore and many parts of the world. Contact: abdul_kahlid@rp.edu.sg

Kenneth R. Kalisch

Kenneth R. Kalisch has over 35 years of experience in outdoor and adventure education as a professor, field instructor, program manager, author and researcher. He authored the foundational text *The Role of the Instructor in the Outward Bound Process*, which is still used in academic classes and field staff trainings throughout the world. Ken currently coordinates the Outdoor Ministry undergraduate degree and teaches in the Outdoor Education and Outdoor Ministry degree programs at Montreat College.

Dr. Douglas Kennedy

Doug Kennedy received a B.S. from the University of Delaware, M.S.Ed. from Southern Illinois University, and an Ed.D. from Temple University. He has twice been the recipient of the

College's Samuel Nelson Gray Distinguished teaching Award. He has also received the Fellows Award from the Virginia Recreation and Park Society, as well as the Outstanding Alumnus award from Southern Illinois University. His professional service has included serving as President of the Virginia Recreation and Park Society, Chair of the National Council on Accreditation, leadership of two educational delegations to Uzbekistan, and more than 100 presentations at conferences and symposia. His book, *History of Recreation*, was recently published and he is currently writing an analysis of Campus Recreation.

Abdul Samad Khan

Samad is the founder CEO of Youth Impact, a not-for-profit company that specializes in wilderness based youth leadership development programs in Pakistan. Samad considers youth empowerment as a purpose to live—that keeps him helping young people discover and maximize their potential. Having a second life after recovering from cancer, he became a passionate dreamer with a strong belief to live an impactful life for self and others. He is qualified from National Outdoor Leadership School (NOLS), USA. Samad has internationally worked with youth in Australia, Malaysia, UK and USA. He is amongst the pioneers to launch wilderness based corporate leadership training in Pakistan. Samad lives in Islamabad.

Brian Kunz

Brian supervises program and facility staff, advises clubs within the DOC, works closely with the director and oversees outdoor educational and recreational programs. He holds a Masters of Liberal Studies and a B.A. Brian started his career in outdoor education with the Boston University's S.U.R.G.E. program in the early '70s and then worked for Outward Bound Schools in North America, Great Britain and Germany for 10 years before coming to Dartmouth in 1984. He introduced adventure education to Russia during a two-month lecture series at Moscow State University in 1990. Subsequently he has helped foster the growth of adventure education in the Moscow Region, Mari El Republic, the Black Sea area, and in the Altai Region of Siberia.

Maria Legault

Maria Legault graduated from the Bachelors of Environmental Studies (B.E.S.) program at the University of Waterloo in 2011, and completed her Masters of Environmental Studies (M.E.S.) (Tourism Policy and Planning) at the same university in 2013. For her master's thesis, she investigated how volunteer trail managers perceive the environment on recreational trails. Maria was awarded a Social Sciences and Humanities Research Council (SSHRC) grant to conduct this research and disseminate it to

the wider academic community through publications and conference presentations.

Dr. Betsy Lindley

Betsy Lindley serves as an Associate Professor in the Exercise Science and Outdoor Recreation Department at Utah Valley University. She has experience as an instructor and trainer for various outdoor and adventure education programs including the National Outdoor Leadership School (NOLS) where she often spends her summer months instructing river courses. She has published and presented papers on topics related to outdoor and experiential education.

Dr. Gregory Lowan-Trudeau

Gregory Lowan-Trudeau, is a Métis scholar and educator. Childhood journeys on the lakes, rivers, trails, mountains, coastal waters, and beaches of western Canada, exposure to cultural teachings, and family stories inspired him to pursue a career as a land-based science and environmental educator. Over the past 15 years, Greg has combined academic study with professional practice and travel across Canada and around the world. He is currently an Assistant Professor in the Werklund School of Education at the University of Calgary and an Adjunct Professor in First Nations Studies at the University of Northern British Columbia, Canada.

Rue Mapp

Rue Mapp is the founder of Outdoor Afro, a website and lifestyle organization leveraging digital media and urban leadership to reconnect African Americans with one another and the outdoors. Through innovative leadership, network weaving, and authentic community relations, Outdoor Afro inspires action, increasing access for African Americans in natural spaces. Rue is a regular contributor to online and print publications and she has been recognized by the Obama Administration, as well as the Outdoor Retail industry. She is the recipient of the National Wildlife Federation's Award for Communications, the Outdoor Industry Inspiration Award, and was named a hero by *Backpacker Magazine*.

Dr. Geneviève Marchand

Geneviève Marchand, Ph.D., is Assistant Professor of Recreation Administration at Humboldt State University, where her teaching focuses on adventure education and outdoor recreation. She has extensive experience teaching outdoor leadership and technical skills, including rock climbing and canoeing. With more than 15 years of professional field experiences, Marchand has worked in

various settings including wilderness therapy, ropes courses, summer camps, adventure travel and outdoor education. She continues to lead for Outward Bound, is a Leave No Trace Master Educator and chairs the Research and Publication Committee for the Association of Outdoor Recreation and Education. She has published several articles, and continues her research on retention and development of outdoor leaders.

Dr. Bruce Martin

Bruce Martin is an Associate Professor in the Department of Recreation and Sport Pedagogy at Ohio University. Dr. Martin's teaching and research interests focus on the practice of outdoor leadership and adventure programming. He is an author of the text *Outdoor Leadership: Theory and Practice* (2006), co-editor of the book *Controversial Issues in Adventure Programming* (2012) and has authored numerous other publications related to the practice of outdoor leadership and adventure programming.

Dr. Leo H. McAvoy

Leo McAvoy is Professor Emeritus from the University of Minnesota. His primary line of research was in outdoor recreation and adventure education, specifically studying the personal and social benefits of participation in environmentally-related activities and the management of human behavior in outdoor recreation settings. His work was supported by federal, state, and local agencies and published in a variety of scholarly and professional journals. He is co-author of *Stewards of Access: Custodians of Choice*, a statement of philosophy and ethics regarding humankind's relationship to the natural world. Dr. McAvoy's professional endeavors included serving as Associate Editor for *Leisure Sciences*, co-chairing the National Recreation and Park Association's (NRPA's) Leisure Research Symposium, and serving as a research and training consultant on a number of projects for public and private outdoor recreation and outdoor education agencies. Dr. McAvoy is the recipient of NRPA's Theodore and Franklin Roosevelt Award for Excellence in Park and Recreation Research.

Steve McMurtrie

Steve McMurtrie, M.S., is the Principal Liaison Officer (PLO) for the Residential Outdoor Schools Association (ROSA), Department of Education and Early Childhood, Victoria, Australia. He holds a Masters in Education. After a 16-year outdoor education teaching career, Steve moved into leadership as Assistant Principal of Rubicon Outdoor Centre, then Principal of Bogong Outdoor Education Centre before accepting the ROSA PLO role. He is the State representative for Outdoor Education Australia and an Outdoors Victoria board member. He lives in Wangaratta, close to the Victorian Alps.

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Dr. Karen Melton

Karen Melton is Assistant Professor of Child and Family Studies at Baylor University. She received her doctoral degree from Texas A&M University in Youth Development. Karen is also a Certified Therapeutic Recreation Specialist. She spent over a decade working and volunteering with youth organizations. For several years, she was employed as Director of Program Services at a children's home. There she intentionally designed programs for adolescents between the ages of 12 to 18.

Todd Miner

Todd Miner, Ed.D., is an instructor with the University of Colorado School of Medicine's Wilderness Medicine Section. Miner previously served as Executive Director of Cornell Outdoor Education, Assistant Dean of experiential education, and Assistant Professor at the University of Alaska. An experienced mountaineer, Miner has led climbs to the seven highest summits in North America, as well as backpacking, sea kayaking, ski touring, and rafting trips throughout Alaska, and a dozen expeditions to South and Central America. He earned a B.S. in Anthropology from the University of Alaska, a master's from Alaska Pacific University, and a doctorate from Boston University.

Dr. Damian Morgan

Damian Morgan has worked in both the public sector and tourism/hospitality industry—in Australia and the South Pacific. He holds a Ph.D. in injury epidemiology with specific focus on beach drowning. Teaching appointments include James Cook University, Lincoln University and Monash University. He is currently employed by Federation University Australia.

Bob Nolte

Bob Nolte's career has been devoted to secondary education, both public and independent, and has included teaching, administration, and consulting. He developed and ran, in collaboration with Michael Jeneid, a high-school-level outdoor adventure program modeled on the S.U.R.G.E. program at Boston University. The program offered rock climbing, high ropes, wilderness skills, group initiatives, and physical endurance training. A primary feature of the training program for adult staff was participation in the annual Hudson River Reconnaissance Expedition, described in this publication.

Kara Norton

Kara Norton received a M.S. in Recreation, Parks, and Tourism Sciences from Texas A&M University and a B.S. in Natural Resource Management from the University of Tennessee at Martin. While at Texas A&M she worked as a graduate assistant

for A&M's Sequor Youth Development Initiative (ydi.tamu.edu). Her research focused on environmental education, specifically place-based education.

Dr. Ian Patterson

Ian Patterson completed a Ph.D. at the University of Oregon in 1991 and has been a member of the academic staff in the School of Business (Tourism Cluster) at the University of Queensland since 2001 when he was appointed Associate Professor. He is primarily interested in researching the experiences of older people and people with disabilities who are undertaking tourism and travel. Dr. Patterson was an Editor of *Annals of Leisure Research* between 2004 and 2011. In 2011 Dr. Patterson was awarded a citation for his significant contribution to the development of his professional association, the Australian and New Zealand Association for Leisure Studies (ANZALS).

Luk Peeters

Luk has been working in the Experiential Outdoors since 1985. He holds a master's degree in Educational Sciences and is a Licensed European Gestalt Trainer, Supervisor and Therapist with specialisations in Existential and in Group Psychotherapy. He currently is a self-employed Process Facilitator and consultant, staff member of an Emotion Focused Therapy training program and a Group Psychotherapy specialization and has been an Outward Bound Trainer for almost 30 years. Luk is also a member of the Adventure Therapy International Committee, a published author and has presented internationally on adventure therapy.

Dr. Shane Pegg

Shane Pegg is a Senior Lecturer in the Tourism Cluster of the UQ Business School at The University of Queensland, Australia. He has been involved in a wide array of research and consultancy projects related to tourism and event management. He has a particular interest in the co-production of accessible tourism and leisure service experiences. Dr. Pegg received his B.A. (Rec Mgt.) (Hons) from Griffith University, his M.S. and Grad Cert in Gerontology from the University of Utah, and his MBA and Ph.D. from Central Queensland University. He has published over 60 refereed journal articles and book chapters and is a past recipient of the American Therapeutic Recreation Association's Outstanding Professional Award.

Dr. Kaye Richards

Kaye Richards (CPsychol) is Senior Lecturer in Outdoor Education at Liverpool John Moores University (UK) and a Chartered Psychologist of the British Psychological Society. She has a wide range experience of working and publishing in research

and practice in outdoor education, adventure therapy, counselling and psychotherapy, and sport. She is member of the Adventure Therapy International Committee and is Chair of the Special Interest Group of Outdoor and Adventure Therapy for the Institute for Outdoor Learning (UK). She was previously launching co-editor of the academic *Journal of Adventure Education and Outdoor Learning* and is now an editorial board member. Contact: k.e.richards@ljmu.ac.uk

Dr. Arild Rokenes

Associate Professor Arild Rokenes works at UIT–Arctic University of Norway. His research interests are centered on adventure tourism and particularly on how guides create value for their clients and balance safety issues and experience production. He teaches tourism and tour guide management and had a central role in developing the Arctic Nature Guide program on Svalbard. He was a visiting professor at University of Utah in 2013–2014. Arild is an outdoor enthusiast and spends most of his leisure time on a mountain bike, his BC skis or in the right end of a fishing line.

Dr. Jeff Rose

Jeff Rose is a visiting Assistant Professor in the Environmental Studies Department at Davidson College, with a Ph.D. from the University of Utah. His research uses a justice-focused lens on homelessness in parks, outdoor education, illegal marijuana production on public lands, and place attachment in protected areas. His research uses qualitative methods to examine systemic inequities that are displayed through class, race, political economy, and relationships to nature. Jeff is an instructor for Outward Bound, and he enjoys rock and ice climbing, backpacking, skiing, and canyoneering. More commonly, Jeff likes long runs, small-scale urban farming, and hanging with his family.

Dr. Jeremy Schultz

Jeremy Schultz is an Assistant Professor of Recreation and Leisure Services at Eastern Washington University. Jeremy's research interests include sustainable tourism, social justice, and sustainability. He is particularly invested in issues surrounding food and the act of eating as resistance to neoliberal capitalism. He uses his classroom as well as his publications as an avenue into the praxis of responsible consumption as a mode of resistance. Jeremy currently lives near Spokane, WA where he enjoys catching, killing, and growing the majority of his caloric intake.

Alexa Scully

Alexa (Lex) Scully is a sometimes pretty funny sociocultural environmental educator who is perpetually learning solidarity. Alexa

lives in the Carrying Place—Toronto, Ontario—which is the Land of the Mississauga of New Credit Nation. This place has also been the traditional territory of the Neutral, Petun and Wyandot peoples. Alexa is a contract lecturer in the Faculty of Education at Lakehead University, Orillia campus, in the Chippewa Tri-Council territories, and a Ph.D. student at Lakehead University in Thunder Bay, in the traditional territory of the Fort William First Nation. These places are 1400kms apart: This is all Anishinaabe Land.

Dr. Barbara Smith

Barbara Smith is Assistant Clinical Lead in the Children and Adolescent Mental Health Service at Alder Hey Children's Hospital (UK), a UKCP registered Child and Adult Psychotherapist and a BACP (Senior) Accredited Counsellor. She works in private practice offering individual and group psychotherapy. She spent many years delivering counselling training, supervises practicing counsellors and is a member of British Red Cross psychosocial support (disaster) team. She has a strong research background in cross-cultural psychotherapy having undertaken her doctoral research in the Maldives Islands and is published in the areas of anti-discriminatory practice, adventure therapy, children's self-esteem and working creatively. Contact: big.fish@virgin.net

Paul Stoltz

Paul has worked in the field of bush-based therapeutic practice for over 20 years. He has been the Director of the Gippsland Wilderness Program and CEO of Evolve an organization devoted to bush and narrative based therapeutic practice in the States of Victoria and Queensland in Australia. He has been the author of a number of papers describing the connection between narrative practice and bush-based adventure therapy. Paul was also the Chair of the International Adventure Therapy Committee and has been a recipient of a Churchill Fellowship. His qualifications include Diploma of Narrative and Family Therapy, BTh, MTh and Dip. Ed.

Shannon Stowell

Under Shannon's leadership as President of the Adventure Travel Trade Association (ATTA), the organization has grown into the largest international association of adventure travel companies with more than 900 members worldwide. His 20+ years of business experience, connections, marketing insight, environmental science education, vision and passion for adventure travel have prepared him well to serve the organization. He's co-authored a *National Geographic*-published book and is a frequent speaker and consultant for destinations and businesses around

the world on adventure tourism. Shannon's vision is to propel the global community of adventure companies and clients into thriving advocates that move tourism at large towards sustainability and poverty alleviation.

Dr. Andrew Szolosi

Andrew Szolosi is an Assistant Professor in the Department of Recreation and Sport Pedagogy at Ohio University. Dr. Szolosi's research efforts have focused on understanding the benefits people may derive from certain human-nature interactions. Of late, research efforts have revolved around the benefits military teens derive from adventure-based programs as Dr. Szolosi has served as the Project Director for the last 3 years on a venture designed to connect military teens to nature through adventure camp experiences.

Dr. Patrick Tierney

Patrick Tierney received a Ph.D. in Recreation Resources Management and a master's in Recreation Resources from Colorado State University. Currently he is chairman and professor of the Recreation, Parks, and Tourism Department at San Francisco State University. He is author of numerous scholarly articles and co-author of the textbook *Recreation, Event and Tourism Businesses; Start-Up and Sustainable Operations*. Pat was co-owner/operator for 25 years, of Adrift Adventures, a touring and experiential education business, with a seasonal staff of 27, offering summer whitewater rafting and adventure learning programs in Colorado, Utah and Alaska. His roles were manager of operations and finance and he as the primary National Park Service contract liaison. The company was nominated for the Conde Nast Traveler Magazine International Ecotourism Award.

Kay Tufts

Kay Tufts, a native Virginian, received her Parks, Recreation, and Tourism Bachelor's degree from Radford University with concentrations in Therapeutic Recreation, Outdoor Recreation, and Tourism Management and Special Events. Tufts completed her master's degree at Ohio University with a degree in Outdoor Recreation and Education after writing a thesis studying the group roles that develop among outdoor leadership courses. While completing her academics at Ohio University, Tufts had an assistantship and taught outdoor skills based courses to undergraduates. Since graduating, Tufts has worked at various jobs throughout the southeast, including; a summer camp for youth with learning disabilities and attention deficit disorder, a therapeutic boarding school for girls, and as a raft guide on the Nantahala, Ocoee, and Chattooga rivers.

Danny Twilley

Danny Twilley, M.S., has been involved in the outdoor industry for over 14 years working for various organizations such as Project Adventure, Outward Bound, Sunriver Recreation Department, and SOLO. Additionally, Mr. Twilley worked for the Appalachian Mountain Club as the Leadership Training Coordinator, which involved training staff and volunteers to run the clubs 7,000+ trips. Currently, Mr. Twilley works as an instructor for Ohio University's Recreation Studies program which involves him overseeing and managing 40+ trips a year.

Dr. Brian Wattchow

Brian Wattchow is a Senior Lecturer in the Faculty of Education, Monash University and has over 30 years of experience teaching, guiding and researching in outdoor education. His research interests include outdoor pedagogy, sense of place and identity. In 2010 he completed a 2500 km canoe descent of River Murray and published his first collection of poetry titled *The song of the wounded river* (Ginninderra Press, 2010). He co-authored *A Pedagogy of Place: Outdoor Education for a Changing World* (2011) and has recently collaborated with colleagues to edit a new book titled *The Socio- Ecological Educator: A 21st Century Renewal of Sport, Physical, Health, Environment and Outdoor Education* (Springer, 2014).

George R. Wendt

George Wendt, founder of O.A.R.S., is a pioneer in the adventure travel industry. His passion for running rivers was born in the 60s, when he became one of the first to establish trips on the Colorado River through the Grand Canyon. O.A.R.S. has set the standard for professional rafting in the Western U.S. as well as environmentally responsible travel on rivers worldwide. To date they've positively affected the lives of over 500,000 travelers and the company was twice recognized by National Geographic Adventure as "The Best River & Sea Outfitter on Earth" based on education, sustainability, quality of service, spirit of adventure and references.

Dr. Jackson Wilson

Jackson Wilson was teaching economics and statistics at a college in Malaysia when a colleague sent him a message that ended with the Outward Bound motto, "To Serve, To Strive, and Not To Yield." Since 1999, Dr. Wilson has instructed, trained staff, and observed programming at Outward Bound schools throughout the United States and the world. Dr. Wilson currently serves as a faculty member in San Francisco State University's Recreation, Parks, & Tourism's department. Jackson is the coordinator of the graduate program (<http://recdept.sfsu.edu/graduate>) and teaches

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Dr. Heather Zeppel

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Trail Marker 1

GLANCING BACK AND TREKKING FORWARD IN ADVENTURE

Chapter 1

INTRODUCTION TO

ADVENTURE PROGRAMMING AND TRAVEL FOR THE 21ST CENTURY

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The first edition of this book was called *Adventure Education* (Miles & Priest, 1990) and was succeeded by a second edition with a new title, *Adventure Programming* that was published in 1999 (Miles & Priest, 1999). This change in title and content reflected the terminology of the profession as it had evolved over the previous decade. The latter volume examined the four categories of programming (recreational, educational, developmental, and therapeutic) and looked at the history and philosophy of the field, social psychology leadership and administration, settings and clients and environmental and spiritual perspectives on adventure programming. Since 1999, there have been significant changes globally and within the adventure recreation and tourism sectors. For example, terrorism has emerged as a threat to global security and stability, climate change is now recognized as a global issue, many nations have experienced financial crisis, human beings are experiencing obesity and other major health and poverty related concerns, technology continues to revolutionize our world. These trends suggest the need to refocus on sustainability and increased concerns for the health and well-being of our planet and its inhabitants.

The adventure programming field has also changed and experienced new developments over this last decade including increased scholarship promoting evidence-based practice, the development of professional standards and regulatory mechanisms, increasing involvement in education reform, declining enrollments in some adventure programs due to the economic downturn, changing regulations in protected areas that affect access and the development of new online outdoor education programs (Martin & Wagstaff, 2012).

As a result, this volume has a new title: *Adventure Programming and Travel for the 21st Century*. The addition of adventure travel to the title and content of the book mirrors the growing interest and participation in adventure travel over the past century and reflects the varied and diverse adventure industry and profession. This text also updates *Adventure Programming* (Miles & Priest, 1999) and reflects the global and industry changes and developments in adventure programming with explorations of contemporary adventure issues, trends, concepts, principles and programs across this extensive and diverse industry. The book includes discussions of hot topics such as climate change, risk management, technology, sustainability and conservation, issues that are confronting the world in new and challenging ways. We aim to explicitly link the adventure profession to the environmental and sustainability fields of study and suggests a forward-thinking approach to the adventure profession from a range of perspectives. This is achieved through 19 key chapters and 40 related detailed case studies. Information across the chapters and case studies is synthesized to provide a coherent picture of key trends in the adventure profession.

The editors invited many authors from around the world to provide the reader with a truly global picture of adventure programming and adventure travel, from theoretical and applied perspectives. The chapter authors were invited as they are all key researchers and authors in their respective disciplines and the case study authors represent experts in a particular academic field or are practitioners or professionals working in the adventure field and industry. The inclusion of the professionals' perspectives is a unique aspect of this edition as in many cases they present real-life case studies that reflect the day-to-day realities of the adventure profession. Many of these authors are highly experienced professionals and have extensive industry experience. Since this book brings together the combined thinking of both academics and practitioners in the fields of adventure programming

and adventure travel, it also reveals the increasing diversity of the field. The chapters cover numerous topics and cite a wide range of literature; however some chapters also reveal the limited understanding we have of adventure programming and adventure travel, hence a call to action and continued research. While we have attempted to cover key topics in the field of adventure, this book is not an exhaustive treatise of adventure programming and adventure travel. We believe it is a solid introduction for students interested in pursuing this area as a profession or those curious from related fields of study. In addition, this volume is not a practical 'how to' manual but does offer applied suggestions for example, on subjects such as risk and safety, sustainability, programming and marketing. Many of the case studies written by commercial adventure tour operators or adventure program managers also provide practical ideas and implications for practice.

The book is structured around the key skills, understanding, and knowledge required by undergraduate students entering the adventure profession whether as a commercial adventure travel guide, adventure therapist, adventure activity leader or adventure educator. This book is aimed at a wide range of undergraduate students studying adventure tourism, adventure therapy, adventure education, therapeutic recreation and outdoor recreation or related fields. The book serves as an important text for those students and a useful resource for faculty and professionals in the field. We expect this volume will also be useful to others such as not-for-profit organizations, adventure recreation directors, commercial adventure travel operators, and government agencies.

The following sections of this chapter introduce the reader to the concepts of adventure, adventure programming, and adventure travel and then present an outline of the book chapters and case studies.

What is Adventure?

The word adventure conjures up all sorts of feelings, emotions and experiences and an adventure experience is very individual, as what one person might find a thrilling adventure another might find it a boring experience. *The Oxford English Dictionary* (Brown, 1993, p. 31) defines adventure as "a chance of danger, or loss; risk, jeopardy; a hazardous enterprise or performance" with connotations of risk and uncertainty. Adventure

can involve freedom of choice; intrinsic rewards and an element of uncertainty, for example when the risks are unpredictable or the outcome of the experience is uncertain (Swarbrooke et al., 2003). According to the work of Lynch, Moore and Minchington (2012) adventure is perceived and understood differently by different cultures. For example New Zealand's adventure culture emphasizes extreme performance while the UK adventure culture is much less pronounced and more aligned to risk in a negative sense. In the UK, adventure seems to be a more tightly constrained idea compared to New Zealand or Australia.

According to Lynch, Moore and Minchington (2012) "adventure is far from being a clear and constant construct . . . it becomes a slippery, contested notion, disaggregated rather than a singular whole" (p. 239). To assist in addressing this issue Varley (2006, p. 173) proposed an adventure continuum. At one end is an 'ideal form' of 'original adventure' undertaken by those interested in developing personal competence in specific adventure activities and at the other end of the continuum is commodified adventure that is packaged, convenient and purchased. An adventure activity is provided at all points along the continuum.

According to Swarbrooke et al. (2003) adventure has a number of core characteristics:

- Uncertain outcomes
- Danger and risk
- Challenge
- Anticipated rewards
- Novelty
- Stimulation and excitement
- Escapism and separation
- Exploration and discovery
- Absorption and focus
- Contrasting emotions

Many of these characteristics are interdependent or overlap but it is a combination of some or all of these characteristics that makes an adventurous experience.

Adventure is when a person voluntarily puts herself/himself in a position where they believe they are taking a step into the unknown, where they will face challenges, and where they will discover or gain a valuable experience (Swarbrooke et al., 2003). Thus an adventure is not determined by the activity, rather it is based on the person's perception of their situation and of themselves

and an adventure for one person may not be an adventure for another person. According to Hopkins and Putman (1993), “Adventure can be the mind and spirit as much as a physical challenge.” Swarbrooke et al. (2003) suggest that adventure may involve action that engages and involves the person and generally, an adventure experience involves effort, commitment, and usually mental and physical preparation or training.

Some settings and activities are strongly associated with adventurous activities because they conjure up feelings of emotion, thoughts and sensations that are associated with adventure. Swarbrooke et al. (2003) propose that traditionally there are four groups of activities that are often associated with adventurous activities:

1. Physical activity (i.e., activities involving physical exertion or psychomotor skills)
2. Contact with nature (i.e., activities bringing contact with the natural world in general or with specific wildlife)
3. Contact with different cultures (i.e., people, faith, lifestyles)
4. Journeys (i.e., vehicle, animal, or human-powered voyages over land, sea, or air)

These activities are generally associated with a range of settings including the outdoors, wilderness, remote, unusual or exotic locations. Traditionally activities based in nature such as rock climbing, hiking, white water kayaking, caving, and trekking are all associated with adventure. However, some suggest that this approach is limiting, as an adventurous experience depends on the perception of the participant. There are many different types of activities and settings where adventurous activities can occur such as artificial environments, interaction with remote communities, conservation expeditions, and urban exploration and charity challenges.

Adventure Travel

To begin the discussion of adventure travel, it is important to understand how the world views a tourist. The United Nation World Tourism Organization defines tourism as “a social, cultural and economic phenomenon which entails the movement of people to countries or

places outside their usual environment for personal or business/professional purposes. These people are called visitors (which may be either tourists or excursionists; residents or non-residents) and tourism has to do with their activities, some of which imply tourism expenditure” (UNWTO, 2013, p. 1). Further, there are differences whether you travel within your own or outside your country.

There are three basic forms of tourism: domestic tourism, inbound tourism, and outbound tourism. These can be combined in various ways to derive the following additional forms of tourism: internal tourism, national tourism and international tourism. **Inbound tourism** comprises the activities of a non-resident visitor within the country of reference on an inbound tourism trip. In contrast, **internal tourism** comprises domestic tourism plus inbound tourism, that is to say, the activities of resident and non-resident visitors within the country of reference as part of domestic or international tourism trips. **International tourism** comprises inbound tourism plus outbound tourism, that is to say, the activities of resident visitors outside the country of reference, either as part of domestic or outbound tourism trips and the activities of non-resident visitors within the country of reference on inbound tourism trips. (UNWTO, 2013, p. 1)

Adventure travel or tourism is one specific type of travel that developed from the broader growth in traditional outdoor and wilderness recreation during the 20th century (Ewert, 1989). Adventure travel been variously defined. Weaver (2001) suggests that adventure travel or tourism is usually a form of nature-based tourism that incorporates an element of risk, higher levels of physical exertion, and the need for specialised skills (Weaver, 2001) and Millington et al., (2001, p. 67) define it as “a leisure activity that takes place in an unusual, exotic, and remote or wilderness destination. Whereas, Buckley (2006, p. 1) defines it as a guided commercial activity “where the principal attraction is an outdoor activity that relies on features of the natural terrain, generally requires specialized equipment, and it exciting for the tour clients.” Adventure travel tends to be associated with high levels of activity by the participant, most of it outdoors. Adventure travellers expect to experience various levels of risk, excitement and tranquillity, and be personally tested. In particular, “they are explorers of unspoilt, exotic parts of the planet and also seek personal challenges” (Millington et al., 2001).

Finally, according to the Adventure Travel Trade Association (2013, p. 1) adventure travel may be “any tourist activity, which includes at least two of the following three components: a physical activity, a cultural exchange or interaction, and engagement with nature.” For the purposes of this book the terms adventure travel and adventure tourism are used interchangeably and are both considered a type of tourism, involving exploration or travel (domestic or international) to remote, exotic, and possibly hostile areas including two of the following three components: a physical activity, a cultural exchange or interaction and engagement with nature.

In terms of the preconditions for adventure travel, Buckley (2006) suggests they include resources, demand, entrepreneurship and the need for special competence. However, natural resources, access and demand may be vulnerable to factors such as climate change, a current issue presenting adventure travel operators with many dilemmas and challenges (Furnes and Mykletun, 2012). The impact of climate change on adventure travel is discussed in Case Study 18.3 in this volume.

Due to the lack of a standard definition of the adventure travel market it is difficult to estimate the exact size of the market, however it is generally agreed that adventure travel is a very small but fast-growing sector of the US \$1 trillion global tourism industry (Adventure Travel Trade Association, George Washington University, Xola, 2010; Fluker and Turner, 2000). A survey of U.S. adults revealed that nearly 50% or 98 million people had participated in an adventure trip in the past 5 years (Travel Industry Association of America, 1998) and similar trends have been found in Canada (Canadian Tourism Commission, 2002). In terms of the value of the global adventure travel market, a 2010 study captured the industry’s value as US \$89 billion and 2 years later its value had grown to US \$263 billion (Adventure Travel Trade Association, George Washington University, Xola; 2010, 2012) an average yearly growth of 65%. According to Beckmann (see Chapter 7 in this volume) adventure travel is projected to grow at this rate to reach 50% of its potential demand by 2050. This growth in the market has been matched with the rapid growth in commercial operators (Buckley, 2006) offering a wide range of adventure activities ranging from skydiving to caving with associated specialist professional expertise such as guiding

services, equipment manufacturing or rentals, accommodations or specific travel arrangements (Sung, 2004). The growth in this sector has also been accompanied by an increase in journals, professional associations, magazines, and online Internet information.

Although there has been a rapid growth in the adventure travel market and it is receiving considerable attention in the media and tourism industry there has been little scholarly attention given to adventure travel (Fluker and Turner, 2000; Sung, 2004), which is one of the main reasons that this new edition of this volume has included adventure travel.

Adventure Programming

In contrast to adventure travel, adventure programming is the deliberate use of adventurous experiences to create learning in individuals or groups that result in change for society and communities (Priest, 1999). The focus is on using adventure as a process of learning. The process involves meeting an individual’s goal to expand, to learn and grow and progress towards the realization of human potential (Miles & Priest, 1990). The learning gained by oneself and the world come through the participation of adventure activities. In the case of adventure programming adventure activities can include outdoor pursuits such as back packing, climbing, skiing, kayaking, but also initiative activities and ropes and challenge courses.

While the goal of adventure programming may be to make the world a better place to live in, it is achieved through individual change and learning. Priest (1999) identifies four categories of adventure programming based on the way that they aim to change the participants in terms of how they feel, think or behave: 1) recreational, 2) educational, 3) developmental, and 4) therapeutic. He suggests that programs that affect the way people feel are recreational adventure programs. The goals of these types of programs are to entertain, energize, or teach new skills. In contrast, educational adventure programs aim to change the way people think and their goal is to bring awareness and understanding. The third type of program is developmental adventure programs that aim to improve functional actions and change the way people behave. The fourth category of program is therapeutic adventure programs that change

the way people misbehave. Their primary goal is to reduce dysfunctional actions. Some adventure programs can deliver all four types of programs.

Historically adventure education and programs began with the work of Kurt Hahn in the first half of the 20th century and have progressed with the involvement of other key figures and the establishment of organizations such as Outward Bound UK (1946), Outward Bound USA (1960–1970), the National Outdoor Leadership School (1965), and Project Adventure (1971). Many of these programs have changed over time. Early programs were large-scale, similar and had relatively simple content and were mainly delivered in outdoor or wilderness settings. These types of programs were expensive to manage, maintain and costly for the individual. Today, program offerings are more diverse and tailored to meet more specific needs of the clients and are generally offered at more venues and more equipment with a lower cost per client.

Adventure programs are growing in depth and breadth and in a variety of settings including, after-school programs, adventure-based counseling, adventure therapy, organizational training and development and community development.

Adventure programming is generally delivered by a wide range of different organizations including parks and recreation departments, schools, universities, school camps, corporate training organizations, public recreation departments, wilderness therapy programs, church groups and community centers, not-for-profit organizations such as the YMCA, National Outdoor Leadership School, Outward Bound, and in some cases by private outfitters.

According to Prouty, Panicucci and Collinson (2007) about one third of youth and high school and college students in the U.S. participated in some form of adventure program in 2005 and they estimate that it is growing 10–15% on average each year. The growth and diversity of the adventure market whether commercial adventure (Sung, 2004) or adventure programming includes increasing participation by older adults whose needs must be matched by adventure offerings by operators and course directors (Kluge, 2005). As well as the social, experiential aspects of adventure activities, adventure provides a myriad of benefits for older adults such as cardiovascular endurance, strength, flexibility and mobility (Kluge, 2005). Understanding the diversity

of these and other special need populations such as those people with disabilities is important to inform and educate adventure operators and directors so they can meet their specific needs and interests. These issues are discussed in Chapter 9 and the corresponding case studies. Operators need to focus on providing a physically and emotionally safe environment for older adults (Kluge, 2005).

The Structure of the Book

The book is divided into seven **Trail Marker** sections. Each *Trail Marker* is comprised of a number of chapters that introduce and discuss specific topics that are then complemented by case studies relevant to the chapter topic. The case studies provide detailed explorations of specific issues raised in the chapter or provide an example of a specific program that relates to the chapter content.

Trail Marker 1: Glancing Back and Trekking Forward in Adventure opens with this introductory chapter and is followed by case studies of the adventure industry and profession in two regions—North America and Asia—and a country study of New Zealand, a country well known for its adventure travel experiences.

Trail Marker 2: Places and Spaces for Adventure comprises two key chapters with their respective case studies. Chapter 2 explores and discusses the role and importance of place in strengthening the pedagogical foundation of adventure programming and the quality of participants' and leaders' experiences. A case study of Moab the adventure capital of Utah provides an example of a place famous for its adventure activities.

Chapter 3 explores parks and protected areas as platforms for adventure activities and is followed by a case study focusing on permits, leases and concessions for adventure tourism in protected areas. Chapter 4 examines the role and use of artificial settings for adventure activities that leads into a case study that presents the challenges of establishing and managing a climbing gym.

Trail Marker 3: Diverse Outdoor Connections for the 21st century is comprised of six chapters with respective case studies. Chapter 5 focuses on outdoor recreation in the 21st century and is followed by four case studies. These case studies look at issues around the

participation of Afro-Americans in the outdoors, tertiary based outdoor programs, and the challenges of international tertiary service-learning programs.

Chapter 6 examines the field of adventure education and is followed by six case studies. These case studies explore a wide range of different adventure programs from various parts of the world. The first case study looks at a nature guide program based in the Arctic, the second explains the work of Michael Jeneid in establishing the S.U.R.G.E. program at Boston University, the third case study describes an outdoor and adventure program based in Australia, the fourth, explores an adventure sea base program in Florida, the fifth case study looks at an Indigenous perspective on an adventure education program and the last examines the Outward Bound Program.

An exploration of commercial adventure travel follows in Chapter 7 and is illustrated with three case studies. The first case study investigates women and adventure, the second looks at the role of the Adventure Travel Trade Association in the growth and professionalization of adventure travel and the third case study is presented by the owner and operator of O.A.R.S. a long running U.S.-based adventure travel company.

Chapter 8 considers the field of adventure therapy drawing on the expertise of its three authors from Canada, Belgium and Australia. This chapter is followed by two case studies, the first describes an adventure therapy program for youth at risk based in Australia and the second describes an adventure therapy program that aims to address eating disorders. The needs and demands of people with disabilities for adventure and outdoor recreation activities and opportunities is discussed in Chapter 9 and is followed by two case studies, the first looks at the work of the National Ability Centre based in Salt Lake City and the second considers the use of team-building activities to replace traditional hiking. Chapter 10 explores the world of corporate adventure and is illustrated by a case study of a corporate adventure program based in Pakistan.

Trail Marker 4: Planning, Programming and Managing Adventures includes four chapters. The first, Chapter 11 discusses group dynamics and management in adventure activities and has two accompanying case studies. The first case study explores role emergence among group members in a wilderness medical emergency and the second presents a hypothetical case study of how group processes and

leadership develop among participants on an Outward Bound program.

Chapter 12 addresses the design, implementation and evaluation of adventure experiences and has three accompanying case studies. Case studies look at military teen adventure camps, residential outdoor school programs in Australia and whether the benefits of autonomous student experiences outweigh the risks. This is followed by Chapter 13 that discusses the management of adventure travel and programming and is illustrated by a case study focusing on emotional labor among adventure guides. Chapter 14 looks at the financial management and marketing of adventure programs and businesses and is followed by a case study that explores the issues of branding using the example of the company Treeline.

Trail Marker 5: Current Issues and Dilemmas in Adventure Programming and Travel includes three chapters. Chapter 15 considers the ethical issues in adventure and has two accompanying case studies, the first looks at the value of place-based, culturally specific Indigenous education in outdoor education, and the second is a hypothetical case study that explores some of the ethical issues that can confront inexperienced adventure leaders.

Chapter 16 presents the issues surrounding safety and risk in adventure programming and travel and is followed by a case study that explores the application of a public health approach to injury prevention in commercial adventure tourism activities using the example of river tubing. Chapter 17 looks at the role and use of technology in adventure settings and has an accompanying case study that explores the potential positive and negative impacts of technology on adventure travel experiences and the implications on designing and managing adventure travel products.

Trail Marker 6: Sustainable Adventure Management has one chapter on understanding and managing sustainable adventures, and has a number of accompanying case studies. The first case study is an exploration of how The International Ecotourism Society promotes and supports the principles of ecotourism in the context of adventure activities. A case study of World Expeditions an Australian-based adventure travel company is then presented and leads on to an investigation into how climate change will affect adventure travel. This is followed by a case study that describes the experiences of two adventure

companies—Planeterra and G Adventures—and the final case study tells the story of an adventure biking company base in Hawaii.

Trail Marker 7: Adventure Debrief is the final section of the book and presents one final concluding chapter by the editors that summarizes the key themes and findings from the book and looks forward at the major challenges and opportunities for adventure programming and adventure travel in the 21st century.

This book provides a state-of-the-art overview of adventure programming and adventure travel as well as a look forward into the future. Adventure programming and adventure travel will continue to grow, change and diversify in response to broad social, economic, technological, political, cultural and environmental changes. We hope this book will assist undergraduate students, academics and adventure professionals' gain an understanding of the diversity of contemporary adventure programming and travel and an appreciation of some of the future challenges.

To ensure consistency across all the chapters in the book we have used U.S. English language, but to maintain the regional flavor of the case studies we have retained the author's original language to more truly reflect the uniqueness of the case studies.

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