Learning Outcomes

2009-2010
Introduction

The Office of Student Leadership and Engagement (OSLE) at The University of Tampa is committed to creating contexts in which students can have transformative learning experiences. The author’s of Learning Reconsidered 2: A Practical Guide to Implementing a Campus-Wide Focus on the Student Experience utilize developmental theorist Robert Kegan’s differentiation between informative and transformative learning (Keeling, 2006). Kegan notes that, “informative learning changes what we know; transformative learning changes how we know” (as cited in Keeling, 2006, p. 5). Knowing that, “…transformative learning always occurs in the active context of students’ lives and that the work of student affairs is integral…” (Keeling, 2006, p. 2), we work with students to design meaningful programs that meet their needs, and that challenge and support their intrapersonal, interpersonal, and cognitive development.

The intra- and interpersonal dimensions of development are frequently referred to together as the psychosocial dimension. Development in this dimension has occurred when students, “… qualitatively change their thinking, feeling, behaving, valuing, and relating to others and oneself” (Chickering & Reisser as cited in Evans, Forney, & Guido-DiBrito, 1998, p. 10). Likewise, cognitive development has occurred when the “…structures [and] sets of assumptions by which persons adapt to and organize their environment” (Evans, Forney & Guido-DiBrito, 1998, p. 124) become more complex; when, “… how people think, reason, and make meaning of their experiences,” is expanded to view the world from a broader frame. Growth on one of these dimensions helps promote growth on the other two, as all three dimensions are interdependent.

OSLE has developed, “our learning outcomes in line with institutional outcomes and priorities [to embed] the work of student affairs in student learning” (Keeling, 2006, p. 13). We have accomplished this by aligning the learning outcomes of specific programs with our departmental learning outcomes. In turn, the departmental learning outcomes are based on OSLE’s mission statement, which was written to purposefully connect to that of University, as well as another foundational document, The UT Educational Experience.

Office of Student Leadership and Engagement Mission Statement

The Office of Student Leadership and Engagement is committed to transformative learning through the holistic development of the individual.

Departmental Learning Domains and Outcomes

OSLE has identified six domains in which we would like to see students develop to support the University’s mission to develop students who will become “… productive and responsible citizen[s]… prepared for careers, graduate and professional education, and lifelong learning” (cite). The six domains – cognitive complexity, effective citizenship, intercultural
awareness and understanding, intrapersonal competence, interpersonal competence, and moral
and character development – touch upon the cognitive and psychosocial dimensions in an effort
to support holistic development.

Listed under each domain are departmental learning outcomes, totaling 24. These
outcomes represent the skills and capacities we hope all students will possess upon graduation as
a result of participating in our programs. To move students towards those capacities, each
program we offer has explicit learning outcomes.

OSLE’s efforts to intentionally utilize learning outcomes launched in fall 2007. We
continue to be in the process of identifying learning outcomes for programs created prior to fall
2007, if we had not previously identified the outcomes. Since fall 2007, we have worked to
identify “…learning outcomes before the creation of programs and interventions” (Keeling,
2006, p. 2). These program-specific learning outcomes are written to be developmentally
appropriate, so the appropriate amount of challenge and support is provide to move students
towards achieving or surpassing the identified departmental outcomes. Each program we offer
requires certain cognitive and psychosocial capacities for successful participation and/or
completion, with some requiring more complexity than others. Kegan (1994) provides a helpful
metaphor, saying, “…that if developmental education is a matter of collaboratively building a
‘consciousness bridge,’ then the bridge builder must have an equal respect for both ends, creating
a firm foundation on both sides of the chasm students will traverse” (p. 278). If we fail to
consider students development and issue too much of a developmental challenge, we risk
overwhelming students and making them cling more tightly to their current way of
understanding and living in the world. It is our hope the accumulation of experiences requiring
increasing complexity over time will help students reach OSLE’s departmental learning
outcomes upon graduation. Therefore, each program specific learning outcome supports one or
more of the departmental learning outcomes. This places student learning at the center of our
work by emphasizing growth and development instead of an activity or program.

What You Will Find in This Report

- A list of OSLE’s developmental domains and associated learning outcomes.
- A grid identifying the learning outcomes of specific programs and the departmental
  learning outcomes they support.
- A brief description of each program/activity and a list of program specific learning
  outcomes.
## Departmental Learning Outcomes

### Cognitive Complexity

*Students will learn to...*

1. Think critically and reflectively
2. Reason effectively
3. Think creatively and innovatively
4. Apply knowledge in practical ways

### Effective Citizenship

*Students will learn to...*

5. Demonstrate active involvement in community and civic life
6. Seek and integrate information about community concerns
7. Develop leadership competencies

### Intercultural Awareness and Understanding

*Students will learn to...*

8. Recognize, examine and honor cultural differences
9. Respect values, perspectives and opinions of others
10. Respond to cultural similarities and differences

### Intrapersonal Competence

*Students will learn to...*

11. Describe and construct an integrated identity
12. Take responsibility and assess consequences for their actions
13. Demonstrate the ability to manage emotions appropriately
14. Practice self care including personal health, fitness and wellness
15. Exhibit the capacity to manage one’s personal affairs
16. Maintain economic and fiscal health

### Interpersonal Competence

*Students will learn to...*

17. Communicate effectively
18. Collaborate and work towards a common purpose
19. Hold others accountable for their actions and to their commitments
20. Practice effective conflict resolution skills
21. Engage in controversy with civility

### Moral and Character Development

*Students will learn to...*

22. Desire and make ethical decisions
23. Develop a sense of purpose and meaning in life
24. Demonstrate values of trust, honesty, kindness and fairness
## Intended Learning Outcomes by Program

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Program Specific Learning Outcomes

C.A.R.E. for Your Friends (C.A.R.E.)

C.A.R.E. for Your Friends is a program designed to educate students on risk management issues, how to create safe environments, and assist students in thinking critically about potential risky behaviors.

C.A.R.E. for Your Friends Training – This training provides participants with information on the basic tenets of risk management, the University alcohol policy, and individual and organizational values congruence. After completing this training, students are then able to serve as C.A.R.E. monitors at events with alcohol.

Students who participate in C.A.R.E. for Your Friends training will learn to...
- Communicate the purpose of the University organizational alcohol policy
- Hold peers accountable for their actions
- Demonstrate the importance of values congruence

Campus MovieFest (CMF)

Campus MovieFest is a student film festival. Students are given all necessary equipment to film and edit a five minute movie. The top sixteen films are shown in the Campus MovieFest Finale held on campus.

Planning Team – The Campus MovieFest planning team helps to coordinate and market the event to UT students. They meet weekly to plan the event and communicate regularly with the Campus MovieFest staff.

Students who participate on the Campus MovieFest planning team will learn to...
- Identify two effective marketing and promotion strategies for this campus
- Communicate effectively with the Campus MovieFest staff to put on a successful event

Campus Recreation (CR)

The Department of Campus Recreation provides the University community with opportunities for intramural and club sports, organized recreational events, and fitness activities.

Intramural Official: Training Sessions – The Director of Campus Recreation coordinates 12 training sessions for students who are employed as intramural officials.

Students who participate in the intramural official training sessions will learn to...
- Develop an understanding of the rules, mechanics, and penalty enforcement of a sport
- Develop a better understanding of officiating techniques and preventative officiating
- Develop an understanding of how to promote positive player-official relations and how to control a game

Student Coordinator of Intramural Sports: Training Sessions – The Director of Campus Recreation will conduct a four-day training session in August 2009 for the three, new Student Coordinators of Intramural Sports.

_Students who participate in the Fall Student Coordinator Training will learn to_...
- Utilize critical thinking skills to identify risks, evaluate procedures and make decisions that prevent or minimize potentially dangerous situations
- Recognize individuals’ potential and contributions within the intramural staff
- Explore and attain new skills and merge academic and recreational experiences into practical applications
- Acquire, use and refine teamwork skills and leadership qualities to obtain departmental goals
  ...as demonstrated by passing a written, rule examination and practical.

Intramural Sports: Team Captains’ Meetings – The Director of Campus Recreation will conduct a Team Captains’ Meeting for each student who serves as a Team Captain for each of the twelve team intramural sports offered at The University of Tampa.

_Students who participate in the Team Captain Meetings will learn to_...
- Understand the importance of their role as liaisons between intramural teams and the intramural staff
- Serve as an example of good sportsmanship and fair play for fellow team members
- Understand rules pertaining to player eligibility
- Notify their team members of all playing dates, times and locations
- Understand the rules of sport activities that their teams are competing in and relating the same to their teams

Group Fitness Classes - A group fitness class is a minimum of 30 minutes long, and up to 60 minutes long. The instructor of the class guides the participants through various movements based on the format and purpose of the class. Class objectives are aimed at providing participants with one or more of the following training methods: cardiovascular, strength, flexibility, skill based, or relaxation. The instructor also gives safety and technique cues.

_Students who participate in fitness classes will learn to_...
- Identify the major muscle groups of the body and how to train them effectively and safely as demonstrated by observed behavior
**Personal Training** - The personal training program is an elective, fee-based program. Trainers are not only meant to help the client reach his/her fitness goals, but also to educate the client on the importance of a “well balanced” fitness routine to include cardio, strength, and flexibility training. The trainer also provides an introduction to various machines and equipment in the facility, and has purposeful discussions about various topics on healthy eating, motivation, and goal specific training.

_Clients of the personal training program will be able to..._

- Discuss at least 2 benefits of cardiovascular
- Discuss at least 2 benefits of strength training
- Discuss at least 2 benefits of flexibility training

... as demonstrated by an informal interview with his/her personal trainer, OR by a written evaluation filled out at the end of their training package.

**McNiff and Cass Employee Training** - Along with monthly meetings, a mandatory, semester training session is held for all new and returned staff to the McNiff Fitness Center and Cass Gymnasium.

_Students who participate in McNiff and Cass employee training will be able to..._

- Take appropriate action during an emergency situation at McNiff
  ...as demonstrated by successfully passing American Red Cross CPR/AED and First Aid training and observed behavior during mock emergency training.
- Better articulate their description of job duties on a professional resume and cover letter
  ...as demonstrated by their updated resume and/or cover letter.
- Properly lift and store equipment in the weight room
  ...as demonstrated by post-training practical testing.
- Operate File Make Pro and Hp 9000
- Issue Bike Storage codes
- Operate the studio stereo
- Provide proper customer service while enforcing a McNiff Fitness Center policy
  ...as demonstrated by observed behavior.
- Check out Kettle bells
  ...as demonstrated by observed behavior and the check-out log.
- Define the purpose and the officer positions of the Student Recreation Council
- Summarize the new hiring process to inquiring students 7 out of 8 times
  ...as demonstrated by a Secret Shopper.
- List 5 of the 17 McNiff Fitness Center policies, none of which may include the ID policy, shoe policy, or shirt policy
  ...as required by post-training evaluations.
- File an incident/accident report
American Red Cross First Aid, CPR, and AED Training – The Director and Coordinator of Campus Recreation will conduct an eight-hour session for students who will be either a Student Coordinator or McNiff Fitness Center staff member. The purpose of the program is to provide participants with the knowledge and skills necessary to help sustain life and minimize the consequences of injury or sudden illness.

Students who participate in the American Red Cross First Aid, CPR, and AED Training Session will learn to...

- Identify and eliminate potentially hazardous conditions, recognize emergencies and make appropriate decision for care
- Help sustain life and minimize the consequences of injury or sudden illness until advanced medical help arrives
- Assess their environment and personal habits to help reduce their risk of injury and illness as demonstrated by skill sessions/scenarios and demonstrated competency in all required skills as determined by the American Red Cross and by correctly answering at least 80% of the questions on the written exam(s).

Employment Interest Session - Held the last Friday afternoon in November and April, this session is for student interested in working for the department. All available positions are discussed and job responsibilities are explained. The session ends with the application and hiring process and timeline. Following, will be an optional 20 minute cover letter and resume workshop. In the future, the session will become mandatory to students interested in working for the department.

Students who participate in the Employment Interest Session will be able to...

- Properly apply for a position within the Department of Campus Recreation as demonstrated by the required professional resume and cover letters submitted to Katie and Charles.
- Describe job duties of the position(s) in which they are applying as demonstrated by their responses during an interview for the Department.

Personal Trainers’ Meetings – The Coordinator of Campus Recreation will conduct monthly meetings and training sessions throughout the fall 2009 and spring 2010 semesters for all personal trainers on staff at the McNiff Fitness Center. Each meeting will have a different focus, but all meetings will include fitness assessment.

Trainers who participate in monthly meetings and training sessions will be able to...

- Identify the eight (8) body reading exercises, their execution, purpose and meaning
- Identify two (2) functional movement assessments
- Properly use skinfold calipers as a method of body composition assessment
- Explain how to use foam rollers to decrease muscle soreness and promote myofascial release
- Demonstrate three (3) learned movements/exercises on (piece of equipment discussed during the meeting)

...as demonstrated by post-training practical testing on one another.

**Operation Recreation** – For two hours, incoming students are invited to work out, sample group exercise classes, play basketball and volleyball, use the weight room, and register for the first off-campus trip of the year (Adventure Island Water Park) while meeting new people! The event offers great entertainment, snacks, free T-shirts, and other fun activities and prizes. All areas of the department (Intramural Sports, Off-Campus Trips, Sport Clubs, Group Fitness, and Personal Training) will be represented. This event takes place the Thursday of fall orientation.

*Incoming students who participate in Operation Recreation will be able to...*
- Name 2 of 5 Off Campus Trips the Department of Campus Recreation offers annually
- Sign up for Intramural Sports teams
- Identify cost and sign up procedures of the personal training program

...as demonstrated observation and informal inquiry.

*Incoming students who participate in Operation Recreation will demonstrate...*
- A willingness to be involved and engaged on the University of Tampa campus

...as demonstrated by their attendance to the event.

*Incoming students who participate in Operation Recreation will learn...*
- About the OSLE Hiring Hall and employment opportunities within the Campus Recreation Department.

...as demonstrated by their attendance at OSLE Hiring Hall and their application for employment.

*Incoming students who participate in Operation Recreation will be able...*
- To meet and connect with new people

...as demonstrated by their interactions while at the event and observed behavior.

*Students who visit the Group Fitness table during Operation Recreation will learn...*
- About the fitness classes available and how to participate
- How to set up and fit a cycling bike to their body
- The basics of a kettle bell
- 2-3 yoga poses

...as demonstrated by their interaction with instructors at the table.

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**Civic Engagement (CE)**

Civic Engagement programming encourages UT community members to identify topics of social concern, to develop actions that serve populations affected, and to assist in finding solutions.
Citizen Chats – A monthly one-hour brown bag lunch discussion in which students, faculty and staff discuss various social issues (e.g., local, country-wide and global).

*Participants in Citizen Chat discussions will learn to...*
- Seek and integrate information about community concerns
- Respect values, perspectives and opinions of others
- Communicate effectively
- Think critically and reflectively

**Diversity Fellowship (DF)**

The Diversity Fellowship fosters a spirit of inclusion through the dissemination of information, the active involvement of fellows on campus, and the appreciation of diverse backgrounds on campus and in the community. The Diversity Fellowship will serve as a liaison between the student body and The University of Tampa faculty and staff.

**Share Your Story** – This program gives students the opportunity to share with others about their upbringing, their culture, their family, and how past experiences have shaped them into the person they have become.

*Students who participate in share your story will learn to...*
- Describe experiences in their lives that have shaped who they are today
- Identify at least three similarities and differences between their personal culture and another culture
- Effectively answer sensitive and personal questions from other Diversity Fellowship members
  ... *as demonstrated through a reflection discussion at the end of year.*

**Diversity Fellowship Fall Retreat** – This one day retreat consists of activities, team builders, and educational sessions that focus on areas of diversity and inclusion.

*Students who participate in the fall retreat will learn to...*
- Identify three personal values they hold and be able to identify who influenced that value
- Communicate their personal definition of what it means to be spiritual and what it means to be religious
- Explain the definition of a hate crime and identify strategies to educate other students about the harm hate crimes can have on a community

**Diversity Fellowship Spring Retreat** – This one day retreat consists of activities, team builders, and educational sessions that focus on areas of diversity and inclusion.
Students who participate in the spring retreat will learn to...
- Identify examples from how ethnic characters are represented in film
- Contrast how ethnic characters are represented in film to in real life
- Decipher a stereotype from an accurate depiction

Diversity Fellowship Article Discussion – Each Diversity Fellowship student selects an article on a social issue that is important to them, routes it to the rest of the members, and facilitates a group discussion.

Students who participate in the article discussion will learn to...
- Identify a social issue that is important to them
- Create questions used to facilitate a group discussion
- Facilitate a group discussion that incorporates their thoughts on the assigned reading...as demonstrated through a reflection paper.

Diversity Fellowship Safe Zone Training – Safe Zone Training is a two hour training designed to educate students on LGTBQA issues.

Students who participate in Safe Zone training will be able to...
- Define and understand the glossary of terms used in the training session
- Articulate the stages that students go through when they are coming out.
- Identify ways students can serve as advocated for the LGTBAQ population.
  ...as identified through a jeopardy quiz at the end of the session.

Diversity Fellowship Blake High School Diversity Day – Diversity Fellowship Students coordinate an hour long diversity session for six class periods for students in the AVID program.

Diversity Fellowship student who participate in the Diversity Day program will learn to...
- Articulate the mission of the AVID program
- Identify diversity activities that are developmentally appropriate for high school students
- Clearly communicate to the high school students the purpose of the lesson plan
- Reflect on the differences and similarities between having discussions of diversity with high school students versus college students
  ...as identified through a reflection paper.

Diversity Fellowship Summer Book Reading – Each summer members of the Diversity Fellowship read a common book and post online comments to reflection questions.

Students who read the summer book selection will learn to...
- Identify the community issue addressed
- Articulate why the community issue is important to society
- Relate the community issue to their own life/community
- Develop strategies to address the common issue on UT’s campus
The Diplomats are a student organization that serves as ambassadors for the University. They represent the student body at various University functions, including President’s receptions, Orientation and Commencement.

**Diplomats Executive Board Meetings** – Weekly meetings in which the executive board members of the UT Diplomats hold in order to plan for upcoming events and discuss issues at hand.

**Diplomats Executive Board Officers who participate in weekly meetings will learn to…**
- Develop a sense of purpose for the organization
- Develop their personal leadership styles
- Collaborate and work towards common goals
- Hold others accountable for their actions (or lack of) and to their commitments
- Maintain fiscal responsibility for the Diplomats’ budgets
- Encourage other members to remain interested in their service
- Respect and value members’ cultural and religious activities

...as demonstrated by observed behavior completed at the end of each semester in office.

**Executive Board Training** – A four-hour training session in which the Diplomats Executive Board prepares and plans for the upcoming year.

**Students who participate in the Diplomats executive board training will learn to…**
- Describe their respective officer responsibilities
- Identify and explain their personal officer goals
- Explain the Diplomats’ mission statement
- Explain their role as both peer educators and campus leaders

**General Membership Meetings** – Weekly meetings in which the general membership of the UT Diplomats hold in order to sign up for events (to volunteer for the UT community) and discuss issues at hand.

**Diplomats participate in weekly organizational meetings will learn to…**
- Demonstrate active involvement in campus life
- Develop a sense of purpose for the organization
- Find meaning in their service to the University
- Appropriately represent the University at campus events
- Gain knowledge on campus resources
The University of Tampa Fraternity and Sorority Life Mission Statement: The University of Tampa fraternity and sorority community provides members with the education to practice leadership, scholarship, integrity, and social responsibility in an inclusive environment of mutual respect that fosters lifelong friendships. We positively impact the University and surrounding community, while holding ourselves to the high standards reflected in our core values.

**Greek Week Committee** - A committee comprised of students representing each council that collaborate to coordinate Greek Week events.

*Students will learn to...*
- Collaborate with members of other chapters to work toward a common goal
- Practice effective conflict resolution skills
- Respect the perspectives and opinions of others
- Exercise basic event planning skills
  ...as demonstrated through a reflection discussion post Greek Week.

**Interfraternity Council Retreat** - The newly elected IFC officers participate in a day retreat identifying goals and talking about the direction of IFC. There is a specific focus on the NIC standards and revision on the Expansion Policy.

*Students will learn to...*
- Describe their job responsibilities
- Understand the purpose of IFC and NIC policies
- Articulate the mission and goals of the UT Greek community

**Interfraternity, Panhellenic, and National Pan-Hellenic Council Executive Board Member Meetings** - Weekly meetings that take place among each council, preparing for their general assembly meetings and discussing other issues pertinent to the group.

*Students will learn to...*
- Promote self governance and accountability
- Reflect upon their fraternal values and rituals and translate them into daily practice
- Educate members of the fraternity and sorority community on issues of social responsibility, diversity awareness, fraternal values, decision making, philanthropy, and service
  ...as demonstrated by observed behavior completed at the end of each semester in office.

**Panhellenic Council Retreat** - The newly elected officers participate in a retreat focusing on goal setting and planning. There is also an emphasis placed on reviewing university policies.
Students will learn to...
- Describe their job responsibilities
- Understand the purpose of Panhellenic and NPC policies
- Articulate the mission and goals of the UT Greek community

President’s Meetings - An opportunity for our 16 chapter presidents to provide updates regarding their chapters and discuss community concerns monthly.

Students will learn to...
- Effectively plan programs and events for their chapters
- Demonstrate an ability to lead their chapters in meeting goals
- Demonstrate knowledge about their personal leadership style
- Demonstrate effective problem solving skills
- Demonstrate an ability to interact with others in a productive way
- Communicate clearly and concisely to other chapter presidents
  ...as exhibited through a hard copy survey at the at the end of the semester and end of term as president.

Orientation Team (OT)
The Orientation Team is a group of students that assist the University with Orientation Week programs. They serve as a liaison between the incoming class and the campus community, by providing guidance for and welcoming first-year and transfer students.

Orientation Team Meeting – A two-hour meeting in which the new orientation team leaders meet as a group for the first time to discuss their role for the following fall orientation.

Orientation Team Leaders who attend the Spring Orientation Team Meeting will learn to...
- Explain the purpose of the orientation team
- Identify and describe the similarities and differences between their orientation experience and the experience they will provide as orientation leaders
- Identify their responsibilities as orientation leaders

Orientation Team Leader Training – A three-day training program, for students selected as orientation team leaders, that provides the energy to welcome new UT students and knowledge necessary to answer questions posed by new UT students and their parents.

Students who participate in Orientation Team leader training will learn to...
- Explain the purpose of the Orientation Team
- Demonstrate knowledge of various University resources
- List five rules for appropriate customer service
- Demonstrate their ability to answer questions by new students and parents
- Facilitate group discussions on campus life experiences
- Demonstrate effective tools for engaging students in reflection exercises
- List three objectives of mentoring
- Appropriately display their school spirit

### P.E.A.C.E. Volunteer Center (PVC)

The P.E.A.C.E. Volunteer Center is a student-run organization and office that provides education community service activities and programs for University of Tampa students, faculty and staff.

**Alternative Spring Break** – A week long service project in which students travel within a 10-hour drive to serve a community in need. Challenge and support is provided through daily reflection exercises.

*Students who participate in the Alternative Spring Break to will learn to...*

- Identify the mission of the non-profit organization they will be working with that week
- Collaborate and work towards a common purpose
- Explain the impact of their service
- Practice effective conflict resolution skills
- Demonstrate the ability to manage emotions appropriately
- Practice self care by protecting one’s self against insect bites and weather
- Identify the key issues around the social concern that they are addressing
- Sort through their feelings about the issue that they are addressing

**Domestic Alternative Break** – A week-long domestic service trip in which students serve a community farther than 10-hours away, requiring flight transportation. Students will be immersed into the culture of the city and will learn about city’s social issues. Challenge and support is provided through daily reflection exercises.

*Students who participate in the International Alternative Break will learn to...*

- Identify the mission of the non-profit organization that they will be working with that week
- Effectively communicate community issues in the city
- Develop their personal leadership style when working with community members
- Collaborate and work towards a common purpose
- Practice effective conflict resolution skills
- Demonstrate the ability to manage emotions appropriately
- Practice self care by protecting one’s self against the insect bites and weather
Fall Weekend Alternative Break (Give Kids the World) – A three-day weekend service trip to volunteer at Give Kids the World in Kissimmee, Florida. Students will serve children with terminal illnesses and their family members. Challenge and support is provided through daily reflection exercises.

*Students who participate in the Fall Weekend Alternative Break to Give Kids the World will learn to...*

- Identify the mission of Give Kids the World
- Describe the role volunteers have at Give Kids the World
- Explain the impact of their service
- Demonstrate a positive attitude in an emotionally-charged environment
- Identify what volunteer activity/ities were emotionally challenging and explain their reaction to those feelings
- Practice self care by protecting one’s self against the insect bites and weather ... *as demonstrated by a written reflection completed at the end of their service experience.*

Homelessness Sleep-out Event – An evening event in which all university students are interested to participate. Speakers from area homeless shelters and former homeless individuals talk to students about their experiences and what UT students can do to serve this community. Additionally, the participants are invited to sleep outdoors, building homes for themselves out of cardboard boxes.

*Students who participate in the homelessness sleep-out event will learn to...*

- Identify two needs of the Tampa homeless community
- Contrast their traditional sleeping environment to the simulated sleep-out environment
- Begin to sort through their feelings of the homeless situation in Tampa

International Alternative Break – A week-long international service trip in which students serve a community outside of the United States. Students will be immersed into the culture of the country and will experience the food and learn about the country’s history. Challenge and support is provided through daily reflection exercises.

*Students who participate in the International Alternative Break will learn to...*

- Identify the mission of the non-profit organization that they will be working with that week
- Effectively communicate community issues in the country
- Respond to cultural similarities and differences
- Recognize and honor cultural differences
- Develop their personal leadership style when working with community members
- Communicate with people that speak a different language (dependent on location)
- Collaborate and work towards a common purpose
- Practice effective conflict resolution skills
- Demonstrate the ability to manage emotions appropriately
- Practice self care by protecting one’s self against the insect bites and weather

**PEACE Volunteer Center Staff Meetings** – Weekly meetings in which the PEACE Volunteer Center staff members discuss accomplishments from the week prior and upcoming events. Each meeting ends with a reflection exercise.

**PEACE Volunteer Center staff members who participate in weekly staff meetings will learn to...**
- Demonstrate active involvement in community life
- Identify and communicate their accomplished tasks from the week prior
- Collaborate with other staff members to work towards common goals
- Hold others accountable for their actions and to their commitments

**PEACE Volunteer Center Staff Retreat** – A three-hour workshop in which current members of the PEACE Volunteer Center staff prepare for the upcoming year. The Active Citizen Continuum serves as the catalyst for involvement in PEACE, encouraging students to seek active citizenship.

**Students who participate in the PEACE Volunteer Center staff retreat will learn to...**
- Describe their respective job responsibilities
- Explain the motivation behind working in the PEACE Volunteer Center
- Apply knowledge of the Active Citizen Continuum
- List two community concerns in the Tampa Bay community
- Identify five people who have made a positive impact on their lives
- Compare and contrast the concepts of “volunteering” and “serving”
- Demonstrate appropriate customer service

**Reflection Workshop** – A three-hour workshop in which the alternative breaks staff members receive training on how to develop and facilitate reflection exercises on their respective alternative break trips.

**Students who participate in the reflection workshop will learn to...**
- Identify what reflection is and is not
- Identify the benefits of reflection
- Describe the four key characteristics of high-quality reflection (e.g., continuous, connected, challenging and contextualized)
- Explain how reflection encourages people along the Active Citizen Continuum
- Explain the need for a diverse array of reflection exercises
- Construct meaningful reflection exercises for specific alternative breaks
- Demonstrate the ability to facilitate reflection exercises

**Spring Alternative Weekend Break** – A three-day service experience in which students travel within the state of Florida to serve a community in need. Challenge and support is provided through daily reflection exercises.

*Students who participate in an Alternative Spring Weekend trip will learn to...*
- Identify the mission of the non-profit organization they will be working with that weekend
- Explain the impact of their service
- Collaborate and work towards a common purpose
- Practice effective conflict resolution skills
- Identify the key issues around the social concern that they are addressing
- Practice self care by protecting one’s self against the insect bites and weather

**Alternative Winter Break** – A four or five-day service experience in which students travel within the state of Florida to serve a community in need. Challenge and support is provided through daily reflection exercises.

*Students who participate in an Alternative Winter Break trip will learn to...*
- Identify the mission of the non-profit organization they will be working with that weekend
- Explain the impact of their service
- Collaborate and work towards a common purpose
- Practice effective conflict resolution skills
- Identify the key issues around the social concern that they are addressing
- Practice self care by protecting one’s self against the insect bites and weather

**Volunteer Coordinators One-on-one Meetings** – Individual meetings between PEACE volunteer coordinators and the assistant director of civic engagement conducted to improve their working relationship and begin discussions on their personal goals and interests in service.

*Volunteer Coordinators in the PEACE Volunteer Center who meet one-on-one with the assistant director of civic engagement will learn to...*
- Explain their personal passions in service and the monthly projects that relate to those passions
- Apply knowledge of the Active Citizen Continuum
The Community Partnership is comprised of religious leaders from the community as well as members of spiritual student organizations. The group meets monthly to have interfaith dialogue.

**Community Partnership** – The community partnership meets monthly to plan events, discuss issues, and educate each other on their spiritual tradition.

*Individuals who participate in the community partnership will learn to...*
- Identify two similarities and two differences from their own personal faith tradition and a different faith tradition as exhibited through an end of the year survey


*Students who participate in a book club discussion will learn to...*
- Communicate themes from the book with others
- Explore interfaith conversations
- Promote campus-wide understanding and enhance recognition of diverse spiritual beliefs in the broadest sense through dialogue, discussion, and personal discovery
... *as exhibited through a hard copy survey at the conclusion of the program and an online survey at the end of the semester.*

*Students who participate in the community conversations program will learn to...*
- Identify and represent personal values
- Develop and/or deepen their sense of purpose and meaning in life
- Explore interfaith conversations
- Ask fundamental “why” questions to broaden their understanding of various world views
- Promote campus-wide understanding and enhance recognition of diverse spiritual beliefs in the broadest sense through dialogue, discussion, and personal discovery
... *as exhibited through a hard copy survey at the conclusion of the program and an online survey at the end of the semester.*

*Students who participate in the spirituality through film series will learn to...*
- Ask fundamental “why” questions to broaden their understanding of various world views
- Promote campus-wide understanding and enhance recognition of diverse spiritual beliefs in the broadest sense through dialogue, discussion, and personal discovery
- Seek out opportunities to learn about world cultures and religions
- Explore interfaith conversations
... as exhibited through a hard copy survey at the conclusion of the program and an online survey at the end of the semester.

**Spartan Leadership Connection (SLC)**

The Spartan Leadership Connection serves as the umbrella for all co-curricular leadership education and development programs run through the Office of Student Leadership and Engagement. Programs include retreats, excursion and awards programs.

**E.L.I.T.E. (Educating Leaders in Today’s Environment) Mentor Training** – Mentor training provides sophomore, junior, and senior students with the skills and knowledge necessary to effectively co-facilitate a group of 8-10 first-year students through a 2-day retreat designed to introduce them to the Social Change Model of Leadership Development.

**Students who participate in E.L.I.T.E. mentor training will learn to...**

- Describe the role mentors have played in his/her life
- Identify three behaviors his/her mentor engaged in that contributed positively to their relationship
- Explain three objectives of mentoring
- List three behaviors mentors should avoid
- Describe three strategies for facilitating learning in a mentoring relationship
- Demonstrate his/her ability to engage in reflective questioning
- List three benefits of co-facilitating a group
- List two strategies for drawing out 100% participation in a small group setting

**E.L.I.T.E. (Educating Leaders in Today’s Environment)** – This 2-day retreat takes place prior to orientation and introduces first-year students to the Social Change Model for Leadership Development and to meaningful opportunities for involvement in campus life.

**First year students who participate in the E.L.I.T.E. Retreat will learn to...**

- Identify the seven components of social change model of leadership
- Begin to identify three peers who may serve as a support group for the upcoming year
- Describe three similarities and differences between traditional and collaborative leadership
- Describe the major life events/people that have shaped who they are today and how
- Explain why consciousness of self is important to effective leadership practice
- Describe four characteristics of their personality according to the Myers-Briggs that impact their leadership style
- List three of their personal values and explain what/who influenced their adoption of each value as their own
Differentiate values s/he holds that s/he acts congruently from those s/he acts incongruently on
Explain the role commitment plays in effective leadership practice
Explain what they are passionate about
Identify how they want to spend their time and energy at UT
Explain why collaboration is important to effective leadership practice
Demonstrate two behaviors that contribute to effective group collaboration
Explain why having a common purpose is important to effective collaboration
Explain why controversy with civility is important to effective leadership practice
Compare and contrast conflict with controversy with civility
Explain why citizenship is important to effective leadership practice
Differentiate between philanthropy, community service, and service-learning
Explain why change is important to effective leadership practice

Leadership and Swimming with the Manatees – This 3-day excursion program affords students the opportunity to enjoy a unique aspect of living in Florida while introducing them to a leadership philosophy based on leading from a place of care and concern, and broadening their perspective of handling conflict effectively.

Students who participate in the Leadership and Swimming with the Manatees will learn to...
- Describe one benefit of leading from a place of care and concern instead of from a place of authority and power/dominance
- Explain how leading from a place of care and concern can diffuse a conflict situation
- Identify two behaviors that are congruent with leading from a place of care and concern
- Identify one reason why leading from a place of care and concern is not the norm in leadership practice
- Describe one thing s/he learned about him/herself as a result of participating on the excursion

President’s Leadership Fellows Mentor Training - Mentor training provides sophomore, junior, and senior students with the skills and knowledge necessary to effectively provide challenge, support, and resources to a first-year student participating in a four-year leadership scholarship program.

Students who participate in the President’s Leadership Fellows Mentor Training will learn to...
- Describe the role mentors have played in his/her life
- Identify three behaviors his/her mentor engaged in that contributed positively to their relationship
- Explain three objectives of mentoring
- List three behaviors mentors should avoid
- Describe three strategies for facilitating learning in a mentoring relationship
- Demonstrate his/her ability to engage in reflective questioning
- List three benefits of co-facilitating a group
- List two strategies for drawing out 100% participation in a small group setting

The President’s Leadership Fellows program is a four-year, cohort based, scholarship program. Twenty-five freshman students will enter as a group, and will engage in all aspects of the program experience (i.e., workshops, experiences, etc.) together. During the four-year program, participants will progress through increasingly complex understandings of leadership: self, team, community and change, and leading in a global society.

President’s Leadership Fellows – Year One - Leadership demands that one be continually self-aware. Mindfulness of one’s thoughts and feelings, as well as knowledge of strengths and weaknesses gives leaders the foundation necessary to: enhance their relationships with diverse others, be open to multiple perspectives, create strong teams, and engage in critical and sustained reflection.

First-year students who participate in the President’s Leadership Fellows program will learn to...
- Engage in self-reflection
- Demonstrate interest in community life
- List three of their personal values and explain what/who influenced their adoption of each value as their own
- Describe four characteristics of their personality according to the Myers-Briggs that impact their leadership style
- Explain the importance of applying self-knowledge to their leadership practice
- Describe the connection between leading a healthy life and leadership effectiveness
- Identify one type of power and describe a time when s/he used that type of power in a leadership setting

President’s Leadership Fellows – Year Two - The ability to develop a common purpose and work collaboratively with diverse others are important skills for today’s global leaders. Year two focuses on applying the self-awareness learned in year one to team life and on developing the type of relationships that will ultimately enhance a group’s capacity to solve the complex problems leaders face.

Second-year students who participate in the President’s Leadership Fellows program will learn to...
- Describe and construct an integrated identity and use this to practice congruence in team life
- Collaborate with others and understand group dynamics
- Engage in controversy with civility
- Commit to ethical action
• Begin to practice systems thinking and change management

**Student Coordinators (SC)**

Student coordinators are employed in a variety of areas within the Office of Student Leadership and Engagement. The PEACE Office, Spartan Leadership, Marketing, Student Organizations, and Fitness and Intramural Sports (of the Department of Campus Recreation), each provide a valuable and unique professional growth opportunity for the student coordinator in their area. While individual responsibilities vary by role, each student coordinator plans, implements and promotes events; demonstrates and encourages professionalism; enhances customer service; manages daily operations of their area; and strives to unite the campus community. In general, student coordinators serve as a liaison between professional staff and/or the city of Tampa, and students.

**Fall Student Coordinator Training** – This training is used to introduce the coordinators to one another and assist them in becoming more aware of the duties and areas of responsibility each student coordinator encompasses. Further education and understanding of the Office of Student Leadership and Engagement mission and professional staff is also communicated.

*Students who participate in fall student coordinator training will learn to*...
  - Articulate the mission of the Office of Student Leadership and Engagement with 100% accuracy
    - *as demonstrated by an interview with his/her supervisor.*
  - Understand the key words in the Office of Student Leadership and Engagement mission statement (transformative learning and holistic development)
    - *as demonstrated by his/her response to questions in the end of the semester report.*

**Spring Student Coordinator Training – first year employees** – This training is a follow-up to the Fall Student Coordinator Training. Student Coordinators are asked to reflect upon the Fall semester and share the experiences they had during their first semester as Student Coordinator. Transformative and holistic experiences are further defined during this training.

*First-time student coordinators who attend the spring student coordinator training will learn to*...
  - Identify one transformative learning experience and one holistic experience as demonstrated by his/her response to questions in the end of the year report

**Spring Student Coordinator Training – returning employees** – This training is held when the majority of the student coordinators are veteran’s in their positions (i.e., holding position for more than 1 full academic year). Based on the needs of the coordinators, the training is created with topics found to provide the most benefit. In SP 2010, the training was focused on job search skills, with Tim Harding from Career Services leading the lecture and discussion. Life
after college, and balancing life and work were also discussed because several of the student coordinators were graduating in May, or had requested extra information on the subject.

**Veteran student coordinators who attend the spring student coordinator training will learn to...**
- Identify two valuable ways of searching for a job
- List three ways to get involved outside of work after college
- Identify two reasons why life-work balance is important

### Student Government (SG)

Student Government serves as the representative voice of the undergraduate student body with its elected officials, bills and resolutions being the proper conduct for opinions and positions of the student body.

**Senior Party Planning Committee** – A committee of eight graduating seniors meet to determine allocations of the Senior Class Gift. The committee receives funding requests from various departments/offices across campus and allocates approximately $75,000 to improve student life.

**Senior students who attend the Senior Party Planning Committee meetings will learn to...**
- Demonstrate knowledge of and follow the Organizational Alcohol Policy
- Communicate the Organizational Alcohol Policy to CARE monitors on the day of the event
- Make responsible decisions regarding catering orders
- Maintain fiscal responsibly for costs related to the event
- Hold others accountable for their actions

**Student Government Cabinet Meetings** – Weekly meetings in which the Executive Branch and Cabinet members of Student Government meet to discuss plans for the upcoming weeks, provide committee resolution updates and address issues at hand.

**Student Government Executive Branch and Cabinet members who participate in weekly meetings will learn to...**
- Seek and integrate information about campus concerns
- Practice effective conflict resolution skills
- Demonstrate the ability to collaborate efficiently and effectively with others
- Identify and communicate their accomplishments from the week prior
- Make ethical decisions
- Respect the opinions of others
- Identify details related to the organization of their respective projects
- Maintain fiscal responsibility for the budgets
- Develop their personal leadership styles
Student Government Officer Training – A training workshop held to orient the new Student Government officers for the upcoming year as campus leaders. The officers gather as all three branches (i.e., executive, legislative and judicial) for this workshop.

Elected students who participate in Student Government officer training will learn to...
- Describe their respective officer responsibilities.
- Identify the basic components of parliamentary procedure.
- Identify the basic components of writing resolutions.
- Explain the Student Government branch structure.
- Explain the Student Government allocation policies...as demonstrated by a written evaluation completed at the end of the training workshop.
- Identify and publicly state their respective officer goals
- Identify their leadership style in a Student Government setting
- Demonstrate their ability to listen to students’ concerns...as demonstrated by observed behavior during the training workshop.

Student Government General Assembly Committee Meetings – Weekly committee meetings in which representatives from student organizations and independent students meet to hear updates on upcoming programs, voice their opinions on issues and vote upon resolutions.

Organizational representatives and independent students who participate in weekly Student Government General Assembly committee meetings will learn to...
- Demonstrate active involvement on specific committees
- Educate other students on campus life issues and concerns addressed in Student Government meetings
- Promote active involvement in student governance
- Represent the perspectives of their respective organization (if organizational representative) or self (if independent)
- Identify the basic components of writing resolutions.
- Make ethical and fair decisions when voting on Student Government resolutions (e.g., bills and financial appropriations)

International Fete – An evening program developed by Student Government and the Office of International Programs that provides educational information, entertainment and food from countries across the globe. Individual students and organizations provide information on their respective culture and/or country.

Students who attend the International Fete will learn to...
- Respect and value cultures other than their own
- Respond to cultural similarities and differences
- Demonstrate the desire to learn about other cultures
- Try food from various cultures

### Student Organizations (SO)

The University of Tampa has over 120 registered student organizations, including academic, athletic, spiritual, diversity, entertainment, governance, leadership, and Greek organization groups.

**Dip into UT Groups** - An event intended to introduce students to the various student organizations available on campus.

*Students will learn...*
- The opportunities available to join a registered student organization

**Risk Management Training** - The Judicial Coordinator and the Coordinator of Student Organizations conduct a training with student organization presidents on the university alcohol policy.

*Students will learn to...*
- Communicate the purpose of the university organizational alcohol policy
- Communicate the purpose of the university organizational conduct policy
- Demonstrate the importance of following policy to their organization membership

### Student Productions (SP)

Student Productions is the campus programming board that plans and implements a series of programs that are entertaining and educational in nature.

**Student Productions Executive Board** - The executive board is a group of eight students responsible for planning and executing the Student Productions programs. They have two days of training each semester, they meet weekly as an executive board, and they have weekly one on ones with their advisor.

*Students who attend training, weekly Student Productions executive board meetings and one-on-one meetings will learn to...*
- Describe how to put on a successful program
- Effectively advertise upcoming events and activities
- Develop meaningful collaborative relationships to enhance programs and services
- Have a better understanding of their own leadership styles
- Evenly delegate responsibilities
- Work effectively to formulate goals for specific events and the organization
- Explain how their skills gained from Student Productions will translate to their future careers

Student Productions Committee Membership - Student Productions committees meet once a week to help plan and execute the programs. There are six committees: concert board, homecoming board, stage shows, recreation, marketing, and film.

*Students who attend weekly Student Productions committee meetings will learn to...*
- List and discuss five significant aspects of event planning and management
- Communicate and collaborate effectively as a committee
- Effectively market and advertise events and activities

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**Vaughn Center (VC)**

**Building Managers** - The building managers are responsible for all operational duties of the Vaughn Center. They set up and cater to the needs of events being held in the building, supervise the information desk attendants, Spartan Club attendants, and LASER Team drivers on duty, and help to maintain cleanliness and safety of the building. They go through a full day of training at the beginning of each semester and attend weekly staff meetings.

*Students who work as building managers and attend weekly staff meetings and semesterly trainings will learn to...*
- Describe the posting policy at the university as it relates to the Vaughn Center and Plant Hall
- Describe their supervisory style and how it supports their supervisees on duty
- Balance academic, personal, and work responsibilities
- Explain four main points to good customer service

**Information Desk** - The information desk is the front desk to the Vaughn Center. Information desk attendants give out information on the events being held in the building, give out loaner keys for all of the residence halls, work as the dispatcher for the LASER Team, and respond to other university related questions. They go through a full day of training at the beginning of each semester and attend bi-weekly staff meetings.

*Students who work as information desk attendants and attend bi-weekly staff meetings and semesterly trainings will learn to...*
- Explain four main points to good customer service
- Balance academic, personal, and work responsibilities

**LASER Team Staff** - The LASER Team is a late night safe ride service offered on campus. The students who work for the LASER Team drive the golf carts around campus to escort passengers
safely to their destinations. They go through a full day of training at the beginning of each semester and attend bi-weekly staff meetings.

*Students who work as LASER team drivers and attend bi-weekly staff meetings and semesterly trainings will learn to...*

- Work collaboratively with the Information Desk and Safety and Security to ensure a safe and successful program
- Identify unsafe conditions for students and the proper and most efficient ways to get help.
- Properly maintain all golf carts and equipment
- Explain four main points to good customer service
- Balance academic, personal, and work responsibilities

**Spartan Club** - The Spartan Club is the game room located on the second floor of the Vaughn Center. The Spartan Club attendants monitor the room, hand out equipment for the pool tables and air hockey tables, coordinate Pool League, and plan 9-ball and poker tournaments. They go through a full day of training at the beginning of each semester and attend bi-weekly staff meetings.

*Students who work as Spartan Club attendants and attend bi-weekly staff meetings and semesterly trainings will learn to...*

- Explain four main points to good customer service
- Balance academic, personal, and work responsibilities
- Organize and facilitate single-elimination game tournaments

**Student Development Series** – The Student Development Series (SDS) is a series of programs held for student employees of the Office of Student Leadership and Engagement with the goal to assist them in holistic development. They are held three times per semester.

*Students who attend four of the six student development series sessions will learn to...*

- Communicate effectively through small group interactions
- Analyze and synthesize the subject matter presented
- Demonstrate that they value personal growth and development
  …as demonstrated by annual survey results at the completion of the series.
References


Keeling…