

February 16, 2018, University Curriculum Committee Meeting

The Experiential Learning Subcommittee approved the requests to include the following non-credit activities in the Experiential Learning Implementation Plans and on the Experiential Learning Transcript for the following schools and colleges:

College of Agricultural and Environmental Sciences

- CAES Social Media Intern
- Congressional Agricultural Fellowship
- Food and Agribusiness Entrepreneurial Initiative (FABricate)
- Georgia Legislative Internship
- UGA Extension Internship
- Winegrowers of Georgia Internship

The Experiential Learning Subcommittee approved the requests to include the following non-credit activities on the Experiential Learning Transcript:

Office of Student Affairs

- Disability Resource Center Speakers Bureau
- Panhellenic Recruitment Counselor
- Student Affairs Media Assistant

UGA Career Center

- Social Media Intern

CAES Social Media Intern College of Agricultural and Environmental Sciences

Description

The CAES Social Media Intern is an innovative, organized undergraduate student who manages and assists with all CAES social media platforms and other communication materials distributed by the College of Agricultural and Environmental Sciences. The Office of Academic Affairs employs one Social Media Intern to manage and assist with all student-focused CAES social media platforms, including Facebook, Instagram, Twitter, Snapchat and Hootsuite. The student develops and implements an overall social media strategy targeted to current and future students in CAES. The student uses a social media planning tool (Hootsuite) to manage social media outlets, monitor activity, and work to leverage social media as a bridge between CAES students and the CAES website. They also collaborate with various CAES departments and outside social media accounts to build a greater following and distribute pertinent information. The student also creates graphics, flyers and promotional pieces using industry standard software in Adobe Creative Cloud for upcoming opportunities within the college.

Activity Director: Hannah Rull; Hannah.rull25@uga.edu; 706-542-1611

College: College of Agricultural and Environmental Sciences

Program Length: Year

Program Term: Fall 2017, Spring 2018

Program Start Date: August 14, 2017

Program End Date: May 4, 2018

Minimum Hours: 180

Is this activity limited to a certain number of students? Yes

Maximum Number of Students: 1

Minimum Number of Students: 1

Is this activity limited to certain category/ies of students? Yes

If limited, please describe: While the position is not limited to students from certain majors, priority is given to students studying Agricultural Communications or a related field. Upper-classmen are preferred.

CAES Social Media Intern

Engagement

Student works a minimum of 10 hours/week for at least one semester, although the student typically commits to work an entire academic year, totaling 360 hours of student engagement. At times, the student may work up to 20 hours/week if assisting with communication-related tasks for an event sponsored by the Office of Academic Affairs.

Mentorship

The Social Media Intern is jointly mentored by the Director of Student and Employer Engagement and the Administrative Associate II. The student receives formal and informal training on office procedures, task assignments via Asana, social media strategy, social media analytics, and more. The depth of training is contingent upon the existing knowledge and skill set of the student. The mentor (who also serves as the activity director) monitors the student's work and provides weekly feedback. The mentor meets with the student at least twice each month to discuss new ideas, upcoming social media campaigns, and other topics related to their role. The student is given the opportunity to respond to feedback during the meeting or via email.

Challenge

This internship is uniquely experiential as it provides excellent hands-on opportunities for students interested in a career in communications, public relations, social media strategy, or website development. The student is given guidelines and processes to work through, but has the task of creating and implementing the CAES social media strategy. This includes interviewing CAES students, faculty and staff to create students spotlight features, working with the Office of Communications and Creative Services to schedule and create social media posts, collecting college-related content and sharing upcoming plans for social media campaigns. The intern's final products are seen by CAES students, faculty and staff on social media, a weekly newsletter and the CAES website. The skills acquired by the Social Media Intern are highly sought after in communications careers and are easily transferrable to a real-world setting.

Ownership

The Social Media Intern independently develops social media content, including written content and graphic design. Staff members add action items to his/her calendar, and the student develops the appropriate content for each media outlet. Facebook, Instagram, Twitter and Snapchat each require a different strategy and content, based on the targeted audience of each platform. In addition, the student is asked to increase social media followers through innovative campaign ideas, like "Love your College Week" or "Thank a Professor Week". The student develops and implements these campaigns independently, under the direction of the mentor. They are also asked to assess their progress by

CAES Social Media Intern

tracking web analytics and demonstrating an increase in followers and interactions on all social media platforms. The student may add their work to a personal, creative portfolio for use while interviewing after graduation.

Self or Social Awareness

The student is asked to give monthly written reports of CAES social media engagement for all platforms. This includes the number of followers, estimated “reach”, post reactions, comments, shares, “likes”, etc. Students may use analytics on Facebook and Hootsuite to develop this content. The student is also asked to reflect on their work during monthly meetings with their mentor, and the mentor provides an end of program evaluation at the conclusion of the internship.

Congressional Agricultural Fellowship College of Agricultural and Environmental Sciences

Description

The UGA College of Agricultural and Environmental Sciences and several Georgia Congressional offices offer summer fellowship opportunities for students in the College of Agricultural and Environmental Sciences. Students serve as agricultural liaisons while in Washington, D.C. Fellows will have the opportunity to attend agriculture committee hearings, prepare briefs, conduct agricultural research, meet with constituents, and other duties as assigned by the congressional office. Fellows are supervised directly by staff members of the Congressional office and supervised at a distance by Dr. Josef Broder. Fellows receive a \$3,000 housing stipend from CAES and hourly pay from the Congressional offices. The Congressional Agricultural Fellowship was established in 1997 with the intent to provide CAES students with real-world experience in policy and government, on the federal level, with a special emphasis on agriculture. Since its inception, over 100 CAES students have served as Congressional Ag Fellows and a number of them have returned to D.C. after graduation to work in congressional offices as full-time staffers.

Activity Director: Josef Broder; jbroder@uga.edu; 706-542-1611

College: College of Agricultural and Environmental Sciences

Program Length: Summer

Program Term: Summer 2018

Program Start Date: May 9, 2018

Program End Date: August 3, 2018

Minimum Hours: 480

Is this activity limited to a certain number of students? Yes

Maximum Number of Students: 7

Minimum Number of Students: 5

Is this activity limited to certain category/ies or students? Yes

If limited, please describe: While the fellowship is not limited to certain majors or ages, preference is shown to students who are rising juniors or seniors. Applicants must have completed at least 60 semester hours with the most recent 15 completed in the University System of Georgia.

Congressional Agricultural Fellowship

Engagement

Students work a minimum of 40 hours/week for 12 weeks, totaling 480 hours of student engagement. Because of the duration of the fellowship, our students are often given the responsibility to supervise other interns in the office. We have long-standing relationships with each of the congressional offices we work with. Congressional Ag Fellows will be actively engaged in meaningful work and are allowed to explore new areas of interest, by attending committee meetings and interviews, as time allows. CAES Students live in Delta Hall during this 12-week internship.

Mentorship

Students are mentored by the internship coordinator from the congressional office in which they are working. They receive training and instruction regarding their role as an Ag Fellow, office policies and procedures, expectations and general information about working in a congressional office. The congressional internship coordinator monitors the student's work and provides regular feedback. Some congressional offices may hold regular meetings with fellows, while others may not. In addition, Dr. Josef Broder, Associate Dean for Academic Affairs, visits the Ag Fellows around week 6 of the fellowship. He meets with fellows to hear about their experience, provide feedback and encourage personal reflection. Dr. Broder also meets with each Congressional Office and the internship coordinator (direct supervisor to the fellow) to gain feedback about student performance and overall well-being.

Challenge

During their fellowship, students work directly with congressional offices and are involved in the inner workings of the office. Students work directly with constituents and legislation as they schedule and conduct tours, research legislation, attend committee meetings, prepare briefs and other assigned duties involving policy. Fellows receive general instruction and training by the Office of Academic Affairs before departure, and are trained on-site by the internship coordinator of each congressional office. Students are instantly immersed in the day-to-day workings of a congressional office. While they do receive some training, many tasks and projects are unfamiliar to students and they are asked to perform them in a timely manner. For example, most of our students are not familiar with memo-writing and its unique format and audience, and they are often asked to write a memo during the first few weeks of the fellowship. This requires students to use and improve their communication abilities while developing a useful skill for their careers. Students also use their knowledge in agricultural and environmental sciences to inform their decision making and critical thinking while preparing briefs, writing memos and attending meetings. During this process, they are learning how agriculture affects policy and vice versa. This is an incredibly valuable skill for the workplace and their future careers in the agriculture industry.

Congressional Agricultural Fellowship

Ownership

Ag Fellows work independently and as part of a team within the congressional office. They are often called upon to train and supervise other interns in the office and serve as a peer leader in that capacity. Their hands-on experiences have a direct impact on the congressional office and on policy as a whole. They conduct independent research and memo-writing and their work is used to brief Senators and Representatives as they make policy decisions. Many students return from D.C. and say that having a direct impact on legislation was the most profound part of their fellowship experience.

Self of Social Awareness

Upon their return from Washington, D.C., students are required to write a reflective essay detailing their experiences working in a congressional office and their personal development as an Ag Fellow. This essay is designed to foster personal reflection on the experience. We ask them to reflect on their career goals and professional skill development, in addition to the ways in which the fellowship shaped his/her personal or professional goals. Students share their experiences with other students via presentations, social media posts and blogs.

Food and Agribusiness Entrepreneurial Initiative (FABricate) College of Agricultural and Environmental Sciences

Description

FABricate is a Food and AgriBusiness Entrepreneurial Initiative and competition where students develop a new food product, new agricultural technology, new food or agricultural-related business or new environmental or sustainable business. The FABricate program is designed to help students expand their leadership and business skills through hands-on experiences in entrepreneurship. Students submit a proposal detailing their idea (as an individual or a group) to the FABricate committee and if selected, receive \$1,500 to fund the development of their new business. Categories include: new food product, agricultural technology, agricultural or food-related business and environmental or sustainable business. Once students receive funding, they are guided by a faculty mentor in the development of their business and attend 3-4 seminars (or "Think-Tanks") throughout the year. The seminars are intended to provide guidance in the areas of problem solving, protecting assets, budgeting, marketing and pitching. Students compete in late March for a grand prize of \$2,000-\$5,000 in startup money for their business. The final competition consists of a 10-minute presentation to a panel of industry judges, followed by questions. Students (or groups) in first, second or third place earn a cash award.

Activity Director: Amanda Stephens; amanda10@uga.edu; 706-542-5276

College: College of Agricultural and Environmental Sciences

Program Length: Year

Program Term: Fall 2017, Spring 2018

Program Start Date: September 5, 2017

Program End Date: March 28, 2018

Minimum Hours: 75

Is this activity limited to a certain number of students? Yes

Maximum Number of Students: 15

Minimum Number of Students: 5

Is this activity limited to certain category/ies of students? No

Food and Agribusiness Entrepreneurial Initiative (FABricate)

Engagement

The FABricate program runs from approximately September – March and students are engaged in both formally structured programs and independent work. Students participate in 20-30 hours of formal instruction through FABricate seminars and individual meetings with their faculty mentor. Beyond formal instruction, students work either independently or as part of a group to develop their business. Each student will put in a minimum of 75 hours, while some students may contribute more than 100 hours.

Mentorship

Each FABricate group must have at least one faculty mentor within CAES, and may also choose to have a mentor(s) from other colleges or an external constituent. The faculty mentor provides feedback and guidance throughout the entire process (proposal, idea development, budgeting, pitching, etc.). The feedback is often provided in face-to-face meetings but may also occur via email or phone calls. Faculty mentors review the student's proposal and provide guidance as the students are developing their business or product. For example, one group may choose to create a new food product and their mentor (likely from the Food Science department) would guide students to consider food safety, food quality and proper use of processing equipment. The mentor also meets with students before their final pitch to review the presentation and final product.

Challenge

Students face numerous challenges when developing their idea or business. We offer them the resources to solve the problems on their own and develop innovative and creative solutions to make their idea feasible and marketable. The main challenge these entrepreneurs face is creating a product, service or business that will be viable in its respective industry. To figure this out, we encourage students to complete "customer discovery" where they reach externally to survey, test, or connect with potential customers of their product/business. This allows them to realize concerns and suggestions before their idea is marketed. Another challenge students face is allocating their funding to the most resourceful items. The seed money they receive is \$1,500 and they are left to outline a budget and figure out the best use of these funds. During the progression of their research, most teams will face adversity from potential customers not liking the product/business, realizing small profit margins, or even an issue in development (missed step in manufacturing or processing). Students will have to take these flaws with their idea and figure out a resolution. We believe that overcoming these types of challenges is essential to the entrepreneurial learning process.

Food and Agribusiness Entrepreneurial Initiative (FABricate)

Ownership

Students who participate in the FABricate program are tasked with the assignment to create a new business or food product from the ground up. CAES offers \$1,500 in seed money to fund the development of their idea and students are responsible for every aspect of their project. They work as an individual or as a group of up to five students, and submit a budget, purchase items, create a marketing plan, design a logo and more.

During the final pitch competition, students present their work to a panel of judges and members of the UGA community. Their presentation details the development of their idea, along with any challenges they faced. Judges will ask critical questions and students must be able to defend and/or explain their business plan or product.

Self or Social Awareness

FABricate students give a 10-minute proposal presentation at the beginning of the project and a 10 minute final presentation at the finale. These two presentations allow students to compare, contrast and reflect on their progress from beginning to the end. Students' projects often evolve as they begin implementing plans and they may see drastic differences between the two, allowing for thorough reflection on their knowledge and skills gained during the program. Faculty mentor feedback is provided after the proposal presentation and the final presentation. In addition, judges' comments are sent to students at the conclusion of the finale. The mentor feedback includes comments on the project, business, idea and the presentation itself.

Georgia Legislative Internship College of Agricultural and Environmental Internship

Description

The Senate Agriculture & Consumer Affairs Committee and the College of Agricultural and Environmental Sciences at the University of Georgia co-sponsors a 12 week legislative internship with the Senate Agriculture & Consumer Affairs Committee. The intern works full-time and reports to the Chair of the Senate Agriculture and Consumer Affairs Committee and is heavily involved in agriculture and consumer affairs legislation that impacts the State of Georgia. Interns will have the opportunity to research legislative bills of significance to agriculture and consumer affairs, respond to agriculture and consumer affairs constituents and interest groups, attend legislative hearings and briefings on agriculture and consumer affairs, and serve as liaison to the College of Agricultural and Environmental Sciences. The internship was established in 2012 and is open to students from all majors within CAES. The Office of Academic Affairs provides a \$1,500 monthly housing stipend for the Georgia Legislative Intern to enable students to live in or near Atlanta during the internship.

Activity Director: Josef Broder; jbroder@uga.edu; 706-542-1611

College: College of Agricultural and Environmental Sciences

Program Length: Semester

Program Term: Spring 2018

Program Start Date: January 3, 2018

Program End Date: March 30, 2018

Minimum Hours: 480

Is this activity limited to a certain number of students? Yes

Maximum Number of Students: 1

Minimum Number of Students: 1

Is this activity limited to certain category/ies of students? No

Engagement

Students work a minimum of 40 hours/week for 12 weeks, totaling 480 hours of student engagement. During this internship, students work directly with Senator John Wilkinson and other members of the Senate committee on agriculture related matters and are actively engaged in the legislative process. Students are encouraged to live in Atlanta during their internship to maximize their learning experience.

Georgia Legislative Internship

Mentorship

Students are mentored by Senator John Wilkinson and other members of the Senate committee. Staff members from Senator Wilkinson's office may also provide mentorship. The mentors are responsible for managing the day-to-day tasks of the student, providing feedback on their performance and offering instruction and guidance throughout the internship. Mentorship is offered in a face-to-face format by Senator Wilkinson throughout the internship program. Senator Wilkinson is a former Agricultural Education teacher and State FFA Program Director. Dr. Josef Broder also checks in with the student and with Senator Wilkinson throughout the semester.

Challenge

During their internship, students work directly with state senators and are involved in the inner workings of the committee and are expected to work alongside Senators and other staff members. While they do receive some informal training, many tasks and projects are new or unfamiliar to students and they are asked to perform them in a timely manner and with professionalism. This challenge allows students to apply their agricultural knowledge as they perform brand new tasks and projects (like memo writing and policy research) that have a direct effect on legislation. Students must also apply their communication skills when interacting with constituents, committee members, interest groups and more. They may be called upon to research new information and communicate that knowledge to the committee. Senator Wilkinson and other committee members may ask students to perform substantive and routine tasks that allow students to learn new skills or knowledge that can be applied to their future career.

Ownership

Students spend the majority of their time working independently, but may also work as part of a team within the congressional office. Students have the sole responsibility for completing tasks and projects assigned to them by the Senator and much of their work consists of research and writing. Through this process, students have a direct impact on state legislation and receive hands-on experience with policy and government relations. The student is often asked to present their findings to the committee, demonstrating their role in the project.

Self or Social Awareness

Students receive feedback from Senator Wilkinson at the conclusion of their internship. Upon their return from Atlanta, students are required to write a reflective essay detailing their experiences working in a Georgia senator's office and their personal development during the semester. This essay is designed to foster personal reflection on the experience. We ask them to reflect on their career goals and professional skill development, in addition to the ways in which the internship shaped his/her personal or professional goals. We also ask students to share their experiences with other students via presentations, social media posts and blogs.

UGA Extension Internship College of Agricultural and Environmental Sciences

Description

The University of Georgia Cooperative Extension offers semester-long internships to students enrolled in an undergraduate or graduate program. Interns work with experienced county Extension faculty members across the state to see firsthand how the organization serves Georgia. Interns get hands-on experience in the field and office, and are paired with an Extension agent in their preferred county or region whenever possible. Interns are supervised by their assigned Extension agent and internship coordinator Maria Bowie (based on the Athens Campus). Paid interns receive \$455 per week, working roughly 40 hours per week over a 12-week period. Unpaid interns serve as program volunteers, and also receive worthwhile exposure to careers with UGA Extension and class credit as arranged through their home academic department. The UGA Extension internship program formally began in the early 2000s, serving over 100 college students and resulting in permanent placement of 20 county-based Extension faculty members.

Activity Director: Maria Bowie; mbowie@uga.edu; 706-542-3908

College: College of Agricultural and Environmental Sciences

Program Length: Summer

Program Term: Summer 2018

Program Start Date: May 14, 2018

Program End Date: August 3, 2018

Minimum Hours: 480

Is this activity limited to a certain number of students? Yes

Maximum Number of Students: 12

Minimum Number of Students: 8

Is this activity limited to certain category/ies of students? No

Engagement

Students work a minimum of 40 hours/week for 12 weeks, totaling 480 hours of student engagement. Interns are actively engaged in rewarding work and encouraged to explore all areas of interest, including agricultural consultation with producers, growers, farmers, agribusinesses, Green Industry, homeowners, local residents; health and wellness coaching with clients, including low income/high risk audiences (such as ESOL populations) and community partners; 4-H and youth development teaching

UGA Extension Internship

youth ages 8 – 18 leadership and citizenship skills, public speaking, civic engagement, environmental education and a week-long residential summer camp experiences at one of five Georgia 4-H Centers (Rock Eagle 4-H Center in Eatonton, Fortson 4-H Center in Hampton, Wahsega 4-H Center in Dahlonega, Burton 4-H Center on Tybee Island or Jekyll Island 4-H Center).

Mentorship

Students are mentored by their assigned County Extension Agent from the Extension office in which they are serving as an intern. They receive training and guidance regarding their role as interns, policies and procedures, expectations and general information about working in a local County Extension office. The County Extension Agent guides the intern's work and provides ongoing feedback and emphasizes managing Extension assignments, office workflow and daily priorities with a team-based approach. Maria Bowie, internship program coordinator, also provides online and/or in-person (when possible) organizational orientation, collects mid-point and final student evaluations and the reflection paper the student submits by August 3. In addition, plans are underway to host a summer team-building workshop for the interns, at Rock Eagle or the Athens Campus, and to pair the interns as student teams to help them compare their experiences, ask questions and receive peer-to-peer support.

Challenge

Interns are asked to help create, lead, teach and effectively communicate and promote programs to a wide variety of audiences, both geographically and socioeconomically diverse. Students are engaged in a dynamic work environment, which truly allows for the real world application of scholarly knowledge and skills. Internships with UGA Extension provide opportunities for students to work as part of a team of dynamic, highly qualified county-based faculty who work tirelessly to improve the quality of life on an individual, family, business, community, regional, and statewide scale. For example, interns focusing on agriculture and natural resources may help deliver, translate and apply the latest research-based facts to help farmers and agribusiness with production strategies and disease, insect and weed management. Family and consumer science focused interns may provide classes on food safety and preservation, nutrition and wellness while 4-H/youth development concentrated students teach STEM classes and lead summer camp experiences. Some interns opt to spend four weeks in each program area, gathering experience and working in agriculture, family and consumer sciences and 4-H/youth.

Ownership

Extension interns work individually and as a part of their local Extension office staff team. They begin the experience shadowing their supervising agent, and are given increasingly responsible assignments, which they are able to complete independently or with guidance as required/needed. For example, an intern may accompany an Ag Agent with a site visit to a farm where they are asked to help identify the

UGA Extension Internship

cause of a problem in a crop, such as pest or disease outbreaks. They help document onsite evidence and work with subject matter experts (Extension Specialists) to identify/confirm likely causes or culprits and recommend viable solutions. This may be a combination of verbal onsite consultation, interview with grower, photo/video capture and submission via local microscope culture to the Distance Diagnostic Imaging System. The outcome focus is for interns to help provide producers timely, practical solutions needed to be sustainable in today's increasingly competitive agricultural industry.

Self or Social Awareness

Interns are evaluated and receive mentor feedback at the mid and end point of their 12 week work experience. They are also required to submit a reflective essay describing their internship experience and personal growth and future career plans. This essay is designed to help students articulate skills and life lessons they've learned, tell us what they most enjoyed and identify areas they see for potential organizational enhancements. Plans are also in development for a peer- to-peer support system, where interns will be paired up to share among themselves about their work experience. A team building session will also be provided for all interns, where they will have a chance to gather (importance since they will be housed throughout the state at various locations) and share about their experiences with one another and the internship summer cohort.

Winegrowers of Georgia Internship College of Agricultural and Environmental Sciences

Description

The Winegrowers of Georgia Internship provides students in the College of Agricultural and Environmental Sciences with the opportunity to learn basic and advanced techniques in vineyard management and winery logistics. Together with several Georgia-based vineyards and wineries, CAES offers this paid internship during the summer or fall semesters. Students learn about several aspects of vineyard and winery production and management, and/or tasting room/sales/marketing. Five students receive a \$1,000 housing stipend each from the UGA CAES and will be paid hourly by the hosting vineyard and winery. The Winegrowers of Georgia Internship has been an annual success since its inception. The program is well-received by students and very well-supported by the vineyard and wine industries in Georgia.

Activity Director: Cain Hickey; vitis@uga.edu; 706-542-1774
College: College of Agricultural and Environmental Sciences
Program Length: Summer
Program Term: Summer 2018
Program Start Date: May 14, 2018
Program End Date: August 3, 2018
Minimum Hours: 240
Is this activity limited to a certain number of students? Yes
Maximum Number of Students: 5
Minimum Number of Students: 1
Is this activity limited to certain category/ies of students? No

Engagement

Students work a minimum of 240 hours at their internship location during either the summer or fall semester. Students are involved in a variety of hands-on learning activities at the vineyard, winery or tasting room and are supervised by the internship coordinator at their site.

Winegrowers of Georgia Internship

Mentorship

Students are advised and mentored by the internship activity director, Cain Hickey. Hosting vineyards are also advised by the activity director to ensure the maintenance of educational support and integrity throughout the internship period. Throughout the summer growing season, the activity director will be available for questions and feedback and will serve as student and industry liaison. Students will be encouraged to contact the activity director to ask follow-up questions to on-site learning. On one date throughout the internship period, the activity director will take all interns (as a group) on a visit to regional vineyards and wineries to get a broader understanding of how each unique enterprise does things a bit differently. This trip will also be used as an opportunity to gain insight from the student interns and give them an opportunity to reflect on their learning experiences, but also share them with fellow interns. Activity director will read required intern essays, due at the end of the internship, offer feedback, and document concerns, challenges, and learning achievements.

Challenge

Few students have worked in a vineyard, wine production facility / wine cellar, or wine tasting room prior to the internship. Thus, few students are familiar with what is required to make such enterprises successful. What is extremely underappreciated about the vineyard and wine industry is just how much hard work goes into growing grapes and making wine; growing grapes is truly farming, just like any other agricultural pursuit. During their internship, students will learn a myriad of skillsets, depending on the specific advertisement of a given vineyard/winery host. Students will learn about vine canopy management (shoot thinning, tucking, leaf pulling, hedging), vineyard maintenance, wine cellar operations (pumping, bottling, labelling, cleaning equipment), and/or tasting room sales and hospitality (pouring wine, point of sales, educating customers, marketing). These pursuits will be challenging and will result in students that are more educated and well rounded, particularly in terms of their understanding of vineyard and winery operations. Consequently, students will be better prepared in their future careers in any agricultural sector.

Ownership

Ownership starts with the intern placement process at the host vineyard. This process involves the interns ranking their host preference and then conducting a phone interview with the host manager. Thus, the interns must exercise judgment from the very early stages of the internship process – they choose, and then they must learn to adapt to the host environment. While the activity director and host will certainly manage and serve as liaisons, the intern will be working independently throughout the internship and not always be “shadowed” by supervisors. Thus, the intern must learn to manage their time and take ownership of their productivity when executing their assigned tasks – be it cleaning tanks, labelling bottles, hedging shoots, thinning clusters, or conducting a tasting for customers. Thus, while interns will have guidance, they will be given the opportunity to become a part of a greater team and

Winegrowers of Georgia Internship

will be encouraged to exercise independent thinking and work habits. These experiences will prepare interns for their careers, which will require both independent and team work.

Self or Social Awareness

This learning outcome will be fulfilled in two ways, both of which were mentioned above in the “Mentorship” section. The group of interns will be taken on a multi-vineyard/winery field trip roughly one-half to three-quarters of the way through the internship period. During this trip, students will verbally reflect on the vineyard and/or winery activities that they participated in, and reflect on their attitudes regarding enterprise operations. A final internship paper will allow interns to exercise their writing skills to discuss their educational growth in terms of personal, civic/social, and academic learning. For example, students will be encouraged to think about what they thought the internship would be about and if this was necessarily their disposition at internship termination. Interns will discuss if their experiences have changed their outlook on the vineyard and winery industry. The mentor will provide written and/or verbal feedback for internship-related activities. These internship activities will permit students to document their learning experiences and express how/if their internship has changed their understanding of the vineyard and winery industry, and if their learned skillsets will help them in their future careers.

Disability Resource Center Speakers Bureau Student Affairs, Disability Resource Center

Short Description

Speakers Bureau members serve the community and campus through leadership and outreach. Using disability education and advocacy as a framework, Speakers Bureau members foster civic responsibility, community building, and self-advocacy as they share their stories, experiences, and knowledge of their disability with others.

Description

Speakers Bureau members serve the community and campus through leadership and outreach. Using disability education and advocacy as a framework, Speakers Bureau members foster civic responsibility, community building, and self-advocacy as they share their stories, experiences, and knowledge of their disability with others. Participants learn about organizing information, how to tailor presentations to diverse audiences, and how to employ persuasive speaking techniques. Students are encouraged to contribute to panels and presentations aimed at educating the campus community about disability issues.

Activity Director: Mollie Goggin; mollie@uga.edu

Department: Disability Resource Center

Unit: Student Affairs

Website: drc.uga.edu

Date(s): Fall and Spring Semesters (yearlong experience)

Is this activity limited to a certain number of students? No

Is this activity limited to certain category/ies of students? Yes

If limited, please describe: Students must be registered with the Disability Resource Center and express an interest in participation

Select area of EL Transcript: Service

Engagement

Speakers Bureau members commit approximately 45 hours to the program over the course of the year, depending on community outreach needs and individual student participation. This includes a retreat each semester, public speaking training sessions, planning and research time, participation on classroom panels and advisory boards, and speaking to donors, current students, and prospective students. Speakers Bureau members serve the community and campus through leadership and outreach.

Disability Resource Center Speakers Bureau

Mentorship

Speakers Bureau members are mentored by the program coordinator (Senior Coordinator, Disability Services) and other full-time staff members of the Disability Resource Center. Each semester, Speakers Bureau members participate in a group retreat in order to encourage inclusion and group cohesiveness. They also receive frequent feedback from peers as they participate in public speaking training sessions and, eventually, present to the campus community.

Training is extensive. Using disability education and advocacy as a framework, regular workshops and coaching sessions address communication, presentation, and vocal articulation. Students learn about organizing information, how to tailor presentations to diverse audiences, and persuasive speaking techniques. Past and future group workshops have addressed topics such as ADA and the law, speech etiquette, and the transition from college to career. Students are encouraged to contribute to panels and presentations aimed at educating the campus community about disability issues.

Challenge

The nature of the Speakers Bureau inherently challenges members to move outside their comfort zones. For many students, the experience of facilitating a peer-led workshop that covers sensitive and highly personal material is a challenge in and of itself. In some ways, participation in the Speakers Bureau represents the first time that students have “come out” publicly regarding their disability. Students are challenged to share their stories, experiences, and knowledge of their own disabilities with others. For many members, this is the only outlet they have for involvement at UGA outside the classroom.

In developing their “elevator speeches,” students are challenged to improve their presentation skills, identify their own natural strengths, and eventually feel more comfortable and less self-conscious when speaking to the group about a highly personal topic. Coordinators work with both groups and individuals to help students conceptualize their story and be able to answer questions succinctly and with purpose. Students are also encouraged to strengthen their own self-advocacy skills as they engage in classrooms and in the community.

Examples of past groups spoken to include both graduate and undergraduate classes, the Student Affairs Advisory Board (alumni and donors), IMPACT Breaks (student training session), accepted UGA students and parents in Atlanta, and an exploratory panel with VP of Instruction, Raul Shrivastiva and his colleagues. These panels and presentations may be broadly focused on living with a disability, or alternatively, may focus on a more specific topic, such as mobility on campus.

Ownership

Speakers Bureau members create their own “story” with guidance and feedback from experts at the Disability Resource Center. The students work with other Speakers Bureau peers to use their own story to craft successful panels and discussions and that create a successful outcome of awareness through a diverse population of disabilities. Students understand their individual contribution to the whole by participating in this program, connecting with peers living with similar challenges, and by being a part of community and campus awareness activities.

Disability Resource Center Speakers Bureau

As a product of their involvement, students take total ownership of their stories, collaborating with each other as they participate in the planning and implementation of a presentation, panel, or discussion to a variety of audiences. They must learn to work together to create a compelling and educational narrative, while often responding to questions and learning not talking over each other.

Self or Social Awareness

Reflection is a huge part of the success of this program and to the individual. By its nature, the role as a Speakers Bureau member inherently requires a significant amount of self-reflection and accountability as they craft their own narratives and prepare their presentations; in order to write and refine their story, much reflection is necessary. Over the course of their participation, students will present numerous times to both UGA and external audiences in the form of panels, outreach, speaking engagements, workshops or trainings, and other requests.

Panhellenic Recruitment Counselor Student Affairs, Greek Life

Short Description

Panhellenic Recruitment Counselors serve as the primary leaders, mentors, and contacts for prospective new members during the Sorority recruitment process. In this role, they guide first- and second-year students on sorority life and decision-making over the course of nine days, a leadership role that often extends beyond the recruitment process.

Description

Panhellenic Recruitment Counselors serve as the primary leaders, mentors, and contacts for prospective new members during the Sorority recruitment process. In this role, they guide first- and second-year students on sorority life and decision-making over the course of nine days, a leadership role that typically extends beyond the recruitment process. Working with groups of 18+ potential sorority members, they mentor prospective new members throughout the process while also ensuring that each sorority is following established rules and policies.

Activity Director: Elizabeth Pittard; hancock@uga.edu

Department: Greek Life

Unit: Student Affairs

Website: panhellenic.uga.edu

Date(s): Spring semester through August

Is this activity limited to a certain number of students? Yes

Maximum Number of Students: 105

Minimum Number of Students: 90

Is this activity limited to certain category/ies of students? Yes

If limited, please describe: Female Panhellenic sorority members

Select area of EL Transcript: Leadership

Panhellenic Recruitment Counselor

Engagement

Panhellenic Recruitment Counselors engage in a minimum of 90 hours in their role. This consists of 5 hours of pre-event training during Spring semester, a spring semester retreat, two full days of pre-recruitment training in August, and the entirety of Panhellenic sorority recruitment (9 days of 8+ hours commitment, in August).

Mentorship

Training and feedback is provided by a full-time Student Affairs staff member, the Senior Coordinator to the Panhellenic Council. She is responsible for organizing every meeting and training, attending each event and meeting. Additionally, a trained student leader, the Panhellenic VP of Recruitment Counselors, is involved in student training and supervision.

In the Spring, mandatory meetings are held once a month on Thursday evenings. There is also a mandatory weekend retreat for all Recruitment Counselors in March. The primary focus of this retreat is policy-focused, including both university and National Panhellenic rules and expectations. This is intended to help Recruitment Counselors better understand their roles, particularly as they interact with incoming students over the summer (before arriving on campus).

Recruitment Counselors arrive four days prior to the arrival of potential new members (first- and second-year students) in August, in order to provide additional training and preparation time. While this training also covers policy extensively, it also focuses on their role as a counselor to new students. Topics include crisis management, active listening, values definition and clarification (particularly as prospective new members interact with organizations of different values and missions), how to establish relationships with students of different personalities, and how to help students deal with the many emotions they face during a stressful time. During training, counselors practice scenarios that might happen, such how a student might react if they are delivered disappointing news or how to help a student work through a last-minute decision-making process. They are also trained on their role as a campus resource and potential other areas of student involvement throughout the year. During the recruitment period, feedback and consultation is provided directly and individually, in response to each leader's needs and concerns.

Challenge

Recruitment counselors are challenged to step away from their own sorority requirement and are not allowed to communicate with their own sorority members for over two months' time. They must serve as objective and unbiased mentors to Sorority recruitment participants (potential new members). Their primary role is to be a leader, guide, and mentor during a critical time of transition for first- and second-year female students.

They are trained and prepared to lead potential new members through what can be a particularly emotional and challenging experience as they explore and navigate potential Greek affiliation, as well as a new college environment. Panhellenic Recruitment Counselors must temporarily disaffiliate from their sororities in order to ensure that they are unbiased in their role. They are challenged to lead each of their groups of multiple, often conflicting personalities during what can be a stressful time. They must

Panhellenic Recruitment Counselor

help prospective new members to determine what their core values are and how they match with different sororities. As the primary point of contact for participants, they are tasked with delivering challenging news if a participant is not matched with any sorority. They must be equipped to talk about difficult feelings, decision-making processes, and problem solving as they work with prospective new members. Finally, they work to ensure that all students' voices are heard and all concerns are addressed with integrity and care.

Ownership

Once training has been completed, Panhellenic Recruitment Counselors inherit full responsibility for leading their group of 18 or more prospective new members through the recruitment process. Working individually, they lead structured daily meetings with their group members to provide support and guidance during the nine-day process. During these meetings, they walk their groups through each step of the day, talking about what potential activities and conversations may look like. They also meet with students individually to address concerns, counsel students on sorority life and decision-making, or provide emotional support during a time critical to the students' transition. Thus, throughout the new member recruitment process—and often, throughout the first semester—Panhellenic Recruitment Counselors take ownership of their group of new students and guide them through the transition process. Recruitment Counselors serve as a lynchpin in helping new students to find a community at UGA.

During the daytime, while group members are attending events at sorority houses, Recruitment Counselors are stationed at each house in order to be an on-call resource for students, but also to help enforce university and national policies regarding the recruitment process. Recruitment Counselors must make quick and fair decisions while they are monitoring events at sorority houses during recruitment and during their daily meetings with prospective new members. They are also on-call to help students dealing with issues ranging from twisted ankles to larger issues such as feeling upset and rejected by an organization to which they were not invited to return.

Self or Social Awareness

Recruitment Counselors meet every morning and evening throughout new member recruitment with staff members and their peers to discuss problems, challenges, and successes. Recruitment Counselors are also frequent contributors to the UGA Panhellenic blog (www.ugapanhellenicblog.com). All Counselors complete a post-program assessment to provide feedback about their experience and suggest future improvements to the program.

Student Affairs Media Assistant Student Affairs, Office of the Dean of Students

Short Description

The Student Media Assistant is responsible for providing multiple media support to include web development, video production, and social media management for the Division of Student Affairs.

Description

The Student Media Assistant is responsible for providing multiple media support to include web development, video production, and social media management for the Division of Student Affairs. In this role, the student exercises a high level of independent judgment, initiative, and creativity.

Activity Director: Don Reagin

Department: Office of the Dean of Students

Unit: Student Affairs

Address: 325 Tate Student Center

Website: dos.uga.edu

Date(s): Fall Semester, Spring Semester (separately)

Is this activity limited to a certain number of students? Yes

Maximum Number of Students: 1

Minimum Number of Students: 1

Is this activity limited to certain category/ies of students? Yes

If limited, please describe: The Student Media Assistant position is limited to qualified students with broad experience in video production and web design.

Select area of EL Transcript: Internship

Engagement

Total engagement is a minimum of 150 hours per semester, working approximately 15 hours a week, in daily shifts of 3 to 4 hours. The student also engages in five hours of student staff training per semester as a member of the Tate Center student staff.

Student Affairs Media Assistant

Mentorship

Given the small size of the marketing function in the Office of the Dean of Students (2 full-time staff members), strategizing sessions and project meetings are held with the Media Assistant multiple times each week. Thus, feedback is highly participatory and on-going, occurring in tandem with the development of each project or initiative, and also incorporates the ideas and feedback from the office's many clients.

Challenge

The student staff member is often challenged to use his or her existing skills in video production and web design in new ways. For example, in the past the student was challenged to utilize her web design skills to create a virtual tour of the Tate Student Center, for which she needed to complete a training module on lynda.com. The student has also been called on to create a professional quality promotional video for student veterans as part of an application for grant funds from the federal government. (The application was successful.) The projects the student completes are often essential to central business functions of Office of the Dean of Students and the departments it supervises. As all past and current Media Assistants have been students in Grady College, all projects are highly relevant to the student's major and result in portfolio-type outputs that enhance their professional skills.

Ownership

We operate as an in-house marketing agency for our internal clients, and the student is central to the success of our efforts. Students develop and create viable projects on an ongoing basis that are used to promote and support the Office of the Dean of Students. They work independently on these projects, yet interact with full-time staff members and external clients as they make changes or modifications to products as needed. For example, in developing the promotional video for the Student Veterans Resource Center (SVRC), the Media Assistant first met with the marketing office staff to discuss the project, then met individually with the Director of the SVRC, SVRC executive board members, and other student veterans. Incorporating their ideas and feedback, the Media Assistant then created the video, showed it to marketing staff for feedback and changes, and then did the same with the SVRC clients to ensure the product met their expectations. The Media Assistant's role is highly participatory, with feedback and evaluation occurring throughout the evolution of each project.

Self or Social Awareness

The student is expected to be reflective and, when necessary, self-critical when it comes to the work he or she produces. We encourage the student to realize the importance of his/her work to the department's overall health, his/her central role among the department staff, and the applicability of the skills he/she is building to his/her long-term career goal. The student meets multiple times each week to discuss his/her work with the two full-time staff members and to connect his/her projects and assignments to career and professional goals. The Student Media Assistant will be formally evaluated each semester to supplement the informal feedback and guidance given throughout the semester. The student will also complete a self-evaluation to be shared with the supervisor, allowing for the setting of goals and objectives for the following semester, should the student return.

Social Media Intern UGA Career Center

Description

Having been consistently recognized nationally as one of the top career centers nationwide on social media by jobbrander.com, and with the highest Twitter and Instagram following of all career centers in the country, this position assists in the advancement of the UGA Career Center's social media and marketing efforts while having the opportunity to implement new initiatives and ideas. Past responsibilities have included implementing innovative social media marketing techniques to increase visibility and traffic of our office, website and social media platforms, assisting with the implementation of a social media content calendar, generating helpful content for posting to all social media platforms, experimenting with new and alternative ways to leverage social media activities, monitoring trends in social media tools and applications, tracking and measuring the impact of social media campaigns on the overall marketing efforts of the UGA Career Center, writing blog posts and developing video content for social media and YouTube.

Activity Director: Whitney Prescott; wnpress@uga.edu; 2-8419

Program Length: Year

Program Term: Spring 2018

Minimum Hours: 1

Is this activity limited to a certain number of students? Yes

Maximum Number of Students: 1

Is this activity limited to certain category/ies of students? Yes

If limited, please describe: Sophomore, Junior or Senior in Marketing, Advertising, Public Relations, Communications or a related major.

Engagement

The Social Media Intern will work approximately 10-15 hours per week per semester. Their internship responsibilities will include assisting with social media marketing techniques to increase visibility and traffic of our office, website and social media platforms, assist in the implementation of a social media content strategy and calendar, generate helpful content for posting to all social media platforms, experiment with new and alternative ways to leverage social media activities, monitor trends in social media tools and applications, benchmark with other Career Centers across the country, track and measure the impact of social media campaigns on the overall marketing efforts of the UGA Career Center, write blog posts and expand their photography and videography skills.

Career Center Social Media Intern

Mentorship

Whitney Prescott, Assistant Director of Social Media and Marketing and Career Consultant in the UGA Career Center, will serve as the Social Media Internship supervisor and will meet with the Social Media Intern weekly to discuss projects and provide further skill development. At the beginning and end of each semester, Whitney will provide expectations and feedback. A semester report will be required of the student intern at the conclusion of each semester as part of their reflection, growth and resume-building.

Challenge

At the start of the semester, the social media intern will go through a multi-day orientation and training session. The intern will be educated and trained on resources and tools the Career Center offers, social media scheduling tools (Hootsuite, Schedugram, Facebook native scheduling tool) and design platforms (Canva, InDesign, Smore, etc.) Projects allow for both individual and collaborative work with other career consultants, Career Development Interns, Brand Ambassadors and student staff. The intern will work on projects that allow them to conduct research, benchmarking, analyze analytics and learn more about the topic of their project.

Ownership

The projects the intern will complete allow for practice in exercising independent judgment and developing professional autonomy. The intern will think through and solve problems on their own, but will have their supervisor providing guidance and support, and answering questions when needed.

The Social Media Internship responsibilities include 10-15 hours per week in which they will assist our office with social media marketing techniques to increase visibility and traffic of our office, website and social media platforms, assist in the implementation of a social media content calendar, generate helpful content for posting to all social media platforms, experiment with new and alternative ways to leverage social media activities, monitor trends in social media tools and applications, track and measure the impact of social media campaigns on the overall marketing efforts of the UGA Career Center, write blog posts and expand photography and videography skills.

The Social Media Intern will be required to create an end-of-the-semester report and present on the projects they have completed throughout their internship. This reporting includes overviews of projects for staff who might have worked with them, as well as the inclusion of numbers and results related to projects and tasks. The purpose of the latter is to communicate the impact and value they have had in the office throughout the semester. This allows the intern to reflect on the skills they have gained and developed throughout their internship, and to share tangible results with all Career Center staff who wish to attend the presentation.

Career Center Social Media Intern

Self or Social Awareness

The Social Media Intern will reflect and share on their experiences throughout their internship with their supervisor. Each semester, the social media intern will complete a self-evaluation and share their results with their supervisor. Their supervisor also completes an evaluation and will review this with them at the end of each semester in a one-hour session. During this session, the social media intern will reflect and talk through their experiences in the office, their time and project management skills, and how they have further developed their skillsets through their time in the internship program.