

## March 23, 2018, University Curriculum Committee Meeting

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

### Franklin College of Arts and Sciences

- BCMB 4965L, Team-Based Research
- BIOL 4100, Biology Laboratory Teaching Internship

### Grady College of Journalism and Mass Communication

- ADPR 5741/7741, Integrated ADPR Campaigns

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

### Office of Finance and Administration

- University Golf Course Student Manager

### Office of Instruction

- Marketing and Design Intern

### Office for Public Service and Outreach

- Environmental Education Specialist for Summer Camps

### Division of Student Affairs

- Fitness Monitor Manager
- National Residence Hall Honorary Executive Board
- Personal Training Manager
- Recreational Sport Fellows
- Residence Hall Association Executive Board
- Student Affairs Communication Internship
- Student Affairs Communications Videography Internship
- Student Health Advisory Committee
- University Housing Vlogger
- University Testing Services Student Interns

### UGA Libraries

- Georgia Review Internship

## **COURSE ID: BCMB 4965L, Team-Based Research**

**COURSE DESCRIPTION:** Team-based laboratory or field research directed by departmental faculty members.

**GRADING SYSTEM:** A-F

**CREDIT HOURS:** Variable 1 to 2

**EXPERIENTIAL LEARNING REQUIREMENT:** This course should be considered for the Experiential Learning requirement. Team-based research course for students to conduct collaborative laboratory research under the supervision of a faculty member in Biochemistry and Molecular Biology. The team-based research program is called VIP@UGA <https://research.franklin.uga.edu/VIP/>, which is modeled after the VIP Program at Georgia Tech <http://www.vip.gatech.edu/>. The overarching goal of VIP is to restructure traditional STEM research internships in faculty research labs to support collaborative, interdisciplinary research projects among undergraduate researchers, their faculty mentors, and other scientists such as graduate students, postdoctoral associates, and faculty collaborators. Students will perform their research in collaboration with a team of other undergraduate researchers in a faculty research laboratory (i.e., not a classroom) and gain collaborative research experience with direct mentoring and guidance from a Department of Biochemistry and Molecular Biology faculty member. BCMB 4950 closely resembles BCMB 4960/4970 and other CURO-style research internships, while allowing for teamwork and collaboration that is more similar to the collaborative work of STEM professionals.

Students will develop a diverse set of skills essential for a researcher by engaging in the practices of scientific research, including critical reading of primary papers, designing and conducting experiments and other scientific investigations aimed at discovering new knowledge, analyzing results using statistics or other systematic methods, maintaining accurate and timely records, presenting results orally and in writing to peers and experts in the field, collaborating with peers and other researchers including graduate students and postdoctoral associates, and conducting their research ethically and responsibly. The ultimate goal is for students' work to be included in papers published in peer-reviewed scientific research journals on which students will be co-authors. Students enrolled in BCMB 4950L will be directly involved in ongoing, cutting-edge biochemical and molecular biological research that will help prepare them to pursue diverse educational and career paths, including graduate or professional education as well as research and analytic positions with industry, academic, government, and other employers. BCMB 4950L is uniquely structured for students to enroll for multiple semesters so they can continue to work in their research team over time and experience more opportunities to make discoveries and produce publishable results. BCMB 4950L is also structured for students to work in teams, thus developing teamwork, project management, collaboration, and communication skills.

BCMB 4950L is not confined to only research with faculty within the Biochemistry & Molecular Biology Department; however, enrollment in BCMB 4950L with faculty outside of the Biochemistry & Molecular

Biology Department is contingent on approval of the departmental undergraduate coordinator (i.e., research must be related to the domains of biochemistry and molecular biology). As described below, students enrolled in BCMB 4950L will conduct research in faculty research labs working in faculty-mentored teams that involve substantive ENGAGEMENT and one-to-one faculty MENTORSHIP as well as collaborative MENTORSHIP from peers and other scientists. Students will engage in CHALLENGING research that affords opportunities for individual and team-level OWNERSHIP. Because BCMB 4950L closely parallels undergraduate research internships (i.e., BCMB 4960L and BCMB 4970L), students enrolled in BCMB 4950L are held to the same research goals and standards and learning objectives as students earning undergraduate research internship credits, which already have the Experiential Learning designation.

ENGAGEMENT: Students will first learn about BCMB 4950 research team options on the VIP@UGA website: <https://research.franklin.uga.edu/VIP/> Students can apply to join a VIP research team, indicating which research team(s) they are interested in on the application. Students will join a research team based on their interests and then will be connected with the faculty mentor leading the team. The faculty mentor and student will discuss the overarching research project of the team and then discuss and agree on the specific expectations for each student and the team as a whole, which will be outlined in a team-specific syllabus. Students who are enrolled on teams will be granted permission to enroll in BCMB 4950L under their faculty mentor. The enrollment for each team is limited to 12 students per semester. Students will spend 3-4 hours per week for every 1 hour of credit they are enrolled (e.g., 1 credit = 3-4 hours, 2 credits = 6-7 hours). Of this time, 1 hour will be dedicated to a team-wide meeting with the faculty mentor to discuss research progress and plans for the week and to engage in group problem solving and trouble-shooting related to the research and to synthesize progress and findings across the team. Students will spend the remainder of their time each week working on their own specific part of the research. All students enrolled in BCMB 4950L, regardless of which team they join, will engage in substantive, authentic work on a research problem or question of interest to them AND related to their faculty mentor's ongoing research, including: critically reading primary literature; collecting and analyzing data; posing, testing, and evaluating scientific hypotheses and models; communicating orally and in writing; conducting research ethically and responsibly; and working as a team. During weekly team meetings, students will report their research progress aloud several times throughout the semester to graduate students, postdoctoral associates, their faculty mentor, and any other faculty and staff collaborators on the research. Students will receive informal feedback on their work and how to improve it during the meeting, and formal feedback from their faculty mentor at least twice during the semester through a formal, individualized meeting after the whole team meeting. At the end of each semester of enrollment in BCMB 4950L, students will present their research progress and findings in the format of a research brief in which they describe the background and rationale for the research, the design of their experiments or investigations, their results for the semester, and next steps for the research, including citations of relevant references. Students who are completing their 4th or 8th credit of BCMB 4950L are required to present their research as a full research paper in place of the research brief. Students will submit drafts of the research briefs/papers one week before the end of the semester to allow the faculty team lead to provide written feedback and suggestions for improvement. Students will be expected to revise their drafts based on feedback and submit final

versions by the end of the semester. Students will meet one-on-one with their faculty mentor at the end of the semester for feedback on the semester as a whole and to plan for the next semester of research (if applicable). Four (4) and eight (8) credits of BCMB 4950L can be used to satisfy the major requirement of BCMB 4960L (4th credit) and BCMB 4970L (8th credit).

MENTORSHIP: BCMB 4950 is uniquely structured to ensure that each student has one-on-one mentorship from the faculty mentor leading their team, peer mentorship from other team members (including students who have been part of the team for multiple semesters), and from other scientists in the faculty mentor's research group who serve as mentors (e.g., graduate students, postdoctoral associates). This "constellation" of mentoring has been demonstrated to be more effective for protégés than single mentor structures because constellations offer more diverse opportunities for protégés to get low-stakes feedback on their ideas and work, get access to more role models who can help them explore different educational and career paths, and learn from individuals less likely to have an expert blind-spot (e.g., Higgins, M. C. (2000). The more, the merrier? Multiple developmental relationships and work satisfaction. *Journal of Management Development*, 19(4), 277-296; Higgins, M. C., & Kram, K. E. (2001). Reconceptualizing mentoring at work: A developmental network perspective. *Academy of management review*, 26(2), 264-288; Terrion, J. L., & Leonard, D. (2007). A taxonomy of the characteristics of student peer mentors in higher education: Findings from a literature review. *Mentoring & Tutoring*, 15(2), 149-164.). In addition to weekly team meetings, the faculty mentor will work closely with team members and other mentors to give each student specific comments and suggestions related to designing and conducting their experiments, interpreting and presenting their data, and deciding about next steps for the research. The faculty mentor, other mentors, and experienced team members will provide hands-on guidance related to carrying out various research experiments, and help the student solve technical questions that arise in their investigations. The faculty mentor and other mentors will work closely with the student on reporting on their progress and results in team meetings and writing up their research briefs / articles and give constructive feedback comments on how to improve communicating and presenting the findings. Specific points for feedback and mentorship include: - mid-semester feedback via individualized meetings after team meetings during which students take turns presenting their research project - end-of-semester written feedback on drafts of research briefs/reports - end-of-semester one-on-one meetings for feedback on the semester and planning for next semester's research (if applicable)

STUDENT LEARNING OUTCOMES:

1. CHALLENGE: This is an intensive, team-based research course designed to engage, support, and guide students in addressing a research question or problem related to their faculty mentors' ongoing research. The course takes place in a faculty mentor's research lab; students are working side-by-side with graduate students, postdoctoral associates, and other scientists and scientists-in-training on research that aims to yield publishable results. Students will be challenged to: - synthesize science research literature and formulate hypotheses to test and/or scientific arguments for pursuing a particular research question or problem, - collect and analyze science research data, including making decisions about data collection and analysis, including refining their decisions and making new decisions based on their reflection on their results and

feedback from others - interpret their results and construct and evaluate scientific arguments based on scientific research literature and their own results, - trouble shoot and problem solve as issues arise with their research, - navigate the obstacles, ambiguity, uncertainty, and failure that is inherent to research, - communicate effectively both orally and in writing with mentors, peers, scientists in the faculty mentor's research group, and other scientist collaborators in order to make progress on a team-based research project, including revising their communications in response to feedback, and - reporting their research findings to stakeholders outside the research group, including scientist collaborators at UGA and other universities and in conferences (e.g., BCMB departmental retreats, CURO Research Symposia, regional and national conferences), - improving their written reports and oral presentations in response to feedback, and - preparing aspects of their work for inclusion in manuscripts submitted for publication in peer-reviewed scientific journals. The skills students will develop will prepare them for further education and career paths that involve research and analytic skills.

2. OWNERSHIP: Students will have ownership at multiple levels. First, they will be able to select among research team projects offered through VIP@UGA. There are currently two VIP teams and others are planned for launch in summer and fall 2018. Second, they will be able to choose the specific project they work on that is a critical part of the overarching research of the team. Each student will be responsible for their own specific, essential component of the research. They will be responsible for carrying out this component of the research and communicating about their progress and results both within and beyond their team. For example, in a research group that is studying a set of proteins, each student would choose a particular protein that they are responsible for characterizing or choose a particular mutation (i.e., change in its sequence) to make in the protein and then carry out all aspects of the work on that mutation (e.g., generating the mutation in the corresponding gene, confirming the presence of the mutation, expressing and purifying the altered protein, and characterizing its function). Each student will also be responsible for working with the team to synthesize the team's results. For example, a group of students working on a common protein will be expected to share their results with one another and work collaboratively to interpret their collective results. Students will prepare and present their research progress and results for presentation at the weekly team meetings. Each student will take turns presenting their work so that all students will present their progress and results multiple times during the semester. Students will also present their work at the BCMB departmental retreat (which all graduate students, postdoctoral associates, research staff, and faculty attend) and/or the CURO Research Symposia. When students have made sufficient progress in their research, they will present their work at regional and/or national scientific research conferences. All students will write up their results so they are ready for inclusion in manuscripts to be submitted for publication in peer-reviewed scientific journals. Depending on students' individual contributions, they will either be co-authors on the manuscripts or cited in the manuscript acknowledgements.

**REPEAT POLICY:** Course can be repeated for credit - maximum credit allowed 8 hours

**REQUIRED PREREQUISITES:** Permission of department

**PRIMARY DELIVERY METHOD:** Directed Study

**COURSE WILL BE OFFERED:** Every Year – Fall Spring Summer

**COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES:**

By the end of this course, students will have increased their abilities to:

1. Critically read primary literature
2. Collect and analyze data
3. Pose, test, and evaluate scientific hypotheses and models
4. Communicate orally and in writing
5. Conduct research ethically and responsibly
6. Work as a team.

**TOPICAL OUTLINE:** The course is based on an individualized program of research instruction (empirical, theoretical, and/or informatics research) directed by faculty of the Biochemistry and Molecular Biology department. Faculty and students will meet on a weekly basis at an arranged time and during other ad hoc meetings.

## **COURSE ID: BIOL 4100, Biology Laboratory Teaching Internship**

**COURSE DESCRIPTION:** Students will intern in introductory biology laboratory courses on the UGA campus. They will co-teach laboratory sections with a Graduate Laboratory Assistant and perform duties related to instruction.

**GRADING SYSTEM:** A-F

**CREDIT HOURS:** 3

**EXPERIENTIAL LEARNING REQUIREMENT:** This is not a lab course, but rather an internship where the student will spend approximately 4 hours per week in a teaching laboratory and 1 hour per week in a discussion seminar. Therefore, we would like this to be considered for meeting the University's Experiential Learning Requirement under the Internship Area of Emphasis.

Engagement: This is a credit-bearing course, so engagement is defined by the actual internship duties and responsibilities as well as by the courses syllabus for the reflection seminar. In this internship, students will meet weekly with their intern and graduate student instructor cohort. This is a two-hour teaching preparation session that provides content and pedagogy training for the upcoming week's lab. This training is provided by the Division's Lab Coordinator and the courses' Lab Managers. As well, interns will meet once a week with Dr. Miller, IOR for the course, for a reflection seminar. Finally, students will engage with their class of lab students weekly in two-hour sessions. In this time, the interns will facilitate student activities and experiments, give mini-lectures and demonstrations, and help students with specific lab activities. These teaching responsibilities will grow in breadth and depth throughout the semester such that by the end of the semester, the interns will lead at least one lab entirely on their own with their co-instructor (graduate student) present for support. They will gain experience in all of the aspects of teaching associated with their lab course (See course objectives #2 and #3).

Mentorship: Students enrolled in this course will receive mentorship in multiple ways. One, they will have some teaching mentorship from their graduate student co-instructor (GLA). A mid-term evaluation from the GLA was recently created so the interns could receive feedback mid-way through the semester and then be able to act on it with their given group of students. An anonymized mid-term evaluation will also be given by the interns' students. The GLA and the students will also completed end-of-semester evaluations of the interns. Dr. Miller, or whoever the IOR is for the reflection seminar, will provide weekly feedback on assignments related to the topical outline and a required electronic teaching journal. Finally, the Lab Coordinator and Lab Managers will likely provide informal, on-the-spot feedback during prep sessions and teaching sessions.

Challenge: This internship is designed to give advanced Science majors the opportunity to experience teaching in an undergraduate environment. The internship helps to develop communication, teaching and interpersonal skills as well as content and conceptual knowledge. The interns commit a great deal of time and energy into their assignments as they are treated by UGA staff and faculty, as well as by their

students, as co-instructors. At the same time, the UGA faculty and staff are aware that interns are at first novices and need support while they build their skills and knowledge. Therefore, while interns face the challenges associated with teaching, especially learning to be a reflective practitioner, they are supported through a scaffolded structure of one-on-one teaching support, group (peer and staff) support, and faculty support.

Ownership: Interns have a great deal of ownership in their experiences because they gain increasing responsibility for their roles and responsibilities in the classroom. Working with small groups of instructors, faculty and staff provides a safe culture in which to practice, make mistakes, ask questions, refine and perfect. This culture also allows for self-awareness to grow -- as both students and teachers! Interns will have assignments to turn in for assessment by faculty, but they will also receive ongoing feedback on teaching related topics such as preparation, responding to student questions, and assessment.

Self or Social Awareness: This will be best met by the reflection seminar that meets weekly as well as through electronic journal entries. The reflection seminar is designed to discuss topics related to teaching pedagogy and assessment, but it also provides a means for interns to share experiences with one another. This is an excellent time to discuss problem solving as well as perceived successes and failures in the classroom. The reflection journal will enable interns to respond, weekly, to the following prompts: Summary of the week, New Learning from the week, Questions based on experiences during the week, Personal reflection on growth as an instructor

**REPEAT POLICY:** Cannot be repeated for credit

**REQUIRED PREREQUISITES:** BIOL 1107 or BIOL 1107E or BIOL 1107H

**PREREQUISITE OR COREQUISITE COURSES:** BIOL 1108 or BIOL 1108H) and permission of department

**PRIMARY DELIVERY METHOD:** Internship

**COURSE WILL BE OFFERED:** Every Year – Fall Spring

**COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES:** Upon successful completion of the internship, students will be able to:

1. Describe inquiry-based teaching strategies in biology teaching laboratories
2. Implement instructional strategies that support course learning goals and department teaching goals
3. Demonstrate instructional skills such as (but not limited to) facilitating discussions and independent experiments (the process of science), questioning, assessment development, grading, writing as a mode of teaching and learning
4. Engage in teaching as a reflective practitioner

**TOPICAL OUTLINE:**



1. Orientation to the science laboratory and the BIOL 4100 internship experience.
2. The nature of inquiry-based teaching and learning. Reflection on teaching the initial laboratory session.
3. What it means to be a reflective practitioner of teaching. Promoting effective questioning in laboratory instruction.
4. Determining factors that affect student motivation.
5. Facilitating group work and group/class discussions. Questioning techniques.
6. Understanding cognition of adult science students.
7. Barriers to learning and their influence on science learners.
8. Students' understanding of lab activities.
9. Facilitating student-driven group experiments.
10. Ways to assess students in lab.
11. Teaching learners with differing levels of ability.
12. Discussion of emerging teacher identity.
13. Program evaluation.

## **COURSE ID: APDR 5741/7741, Integrated ADPR Campaigns**

**COURSE DESCRIPTION:** The Integrated ADPR Campaigns are the capstone courses requiring knowledge acquired and skills honed in all previous major courses. Students in this class will work in teams to conduct audience research, create an integrated communication campaign, prepare a comprehensive communication campaign book, and make a formal presentation to the client.

**GRADING SYSTEM:** A-F

**CREDIT HOURS:** 3

**EXPERIENTIAL LEARNING REQUIREMENT:** This is an experiential learning internship course that is (the same/more intense/similar) to ADPR 5740/7740, which was approved to meet the Experiential Learning outcomes in December 2016.

1. Students will use legal, ethical, and professional applications of the principles, strategies, and techniques of advertising and public relations for their client.
2. Students will conduct primary and secondary research, report findings, and set measurable strategic goals and objectives to design a combined advertising and public relations plan for their client.
3. Students will learn to work in teams and to combine advertising and public relations principles and practices.
4. Students will develop and test message executions to determine if they communicate effectively to diverse target audiences.
5. Students will allocate/set budgets across a variety of communication disciplines and tactics.
6. Students will prepare and deliver a comprehensive report and an effective presentation to the client.
7. Students will produce professional quality work to add to their portfolios, and will acquire increased confidence in professional situations.

**REPEAT POLICY:** Course cannot be repeated for credit

**REQUIRED PREREQUISITES:** ADPR 3100 or ADPR 3100H or ADPR 3850 or ADPR 3850H or [(ADPR 3520 or ADPR 3520E) and ADPR 5920] or [(ADPR 3110 or ADPR 3110E) and ADPR 3120] or ADPR 3510 or ADPR 3130 or ADPR 5910 or ADPR 5710

**PRIMARY DELIVERY METHOD:** Lecture

**COURSE WILL BE OFFERED:** Every Year – Fall Spring Summer

**COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES:**

1. Students will use legal, ethical, and professional applications of the principles, strategies, and techniques of advertising and public relations for their client.
2. Students will conduct primary and secondary research, report findings, and set measurable strategic goals and objectives to design a combined advertising and public relations plan for their client.
3. Students will learn to work in teams and to combine advertising and public relations principles and practices.
4. Students will develop and test message executions to determine if they communicate effectively to diverse target audiences.
5. Students will allocate/set budgets across a variety of communication disciplines and tactics.
6. Students will prepare and deliver a comprehensive report and an effective presentation to the client.
7. Students will produce professional quality work to add to their portfolios and will acquire increased confidence in professional situations.

**TOPICAL OUTLINES:**

Week 1: Class introduction and team assignment

Week 2: Project assignment

Week 3: Client briefing

Week 4: Situation analysis

Week 5: Audience analysis

Week 6: SWOT

Week 7: Creative brief

Week 8: Goal and objective setting

Week 9: Creative strategy

Week 10: Promotion considerations/Media strategy

Week 11: Media plan, budget, and timeline

Week 12: Finalize communication plan

Week 13: Finalize communication campaigns book

Week 14: Critique of presentation and campaigns books

Week 15: Final presentations to client and final campaigns books

## University Golf Course Student Manager

### Office of Finance and Administration - Division of Auxiliary Services

#### Description

This position reports to the full-time the golf course management team, assisting them with the supervision of daily golf course operations which can include regular play as well as special events closed to the public. The golf course student manager position is responsible for ensuring that regular student employees are staying on task to keep the golf course operating effectively and efficiently. As the student manager grows in this position, they have the ability to be the 'manager on duty' at certain times throughout the business day, primarily at opening and closing times, which can be very early and late. Important employee traits required for this position include strong communication, leadership, managerial, customer service, and multitasking skills. The student manager position is typically based in the golf shop, which is the primary information center for the golf course. The student manager will have hands on experience with front line customer interactions, operating a point of sale system, tee time reservation system, golf cart fleet maintenance, driving range management, marketing/promotion, inventory control, and staff management. Golf Course Student Managers are selected from the regular student employee roster after the above listed traits and skills have been consistently displayed. While there is no specific term of employment required before being considered for a student manager position, most successful candidates have worked at the golf course for a minimum of 6 months. Students in the past have used this internship to received academic credit for KINS 3303.

Activity Director: Matt Peterson; matt.peterson@uga.edu; 706-369-6491

Department: University Golf Course

Unit: Finance and Administration

Website: [www.golfcourse.uga.edu](http://www.golfcourse.uga.edu)

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

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

Maximum Number of Students: 8

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

Select area of EL Transcript: Internship

#### Engagement

- The golf course student manager position will be expected to work 15-19 hours per week while enrolled in class. Summer hours could go up to 40 if not enrolled.
- Over the course of a semester, that equates to a minimum of 240 hours worked.

## *University Golf Course Student Manager*

### Mentorship

- The golf course manager, golf operations and event manager, and event assistant will all offer feedback and provide supervision and mentorship of the student managers.
- Weekly huddle meetings will be held among the golf course management team and student managers will be invited to those as necessary. The customer service nature of the golf course operation requires close communication throughout all employees, so the student managers will be working very closely with their mentors on a daily basis.
- Feedback will most likely come in the form of hands on recommendations from mentors. The mentors will share their experiences and guide the student managers as they grow in their level of responsibilities. This will very much be a work in progress, with the ultimate goal to educate the student manager on all aspects of the operation. Feedback will also come from customer interactions. Whether the customer is happy or unhappy, the student employee will be able to look at the interaction and reflect on how they handled it and if necessary, how to improve.
- Student managers will in turn become mentors for the regular student staff. They will work on their own leadership skills while training and motivating the employees they supervise. They will be tasked with developing their replacement upon their departure from the golf course.

### Challenge

- Student managers will be responsible for handling cash and transacting checks and credit cards on a daily basis. They will also be responsible for daily cash register reconciliations, relying on point of sale system reports to verify each day's revenue.
- Student managers will be involved in the daily marketing of the golf course on social media. They will be responsible for pushing out material based on the day's activities in an effort to bring in more customers and to make them aware of any upcoming operational changes. They will work with the Auxiliary Services Marketing Department staff on coordinating a consistent approach to the course's social media activities.
- Student managers will be heavily relied upon for special event preparations and day of operations. They will be an extension of the onsite full time staff team and will manage specific areas in their absence. This will entail all areas of event planning, day before the event preparations to include creating checklists for event preparation and operation, player registration and check-in, player golf bag drop off, driving range set up, player services during the event, and post event operations and clean-up. All areas are necessary for the running of a successful event to ensure customers are satisfied and will return for other events.
- The duties the student managers are responsible for at the golf course offer them a real world experience that a classroom cannot. While student employee schedule requests are given more consideration due to their educational requirements on campus, expectations for their performance are very demanding and provide a great real world experience. Student managers at the golf course are also expected to hold the regular student staff to the same high standards and provide assistance and training to employees not meeting expectations.
- Student managers at the golf course will interact with the general public on a daily basis. They will learn how to communicate with a very diverse customer base. The student managers will be responsible for delivering outstanding customer service and will occasionally have to deal with upset customers. This experience will be invaluable to them after they move on to work within their degree fields.

## *University Golf Course Student Manager*

### Ownership

- Golf course student managers are given a high level of autonomy and responsibility. They will find themselves in situations that require the consideration of multiple variables before making a decision. Their decisions will impact both the customers and staff.
- The golf course hierarchy is very clearly established and student managers will be given clear expectations on where they fit in. For the golf course to be successful, clear communication and a strong sense of team are essential. When looking at the daily operations of the golf course, an 'all hands on deck' mentality is expected. Every team member understands they are vital to the golf course's success and that even the seemingly least important task is critical. Golf course managers are very accessible and work side by side with student managers and regular student employees.
- The product the golf course provides is very important to many different people for many different reasons. The golf course management team is very vocal in making sure all golf course employees understand the importance of the product it provides. For example, the golf course can be:
  - A source of recreation that provides exercise and enjoyment. For many of our regular players, the golf course is a sanctuary where they can forget about their concerns for a few hours.
  - A vehicle for fundraising. The golf course hosts approximately 60 events a year, with most of them being related to fundraising. Of the fundraising events, they are evenly split between campus related and community related. The golf course is an important source of revenue for the non-profit entities that utilize it for fundraising. The golf course staff takes great pride in the fundraising aspect of the golf course facility.
  - A competitive venue of the highest caliber for junior, high school, collegiate, amateur, and professional golfers.
  - An important research tool for various campus departments. Turfgrass research is most prevalent, but the golf course exists on 250 acres; 150 acres are maintained while the other 100 are natural woodlands and wetlands. Numerous research possibilities exist.
  - A source for golf education. Golf PE classes are very popular with UGA students. The golf course also educates students on the benefits of golf as a lifetime sport and a potential vehicle for building business and personal relationships.

### Self or Social Awareness

- The golf course full-time management team takes great pride in working with student employees. Proper workplace attitudes and work ethics are stressed via a 'lead by example' methodology. The student employees are evaluated at least once a year, giving them the feedback they need for self-reflection on the job they have done and how to improve their performance. Customer interactions are also a critical feedback component in the student employees' daily activities. Working in a service oriented operation, pleasing the customer is of utmost importance and student employees can reflect on their individual interactions and self-assess their performance based on the expectations they have been given by their supervisors. The student employees will learn how to interact with all kinds of personality types and economic classes. The potential is there for them to serve people of all ages, those who work entry level jobs, elected Georgia officials, United States Senators, and CEO's of Fortune 500

*University Golf Course Student Manager*

companies all in the same day! Student employees will also see how their work impacts people in need through the fundraisers that they help to support. There is no greater satisfaction than knowing the work you are involved with impacts someone truly in need and the golf course student employees will have plenty of opportunities to reflect on that.

## Marketing & Design Intern Undergraduate Admissions

### Description

The marketing and design intern assists in the marketing and communication for recruitment of undergraduate students. Working directly with the Public Relations Specialist, the intern plans and implements social media campaigns, creates engaging digital and print marketing content, and manages social media accounts. The intern will gain knowledge of industry standard tools including project management applications, Adobe Creative Suite, and DSLR cameras.

Activity Director: Andrea Skellie, askellie@uga.edu

Department: Undergraduate Admissions

Unit: OVPI

Website: apply.uga.edu

Date(s): Yearlong

Is this activity limited to a certain number of students? Yes, 1

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

If limited, please describe: Yes, preferably Grady advertising or public relations students, Lamar Dodd graphic design students, or Terry marketing students. Rising Juniors are also preferred.

Select area of EL Transcript: Leadership

### Engagement

The student in this position is expected to work 15-20 hours a week/minimum 150 hours a semester in the office from 8am to 5pm. Tasks are project specific and change throughout the year depending on what part of the admissions cycle we are currently in.

### Mentorship

The Public Relations Specialist provides student mentorship. Weekly meetings are held to discuss projects, plan for the weeks ahead, and discuss the student's goals. The student and PR Specialist work in the same office and regularly communicate. The mentor assesses the student work and progress weekly and throughout the semester. The intern is a member of the Marketing Team and receives mentorship from the marketing team. The intern attends and actively participates in bi-weekly Marketing Team meetings and weekly Social Media meetings.



## *Marketing & Design Intern*

### Challenge

The marketing and design intern is challenged to create and maintain a cohesive and favorable message across all admissions communication outlets. The intern creates media to attract potential students to the university. This student writes copy and develops graphics for print, digital, and social media, including but not limited to handouts, videos, photos, tweets, and html emails. The student takes knowledge from the classroom and applies it to real world marketing projects. During the weekly and bi-weekly team meetings the intern is part of the planning, creating, and implementation process and sometimes will pitch ideas or concepts they have to design a message to attract potential students. The student uses industry standard tools such as Adobe Creative Suite (InDesign, Photoshop, Illustrator, Premiere), Microsoft Office, and project management tools (Slack, Asana, CoSchedule) when creating media and developing campaigns. The student develops and strengthens skills in time management, creative problem solving, and communication during this employment.

### Ownership

The intern is able to exercise his/her own judgment on appropriate design elements. With guidance from the mentor, the intern has the freedom to express creativity and originality throughout the production process. The intern receives feedback and support for each project, however understands that they are responsible for designing the work and meeting deadlines. The intern has 3-5 ongoing special projects that change each semester not including their day-to-day work as a member of the marketing team. The intern gains a sense of ownership knowing the final product is used for a huge public audience by the Admissions office. This audience includes 8,000+ social media followers and thousands of high school students and their parents throughout the state, country and world. The intern in most instances is able to use their contribution to build on their portfolio.

### Self or Social Awareness

The student in this position has the opportunity to reflect on their work when they present. The student will learn more about the admissions process and the importance of higher education. The student will receive feedback and work with the mentor and marketing team to create a cohesive message. The student creates any number of projects (handouts, digital marketing, and branding materials, etc.) that are used for outside audiences including UGA students, prospective high school students, and the broader community. The student works closely with the mentor and is able to reflect on completed work, and is continually receiving feedback on current projects. In addition to the feedback and guidance given at the weekly and bi-weekly team meetings, and the feedback from the mentor weekly throughout the semester, the intern also receives feedback at the end of the internship. During this formal evaluation the mentor will provide feedback to the intern and discuss the interns work for the year.

## Environmental Education Specialist for Summer Camps Public Service & Outreach, State Botanical Garden

### Description

The Environmental Education Specialist is a member of the Education Team at the State Botanical Garden and works with children that come to the Garden's summer camps. The intern plans and leads educational programs that enrich the curriculums of schools across the state of Georgia. The program curricula correlate to the Georgia Performance Standards. These summer camp programs provide students with a unique experience that educates and entertains while helping to foster connections with nature. The intern will conduct instructional time with summer campers that addresses programming with an environmental focus. The intern in this position will gain valuable skills in designing and delivering educational programming, effectively working in a team environment and with minor children, and communication.

Activity Director: Berkeley Boone; bwboone@@uga.edu

Department: State Botanical Garden

Unit: Public Service & Outreach

Website: botgarden.uga.edu

Date(s): Summer

Is this activity limited to a certain number of students? Yes 6

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

If limited, please describe: Students working on degree in education, environmental science, botany, or related field.

Select area of EL Transcript: Internship

### Engagement

Intern will serve as an integral part of the Education Department at the State Botanical Garden and is expected to work up to 48 hours a week/ 430 hours over the summer. Work will be during traditional business hours, approximately 7:45am- 5:15pm. The intern in this position will attend daily and weekly staff meetings with the other Camp Counselors and full time Education staff.

### Mentorship

The intern is mentored by Berkeley Boone, the Children's Program Manager with the State Botanical Garden. The intern will be guided through all policies and resources relevant to each task and project,

## *Environmental Education Specialist for Summer Camps*

and working with children in a camp setting. In addition to the weekly summer camp meetings, the intern is in contact with the mentor daily throughout the summer to discuss current plans, potential behavioral issues, and any issues or support that may be needed.

### Challenge

The intern in this position receives a week of training regarding working with children in a camp setting, as well as how education programs should go. Training covers topics such as first aid and site-specific emergency preparedness, activities and games that can be used as time-fillers, how to set-up, plan and implement the majority of the activities and lessons, conflict resolution and behavior management for campers, how to work with the different age groups of campers, and much more. This training enables the intern to gain the knowledge and skills necessary to lead and instruct all games, activities, songs and programs that are used in summer camp. The intern receives hands-on training for all instructional activities associated with the programs. Over the course of the summer, the intern may also receive periodic training necessary for new programs or special activities. The intern in this position is challenged to apply knowledge gained in the training to their position. The intern will be assisting with and leading special programs each week throughout the summer. The intern will plan, lead and instruct environmentally based programs, activities, games and songs for children ages 5-11. The intern will interact with the campers and their parents. The intern is challenged to tailor their lessons and delivery depending on the age, education level, interest level and size of the group of the campers. The intern is encouraged to continually evaluate programs and share any ideas for new programs or strengthen and update current programs. Skills in time management, creative problem solving, and communication are developed and strengthened during this internship.

### Ownership

The intern in this position interacts with a variety of stakeholders and will assist with and instruct several programs. Examples include:

- Instruct ecology-based middle school camp: This week of camp features different environmental science –based activities relating to various fields of study (ornithology, herpetology, aquatic ecology, etc.)
- Co-lead monthly Full Moon Hike with Children’s Program Manager: Each walk will focus on a different topic such as the moon, constellations, or nocturnal creatures and/or adaptations. Hikes are up to 2 miles on wooded trails and throughout the garden.

### Self or Social Awareness

The intern in this position will be part of the daily and weekly Education Team meetings. They will review and discuss weekly activities and progress, as well as plan for upcoming weeks and activities. They will also share updates on current camper challenges, activities and events. The intern presents daily to primary school age campers, and interacts with their parents. Through their daily presentations and special events throughout the week and over the duration of the summer, interns are able to continually progress and gain self-confidence and valuable skills in public speaking, educational planning and instruction, and event planning and organization. At the end of each day, and the end of each

### *Environmental Education Specialist for Summer Camps*

week, interns meet with either or both the Children's Program Manager and the Director of Education to debrief from activities or challenges from that day. In addition to the end of day and end of week debrief, the interns will also meet with the Children's Program Manager periodically throughout the summer to review and discuss how they think they are doing in the position. Feedback is provided by verbal and/or written evaluations, and the intern will be given an opportunity to voice their thoughts on the internship in general. At the end of an internship, exit interviews are performed, with staff feedback being provided to the intern. During these meetings the intern will discuss their experience of the internship as a whole.

## Fitness Monitor Manager

### Student Affairs, Recreational Sports

#### Description

The Fitness Monitor Manager is responsible for the daily operations of the Group Fitness program and supervision of the student Fitness Monitors for Recreational Sports. The Fitness Monitor Manager serves in both an administrative/instructional role and coordinates directly with the professional staff to ensure the continued success of the Ramsey Center's Group Fitness program. This position assumes all fitness monitor responsibilities and coordinates all monthly Group Fitness data, including patron counts and inventory. The Fitness Monitor Manager serves the primary resource for fitness monitor staff to reach out to with questions, comments and concerns.

For more information on the group fitness program and offerings, please visit the website at [https://recsports.uga.edu/content\\_page/group-instructional-fitness-classes](https://recsports.uga.edu/content_page/group-instructional-fitness-classes)

Activity Director: Lisa Williamson, lisawilliamson@uga.edu

Department: Recreational Sports

Unit: Student Affairs

Website: [https://recsports.uga.edu/content\\_page/group-instructional-fitness-classes](https://recsports.uga.edu/content_page/group-instructional-fitness-classes)

Date(s): Spring Semester (semester long experience)

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: Applicants must be a current Fitness & Wellness staff member (Fitness Monitor, Group Fitness Instructor, or Personal Trainer). All applicants must have current First Aid/CPR/AED certification.

Applications (resume & cover letter) are accepted when an opening becomes available and a formal interview process is conducted with the Fitness & Wellness professional staff and graduate assistant.

Select area of EL Transcript: Internship

#### Engagement

Fitness Monitor Managers work up to 20 hours per week, typically totaling more than 200 hours/semester. This includes about 10 hours/week of administrative/managerial duties and 10 hours of instructional/educational duties. Managers attend meetings, trainings, and special events as required by

### *Fitness Monitor Manager*

the Assistant Director. They are trained to understand how to work the various pieces of technology that fitness classes utilize such as, tablets, stereo systems, mics, and fitness timers, and are expected to employ excellent customer service and organizational skills throughout their work.

#### Mentorship

Participants are actively mentored by two full-time professional staff and one graduate assistant in the Fitness & Wellness area of Recreational Sports. They engage in regular and ongoing conversations and as professional staff work directly with this student to ensure that the student is progressing in their professional development and that the Group Fitness program is meeting its goals. In addition to regular oral feedback, the Fitness Monitor Manager's performance is also evaluated each semester based on his/her job description elements, as well as personal and professional goals. At the conclusion of the student's employment, they complete an exit interview with Recreational Sports staff.

#### Challenge

The Fitness Monitor Manager is tasked with the management of the Group Fitness program and all staff Fitness Monitors and is responsible for its successful daily operation (more than 80 classes per week). The Fitness Monitor Manager is immersed in all professional activities requisite to run a successful large-scale group fitness program, including leading staff meetings, interviewing and training new hires, preparing reports, maintaining necessary documentation, and evaluating peers/staff. Given that prior experience as a Fitness Monitor for Recreational supports is requisite for this role, this position represents the next professional step for a student interested in a potential career in the Fitness field. Through this role, they are able to gain a thorough understanding of the daily operation and administration of a group fitness program and identify transferrable skills directly relevant to their career objectives.

#### Other relevant duties from position description:

##### **Duties:**

- Greet participants at the door, check ID's and passes in Fusion to ensure paying customers are allowed into the fitness classes.
- Cross reference Fusion to verify each and every guest has signed and completed the proper paperwork to attend fitness classes offered.
- Upkeep of all the studios, instructor assistance with set up/break down of equipment, patron counts, and inventory review.
- Understand how to work various pieces of technology that fitness classes utilize such as, tablets, stereo systems, mics, and fitness timers.
- Collect "lives touched" numbers during classes
- Complete daily tasks assigned by the Coordinator for Fitness & Wellness &/or Assistant Director for Fitness & Wellness.
- Follow all duties and responsibilities as outlined in the Recreational Sports and Fitness & Wellness handbook and sign off on these policies regularly.
- Serve as a resource for fitness monitors and a mediator between Fitness & Wellness professional staff and monitors.
- Interview, train, and schedule Fitness Monitors and serve as a substitute Fitness Monitor as needed.

### *Fitness Monitor Manager*

- Attend all meetings, trainings, special events, and evaluations as mandated by the Fitness & Wellness Coordinator and/or Assistant Director.
- Complete other duties as assigned.

#### **Required Qualifications:**

- Current First Aid/CPR/AED certification.

#### **Preferred:**

- Excellent customer service and organizational skills.
- Ability to work 3+ semesters.
- Interest in obtaining a nationally recognized group fitness or personal training certification or specialty certification.
- Degree in Health and Fitness Management, Exercise Science, or related field preferred.

### Ownership

Nearly all work of the Fitness Monitor Manager is independent unless guidance/leadership is needed or requested from professional staff. The Manager is responsible for both administrative/managerial duties and instructional/educational responsibilities. Administrative duties include planning and preparation of Fitness Monitor staff meetings, tracking Group Fitness participation counts, preparing reports for payroll approvals, holding Fitness Monitors accountable, communicating effectively with Group Fitness staff, and coordinating regularly with professional staff on regular operations of the Group Fitness program. Instructional duties include instructing Group Fitness classes as needed, researching and providing educational content for Group Fitness instructors, training new Fitness Monitors, and evaluating Fitness Monitors and Group Fitness instructors.

In addition to these regular goals, Fitness Monitor managers are assigned multiple larger-scale organizational projects, which they complete as necessary throughout the semester.

### Self or Social Awareness

Reflection is ongoing throughout the duration of the managerial experience. The Fitness Monitor Manager is required to continually reflect and adjust based on interactions with peers, professional staff, and clients, and regularly meets with their staff supervisor in order to ensure that they are meeting professional goals and staff expectations. At the conclusion of the student's employment, they complete an exit interview with Recreational Sports staff in which they receive feedback.

## National Residence Hall Honorary Executive Board Student Affairs, University Housing

### Description

National Residence Hall Honorary is a leadership-based honorary comprised of exemplary residential students who value recognition and service. NRHH focuses on promoting community service and recognition through Housing. Chapter members participate in social, scholastic, and service events to promote personal growth and development. Executive Board members demonstrate initiative and leadership as they facilitate social, scholastic, and civic engagement opportunities for general body chapter members.

Activity Director: Nyerere Tryman, ntryman@uga.edu

Department: University Housing

Unit: Student Affairs

Website: nrhh.uga.edu

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

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

Maximum Number of Students: 7

Minimum Number of Students: 7

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

If limited, please describe: General body members of NRHH must be on-campus residents; typically are sophomore students and above. NRHH general body members must apply for membership and provide a reference and must also meet the following criteria:

- A. Have lived in the residence halls for at least one year.
- B. Have made a positive contribution to the residence hall system.
- C. Be in good standing with the University of Georgia.
- D. Have at least a 3.0 GPA on a 4.0 scale.

More specifically, executive board members are selected for their positions via elections in the Spring semester, by a vote of all general body members.

Select area of EL Transcript: Leadership



## *National Residence Hall Honorary Executive Board*

### Engagement

Executive Board members directly engage with the organization for more than 150 hours over the course of the year. This includes:

- Bi-weekly executive board meetings (4 hours/month)
- Monthly programming (2 hours/month)
- Bi-weekly general body meetings (4 hours/month)
- Fall retreat (8 hours)
- Spring retreat (4 hours)
- Community service (30 hours per semester)

### Mentorship

The NRHH Executive Board is advised by a full-time staff member (the Coordinator of Student Leadership for University Housing) and a Graduate Assistant. The staff advisor attends all Executive Board meetings. If they are not able to attend, the Graduate Assistant attends in their place. At least one advisor attends each program or event where business is conducted and both attend each semester's retreat.

Executive Board members work in concert with the group's advisors to plan, develop, and execute service and recognition programs for the organization's inducted members. Training is extensive and occurs at each semester's retreat. The purpose of these retreats is to develop teamwork, leadership, and learning, but most importantly to conduct business and advance the overall goals of both the national and campus organization. In concert with the advisors, the Executive Director plans the retreat's agenda, which typically covers leadership role expectations, goal-setting for the semester, and planning for the group's programming. Feedback is shared regularly and is central to the group's mission; after each major event or program, Executive Board members debrief and discuss the program's success at their bi-weekly Executive Board meetings. In addition, the Executive Director attends weekly one-on-one meetings with the group's advisor and all other Executive Board members are expected to attend monthly one-on-one meetings with the NRHH advisor and Executive Director.

### Challenge

The Executive Board consists of seven different positions, each representing an elected role with specific responsibilities: Executive Director, Associate Director of Development, Associate Director of Recognition, Associate Director of Service, Associate Director of Membership and Recruitment, Associate Director of Administration, Associate Director of Communications and Advisors. Each of these roles has specific duties and responsibilities to which they are expected to apply their unique leadership skills to organizational needs (see <http://nrhh.uga.edu/Constitution.pdf> for specific descriptions). In addition, they engage in regular Executive Board meetings and retreats, during which they work with others on the board to brainstorm, develop, and implement service programs and events for general members. Recognition of exemplary individuals (students, staff, and faculty), groups, and programs on the UGA campus is central to the group's mission; Executive Board members are responsible for both submitting monthly nominations and making decisions regarding each month's honorees. NRHH also sponsors a week of programming on campus to promote civic engagement and recognition. General chapter members adhere to a point system for involvement and community service and must remain above a certain threshold to remain active in the organization. Therefore, the planning and execution of

### *National Residence Hall Honorary Executive Board*

events, recognition opportunities, and community service programs are all essential components of Executive Board membership.

#### Ownership

In addition to the duties described above, each of the seven positions on the Executive Board has independent job responsibilities and expected outcomes that support different aspects of the organization's mission. For example, the Executive Director presides over bi-weekly Executive Board and General Body meetings, serves on the Residence Hall Association Board, and serves as the chief spokesperson for NRHH at UGA. They must prepare meeting agendas, ensure accountability for other Exec Board members, create and regulate the budget with the group's advisor, coordinate the annual affiliation process with the national organization, and ensure that the group's constitution is updated regularly. Similarly, the Associate Director of Service is responsible for coordinating monthly service projects, brainstorming new ways to serve the community, collaborating with others to carry out service activities, attending all service projects, and serving as the liaison between NRHH and the site contact for each project.

Each of these seven positions on NRHH Executive Board has very specific responsibilities of their role which necessitate independence and ownership while also understanding their role as a member of the Executive Board. To be successful, they have to be collaborative in their efforts to support the overarching mission of the organization, as well as the national organization's standards. In addition to their specific roles, each board member must be active in the group's "of the month" recognition process, submitting nominations and assisting in the selection process. The students can also see their individual contributions to the group emerge as they present at housing conferences and are encouraged to apply for regional and national awards. All are expected to participate in a minimum number of service hours each semester and are expected to be active supporters of the organization's mission to service and recognition. Finally, the group's mandatory point system ensures that individuals are actively participating in organizational activities and community service.

#### Self or Social Awareness

With the support of the advisor and their other peer leaders, Executive Board members regularly discuss the group's mission, goals, and feedback at bi-weekly Executive Board meetings. In addition, the group has two off-campus retreats each year for training, planning, and goal-setting. The group's constitution necessitates that each Executive Board member attends monthly one-on-one meetings with the NRHH advisor and Executive Director, at a minimum. Feedback and recognition are shared regularly and are central to the group's mission; Executive Board members debrief and discuss the program's success at their bi-weekly meeting. The regular "of the month" and annual "of the year" awards enable the group to regularly reflect on individual, organizational, and community success. At the end of the year, all members of NRHH join the Executive Board for a banquet to celebrate the group's accomplishments.

## Personal Training Manager Student Affairs, Recreational Sports

### Description

The Personal Training Manager is responsible for the daily operations of the Personal Training program for Recreational Sports and serves as a student supervisor for all student Personal Trainers. The Personal Training Manager serves in both an administrative/instructional role and coordinates directly with the professional staff to ensure the continued success of the Ramsey Center's Personal Training program. Personal training managers plan and coordinate all meetings and continuing education sessions with personal training staff. They interview, train, and evaluate personal trainers and implement staff development programs, in support of the Recreational Sports Fitness and Wellness mission.

Activity Director: Lisa Williamson, lisawilliamson@uga.edu

Department: Recreational Sports

Unit: Student Affairs

Date(s): Spring Semester (semester long experience)

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: Must have a valid Personal Training certification from an NCCAA accredited organization (ACSM, NSCA, NASM, ACE) and at least 1 semester of experience working as a Personal Trainer for the Department of Recreational Sports.

Applications (resume & cover letter) are accepted when an opening becomes available and a formal interview process is conducted with the Fitness & Wellness professional staff and graduate assistant.

Select area of EL Transcript: Internship

### Engagement

Personal Training Managers work up to 20 hours per week, typically totaling 200 hours/semester. This includes about 10 hours/week of administrative/managerial duties and 10 hours of instructional/educational duties.

### *Personal Training Manager*

Additionally, they are trained on matters including client privacy and confidentiality, specialized fitness and health assessments, nutritional guidelines, and record-keeping, including Fusion and Google Drive logs employed by the department.

#### Mentorship

Participants are actively mentored by two full-time professional staff and one graduate assistant in the Fitness & Wellness area of Recreational Sports. They engage in regular and ongoing conversations and as professional staff work directly with this student to ensure that the student is progressing in their professional development and that the Personal Training program is meeting its goals. In addition to regular oral feedback, the Personal Training Manager's performance is also evaluated each semester based on his/her job description elements, as well as personal and professional goals. At the conclusion of the student's employment, they complete an exit interview including feedback with Recreational Sports staff.

#### Challenge

The Personal Training Manager is tasked with the management of the Personal Training program and is responsible for its successful daily operation. The Training manager is immersed in all professional activities requisite to run a successful large-scale personal training program, including leading staff meetings, training new hires, preparing reports, maintaining necessary documentation, and evaluating peers/staff. Given that holding a Personal Training certification from an NCCAA accredited organization (ACSM, NSCA, NASM, ACE) and prior experience as a personal trainer for Recreational supports are both requisite for this role, this position represents the next professional step for a student interested in a potential career in the field. Through this role, they are able to gain a thorough understanding of the daily operation and administration of a personal training program and identify transferrable skills directly relevant to their career objectives.

#### Other relevant duties from position description:

##### Duties:

- Maintains professional conduct at all times. This includes but is not limited to respecting individual privacy and confidentiality and striving to provide the highest quality of service at all times.
- Perform basic health/fitness assessments to include a minimum of: resting blood pressure and heart rate as well as height, weight and waist circumference for the calculation of BMI and relative disease risk.
- Depending on each client's individual goals, calculate target-training zone, or assign proper target RPE, perform flexibility testing, submaximal cardiovascular fitness testing, and accurately assess body-fat measurements.
- Design appropriate exercise prescription based on individual health/fitness characteristics and personal goals and motivate clients and progress exercise prescription as indicated by client's progress toward their stated goals.
- Demonstrates ability to design and implement customized safe and effective exercise programming for a diverse range of clients and proficiency in instructing individuals on the proper methods of using equipment. Emphasis is placed on the proper biomechanics and safety.
- Demonstrate a basic understanding of muscle anatomy and physiology; explain these basic principles to clients as necessary and conduct ongoing re-assessment of progress with clients to review goals and advance individual fitness program.

### *Personal Training Manager*

- Depending on individual client's goals or needs, discuss basic nutritional guidelines or refer client to Registered Dietician for specific nutritional assessment and counseling.
- Ability to modify workouts for different individuals based on their experience level, previous injuries and limitations.
- Track client sessions and keep accurate training records including session summaries, Fusion & Google Drive logs, etc.
- Understand, support, and promote the Recreational Sports Fitness and Wellness mission, vision and values and be a healthy role model to participants and the community.
- Follow all duties and responsibilities as outlined in the Recreational Sports Fitness and Wellness Manual
- Utilize When to Work and Google Drive logs to track Personal Trainer schedules and hours.
- Plan and coordinate all personal training meetings and continuing education sessions.
- Interview, train, and evaluate personal trainers and implement programs for staff development.
- Attend all meetings, trainings, special events, and evaluations as mandated by the Fitness & Wellness Coordinator and/or Assistant Director.
- Maintain current certifications and actively seek CECs, and information regarding current fitness trends and equipment.

#### Required Qualifications:

- Current First Aid/CPR/AED certification.
- Nationally recognized personal training certification (NSCA, ACSM, NASM, ACE).
- 12+ points on the qualification chart.

#### Ownership

Nearly all work of the Personal Training Manager is independent unless guidance/leadership is needed or requested from professional staff. The Manager is responsible for both administrative/managerial duties and instructional/educational responsibilities. Administrative duties include planning and preparation of Personal Trainer staff meetings, tracking client sessions in Fusion member services software, preparing reports for payroll approvals, maintaining client records, holding Personal Trainers accountable, and coordinating regularly with professional staff on regular operations of the Personal Training program. Instructional duties include instructing small group, instructional, and group fitness classes, working directly with personal training clients, researching and providing educational content for personal training clients, and training new Personal Trainers in session procedures and assessment methods. In addition to these regular goals, Personal Training managers are assigned multiple larger-scale organizational projects, which they complete as necessary throughout the semester.

#### Self or Social Awareness

Reflection is ongoing throughout the duration of the managerial experience. The Personal Training Manager is required to continually reflect and adjust based on interactions with peers, professional staff, and clients, and regularly meets with their staff supervisor in order to ensure that they are meeting professional goals and staff expectations. At the conclusion of the student's employment, they complete an exit interview including feedback with Recreational Sports staff.

## Recreational Sports Fellows Student Affairs, Recreational Sports

### Description

The UGA Recreational Sports Fellows Program is a unique internship program, allowing three to five student employees to have a meaningful work experience in all areas of the department for a period of two semesters. During the rotation among areas, the program participants will broaden their knowledge of the myriad functions of campus recreation as well as build their individual knowledge, skills and abilities. At the conclusion of this rotation, each student employee picks an area(s) of expertise in which they will spend the majority of their time in order to expound upon their individual strengths. The ultimate goal of this program is to prepare students for a future career in campus recreation.

As a result of participating in the Rec Sports Fellows experience, students will be able to a) explain how the different areas of a campus recreation department contribute to a collective whole in support of a departmental mission and b) reflect on their experience in each program/facility area of Rec Sports and explain how the knowledge and skills gained may translate to their career paths.

This is a year-long, highly selective program in Rec Sports. As such, the expectations are significant for accepted participants:

- A commitment to learning more about campus recreation programs, facilities, and operations
- One (1) academic year commitment (August-May)
- Submit a completed application, resume, cover letter, and letter of recommendation from their immediate supervisor
- On average, a weekly hourly commitment of 5 hours

Activity Director: Lance Haynie, lhaynie@uga.edu

Department: Recreational Sports

Unit: Student Affairs

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

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

Max: 5, Min: 1

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

If limited, please describe: The student participants must be current Rec Sports staff members.

Select area of EL Transcript: Internship

## *Recreational Sports Fellows*

### Engagement

Approximately 60 hours total, over two semesters. This includes 2-3 hours of orientation, hour-long, monthly meetings, 1-2 hour meetings with all Rec Sports assistant directors, and various developmental experiences (regional conference attendance, Q&A panel with current graduate assistants, resume review, interview practice, etc.) in addition to time spent in their area of expertise or “specialty” (described below).

### Mentorship

During their internship, participants are guided through the program during the monthly meetings. During these meetings, Rec Sports Fellows consult with Ramsey’s Associate Director for Programs, Associate Director for Business Services, and often the Director of Recreational Sports. These meetings allow Fellows to check-in with supervisors, discuss expectations of the Fellow role, and define learning goals and areas of interest. As the Rec Sports Fellow role is highly self-directed and guided by the Fellow’s professional interests, it is critical that students communicate these interests to professional staff members and seek opportunities within the department for further exploration. Once areas of interest are identified, Fellows will be further mentored by Assistant Directors and staff members in specific functional areas of interest (e.g., Fitness, Outdoor Recreation, Marketing).

If challenges exist with any of the participants, they are addressed on an individual level. Feedback is shared verbally, in-person during monthly meetings and as needed. We conduct our assessment mostly in a focus group style during our monthly check-in meetings. We also offer an "open door" policy to all participants to come and speak with the program coordinator as needed.

### Challenge

Most participants have one or two functional areas of employment when they enter the program. As a requirement of the program, they are to spend a minimum of 2 hours exploring areas of our department (e.g., Fitness, Outdoor Recreation, Marketing) to develop the overall understanding of a campus recreation department.

Rec Sports Fellows are immersed in all areas of campus recreation, participating in both daily tasks and larger projects as they engage with the various functional areas of Recreational Sports. For example, a recent Fellow, employed as a group exercise instructor and personal trainer, was interested in pursuing a career in the fitness field. She worked with Fellow supervisors to create an in-depth, individualized learning experience guided by learning outcomes (see attached document for delineation of these extensive learning outcomes, by functional area). In the fitness area, core tasks included helping build the fitness schedule, making facility reservations, and actively participating in both daily tasks and special projects.

### Ownership

The entirety of the Rec Sports Fellows experience encourages student ownership, given that its outcomes are driven by each Fellow’s professional interests and career goals. Each participant must take ownership of their progress and scheduling, scheduling meetings with all Assistant Directors to learn about each functional area in our department. Once the Fellow identifies an area of specialization, they are expected to work closely with departmental leadership to identify both daily tasks and special projects critical to the area’s success.

## *Recreational Sports Fellows*

### Self or Social Awareness

Several distinct components make the Rec Sports Fellow role reflective, particularly with regard to professional goals and interests. Fellows are encouraged to attend a regional conference in their specialty area, are mentored and given feedback as they create a professional resume, or participate in mock interviews preparing them for graduate school or professional work in the field. The timing of these professional activities are deliberately aligned with the hiring cycles in the recreational sports field. Students engage in regular reflection and discussions with departmental leadership as they explore the mission and goals of the various aspects of campus recreation. They are provided unique access to the field and, ultimately, gain the confidence and experience they need to reach their professional goals.

At the conclusion of the year, each Fellow will meet with their direct supervisor in their specialty area to reflect upon their experience and share their experiences. Additionally, all Rec Sports Fellows participate in a structured focus group with the program's coordinator (the Associate Director), both as an evaluative experience and another semi-structured outlet to share feedback to improve the experience of future Fellows.





**UNIVERSITY OF  
GEORGIA**  
Student Affairs

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**LEARNING PLAN/SYLLABUS**

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**Recreational Sports Fellows Program**  
Recreational Sports  
Lance Haynie

***Experience Introduction and Outcomes***

The **UGA Recreational Sports Fellows Program** offers the special opportunity for three to five student employees to have a meaningful work experience in all areas of the department for a period of two semesters. During the rotation among areas, the program participants will broaden their knowledge of the myriad functions of campus recreation as well as build their individual knowledge, skills and abilities. Each student employee will be given the opportunity to pick an area(s) of expertise in which they will spend the majority of their time in order to expound upon their individual strengths. The ultimate goal of this program is to prepare students for a future career in campus recreation.

As a result of participating in this PRIME Experience, students will:

- A. Participants in the Fellows Program will explain how the different areas of a campus recreation department contribute to a collective whole in support of a departmental mission.
  
- B. Participants in the Fellows Program will reflect on their experience in each program/facility area of Rec Sports and explain how the knowledge and skills gained may translate to their career paths.

***Participant Expectations***

This is a year-long, highly selective program in Rec Sports. As such, the expectations are significant for accepted participants:

- A commitment to learning more about campus recreation programs, facilities, and operations
- One (1) academic year commitment (August-May)
- Submit a completed application, resume, cover letter, and letter of recommendation from their immediate supervisor
- On average, a weekly hourly commitment of 5 hours

***Experience Outline and Learning Outcomes***

| TOUCHPOINT<br>TIMELINE   | LEARNING ACTIVITY   | ASSOCIATED<br>MATERIALS |
|--|---|-------------------------|
| <p>Exact scheduling is to be determined with all area supervisors and participants</p> | <p><b>Core Curriculum – Administrative</b></p> <ul style="list-style-type: none"> <li>○ By meeting with the Director and each Associate Director, Fellows will gain an understanding of high-level administrative perspectives as it relates to the department as a whole and their specialty area. (2 hours)</li> <li>○ By meeting with the Director and each Associate Director, Fellows will gain an understanding of a shared used facility and working relationships with our partners in Academics and Athletics. (1 hour)</li> <li>○ By attending a local/regional conference, Fellows will have the ability to experience a conference event and benefit from increased networking opportunities and educational session material. (2 days) <b>this is unpaid time</b></li> <li>○ By meeting with the Director and the Associate Vice President for Student Affairs, Fellows will gain an understanding of the role and importance of a campus recreation program in relation to other departments in a student affairs division. (1 hour)</li> <li>○ By meeting with the Director and the Associate Vice President for Student Affairs, Fellows will learn about the division’s 2020 strategic plan. (0.5 hour)</li> <li>○ There will be some component of resume review, mock interviews, etc.</li> <li>○ Participants will have an opportunity to interact with current graduate assistants about graduate assistant experiences within a campus recreation program. (1 hour)</li> </ul> |                         |
| <p>Exact scheduling is to be determined with all area</p>                              | <p><b>Core Curriculum – Aquatics</b></p>  |                         |

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| supervisors and participants  | <ul style="list-style-type: none"> <li>○ Have a working understanding of the user groups that utilize the Gabrielsen Natatorium on a daily basis</li> <li>○ Gain an understanding of the variety of aquatic programs that UGA Recreational Sports provides</li> <li>○ Learning the importance of Risk Management as it relates to Recreational Sports</li> </ul>   |  |
| Exact scheduling is to be determined with all area supervisors and participants | <p><b>Core Curriculum – Business Services</b></p> <ul style="list-style-type: none"> <li>○ Students will gain a clear understanding of the department’s business operations including the various positions and responsibilities that are needed in order to support such a large department, staff and facility.</li> <li>○ Students will gain a clear understanding of the various laws and policies surrounding human resource management and oversight of the processes completed in order to maintain a large student staff population.</li> <li>○ Students will gain a clear understanding of the complexity of the IT structure and support needed to maintain the Ramsey Student Center and Recreational Sports department.</li> <li>○ Students will gain a clear understanding of how individuals gain access to the facility and obtain knowledge of the various membership types and who qualifies for each.</li> </ul> |  |
| Exact scheduling is to be determined with all area supervisors and participants | <p><b>Core Curriculum – Competitive Sports</b></p> <ul style="list-style-type: none"> <li>○ After a student has completed their experience with the Competitive Sports program, said fellow will be able to discuss how club sports are formed and operated at the University. <i>(5 hours)</i></li> <li>○ After a student has completed their experience with the Competitive Sports program, said fellow will be able to articulate the role competitive sports plays in the recruitment and retention of students. <i>(4 hours)</i></li> <li>○ After a student has completed their experience with the Competitive Sports program, said fellow will be able to display working knowledge of our program and staff scheduling systems. <i>(10 hours)</i></li> </ul>  |  |
| Exact scheduling is to be determined with all area                              | <p><b>Core Curriculum – Fitness &amp; Wellness</b></p> <ul style="list-style-type: none"> <li>○ Once the fellow completes his/her time in the Fitness &amp; Wellness Department, they will be able to</li> </ul>   |  |

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| <p>supervisors and participants</p>  | <p>articulate all of the Fitness &amp; Wellness programs and classes offered as well as how they operate within our department. (2 hours)</p> <ul style="list-style-type: none"> <li>o Once the fellow completes his/her time in the Fitness &amp; Wellness Department, they will be able to discuss what role Fitness &amp; Wellness plays in cross-campus partnerships and how it positively affects the UGA Community. (2 hours)</li> <li>o Once the fellow completes his/her time in the Fitness &amp; Wellness Department, they will display a working knowledge of fitness modalities, equipment, and the spectrum of exercise programming. (3 hours)</li> </ul>  |  |
| <p>Exact scheduling is to be determined with all area supervisors and participants</p> | <p><b>Core Curriculum – Facilities</b></p> <ul style="list-style-type: none"> <li>o Develop an understanding of how facilities and informal recreation supports the department’s needs through participation in 1-on-1 meetings with Assistant Director for Facilities and Specialist for Informal Recreation and Special Events.</li> <li>o Gain experience in staff development and scheduling through shadow shifts followed with check-in meetings.</li> </ul>  |  |
| <p>Exact scheduling is to be determined with all area supervisors and participants</p> | <p><b>Core Curriculum – Marketing</b></p> <ul style="list-style-type: none"> <li>o At the completion of the specialty requirement for marketing, the rec sports fellow will be able to implement simple desktop publishing principles in InDesign. (1 hour)</li> <li>o At the completion of the specialty requirement for marketing, the rec sports fellow will be able to utilize basic photo composition, implement basic photo editing in Photoshop, and use simple platforms to create compelling photos and videos from their smartphone (Instagram, Boomerang, VSCOCam, Vine, PicStitch, etc.). (1 hour)</li> <li>o At the completion of the specialty requirement for marketing, the rec sports fellow will be able to implement social media strategies, create paid advertisements through social media, and understand algorithms and engagement on Facebook, Twitter, Instagram and Snapchat. (1 hour)</li> <li>o At the completion of the specialty requirement for marketing, the rec sports fellow will have a basic</li> </ul> |  |

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|  | <p>understanding of AP Style and writing for organizational media. (1 hour)</p> <ul style="list-style-type: none"> <li>○ At the completion of the specialty requirement for marketing, the rec sports fellow will be able to implement basic marketing functions for their future program. (1 hour)</li> <li>○ Students will engage in an additional 2-5 hours of shadowing at special events or observing daily marketing functions. (up to 5 hours)</li> </ul>               |  |
| <p>Exact scheduling is to be determined with all area supervisors and participants</p> | <p><b>Core Curriculum – Outdoor Recreation</b></p> <ul style="list-style-type: none"> <li>○ Demonstrate appropriate technique associated with climbing and belaying at the UGA Climbing Wall. (2 hours) <b>this is unpaid time</b></li> <li>○ Explain key theories (Tuckman, 1977; Kolb, 1984) associated with group development and experiential learning. (4 hours)</li> <li>○ Construct a basic outdoor trip proposal, including a trip cost estimate. (3 hours)</li> </ul> |  |
| <p>Exact scheduling is to be determined with all area supervisors and participants</p> | <p><b>Core Curriculum – Strength &amp; Conditioning</b></p> <ul style="list-style-type: none"> <li>○ Students will gain a clear understanding of all Strength &amp; Conditioning related job responsibilities and daily duties from Assistant Director level to entry level student staff members. (1.5 hours)</li> <li>○ Students will become aware and educated on of all Strength &amp; Conditioning related locations and equipment. (0.5 hour)</li> </ul>                 |  |

## Residence Hall Association Executive Board Student Affairs, University Housing

### Description

The Residence Hall Association (RHA) is the second-largest student organization on campus and is the coordinating organization for the various residence hall governing bodies across campus. Members of RHA Executive Board lead these efforts, developing residence hall policies, procedures, and programs to best serve the interests of those students living on campus. The Executive Board sponsors programs for residents across campus, writes legislation for residence halls, and aims to give the on-campus residents at UGA a voice.

Activity Director: Nyerere Tryman, ntryman@uga.edu

Department: University Housing

Unit: Student Affairs

Website: rha.uga.edu

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

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

Maximum Number of Students: 10

Minimum Number of Students: 10

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

If limited, please describe: Students must live in university housing; typically are second-year students or above. Executive Board members are chosen by election by membership on Community Councils.

Select area of EL Transcript: Leadership

### Engagement

Engagement is about 120 hours/semester for executive board members. This includes:

- Weekly Executive Board meeting. Typically 2 hours a week, held every Monday.
- General Body meeting. Typically 2 hours a week, held every Tuesday.
- Student Office hours. Typically 3 hours a week.
- Monthly Programs. Typically 2 hours a month (planning and attendance).
- Fall training and goal setting retreat. 12 hours
- Spring training and refresher. 4 hours
- Exec N Rec training. 8 hours in fall
- Mini Exec n Rec training. 4 hours in spring
- Leadership conference attendance, 16 hours per semester

## *Residence Hall Association Executive Board*

### Mentorship

The RHA Executive Board is advised by a full-time staff member (the Coordinator of Student Leadership for University Housing) and a Graduate Assistant. While the organization promotes self-governance, the staff advisor attends all weekly Exec Board meetings and General Body meetings. If they are not able to attend, the Graduate Assistant attends in their place. At least one advisor attends each program or event where business is conducted and both attend each semester's retreat.

Executive Board members work in concert with the group's advisors to plan, develop, and execute programs for the on-campus student population at UGA. Training is extensive and occurs at each semester's retreat, as well as at weekly Exec Board meetings. The purpose of these retreats is to develop teamwork, leadership, and learning, but most importantly to conduct business and advance the overall goals of the association. In concert with the advisors, the president plans the retreat's agenda, which typically covers leadership role expectations, goal-setting for the semester, and planning for the group's programming. Feedback is shared regularly and is central to the group's mission; after each major event or program, Executive Board members debrief and discuss the program's success at their weekly meeting. In addition, the President attends biweekly one-on-one meetings with the group's advisor and all other Exec Board members are expected to attend monthly one-on-one meetings with the RHA advisor and President.

### Challenge

RHA Executive Board is comprised of ten positions, each of which holds primary responsibility for a key leadership role or area of the organization. These positions include the President, Vice President, National Communications Coordinators, Treasurer, Director of Communications, Secretary, Historian, Residential Life Advocate, National Residence Hall Honorary Executive Director, and Residence Hall Studios President. Each role is very carefully defined in the organization's constitution and relates to the central mission of the organization. All members attend both Executive Board meetings and general body meetings and must also develop and attend all of the group's activities.

Executive Board members are challenged to lead an organization that represents the diversity and needs of the total student population living in University Housing facilities at UGA. Their role is twofold: first, they must be the liaison or voice for students living on campus, addressing concerns such as visitation policies and facility needs. Each member of the Executive Board is required to hold office hours each week. Second, the Exec Board aims to foster community for students living on-campus through social programming (past events have included movie nights, Ice Skating at the Classic Center, Bowling nights, etc.). They are challenged to develop self-efficacy, planning skills, and the ability to problem-solve through both of these roles. Each member of Executive Board is responsible for planning and implementing at least one large-scale program during the year. Finally, members of the Executive Board are expected to both attend and present at state, regional and national student housing leadership conferences.

### Ownership

In addition to the duties described above, each of the ten positions on the Executive Board has independent job responsibilities and expected outcomes that support different aspects of the

## *Residence Hall Association Executive Board*

organization's mission. For example, the President presides over weekly Executive Board and General Body meetings and serves as the chief spokesperson for the organization. They must prepare meeting agendas, ensure accountability for other Executive Board members, oversee the budget with the Treasurer and advisor, delegate and oversee the programming process, and work with the advisor and other University Housing staff to address the needs of housing residents. Similarly, the Treasurer must attend all meetings, prepare and present the budget at two meetings per semester (\$302,000 in FY 2018), handle all financial matters, attend at least one conference per year, and assist with fundraising matters as they arise. A large portion of RHA's budget is used for allocations to support various Hall Councils and programs throughout the residence halls which will benefit the residents living on campus.

Each of these ten positions on the RHA Executive Board has very specific responsibilities of their role which necessitate independence and ownership while also understanding their role as a member of the Executive Board. To be successful, they have to be collaborative in their efforts to support the overarching mission of the organization. In addition to their specific roles, each board member must lead a program for the organization, open to all on-campus housing residents. When they are the lead for a program, they are responsible for all aspects of the program, from beginning to end, including facility reservations, food purchasing, and any considerations necessary to make a program successful. The students can also see their individual contributions to the group emerge as they present at housing conferences and are encouraged to apply for regional and national awards. Finally, each member of the Executive Board must hold open office hours, where they address student resident and parents' concerns, work on the details for program planning, and represent the organization's mission as a voice for any concerns of on-campus residents.

### Self or Social Awareness

With the support of the advisor and their other peer leaders, Executive Board members regularly discuss the group's mission, goals, and feedback at weekly Executive Board meetings. In addition, the group has two off-campus retreats each year for training, planning, and goal-setting. The group's constitution necessitates that each Executive Board member attends monthly one-on-one meetings with the RHA advisor and President, at a minimum. Feedback is shared regularly and is central to the group's mission; after each major event or program, Executive Board members debrief and discuss the program's success at their weekly meeting. As discussed earlier, each member is expected to attend at least one conference each year, and Exec Board members often present at these conferences. At the end of the year, all members of RHA join the Executive Board at a banquet to celebrate the group's accomplishments.



## Student Affairs Communications Internship

### Student Affairs, Communications and Marketing Initiatives

#### Description

The Student Affairs Communications Intern is a member of the Department of Communications and Marketing within the Division of Student Affairs and reports to the Director of Student Affairs Communications and Marketing Initiatives. The Communications Intern assists the director in representing and promoting the Division of Student Affairs by serving as the Division of Student Affairs' lead on social media initiatives, as well as the as the primary manager of the askstudentaffairs@uga.edu email inbox. Working directly with the Director of Communications and Marketing Initiatives, the Communications Intern assists with all divisional communications initiatives and major events, including social media campaigns, photography, videography, graphic design, and published articles, as requested/needed by the division and office clients. The Communications Intern for works collaboratively with team members in Student Affairs Communications and Marketing Initiatives, including the director, the web development principal, the videography intern for social media, and others.

Activity Director: Stan Jackson, ugastan@uga.edu, 706-542-1793

Department: Student Affairs Communications and Marketing Initiatives

Unit: Student Affairs

Website: <https://pr.studentaffairs.uga.edu/>

Date(s): Spring Semester (semester long experience)

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. Students must apply for the position, which is advertised via the student employment fair and the online student job portal. Applicants must provide a resume and are interviewed for the position.

Select area of EL Transcript: Internship

#### Engagement

Approximately 15 hours/week, for a minimum of 150 hours/semester, comprised of approximately 5 hours/week managing the askstudentaffairs@uga.edu email inbox and 5 hours/week producing original content for social media, and 5 hours/week interacting with the campus community on social media.

#### Mentorship

Given the small size of the Student Affairs Communications and Marketing Initiatives department (two full-time staff members), one-on-one meetings with the intern are held 3-5 times a week. Thus,

## *Student Affairs Communications Internship*

feedback and project meetings are highly participatory and on-going as the intern remains in constant communication with the Director about online content via direct message, text, and email. The intern also receives direct feedback on their efforts and effectiveness based on social media insights and website metrics.

### Challenge

The intern is provided with “bright line” metric goals for follows, shares, likes, and other engagement numbers on social media, and is then empowered to achieve the goals via their own strategy and effort (with guidance/feedback throughout, as needed). This requires a significant amount of time management and self-initiative skills. The projects the student completes are often essential to the mission and goals of the Division of Student Affairs and align directly with the work of the two full-time staff members in Communications and Marketing Initiatives. Past student interns have had a strong portfolio in social media or communications areas, and thus, the internship represents a natural extension of these skills.

Marketing interns gain concrete experience in standard platforms/programs used in the social media and communications fields. These include CMS software (Expression Engine), HTML coding, excel, Google Analytics, HootSuite, and other similar programs. These programs are used for web design, reporting purposes, and analytics and insight for online engagement.

### Ownership

They are empowered to originate their own strategy (in conversation and collaboration with staff members), make their own connections with campus staff, faculty, and administrators, initiate collaboration independently, and employ their initiatives on their own (with feedback/assistance on request, and otherwise, monthly). For example, when planning communications for an upcoming event in the Division of Student Affairs, the intern will meet with the director of the department hosting the event. Using the feedback and information provided by the director, the intern will develop a full marketing and communications plan for featuring the event, and subsequently execute this strategy.

### Self or Social Awareness

The intern and the Director of Student Affairs Communications and Marketing Initiatives are in constant conversation and receiving feedback about what's working, what they're enjoying, what they feel works well, and new approaches to allow them to thrive using their best skills. Their entire portfolio faces the broadest campus community audience, as well as external stakeholders and prospective students and families, which naturally solicits constant feedback from diverse stakeholders. On a monthly basis, the social media intern meets with the Director to specifically assess social media statistics, trajectory, reach, and growth, developing a plan for upcoming growth areas. Finally, the Director encourages the intern to realize the importance of their work to the Division's goals, their distinct role within the department's staff, and the applicability of the skills they are building to their long-term career goals. At the conclusion of each internship, the Communications Intern meets with the Director of Communications and Marketing Initiatives to complete a formal exit interview. Prior to this interview, they are given a list of questions and topics that they should be prepared to discuss, including positives and negatives of the role, skills learned, lessons in strategic communications, completion of projects, future improvements, supervisor feedback, and finally, relationship of the internship to career preparation.

## Student Affairs Communications Videography Internship Student Affairs, Communications and Marketing Initiatives

### Description

The Student Affairs Communications Videography Intern is a member of the Department of Communications and Marketing within the Division of Student Affairs and reports to the director of student affairs communications and marketing initiatives. The Videography Intern assists the director in representing and promoting the Division of Student Affairs by meeting with the director to determine video support needs, developing concepts and script content, and filming and editing to produce videos that serve client needs and reinforce the Division's brand and supporting the institution's mission, vision and goals. The communications intern for videography works collaboratively with team members in Student Affairs Communications and Marketing Initiatives, including the director, the web development principal, the communications intern for social media, and others.

General responsibilities include, but are not limited to: video pre-production, concept development, producing, script development, directing, filming, editing, and archiving, consults with stakeholders, equipment inventory, security, and care, talent scheduling, set-up and take-down, quality video and audio editing, developing titles, special effects, motion graphics, and animation, uploading content to social media and websites, and working with the director to establish guidelines and best practices for the position. In addition, this position could be requested to provide design support for the vice president's initiatives as well as support for departments within the Division.

Activity Director: Stan Jackson; ugastan@uga.edu; 706-542-1793

Department: Student Affairs Communications and Marketing Initiatives

Unit: Student Affairs

Website: <https://pr.studentaffairs.uga.edu/>

Date(s): Spring Semester (semester long experience)

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. Students must apply for the position, which is advertised via the student employment fair and the online student job portal. Applicants must provide a resume and are interviewed for the position.

Candidates must demonstrate experience and training in film studies, cinematography, communications, or related field, and expert knowledge of video production equipment and software (Avid, Lightworks, Premiere, after Effects, and/or Final Cut Pro). The candidate must possess strong interpersonal skills, a collaborative work style and excellent communication skills, both oral and written. The candidate must have the aptitude to manage multiple complex video and communications

## *Student Affairs Communications Videography Internship*

initiatives. The candidate must have the ability to execute creative and mission-focused video productions.

Select area of EL Transcript: Internship

### Engagement

Approximately 15 hours/week, for a minimum of 150 hours/semester, comprised of about 5 hours/week of video and image capture and 10 hours/week of editing.

### Mentorship

Given the small size of the Student Affairs Communication and Marketing Initiatives department (two full-time staff members), one-on-one meetings with the intern are held 3-5 times a week. Thus, feedback and project meetings are highly participatory and on-going as the intern remains in constant communication about with the Director about video content and production via direct message, text, and email. The student intern also receives direct feedback on their efforts and effectiveness based on social media insights, shares, and website metrics relevant to the videos they have produced.

### Challenge

The student intern is provided with “bright line” metric goals for follows, shares, likes, and other engagement markers of their videos on social media, and are then empowered to achieve the goals via their own strategy and effort (with guidance/feedback throughout, as needed). This requires a significant amount of time management and self-initiative skills. The intern incorporates client critique gracefully and maintains consistent creativity and prolific production on a weekly basis as they build a portfolio of client-focused professional videos. The projects the student completes are often essential to the mission and goals of the Division of Student Affairs and align directly with the work of the two full-time staff members in Communications and Marketing Initiatives. Past student interns have typically entered the position with a strong portfolio in videography, and thus, the internship represents a natural extension of these skills, as many continue afterward to employment in private video production firms or freelance videography work careers.

Videography interns gain concrete experience in standard software platforms/programs used in the field. These have varied according to the Intern’s preferences and computer operating systems (Mac vs. PC), but have included Adobe Creative Suite, iMovie, Final Cut Pro, and Red Giant.

### Ownership

The intern is put in complete ownership of the video production process with both internal and external constituents. They originate their own strategy (in conversation and collaboration with staff members), make their own connections with campus staff, faculty, and administrators, initiate collaboration independently, and employ their initiatives on their own (with feedback/assistance on request, and otherwise, monthly) as they produce weekly videos for the division.

The Videography Intern is fully responsible for two types of content. First, they produce shorter, weekly content that is created in response to campus events, programs, or scenes. As a result, the intern produces 12-15 shorter videos over the course of a semester. Second, the intern is responsible for the creation of 1-2 larger scale videos featuring a more targeted, comprehensive look at a department or

## *Student Affairs Communications Videography Internship*

initiative. Guided by the Director of Student Affairs Communications and Marketing Initiatives, the intern will write content, film, and produce the video from start to finish, then work with the Director to explore larger university channels to feature and post the video. These videos may be promotional, informational, documentary, educational, or entertaining in nature, and may be featured online, in classrooms, presentations, on social media, and in other possible placements.

### Self or Social Awareness

The intern and the Director of Student Affairs Communications and Marketing Initiatives are in constant conversation and receiving feedback about what's working, what they're enjoying, what they feel works well, and new approaches to allow them to thrive using their best skills. Their entire portfolio faces the broadest campus community audience, as well as external stakeholders and prospective students and families, which naturally solicits constant feedback from diverse stakeholders. Finally, we the intern is expected to realize the importance of their work to the Division's goals, their role within the department's staff, and the applicability of the skills they are building to their long-term career goals. There are numerous outputs or products of this internship (i.e., distinct professional videos), which can be added to the intern's professional portfolio in preparation for employment in videography. At the conclusion of each internship, the Videography Intern meets with the Director of Communications and Marketing Initiatives to complete a formal exit interview. Prior to this interview, they are given a list of questions and topics that they should be prepared to discuss, including positives and negatives of the role, skills learned, lessons in strategic communications, completion of projects, future improvements, supervisor feedback, and finally, relationship of the internship to career preparation.

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University of Georgia Student Affairs  
Communications and Marketing Initiatives  
Job Description for Communications Intern for Videography

### **Communications Intern for Videography**

The communications intern for videography is a member of the Department of Communications and Marketing within the Division of Student Affairs and reports to the director of student affairs communications and marketing initiatives. The communications intern for videography assists the director in representing and promoting the Division of Student Affairs by meeting with the director to determine video support needs, developing concepts and script content, and filming and editing to produce videos that serve client needs and reinforce the Division's brand and supporting the institution's mission, vision and goals.

The communications intern for videography may be called upon to create ad hoc video projects while simultaneously completing assignments in the standard work flow. The

### *Student Affairs Communications Videography Internship*

intern may be requested to produce promotional, informational, documentary, educational, entertainment, and other types of video for publication online, in classrooms, presentations, on social media, and other possible placements.

The communications intern for videography works collaboratively with team members in Student Affairs Communications and Marketing Initiatives, including the director, the web development principal, the communications intern for social media, and others.

General responsibilities include, but are not limited to: video pre-production, concept development, producing, script development, directing, filming, editing, and archiving, consults with stakeholders, equipment inventory, security, and care, talent scheduling, set-up and take-down, quality video and audio editing, developing titles, special effects, motion graphics, and animation, uploading content to social media and websites, and working with the director to establish guidelines and best practices for the position. In addition, this position could be requested to provide design support for the vice president's initiatives as well as support for departments within the Division.

**Qualifications:** Demonstrable experience and training in film studies, cinematography, communications, or related field, and expert knowledge of video production equipment and software (Avid, Lightworks, Premiere, after Effects, and/or Final Cut Pro). The candidate must possess strong interpersonal skills, a collaborative work style and excellent communication skills, both oral and written. The candidate must have the aptitude to manage multiple complex video and communications initiatives. The candidate must have the ability to execute creative and mission-focused video productions.

**Preferred Qualifications:** Experience in special effects, animation and motion graphics. Experience in promotional or marketing efforts, particularly as part of a marketing firm or department.

The communications intern for videography must be knowledgeable of division goals, operations, personnel, functions, services and programs. Also, the candidate must be collegial and have the ability to work effectively with diverse groups to form productive, collaborative relationships.

Specific responsibilities include:

### **Video Production (60%)**

- Develop and produce videos student affairs, including individual promotional videos for the division's 18 departments.
- Produce videos that meet specifications and in a timely fashion.
- Utilize current best practices and ensure student affairs and UGA policies are adhered to.
- Research, explore, train on and test current and emerging video production practices
- Ensure videos are not only ADA compliant and accessible for all end-users
- Meet with constituents to determine their communications needs and create video productions telling their stories while remaining true to the Student Affairs and University of Georgia brand.
- Responsible for video pre-production meetings, concept development, producing, script development, directing, filming, editing, and archiving.
- Consults with stakeholders from production to post-production of original, quality, and brand-specific marketing videos.
- Creates, develops, and guides the video concept, conducts interview questions, and creates storyboards.
- Determines camera equipment and schedules talent for video shoots.
- Transports, sets up, and operates cameras, audio and video recorders, lighting equipment, props, and microphones for location and studio production.
- Responsible for operating and maintaining proper levels and calibration of cameras, audio, video recorders, and other production equipment.
- Edit video and audio to ensure quality and convey the intended message to target audiences.
- Determine and develop titles, special effects, motion graphics and animation.
- Upload video content on social media and websites.
- Establish guidelines and maintain video archiving.

### **General Communications (20%)**

- Produce videos that inform the public and campus community of Student Affairs news and programs.
- Prepare videos as required to promote the Division.
- Publish student affairs online videos.
- Develop rapport with division communications and program staff and provide excellent customer service to the division's departments.

*Student Affairs Communications Videography Internship*

- Assist the director of communications and marketing initiatives with administration of student affairs communication initiatives, including, but not limited to, Student Affairs social media, the Annual Report, periodic email communication, the Enewsletter, and special event support like Awards and Celebrations.

**Branding (10%)**

- Implement Student Affairs and University of Georgia branding strategy throughout video productions.
- Coordinate cohesive visual branding across the various Student Affairs video projects
- Ensure Student Affairs' compliance with all public statutes, laws and policies related to intellectual property, copyright and trademarks.

**Other (10%)**

- Maintain working knowledge of student affairs' mission, strategic plan, annual reports, goals and objectives.
- Assist with the marketing of the division's development and fundraising initiatives.
- Create reports, letters, papers and other written documents for the vice president and others.
- Perform other duties as assigned by the vice president, assistant vice president, or director of communications and marketing initiatives.



## Student Health Advisory Committee (SHAC) Student Affairs, University Health Center

### Description

The Student Health Advisory Committee (SHAC) is composed of students from various academic backgrounds who represent their peers to make policy recommendations for the University Health Center. SHAC meets bi-monthly at the Health Center and is led by Dr. Garth Russo, Interim Executive Director of the Health Center, and Kristine Groft, Communications, Marketing, and Student Leadership Coordinator.

Since the health center is funded primarily by student fees, SHAC represents the student voice for health matters. The purpose of SHAC is to:

- Promote a positive and open channel of communication between UHC staff and the student body
- Increase personal knowledge of UHC operations and scope of services
- Address student health concerns
- Provide student input into the provision of health services
- Foster overall health and wellbeing of UGA students
- Increase knowledge of the mandatory fee proposal process

This insight and hands-on training provides the students a working knowledge and understanding prior to taking positions within their fields. For example, advisory board members learn about topics including the mandatory fee process, UHC financial management, budgeting, clinic utilization, patient satisfaction, marketing and communications, clinic processes, health literacy, and mental wellness. They learn how to promote and execute outreach events and talk to students about programs and services at the Health Center.

Additionally, each semester, SHAC develops and commits to various projects. These have ranged from collecting satisfaction survey data from students who visit the health center to distributing complimentary resources (i.e. sunscreen and traveling safety tips) to students during the safe spring break campaign. SHAC members have served on search committees for professional staff vacancies at the health center, developed and presented seminars to the entire health center staff, and served on other internal and external committees (Diversity Committee—internal; Campus Suicide Prevention Task Force—external) as student representatives.

Activity Director: Kristine Groft; [kgroft@uhs.uga.edu](mailto:kgroft@uhs.uga.edu)

Department: University Health Center

Unit: Student Affairs

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

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

Max: 25

Min: 15

## *Student Health Advisory Committee*

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

If limited, please describe:

Select area of EL Transcript: Leadership

### Engagement

The yearly commitment for serving as a SHAC Advisory Board member is 50-60 hours total. This includes a four-hour retreat at the beginning of each year and 2-hour, bi-monthly meetings. Participation in both the planning and implementation of frequent SHAC outreach events is mandatory, including Healthy Dawg Kick Off, Mental Wellness Summit, Stress Reduction Events (Reading Days), Hands Only CPR, Heart Health Month, Spring Break Safety, and Flu Clinic outreach. Students are also required to commit to one of two committees: Wellness and Take Charge of your Health.

### Mentorship

Participants are mentored by the Executive Director of the University Health Center and the Senior Marketing Coordinator. Both attend and participate in all meetings, with the Executive Director responsible for the weekly agenda, but also providing a monthly update on the UHC's state of business. Student members are expected to attend all meetings and actively participate in discussions, providing timely and well-considered feedback to the group's directors.

Both group and individual feedback are shared in individual meetings or informally at the end of each SHAC meeting. Individual feedback is also operationalized a continual process that occurs as individuals and committees meet with the program directors (primarily the Senior Communications Coordinator, but also the Executive Director) in order to develop and refine programs, create partnerships on campus, and refine Health Center communications and website publications in order to create a more user-friendly and accessible student/client experience.

### Challenge

SHAC members serve as the advisory board and the student voice and leadership for health at the University of Georgia. Advisory Committee members receive the firsthand look at the back-end of running a large health center. They learn how to promote and execute outreach events and talk to students about programs and services at the Health Center. SHAC members also play a critical role in search committees for prospective clinical providers at the Health Center.

Through their participation, students develop public speaking skills, teamwork, the ability to create and execute outreach events, write health blogs, and edit health and wellness material to assist students with health literacy. Additionally, they are challenged to view operations and management from both perspectives (student and management). As they serve on one of the two required committees, they frequently reach out to campus and community partners and other organizations on campus (e.g., Student Government Association) to enact student-centered programming relevant to University Health Center priorities.

## *Student Health Advisory Committee*

Finally, many SHAC students are interested in the pre-medical fields or wellness areas (nutrition, counseling, health promotions, etc.) as a future career; participation in SHAC provides them the opportunity to gain a critical, behind-the-scenes look at relevant topics such as the mandatory fee process, UHC financial management, budgeting, clinic utilization, patient satisfaction, marketing and communications, clinic processes, health literacy, and mental wellness. At each bi-monthly meeting, the Health Center's Executive director includes such topics as part of the weekly agenda, encouraging brainstorming, respectful discussion, and feedback that is often incorporated into Health Center initiatives and outreach.

### Ownership

Students are given a unique look and access to the Health Center's services, gaining a comprehensive understanding of all areas of the Health Center. Employing this growing understanding, each semester, SHAC develops and commits to various projects. SHAC members create blogs, videos marketing the health center services, develop tabling events, develop and collaborate with other departments and student organizations to promote their ideas. Projects have ranged from collecting satisfaction survey data from students who visit the Health Center to distributing complimentary resources (e.g., sunscreen and traveling safety tips) to students during the safe spring break campaign. SHAC members have served on search committees for professional staff vacancies at the Health Center, developed and presented seminars to the entire health center staff, and served on other internal and external committees (e.g., Diversity Committee—internal; Campus Suicide Prevention Task Force—external) as student representatives.

As part of their committee work, students are challenged to engage in efforts and projects to promote strategic education and campus outreach, with a particular eye toward student concerns and accessibility. SHAC members must attend and actively participate in two big events each semester, including the Health Dawg Kickoff and this fall's inaugural Mental Wellness Summit (with SGA). SHAC members are also involved in ongoing initiatives at the Health Center, including hiring committees, website review, health fee discussions, and health literacy efforts.

### Self or Social Awareness

Reflection is built in to each SHAC meeting as we debrief each outreach or program and meeting. Because the group's mission is built around student voice and feedback regarding the Health Center, SHAC members are consistently encouraged to share ideas and concerns at every meeting as they respond to the Executive Director's updates and prompts. Much of the SHAC's programmatic work occurs within the committee structure (Wellness committee and Take Charge of Your Health), where students also engage in a continual back-and-forth feedback process with their program advisors, meet regularly to plan programs, and reflect upon the successes and growth areas of their programs.

More formal reflection and sharing occurs in two structured formats. At the beginning of each year, both activity directors conduct focus groups with incoming SHAC students to hear their perspectives and ideas regarding general health & wellness on campus in a more structured setting. At the end of each academic year, students complete a post-program evaluation to evaluate their own learning, voice concerns about the program, share ideas for the future, and reflect upon their experiences (see attached document).

**Student Health Advisory Committee (SHAC) Application**  
2017 – 2018 Academic Year

Interested students must **print this form, complete, and return the application to Kristine Groft in the Communications Department on the first floor of the University Health Center by **NOON on Tuesday, Feb. 28<sup>th</sup>****. For more information email kgroft@uhs.uga.edu.  
(First and second year students are encouraged to apply)

The Student Health Advisory Committee (SHAC) is a group of dedicated students interested in health issues. SHAC members **serve in the following capacities:**

- Act as liaison between the University Health Center and the student population
- Recommend new programs or services to meet student's needs
- Participate in interviewing new UHC staff
- Serve on specific UHC committees- health literacy, outreach etc.

Requirements: SHAC members must be able to attend meetings (refreshments are served) on the first and third Tuesday from 5:00pm –7:00pm and, a retreat Sunday, Sept. 10<sup>th</sup> noon-5pm (lunch is served). Participation within a committee to result in an event/outreach health/wellness campaign and participation in 2 UHC events a semester.

The Interview process: **Selected** applicants will receive an email notification to attend a **group interview (see below)**. After the group interview, students selected will be called back for **individual interviews**. Applicants must be able to serve at least one academic year, beginning August 2017.

**Please indicate your **first** and **second** choice for group interview date and time:**

Wednesday, March 15, 12:00pm - 1:00pm \_\_\_\_\_ Thursday, March 16 6:00 – 7:00 pm \_\_\_\_\_

**If selected** to participate in the interview process, we will email you **by March 3<sup>rd</sup>** to confirm date and time of the focus group you should attend.

Name \_\_\_\_\_

Class \_\_\_\_\_ Expected date of graduation \_\_\_\_\_

Cumulative GPA \_\_\_\_\_ Academic Major \_\_\_\_\_

Campus Mailing Address \_\_\_\_\_ Permanent Mailing Address \_\_\_\_\_

\_\_\_\_\_

Preferred phone \_\_\_\_\_ Is it okay to text your phone? Yes \_\_\_\_\_

No \_\_\_\_\_

Preferred email \_\_\_\_\_

UGA ID number \_\_\_\_\_ Birth date \_\_\_\_\_

Personal reference:

Name \_\_\_\_\_ Email \_\_\_\_\_

Phone \_\_\_\_\_ Relationship \_\_\_\_\_

Please respond to the following on a separate sheet and attach to the application.

1. Please list your current activities. Include organizational involvement, committee work, part-time jobs and appointments. List in order of importance to you.
2. Past activities – completed, inactive or not listed above – in order of importance to you.
3. Briefly describe your career interests.
4. Why do you think you'd be an effective member of SHAC?
5. As a SHAC member, what issues concerning the University Health Center and/or student health do you think should be worked on for 2017-2018?

# Student Health Advisory Committee Evaluation

Our goal is to make the experience of serving on this committee as valuable to you as it is to us. Please fill out the following evaluation and return it to Kristine Groft.

Thinking back to your initial interview and the materials distributed during your orientation, has your experience on SHAC met your expectations?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
Not at all Exceeded Expectations

Has your experience on SHAC increased your knowledge of the integrated services and departments of the health center?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
Not at all Exceeded Expectations

Has your experience on SHAC increased your knowledge of the relationship of the health fee proposal to all continued and new health center services?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
Not at all Exceeded Expectations

Has your experience on SHAC allowed you to work collaboratively to achieve group objectives?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
Not at all Exceeded Expectations

Has your experience on SHAC given you an opportunity to understand differing opinions and value diversity?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
Not at all Exceeded Expectations

Please list the activity you participated in, or the issue discussed, that you found most interesting? (You may list more than one)

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Was there an activity or discussion that you felt was short of your expectations? Please list and explain why.

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Where does SHAC rank in your extra-academic activities while on campus?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
At the bottom At the top

Please share your input for next year.

What projects/topics would you like to see SHAC address next year?

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Other suggestions to improve SHAC

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Thank you for your time and honesty!

## University Housing Vlogger Student Affairs, University Housing

### Description

University Housing currently employs three student workers who video blog or “vlog” on behalf of University Housing. These “vloggers” are responsible for planning, filming, editing, producing, and posting content on University Housing’s YouTube channel, primarily designated for UGA’s first-year experience. Vloggers must also provide closed captioning, descriptions, and thumbnails for all videos, and must actively engage with viewers by posting regularly and monitoring and responding to comments from viewers. The vlogger position allows these students to express their creativity through a professional and structured platform. The students in this position apply their academic knowledge, practical skills and creativity to a real-world position working for University Housing’s marketing department. (See full description attached)

Activity Director: Carrie Campbell; carrie.campbell@uga.edu

Department: University Housing

Unit: Student Affairs

Website: [www.youtube.com/playlist?list=PLeMpNYZIMH5ZhoQO2uffbMnOOddVQWiaK](http://www.youtube.com/playlist?list=PLeMpNYZIMH5ZhoQO2uffbMnOOddVQWiaK)

Date(s): Yearlong experience (fall, spring, and potentially summer semesters)

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

Maximum Number of Students: 4

Minimum Number of Students: 1

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

If limited, please describe: Vloggers must apply for the position through University Housing’s student application process. In addition, all applicants must submit a sample video, which is reviewed by the hiring committee, and complete an interview process. Vloggers must also live in one of the halls designated for academic year tours. (see position description).

Select area of EL Transcript: Internship

### Engagement

120 hours: 2 hours of training training/orientation, including University Housing’s Street Team module (on ELC) addressing social media policies and procedures, as well as a follow-up meeting with staff; average 2 hours per month feedback and planning meetings, average 12 hours per month creating deliverables



## *University Housing Vlogger*

### Mentorship

The vloggers directly report to the University Housing PR specialist, a professional staff member. She provides feedback, guidance and advising for the students. The feedback on vlog projects is typically provided electronically through email or other forms of communication. In addition to feedback, the PR Specialist meets with the vloggers as a team once a month and has one-on-one meeting with each vlogger on an as-needed basis. The vloggers are also required to complete a proprietary social media Street Team training module consisting of videos, policy reviews, and quizzes on the brand of University Housing and how to properly and professionally use marketing and social media tools as a representative and spokesperson on behalf of the department.

### Challenge

The video content that the vloggers create helps promote University Housing's brand and disseminate information to an audience including current and future residents (in particular, prospective and current first-year students). For example, fall semester projects have included room tours for incoming first-year students, advice for acclimating to dining halls, event coverage (Dawgs After Dark, RamseyPalooza, etc.), favorite study spots on campus, university traditions, and similar topics relevant to both incoming and current UGA students. Topics to be covered in the upcoming semester include more challenging or timely topics facing students, including #OneUGA (diversity and social justice issues), roommate conflicts, and mental health issues, in cooperation with the University Health Center.

Students use channel analytics and feedback to continually improve the viewer experience and to tailor content based on data. Vloggers are responsible for shooting, editing, and finalizing all aspects of their vlog product, typically using their own equipment, but using editing tools including Premier Pro and iMovie. Additionally, through their experience in this internship, they continually improve their video production skills based on constructive feedback provided by their supervisor.

### Ownership

Each vlog is entirely the student's individual work. The vloggers demonstrate ownership of the vlogs and use their creativity to produce well-constructed and unique videos. After producing a vlog entry, the students submit their work for feedback. The marketing graduate assistant as well as the senior public relations coordinator provide constructive feedback to the vloggers, who are then expected to make suggested edits to their work and submit a second draft (if needed). Both the marketing graduate assistant and the senior public relations coordinator require the vloggers to use their own style and creativity throughout the editing process. University Housing views this vlogger position as a professional experience that the students can use on their resumes in addition to producing videos they can use in future portfolios.

### Self or Social Awareness

If extensive edits or revisions are needed for a specific video, the marketing graduate assistant arranges a one-on-one meeting with the vlogger. This meeting allows for time to have a discussion about suggested edits and feedback. This time is also a learning opportunity for the student to better understand what University Housing expects from their work. Because each vlogger is expected to produce numerous videos throughout the semester, it gives the vloggers opportunities to grow creatively and use the feedback for future vlogs. At the conclusion of the semester, all Vloggers meet with their supervisor for a formal evaluation, to supplement the informal feedback given throughout the

## *University Housing Vlogger*

semester, and to determine future areas of interest, should employment continue in subsequent semesters.



**University Housing**  
*Student Affairs*  
**UNIVERSITY OF GEORGIA**

### **POSITION DESCRIPTION**

**TITLE: Vlogger**

**CLASSIFICATION: Student Staff**

### **POSITION SUMMARY:**

This is a part-time student position for the academic year responsible for filming, producing and editing video blogs on for publication on University Housing's website and social media networks.

### **SUPERVISOR:**

Public Relations Specialist

### **CONDITIONS OF EMPLOYMENT:**

1. Must live in one of the halls designated for academic year tours.
2. All roommates must either 1) also be employed as a tour guide or 2) agree to have the room shown.
3. Have a minimum semester and cumulative UGA grade point average of 2.5 at the time of application
4. Be in good standing as defined by the university.
5. May not exceed 20 hours of work per week, except when classes are not in session.
6. Reappointment is based up job performance, evaluation and continuing enrollment in the university.

### **RESPONSIBILITIES:**

1. Film, edit and produce original, appropriate and high-quality content for University Housing social media and website focused on the UGA's first-year experience.
2. Provide closed captioning, description and thumbnails for all videos.
3. Submit drafts to Public Relations Specialist for feedback and make suggested edits (if needed) before submitting a final draft.
4. Actively engage with viewers by posting regularly and monitoring and responding to comments from viewers.
5. Meet deadlines set by supervisor.
6. Complete University Housing social media Street Team training module.
7. Promote University Housing's brand and disseminate information to current and future residents through self-driven video projects.

## University Testing Services Student Intern Student Affairs, University Testing Services

### Description

Description: University Testing Services supports and promotes the educational mission of the University by providing centralized testing and evaluation services for all students, faculty, and the surrounding community. University Testing Services Student Interns are critical to the mission of UTS, administering high-stakes tests and examinations to both internal and external clients. These exams include graduate or professional school tests (e.g., GRE, MCAT, LSAT), medical certification tests, teacher licensure re-certification exams, UGA placement exams, and many others. Trained and certified to administer exams by national testing companies, interns are integrated into the full UTS staff experience as they participate in both test administration responsibilities and daily office duties. These duties include checking in students at the front desk, helping full-time staff administer placement tests during UGA Orientation, administering high-stakes tests such as the MCAT, or helping out with a special project in the office. Interns are frequently reminded that they are a critical part of the team and our expectation is that they be engaged in all service delivery activities within the testing center. Finally, Interns build numerous professional competencies as they engage with clients in the testing center, including communication, professionalism, teamwork, customer service, and conflict management.

Activity Director: Yvette Leverett; [yvettel@uga.edu](mailto:yvettel@uga.edu)

Department: University Testing Services

Unit: Student Affairs

Website: [testing.uga.edu](http://testing.uga.edu)

Date(s): Fall, Spring, Summer (semester-long 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: Interns must apply for the position online, using the same process as a part-time staff member. They must submit a resume and cover letter, and then interview for the position in-person.

Select area of EL Transcript: Internship

### Engagement

UTS student interns engage with the department and clients for a minimum of 120 hours/semester, averaging 10-15 hours per week.

## *University Testing Services Student Intern*

### Mentorship

Student interns receive on the job training for approximately 2-3 weeks at the beginning of their employment. During this time, student workers are introduced to departmental expectations and training, completing required modules and taking an assessment at the end of the modules. Modules cover topics such as office protocol, customer service, professionalism, and test administration. In addition, student interns must pass multiple certification tests administered by testing companies (e.g., Prometric, which administers the GRE, TOEFL, and the like) in order to be able to proctor these high-stakes exams.

Students meet with the Coordinator of Testing Services, who is also the supervisor of part-time staff, weekly for 30 minutes or more. During these meetings, the supervisor engages the student worker on ways to improve services in the testing center. Students operate with a high degree of independence in this role, but also engage in frequent feedback and follow-up with their supervisor.

### Challenge

In their role, UTS Student Interns are immersed in a real-world organizational setting, interacting with both internal (UGA students and staff) and external clients (e.g., community members including doctors and teachers seeking recertification, prospective graduate and professional students, and other various community members). Students are encouraged to maintain and build on current knowledge of tests and protocol. All testing vendors in University Testing Services require certifications to administer exams. The Student Intern's supervisor meets with students regularly and supports them as they obtain additional certifications to administer specific exams.

In their role, student interns are given a high degree of autonomy and are expected to function in a similar way as non-student workers. Interns are expected to engage in all aspects of UTS' operation, including both routine office tasks and test administration. This could include checking in students at the front desk, helping full-time staff administer placement tests during UGA Orientation, administering high-stakes tests such as the MCAT, or helping out with a special project in the office. They are frequently reminded that they are a critical part of the team and our expectation is that they be engaged in all service delivery activities within the testing center. Finally, they build numerous professional competencies as they engage with clients in the testing center, including communication, professionalism, teamwork, customer service, and conflict management.

### Ownership

By its nature, the UTS Student Intern role fosters ownership and independence, and it is apparent that the work of the intern connects to the organization's mission of providing centralized testing and evaluation services with a high degree of responsibility and integrity. Once interns complete their training and certifications, a majority of their work is independent, guided by their role in the testing labs. For example, one of UTS' current interns is responsible for the Prometric Testing Lab, one of 5 testing rooms at UTS. In this role, she may be responsible for the entire testing process for a student in a given day: opening up the testing center, logging on all computers (22 seats in total), checking in all students, and ensuring that integrity of testing is maintained. Student Interns are also trained in protocol for addressing suspected academic integrity issues. Again, interns are given a high degree of autonomy and are expected to maintain the same professionalism and work standards as a part-time

### *University Testing Services Student Intern*

employee of UTS. However, they are also given frequent opportunities for feedback and processing, according to intern needs and supervisor goals.

#### Self or Social Awareness

At the conclusion of the semester, the Testing Coordinator (supervisor) and Associate Director of Testing Services meet with each intern for a formal evaluation, to supplement the informal feedback given throughout the semester, to discuss how they have influenced the success of providing excellent customer service, to receive feedback for future interns, and to determine future areas of interest, should employment continue in subsequent semesters.

## Georgia Review Internships UGA Libraries, *The Georgia Review*

*The Georgia Review* seeks to create a lasting environment for literature by supporting writers at every stage of their careers. Committed to the art of editorial practice, the Review collaborates with authors of essays, stories, poems, and reviews in pursuit of works of enduring appeal that engage with the evolving concerns and interests of readers from around the world. *The Georgia Review* has had many works reprinted in the Pushcart Prize: Best of the Small Presses annual, twice the magazine has taken a top prize in the annual National Magazine Awards competition, and has been a finalist twenty times in various categories including General Excellence.

### Description

*Georgia Review* internships are offered to students who have an interest in working in the area of print periodical publication. After attending an orientation session that explains evaluation criteria, the interns' main task is to evaluate manuscript submissions in poetry, short fiction, and essays— primarily paper submissions—in the *Review* office. They assign each submission an evaluation number and include a brief defense. When the supply of paper submissions is exhausted, interns receive an account on our digital submission program and evaluate submissions online. Weekly seminars involving all interns and the supervisor feature discussions of individual works, which involves a continuing examination of the evaluation process. Effort is made to bring in works that present editorial problems and issues beyond a mere manuscript/workshop experience. Here, the inner workings of a literary quarterly can be discussed and ancillary issues— inclusion, censorship, audience, for example—can be explored. Interns are expected to evaluate submissions, but we encourage them also to allocate some of their time to other office tasks including marketing, development, and production. Past interns have received credit for ENGL 4840 (Internship in the Literary Arts #27516).

Activity Director: Doug Carlson; dcarl@uga.edu

Department: The Georgia Review

Unit: UGA Libraries

Website: [thegeorgiareview.com](http://thegeorgiareview.com)

Date(s): Every Semester

Is this activity limited to a certain number of students? Yes, 6

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

If limited, please describe: Preference given to third and fourth year UGA students from Franklin College or Grady College.

Select area of EL Transcript: Internship

## *Georgia Review Internships*

### Engagement

8-10 hours/week working in the *Review* office—including a weekly, one-hour seminar. Minimum 150 hours a semester.

### Mentorship

Weekly seminars led by the supervisor (an assistant editor) feature open discussions of the interns' evaluations of individual manuscripts as well as conversations about topics of the supervisor's choosing. These topics are intended to take the internship beyond simply reading submissions and into both routine and singular behind-the-scenes activities of a literary quarterly.

### Challenge

Classroom engagement with literature amounts to either an attempt to “understand” a work for a paper or an exam or, in the case of writing workshops, to evaluate fellow students' work. Here, interns are judging work by professional writers and visualizing such work in an established journal. As they consider obtaining employment in publishing after graduation, they have the opportunity now to see precisely what such work entails as they interact with the *Review* staff. Both in manuscript evaluation and in discussions, Interns are challenged to develop and advance skills gained in the classroom and apply them to a real world setting.

### Ownership

Beyond the experience, interns can point to the published issues of the *Review* and see how each intern and staff member has a share in contributing to a tangible, finished product. In our weekly meetings, we can often follow and discuss the progress of a manuscript through the process of discovery, editing, acceptance, and publication.

### Self or Social Awareness

Currently, interns are asked to submit a brief survey about their experiences. If the internship were to be included on EL transcripts, we would ask that each intern keep a journal, which the supervisor would look at twice a semester and provide feedback to the interns. The journal would become grist for a late-semester seminar.