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Name of HIP: Student Supervisor Experience  
Approximate # of TAMU students involved in the HIP: 40-50

Please check the TAMU learning outcome(s) associated with this HIP:

**Bachelor’s:**
- [ ] Master the depth of knowledge required of a degree
- [x] Demonstrate critical thinking
- [x] Communicate effectively
- [ ] Practice personal and social responsibility
- [ ] Demonstrate social, cultural, and global competence
- [ ] Prepare to engage in lifelong learning
- [x] Work collaboratively

**Master’s:**
- [ ] Master the degree program requirements
- [ ] Apply subject matter knowledge
- [ ] Communicate effectively
- [ ] Use appropriate technologies
- [ ] Develop clear research plans
- [ ] Choose ethical course of action

**Doctoral:**
- [ ] Master the degree program requirements
- [ ] Apply a variety of strategies and tools
- [ ] Communicate effectively
- [ ] Develop clear research plans
- [ ] Use appropriate technologies
- [ ] Teach and explain the subject matter

Please check the QEP learning outcome(s) associated with this HIP:

- [ ] Improve student learning by developing habits and skills for **lifelong learning** — Curiosity, Initiative, Independence, Transfer, Reflection
- [x] Improve student learning by developing habits and skills for **integrative learning** — Connections to experience, Connections to discipline, Transfer, Integrated communication, Reflection and self-assessment
Abstract

The mission of the Department of Recreational Sports is to provide quality programs, services and facilities to a diverse Texas A&M Community. We encourage the lifelong pursuit of active healthy lifestyles and enhance student development by providing leadership and employment opportunities. Each year, Rec Sports employs more than 800 student workers in a variety of different positions. The students have an opportunity to advance within each job position into a supervisory role. The Rec Sports Supervisor Experience enables the students to engage in meaningful interactions with others, develop critical thinking and decision making skills, and to communicate effectively.

Description of the activity

a) Invest time and effort to purposeful tasks. Please describe the length of time of the experience.

The Rec Sports Supervisor Experience requires extensive time and effort. By the time a student is promoted into a supervisory role, the student has worked for the department for at least 2 semesters to one year. The student remains in this supervisory role for 1-3 years.

Conflict resolution – Rec Sports Supervisors serve on the front line and interact with patrons daily. These interactions may include education of facility and program policies. The dialogue that occurs between supervisors and patrons may result in conflict when a patron has differing beliefs on the policies. The student supervisor is responsible for managing and successfully resolving the conflict.

Event management – From banquets to sports tournaments, Rec Sports Supervisors are responsible for managing all events that are held in the facility. The student must work collaboratively with the entity sponsoring the event to ensure satisfactory completion of the event. Students must effectively problem solve any situations that arise while providing an excellent customer service experience.

Risk management – Rec Sports Supervisors are responsible for leading and executing appropriate risk management procedures. Students are trained regularly on the correct procedures for situations involving: severe weather, facility evacuation, injuries, power outage, bomb threat, missing child and animal control. Students are required to respond to any accidents by utilizing their training in CPR/First Aid/AED.

b) Interact with staff, advisors, and/or faculty about substantive matters usually over extended periods of time.

Training – Rec Sports Supervisors spend a considerable amount of time training, learning and understanding the rigors of their position. During training, emphasis is placed on the following areas: risk management, operations, customer service, personnel management, skill development, cash handling, and rules/policy enforcement. Training meetings are led by professional staff members and held frequently at the start of each semester and transition to at least one time per month after the semester begins.
Division of Student Affairs

**Evaluation** – Student supervisors are required to meet individually with a professional staff member to discuss their job performance, areas for improvement and personal and professional goals. Evaluation meetings take place each semester. The evaluations are used to guide their future development and determine promotions, merit raises and incentives.

c) **Interact with peers about substantive matters usually over extended periods of time.**

**Staff supervision/management** – Rec Sports Supervisors are responsible for managing their peers. This includes making sure that student staff is acting in compliance with department policies and expectations, knowledgeable about their job duties and activities occurring at the facility, as well as creative a positive, welcoming environment for our patrons.

**Evaluation** – As part of the evaluation process, student supervisors are required to provide feedback on the performance of their peers through an electronic evaluation form. Peers are evaluated based on their attitude, customer service, work ethic, teamwork and communication.

**Training** – Student supervisors are incorporated into the training process. They lead training sessions and provide instruction to develop job related skills and knowledge.

d) **Experience diversity through contact with people who are different from themselves**

Rec Sports employees in supervisory positions have the opportunity to experience diversity in their work environment in many different forms. We have a very high volume of individuals who utilize our facilities and participate in our programs on a daily basis. These individuals come from many different backgrounds in terms of status with the university (student, faculty, staff, spouse, dependent, guest, etc.), race, ethnicity, gender, and many other factors. Another aspect of diversity that the Rec Sports supervisory staff works with regularly is diversity in ability and interest. Our staff interact with individuals who have recreational interests in a wide variety of activities and have varying levels of skill. The department’s mission statement speaks to our desire to appeal to a diverse community, and our core value of respect outlines the expectation that we will provide an inclusive environment that goes beyond accepting differences to welcoming them.

e) **Receive frequent feedback about their performance – both formal and informal – in settings that allow them to respond to that feedback**

**Formal Meetings/Inservices**
Rec Sports student supervisory employees have regularly scheduled meetings with their staff supervisor to review group performance, review training material, discuss incidents that have occurred, and plan for upcoming events and situations. Students have the opportunity to voice their concerns and are a critical part of developing and implementing operational plans.

**Informal Communication**
Student supervisors will have ongoing opportunities to interact with their staff supervisors on an informal level. Full-time staff have the ability to interact with student supervisors during their work shifts to provide frequent opportunities for individual coaching and feedback.
Formal Evaluations
Student supervisors will receive a formal evaluation once each during the fall and spring semesters, using a tool that is appropriate for their particular area of employment and to include discussions related to the Aggies RISE program. Students will have the opportunity to give feedback on any aspect of the program where they work.

f) Are provided opportunities to integrate synthesize and apply knowledge gained from their classroom/discipline to their co-curricular experience and vice versa. Students are provided opportunities to discover the relevance of learning through application and practice in a range of contexts.

The various areas of student employment that are being submitted by Rec Sports all adhere to the Aggies RISE intervention strategy. Twice per year, and independent of performance reviews, student workers meet with their respective supervisors to specifically discuss their worklife as well as the connections they are making between their in-classroom and work experiences. Several areas of Rec Sports participated in the pilot for the Aggies RISE program.

In addition, to the more formal Aggies RISE participation, the DSA Learning Outcomes of Communication, Critical Thinking and Living and Working in a diverse environment are emphasized throughout the employment experiences. Employees at Rec Sports are reminded frequently by supervisors that the work they do and decisions they make on the job are preparing them with the tools they will need to succeed at jobs once they graduate.

g) Are provided opportunities to become aware of their values and beliefs and thus to better understand themselves in relation to others and the larger world.

The participants that walk through the doors of the Rec mirror the gender and ethnic distribution of the larger Texas A&M community. Over 75% of the student body utilizes the Rec Center facility. The day to day operations of our facility and programs are entrusted to the capable hands of our student workers. They are first responders and points of contact for medical emergencies, patron issues, classes and programming, risk management of areas, people paying compliments and people leveling critiques. In all these interactions, through the nature of their jobs they have the opportunity to serve participants of different religions, ethnicities, languages, nationalities and belief structures. In each case, student workers are challenged to find a way to communicate and carry out building rules, protocols and policies with these participants.

When working in groups such as at the Indoor Climbing Facility or the facilities staff, our student workers find themselves working with fellow Aggies of different backgrounds and life stories from themselves. While on the clock, they find themselves having to cooperate on a team with people who may not share the same beliefs as themselves or who may have come from a different place than themselves, or who may not talk or look like themselves. Each of these interactions is an opportunity
for these workers to compare their own beliefs and histories to those of others and as a result, to grow as a global citizen.

**Assessment**

Currently, all Rec Student Workers involved in the HIP are evaluated on performance through semesterly evaluations with their supervisor. Some of these evaluations are scored using Likert-like scales, others utilize rubrics to record results. In each case a face to face meeting is utilized to deliver results. Going forward, it is proposed that a case study and focus group be utilized to evaluate the DSA learning outcomes of communication, critical thinking and global citizenship. Either of these platforms could be adjusted to accommodate any additional assessment needs brought on by the HIP participation.