

University of Florida

Department of Tourism, Hospitality and Event Management

LEI 5188 Trends in Tourism and Recreation Management

Spring 2023

Instructor: Dr. Heather Gibson

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Syllabus on Canvas & HHP/Syllabus

Office Hours: Wednesday 2-5pm; Friday 2-3pm **in person in FLG 190c or via Zoom –please arrange appointment via email**

Class meets: Monday 3-6pm FLG 235.

Department Chair: Dr. Rachel Fu

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Course Description: This class will introduce students to some of the issues and trends pertinent to the field of tourism recreation, hospitality and event management using the lens of leisure more broadly to frame our analysis. Material will be drawn from relevant theories, empirical research, and contemporary articles on a range of issues.

Objectives

- To develop critical and analytical thinking among students pertaining to issues and trends in the fields of tourism, recreation, events, hospitality and related leisure sectors.
- To develop an appreciation for the application of theory and research to tourism, recreation, events, hospitality and related leisure service sectors.
- To provide a forum for the discussion of issues currently facing the leisure-services profession generally with foci on tourism, recreation, events, hospitality and related leisure sectors.

The readings for each class available on Canvas. Please consult the syllabus for each week's reading assignments.

Course Content

January 9th

Introduction to class

Introduction to the class and discussion of course content.

Understanding Leisure in the 21st Century: Setting the scene for THEM

American Time Use Survey 2021. Bureau of Labor Statistics.
<https://www.bls.gov/news.release/pdf/atus.pdf>

Kelly, J. (1996). Leisure, play, and recreation. In J. Kelly, *Leisure*, pp. 16-32. Needham Heights, MA: Allyn & Bacon.

Sylvester, C., The western idea of work and leisure: Traditions, transformations, and the future (pp. 17-33). In Jackson, E. & Burton, T. (1999). *Leisure Studies: Prospects for the twenty-first century*. State College, PA: Venture Publishing.

A.J. Veal (2022): The 4-day work-week: the new leisure society?, *Leisure Studies*, DOI: 10.1080/02614367.2022.2094997

Optional Reading

Pizam, A. (2009). What is the hospitality industry and how does it differ from the tourism and travel industries? *International Journal of Hospitality Management*, 28, 183-184.

Lashua, B., Johnson, C., & Parry, D. (2020). Leisure in the Time of Coronavirus: A Rapid Response Special Issue, *Leisure Sciences*, DOI: 10.1080/01490400.2020.1774827

January 16th MLK Day – No Class, but Discussion post from Leisure 21st Century is due by Tuesday January 24th

January 23rd

Race, Class and Ethnicity: Diverse populations

Pew Research Center, (March 2019). Looking to the Future, Public Sees an America in Decline on Many Fronts. [Chapter 3 on Demographic Change](#).

Manoharan, A. & Singali, M. (2017). A systematic literature review of research on diversity and diversity management in the hospitality literature. *International Journal of Hospitality Management*, 66, 71-91.

Shum, C., Gatling, A. & Garlington, J. (2020). All people are created equal? Racial discrimination and its impact on hospitality career satisfaction. *International Journal of Hospitality Management*, 89, 102407.

Optional Reading

Ying, T. Norman, W. & Zhou, L. (2016). Is social class still working? Revisiting the social class division in tourist consumption. *Current Issues in Tourism*, 19, 1405-1424.

McCabe, S. (2009). Who needs a holiday? Evaluating social tourism. *Annals of Tourism Research*, 36, 667-688.

Floyd, M., & Stodolska, M. (2019). Scholarship on race and ethnicity: Assessing contributions to leisure theory and practice. *Journal of Parks and Recreation Administration*, 37(1), 80-94.

Relevant movie: The Green Book.

January 30th

Gender and Other identities – Towards intersectionality

Henderson, K. (2016). “Just Recreation” Gender issues and recreation, leisure and sport management. (pp. 75-100). In I. Schneider and D Kivel (Eds.). *Diversity and inclusion in the recreation profession: Organizational perspectives*. Urbana, IL: Sagamore Publishers.

Morgan, N. & Pritchard, A. (2019). Gender Matters in Hospitality (invited paper for ‘luminaries’ special issue of International Journal of Hospitality Management). *International Journal of Hospitality Management*, 76, 38-44.

Lewis, S., Johnson, C. & Kivel, D. (2016) (De)constructing the “Other”: Working Beyond Heteronormative Assumptions of Leisure Identities. In I. Schneider and D Kivel (Eds.). *Diversity and inclusion in the recreation profession: Organizational perspectives*. Urbana, IL: Sagamore Publishers.

Girl Scouts USA (2017). *The state of girls 2017: Emerging Truths and Troubling Trends*. A report from the Girl Scout Research Institute.

Optional Reading

Women and Time: What makes her tick: Executive Summary 2012 – Real Simple.

Geiger, A., & Parker, K. (March, 2018). For Women’s History Month, a look at gender gains – and gaps – in the U.S.

<https://www.pewresearch.org/fact-tank/2018/03/15/for-womens-history-month-a-look-at-gender-gains-and-gaps-in-the-u-s/> **View online**

Vorobjovas-Pinta, O., & Hardy, A. (2020). Resisting marginalization and reconstituting space through LGBTQI events. *Journal of Sustainable Tourism*
<https://doi.org/10.1080/09669582.2020.1769638>

Relevant Movies: Bend it like Beckham; Billy Elliot; Maiden (documentary)

February 6th

Independent work day. If you haven't already, please schedule an appointment with me over the next few weeks to talk about your presentation and paper, particularly those of you presenting before and just after spring break. Research for presentation and paper.

Class (suggested) activity – attend the **Stanley Lecture on February 24th** and/or the research poster presentations.

February 13th

Life span: Youth, Early Adulthood

Anderson, D., Caldwell, L. & Walters, K. (2016). The Power of Leisure as a Developmental Context for Adolescents (pp. 81-106). In D. Kleiber & F. McGuire (Eds). *Leisure and human development*. Urbana, IL: Sagamore Publishing.

Duerden, M. (2007). Book Review. Last child in the woods. *Journal of Leisure Research*, 39, (2), 388-391.

Grossman, L. (2005). Grow up? Not so fast. *Time*, January 24th 2004, pp. 43-53.

Gardiner, S. & Kwek, A. (2017). Chinese participation in adventure tourism: A study of Generation Y international student's perceptions. *Journal of Travel Research*, 56, 496–506.

Optional Reading

Richards, G. (2015). The new global nomads: Youth travel in a globalizing world, *Tourism Recreation Research*, 40, 340-352, DOI: [10.1080/02508281.2015.1075724](https://doi.org/10.1080/02508281.2015.1075724)

Aspen Institute (2021) State of Play 2021 <https://www.aspenprojectplay.org/state-of-play-2021/ages-6-12> **View online**

Aspen Institute (2019). The Facts: Sport participation and physical activity rates. <https://www.aspenprojectplay.org/kids-sports-participation-rates> **View online.**

President's Council on Sports, Fitness & Nutrition Science Board (2020). *Benefits of Sport*. https://health.gov/sites/default/files/2020-09/YSS_Report_OnePager_2020-08-31_web.pdf **View online**

February 20th

Life span: Middle and Late Adulthood

Dionigi, R. & Horton, S. (2012). The influence of leisure on discourses of aging. (pp. 27-39). In H. Gibson & J. Singleton (Eds.). *Leisure and Aging: Theory and Practice*. Champaign, IL: Human Kinetics.

Levinson, D. (1978). Eras: The anatomy of the life cycle. *Psychiatric Opinion*, 15, 10-11, 39-48.

Administration for Community Living (2021). 2020 Profile of Older Americans.

https://acl.gov/sites/default/files/Aging%20and%20Disability%20in%20America/2020ProfileOlderAmericans.Final_.pdf

Mather, M., Jacobsen, L. & Pollard, K. (2015). *Population Bulletin: Aging in the United States*. Population Reference Bureau Vol, 70, No. 2. <https://www.prb.org/wp-content/uploads/2019/07/population-bulletin-2015-70-2-aging-us.pdf>

Niu, Y., & Gibson, H. (2020). Leisure, International Retirement Migration, and Retirement Adjustment: Insights from the Best Exotic Marigold Hotel Movies. *Leisure Studies*, 39 (3), 404-416 <https://doi.org/10.1080/02614367.2020.1731840>

Optional Reading

Eight population trends transforming America's older population.

<https://www.prb.org/eight-demographic-trends-transforming-americas-older-population/> **View on-line.**

Kadlec, D. (2016, October 3). The real retirement struggle: Defining yourself as more than the sum of a long career. *Time*.

Kleiber, D. & Linde, B. (2014). The case for leisure education in preparation for the retirement transition. *Journal of Park and Recreation Administration*, 32, 110-127.

February 27th

Social Psychological Perspectives

Dillard, J., & Bates, D. (2011). Leisure motivation revisited: Why people recreate. *Managing Leisure*, 16 (4), 253-268.

Lepp, A., & Gibson, H. (2008). Sensation seeking and tourism: Tourist role, perception of risk and destination choice. *Tourism Management*, 29 (August) 740-750.

Sirgy, M., Uysal, M., & Kruger, S. (2017). Towards a benefits theory of leisure well-being. *Applied Research in Quality of Life*, 12, 205-228.

Mental health issues on the rise among adolescents, young adults.

<https://www.ajmc.com/focus-of-the-week/mental-health-issues-on-the-rise-among-adolescents-young-adults> View online.

Helliwell, J., et al., (2022). *World Happiness Report 2022* <https://worldhappiness.report/ed/2022/>

Optional Readings:

Parks and Happiness <https://theconversation.com/twitter-posts-show-that-people-are-profoundly-sad-and-are-visiting-parks-to-cheer-up-139953> (view online)

Buckley, R. (2020). Nature tourism and mental health: parks, happiness, and causation. *Journal of Sustainable Tourism*, 28:9, 1409-1424, DOI:10.1080/09669582.2020.1742725

Lamont, M., Kennelly, M. (2012). A qualitative exploration of participant motives among committed amateur triathletes. *Leisure Sciences*, 34, 236-255).

March 6th

Sustainability, Environmental Issues

Vucetich, J., & Nelson, M. (2010 July/August). Sustainability: Virtuous or Vulgar? *Bioscience*, 60 (7), 539-544.

Beddoe, R., Costanza, R., Farley, J., Kent, J., Kubiszewski, I., Martinez, L., et al., (2009 Feb 24). Overcoming systemic roadblocks to sustainability: The evolutionary redesign of worldviews, institutions, and technologies. *PNAS*, 106 (8), 2483-2489.

Sharpley, R. (2020). Tourism, sustainable development and the theoretical divide: 20 years on. *Journal of Sustainable Tourism*. 28, (11), 1932–1946
<https://doi.org/10.1080/09669582.2020.1779732>

Fourth National Climate Assessment (2018). *Volume II – Impacts, risks and adaptation in the United States. Summary of Findings.*

Optional Reading:

Babakhani, N. Lee, A. & Dolnicar, S. (2020). Carbon labels on restaurant menus: do people pay attention to them? *Journal of Sustainable Tourism*, 28 51-68, DOI: 10.1080/09669582.2019.1670187

Buzinde, C., Manuel-Navarrete, D. & Swanson, T. (2020). Coproducing sustainable solutions in indigenous communities through scientific tourism. *Journal of Sustainable Tourism*, 28(9), 1255-1271, DOI: 10.1080/09669582.2020.1732993

March 13th – Spring Break

March 20th

Tourism: Issues and the Way Forward?

Bowen, J. and Whalen, E. (2017), "Trends that are changing travel and tourism", *Worldwide Hospitality and Tourism Themes*, Vol. 9 No. 6, pp. 592-602. <https://doi.org/10.1108/WHATT-09-2017-0045>

Hilton (2021) The 2022 Traveller: Emerging Trends and the Redefined Traveler. <https://view.ceros.com/hilton/hilton-2022-trends-report/p/13> **Read on-line.**

Weber, F. (2017). *Tourism destinations under pressure: Challenges and innovative solutions*. Hochschule Luzerne: Lucern University of Applied Sciences and Arts.

Tourism's Invisible Burden e-turbo news 2019

Gössling, S., Scott, D., & Hall, C.M., (2020). Pandemics, tourism and global change: a rapid assessment of COVID-19, *Journal of Sustainable Tourism*, DOI:10.1080/09669582.2020.1758708

Optional Reading:

Higgins-Desbiolles, F. Carnicelli, S., Krolilkowski, C. Wijesinghe, G., & Boluk, K. (2020). Degrowing tourism: Rethinking tourism. *Journal of Sustainable Tourism*, 27 (12), 1926-1944, DOI: 10.1080/09669582.2019.1601732

Gallego, I. & Xavier F. (2020). Changes in air passenger demand as a result of the COVID-19 crisis: using Big Data to inform tourism policy, *Journal of Sustainable Tourism*, DOI: 10.1080/09669582.2020.1773476

Von Bergner, N. & Lohman, M. (2014). Future challenges for global tourism: A delphi study. *Journal of Travel Research*, 53, 420-432.

March 27th

The Growth of Events in Contemporary Society

Murphy, N., Lane, A., & Bauman, A. (2015). Leveraging mass participation events for sustainable legacy. *Leisure Studies*, 35 (6), 758-766.

Hiller, H., & Wanner, R. (2015). The psycho-social impact of the Olympics as urban festival: A leisure perspective. *Leisure Studies*, 34 (6), 672-688.

American Express 2023 *Global Meeting and Events Forecast*.
<https://www.amexglobalbusinesstravel.com/content/uploads/2022/10/2023-Global-Meetings-and-Events-Forecast-opt.pdf>

Events Industry Council (2018). *Economic significance of events to the US economy*.

Take a look at the website for the Events Industry Council
<https://www.eventscouncil.org/COVID-19/Economic-impact-research> **View online**

Optional Reading:

Getz, D., & Page, S. (2016). Progress and prospects for event tourism research. *Tourism Management*, 52, 593-631.

April 3rd

Community Parks and Recreation: The Value of Parks

NRPA Strategic Plan 2021-23

NRPA 2022 Engagement with Parks Report

NRPA 2022 Agency Performance Review

Razani N, Radhakrishna R, Chan C. Public Lands Are Essential to Public Health During a Pandemic. *Pediatrics*. 2020; 146(2):e20201271 DOI: <https://doi.org/10.1542/peds.2020-1271>

Sallis, J., & Pratt, M. (2020). Multiple benefits of physical activity during the Coronavirus pandemic. *rbafs.org.br* <https://schilkrut.cl/wp-content/uploads/2020/08/Articulo-del-RBAFS.pdf>

Optional Reading:

Synopsis of 2010 Research Papers – Benefits of Recreation. NRPA

Ugolini, F et al., (2020). Effects of the COVID-19 pandemic on the use and perceptions of urban green space: An international exploratory study. *Urban Forestry & Urban Greening*, 56, <https://doi.org/10.1016/j.ufug.2020.126888>

Barrett, A., Pitas, N., & Mowen, A. (2017). First in our hearts but not in our pocket books: Trends in local government financing for parks and recreation from 2004 to 2014. *Journal of Park and Recreation Administration*, 35, 1-19.

April 10th

People with disabilities

Anderson, D., Wozencroft, A., & Bedini, L., (2008). Adolescent girls' involvement in disability sport: A comparison of social support mechanisms. *Journal of Leisure Research*, 40 (2), 183-207.

Benjamin, S. Bottone, E. & Lee, M. (2020). Beyond accessibility: exploring the representation of people with disabilities in tourism promotional materials, *Journal of Sustainable Tourism*, DOI: 10.1080/09669582.2020.1755295

Kalargyrou, V., Kalargiros E. & Kutz, D. (2018): Social Entrepreneurship and Disability Inclusion in the Hospitality Industry. *International Journal of Hospitality & Tourism Administration*, DOI: 10.1080/15256480.2018.1478356

Emerging trends in disability. <https://www.prb.org/emergingtrendsindisability/> Population Reference Bureau, 2001. View online.

UNWTO Inclusive Recovery Guide. *Issue 1 Persons with Disabilities*.

Optional Reading:

Pagan, R. (2015). The impact of holiday trips on life satisfaction and domains of life satisfaction: Evidence for German disabled individuals. *Journal of Travel Research*, 54, 359-379.

Cloquet, I., Palomino, M., Shaw, G., Stephen, G., & Taylor, T. (2018) Disability, social inclusion and the marketing of tourist attractions. *Journal of Sustainable Tourism*, 26, 221-237, DOI: 10.1080/09669582.2017.1339710

April 17th

The role of technology

Nimrod, G. (2016). The roles technology plays in twenty-first century leisure pp. 259-267). In Walker, G., Scott, D., & Stodolska, M. (Eds.). *Leisure Matters: The state and future of leisure studies*. State College, PA: Venture Publishing.

Fan, X., Buhalis, D. & Lin, B. (2019). A tourist typology of online and face-to-face social contact: Destination immersion and tourism encapsulation/decapsulation. *Annals of Tourism Research*, 78, 102757.

Fennell, D. (2020). Technology and the sustainable tourist in the new age of disruption. *Journal of Sustainable Tourism*, DOI: 10.1080/09669582.2020.1769639

Dustin, D., Kensey, A., Rose, J., & Lepp, A. (2019). The Cognitive Costs of Distracted Hiking. *International Journal of Wilderness*. 12-21.

Optional Reading

Floros, C. Cai, W. McKenna, B. & Dimah, A. (2019). Imagine being off-the-grid: millennials' perceptions of digital-free travel. *Journal of Sustainable Tourism*. DOI: 10.1080/09669582.2019.1675676

Lepp, A., Barkley, J., & Karpinski, A. (2014). The relationship between cell phone use, academic performance, anxiety, and satisfaction with life in college students. *Computers in Human Behavior*, 31, 343-350.

April 24th

Over work and time crunch

De Graaf, J. (2013). *Excerpt: Take back your time: Fighting overwork and time poverty in America*, <http://www.fastcompany.com>

Robinson, J., & Michelson, W. (2010). Sleep as a victim of the “time crunch” – A multinational approach. *International Journal of Time Use Research*, 7, 1, 61-72.

Mullan, K. & Wajcman, J. (2017). Have mobile devices changed working patterns in the 21st Century? A time-diary analysis of work extension in the UK. *Work, Employment and Society*, 1-18.

Project Time Off. *Under-Vacationed America: An analysis of the States and Cities that need to take a day*.

IPOS (2021) The pandemic inspired 1 in 5 Americans to reevaluate their lives
<https://www.ipsos.com/en-us/news-polls/pandemic-inspired-1-5-americans-reevaluate-their-lives>
Read on-line.

Grading Procedures

1. In Class Presentation

35%

- Choose a theme from the list above (One student per class as far as possible). Identify an issue related to your chosen theme and investigate it in the following manner:
- **At least two weeks** before your scheduled presentation date **talk to me** about your “plan of action.” References, ideas, presentation style etc.
- Conduct an extensive review of literature related to the issue. The review must include at least **ten** articles from **scholarly journals**, in addition to material from popular media etc.
- Summarize the major points/issues from each article and make a **15-20 minute presentation** to the class. You may use (and it advisable to do so) visual aids e.g. PowerPoint, video etc.

- Finish your presentation with a statement setting out your own opinions on the topic. Open the discussion up to the class. **Debate with the class for 10 minutes.** Be ready to challenge/cajole the class into giving you a response. It's a good idea to identify 2-3 questions to ask the class to stimulate discussion
- **Prepare a two page hand-out for the class.** The first page **contains a summary** of the major points of the presentation. The second page contains the references used in the presentation. Please do not use PowerPoint slides for your summary.
- **Save the handout as a PDF and upload a copy under the Student Presentation assignment tab in Canvas by 12 noon on the Monday you are presenting.**

2. Final Paper

55%

Due Two Weeks after your presentation (i.e. on the 2nd class after your presentation)
Approximately 15 Pages, double-spaced, typed.

Please upload a PDF of your paper to Canvas by 3pm on the Monday that your paper is due. Use the assignment link to upload your paper.

Format:

Take the same issue as that covered in your presentation.

Use the following headings in your paper:

- Introduction** (introduce the issue, approx. one page)
- Review of Literature** (summarize in your own words the major points of the articles and other material used in your presentation) Use APA style. – Consult Purdue Owl
- Discussion** (This will be time to introduce your own thoughts on the issue, as well as those discussed in class. Integrate your thoughts with the material from the articles. (approx. 4 pages)
- Conclusion** (Concluding remarks, approx. one page)
- References** APA style – Consult Purdue Owl.

3. Class Participation

15%

Come to class **prepared to discuss the assigned readings** and also to debate the presentation issue. Periodically, we will work on in-class group-based assignments which will also count towards your participation grade. **As the class meets only once a week, it is expected as graduate students that you will be present for each class period unless unexpected issues arise such as illness.** Attendance, excused absences and make up policies are consistent with **UF policies.** Please click here for more details:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

By Monday at 12 noon each week, post a question/observation about the readings as a whole or one particular reading. **Class members are encouraged to post responses to these questions and observations.**

Please keep a notebook of detailing the notes you have taken from your class readings. This will help you remember key points and apply them to class material and discussions. Please do not rely on having your lap top open during class. **If possible, use a tablet or a notebook.**

Grading Scale:

The UF grading system will be used for this class. This grading scale includes minus grades. More details can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

A	92 - 100%
A-	90 - 91.99%
B+	87 - 89.99%
B	82 - 86.99%
B-	80 - 81.99%
C+	77 - 79.99%
C	72 - 76.9 %
C-	70 - 71.99%
D+	67 - 69.9 %
D	62 - 66.9 %
D-	60 – 61.99%
E	below 59.99 %

5. Additional Policies

1. **I expect every member of the class to up hold the Honor Code:** “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: *“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”* The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code](#). Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.
2. **I do not give extra credit.** I will provide you with regular feedback on your progress and help you on an individual basis to reach your full potential in terms of a grade for this class.
3. As a courtesy to me, and your fellow class members, **please silence cell phones** and place in your bag while in class. No texting! **I would also prefer you to use a notebook to take notes or a tablet.** I will ask for computers to be closed while we are discussing and during student presentations.

Course Accessibility. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/> It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in

the semester. **Please schedule a time to talk to me about your accommodations so that I may know what you need and how best to help you.**

Course Evaluation. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

In-Class Recording: • Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

Health and Wellbeing: Your well-being is important to UF. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at (352) 392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to Victim Advocates, Housing Staff and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 911.

It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.

You may also change your “Display Name” in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

Additional Resources you may find useful

Workshops & Events (hosted by UF Graduate School and its partners)
[Graduate School Upcoming Events](#)

Writing

[Write Time](#) (OGPD)

[Writing Wednesdays](#) (OGDI)

[Writing Studio](#) (Writing Program)

[Communication Resources](#) (OGPD)

Balance

[LinkedIn Learning Courses](#) (LinkedIn)

[Planning Resources for Master’s and Doctoral Students](#) (OGPD)

[Spouse & Family Resources](#) (UF Graduate School)

[Time Management Resources](#) (GatorWell)

Emotional Health & Stress

[Calm](#)

[Mindfulness Resources](#) (CWC)

[Semester-Long Group Counseling](#) (CWC)

[Stress Resources](#) (GatorWell)

Finances

[Budgeting & Finance Tools](#) (SFA)

[Financial Literacy and Budgeting](#) (OGPD)

Employment

[Career Advancement](#) (OGPD)

[Individual Consultations](#) (OGPD & C3)

[Preparing Future Faculty Program](#) (OGPD)

[Professionalism](#) (OGPD)