University of Florida

Department of Tourism, Hospitality and Event Management

LEI 5188 Trends in Tourism and Recreation Management

Spring 2022

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Syllabus on Canvas & HHP/Syllabus
Office Hours: Wednesday 2-5pm; Friday 2-3pm **via Zoom or in person –please arrange appointment via email**
Class meets: Monday 3-6pm FLG 225 or by individual Zoom link as warranted.

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 10th

Introduction to class

Introduction to the class and discussion of course content.

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

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

Sylvester, C., The western idea or 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.

American Time Use Survey 2019. Bureau of Labor Statistics.
https://www.bls.gov/news.release/pdf/atus.pdf

American Time Use Survey 2020. Bureau of Labor Statistics
https://www.bls.gov/news.release/pdf/atus.pdf

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

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.

January 17th MLK Day – No Class

January 24th

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

Chio, J., Gill, T., Vicuña Gonzalez, V., Harp, S., McDonald, K., Rosenbaum, A., Rugh, S., & Thomas, L. (2020): Discussion: tourism and race, *Journal of Tourism History*, DOI: 10.1080/1755182X.2020.1756465
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.

January 31st

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

February 7th

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

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

2019 Physical Activity Council's Overview Report Us Participation. http://www.physicalactivitycouncil.com/pdfs/current.pdf

February 14th

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.**

Kadlek, 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 21st

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., (2021). *World Happiness Report 2021 https://happiness-report.s3.amazonaws.com/2021/WHR+21.pdf* Look through the papers. This year the focus is on life under COVID 19. You can also see the report from 2020 to see the difference a year makes.

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).

February 28th

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 7th – Spring Break

March 14th

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 Redfined 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 21st

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 *2022 Global Meeting and Events Forecast*. https://www.amexglobalbusinesstravel.com/content/uploads/2021/11/2022-Global-Meetings-and-Events-Forecast_Final-WEB.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://eventscouncil.org/coronavirus*
View online

Optional Reading:

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

March 28th

Community Parks and Recreation: The Value of Parks

NRPA Strategic Plan 2021-23

NRPA 2021 Parks Report

NRPA 2021 Engagement with Parks Report

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 4th

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 11th

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 18th

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.

University spring 2022 COVID-19 Policies and Guidelines

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

If you haven't yet been vaccinated or received a booster, please visit ONE.UF to make an appointment or visit UF Health's webpage for a list of community vaccination sites.

- **You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated**. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
  - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
  - Hand sanitizing stations will be located in every classroom.

- **If you sick, stay home and self-quarantine**. All of the services previously provided under UF Health Screen, Test & Protect are still available at UF or through the Florida Department of Health. These services have now been integrated into the existing health infrastructure. As the pandemic evolves, our response to it will evolve as well. Student and employee testing for COVID-19 has been transferred to the Student Health Care Center. Visit UFHealth.org/covid-19-test/locations for a list of additional testing locations.
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  - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

Grading Procedures

1. **In Class Presentation** **35%**

- **Working as a team of two students,** choose a theme from the list above (One presentation 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 in order 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 designate one student per presentation group to upload a copy under the Student Presentation assignment tab in Canvas by 12 noon on the Monday you are presenting. I will distribute to the class via Canvas.**

2**. Virtual Exchange Marketing Plan 50%**

Starting February 15th, we will be taking part in a Virtual Exchange Program with MBA students at Middlesex University in Dubai. A virtual exchange means that you get the chance to learn and work with students in another country. We will be working on developing a marketing plan for Hotel Eleo in Gainesville and the new Ain Dubai – (similar to the London Eye). The project will involve field work for UF students to Hotel Eleo to talk with staff and to visit the hotel. You will be working in project groups with students at MDX. The project assignments consist of the following:

1. **Group Marketing plan Presentation via Zoom on Saturday March 19th** starting at 8.30 am for three hours. **20%**

2. **Submission of a written marketing plan by UF students enrolled in this class by Friday April 8th** uploaded to our class Canvas page by 11.59pm **30%**

Successful participation in this Virtual Exchange program will earn you UFIC recognition which you can add to resume.

3. Class Participation 15%

a. Weekly Class Participation 10%

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.**

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.

b. Virtual Exchange Participation 5%

Regular participation in the activities and tasks associated with the VE exchange. The VE will involve both scheduled and student group work outside of the Monday class period. If you are

unable to participate due to class conflicts or other UF related responsibilities, please let me know and we can discuss an individual research paper.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

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 note book to take notes.** I will ask for computers to be closed while we are discussing and during student presentations for those in the face to face section.

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.

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

UF online class policy for spring 2022:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your

voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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 is 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)