CREC Student Development Model

Campus Rec defines a leader as someone who nurtures abilities in themselves and others in order to make an ethical and socially just impact in their community. We recognize that all of our employees have the capacity to lead and we strive to inspire, empower, and educate our employees to be current and future leaders of social change. We do this by providing professional development opportunities that complement the student academic experience with practical job training and mentorship. These experiences benefit both our student employees and create a professional, inclusive and welcoming environment within Campus Recreation.

We base our student employment experience, learning outcomes and core competencies for training and evaluation on the Social Change Model of Leadership. According to this model, leadership is a process rather than a position. It looks at leadership through three perspectives: individual, group and society, and views leadership as a purposeful, collaborative, values-based process that results in positive social change.

Individual Perspective

Through employment, we provide opportunities for students to increase awareness of their own values, skills, strengths and actions and how these contribute to positive social change.

Student Employee Learning Outcomes:

- Awareness of personal strengths and opportunities for growth in the workplace
- Professional competencies that are transferable to future career opportunities
- Greater confidence in their skills and ability to assume more complex responsibility in the future
- Greater understanding and development of the global-self and how it relates to one’s engagement on campus

Student Employee Core Competencies:

- Job knowledge, skills and abilities
- Professionalism
- Initiative and problem solving

Theoretical Lens:

- Identity Development Theories
- Cognitive Development Theories
- Psycho-Social Development Theories
- David Killick, Development of the Global Self
- NACE Competencies
- NIRSA Strategic Values
**Group Perspective**

Through employment, we provide opportunities for students to work with others to utilize and consider various perspectives, talents and backgrounds to generate creative solutions toward a shared vision and common purpose.

**Student Employee Learning Outcomes:**
- Ability to understand group dynamics and work in teams to complete tasks
- An increased understanding of cultural differences and the ability to work with diverse communities

**Student Employee Core Competencies:**
- Customer service and communication

**Theoretical Lens:**
- Conflict Resolution Models and trainings
- Group Development Theories (dynamic)
- NACE competencies
- NIRSA Strategic Values

**Society Perspective**

Through employment, we hope to inspire, empower and educate students as individuals and as members of a collaborative group to become responsibly connected to their community and society as a whole.

**Student Employee Learning Outcomes:**
- An increased understanding of social, environmental and economic sustainability and how their actions impact the greater good

**Student Employee Core Competencies:**
- Inclusion and cultural competence

**Theoretical Lens:**
- Equity, Diversity & Inclusion Training
- CREC Orientation, Strategic Plan
- Creating a Culture of Respect Training
- NACE Competencies
- NIRSA Strategic Values
- Social Theories: Functionalism, Conflict Theory, Social Construction, Symbolic Interactionism.
- Dan Butin: Service Learning in Theory and Practice
- The Social Change Model