

GLBTA Pride Center Student Employees Learning Outcomes
August 14, 2013 version

Upon completion of one or more years of their employment at the Pride Center, student employees should be able to demonstrate learning of the following outcomes:

1. Appreciating Diversity Learning Outcomes.

Students should be able to:

- 1A. Use GLBT terminology correctly. Specifically, they should be able to:
- Explain terms to others
 - Articulate how terms relate and compare to each other (e.g., describe how gender and sexuality are related but also distinct phenomena from each other).

These terms may include gender, sex, gender identity and expression, sexual orientation, intersex, queer, genderqueer, and transsexual.

- 1B. Describe social justice concepts (e.g., bias, oppression, power, privilege) and relate them to personal, historical, or current instances of GLBT injustice.
- 1C. Conduct GLBT-related research. This may include the ability to:
- Recall GLBT-related facts and history
 - Summarize and assess arguments used for and against GLBT civil rights
 - Draw their own conclusions about GLBT civil rights
 - Defend their positions using facts, sound logic, and/or personal experience.
- 1D. Identify instances of GLBT inequity and exclusion on and off campus and explain the harmful effects of GLBT inequity and exclusion.
- 1E. Demonstrate understanding of intersecting multiple social identities.

2. Effective Communication Learning Outcomes

Students should be able to:

- 2A. Effectively communicate when welcoming and greeting guests to the Center (e.g., give appropriate eye contact, give guests their full attention, ask guests if they have more questions)
- 2B. Provide accurate information to guests of the Pride Center about our services and why we exist as a department.

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3. Leadership Development Learning Outcomes

Students should be able to:

- 3A. Identify GLBT topics that support the Center's missions or goals (e.g., current event or issue on or off campus) and develop a program with other employees on their program team that is based on identified topic.
- 3B. Evaluate the effectiveness of their programs and act accordingly (e.g., meet deadlines, engage in sufficient communication among team members, address disruptive behavior during programs)
- 3C. Facilitate group discussions (e.g., ensures all students who want to have the opportunity to speak, maintains ground rules, keeps time)
- 3D. Evaluate the Center's appearance and/or policies and initiate improvements

4. Civic Engagement Learning Outcomes

Students should be able to:

- 4A. Demonstrate knowledge of social justice issues through the development of programs that reflect one or more aspects of social justice.
- 4B. Explain the importance of civic engagement to achieving social justice.

5. Interpersonal Skills Learning Outcomes

Students should be able to:

- 5A. Build and maintain effective working relationships with peers, colleagues, and guests of the Center.
- 5B. Use inclusive language and appropriate pronouns.