PRESIDENT'S
LEADERSHIP
FELLOWS

Program Handbook

UNIVERSITY OF TAMPA

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Program Overview

The President's Leadership Fellows (PLF) program is an intensive four-year leadership scholarship program launched in Fall 2008. Its name reflects the President's commitment to leadership development and the prestige of the program. With only 30 freshman selected to participate each year, we hope to identify the incoming students with the greatest passion and potential for leadership focused on creating positive social change.

Fellows move through each year of the program as a cohort. A cohort is a group – in this case the group of students who start in the program as freshman with you. Each cohort is given a number based on the number of years the program has been running. Since this is a four-year program, there are four cohorts in the program at a time. All four cohorts make up the PLF community.

PLF's leadership philosophy is congruent with UT's definition of leadership and is theoretically grounded in the Social Change Model for Leadership Development (HERI, 1996).

Mission Statement

The President's Leadership Fellows aims to empower fellows to develop as ethical, responsible, and collaborative leaders who positively impact the local and global community.

Vision

To cultivate ethical leaders who are individually, communally, and globally-minded and who work toward positive social change.

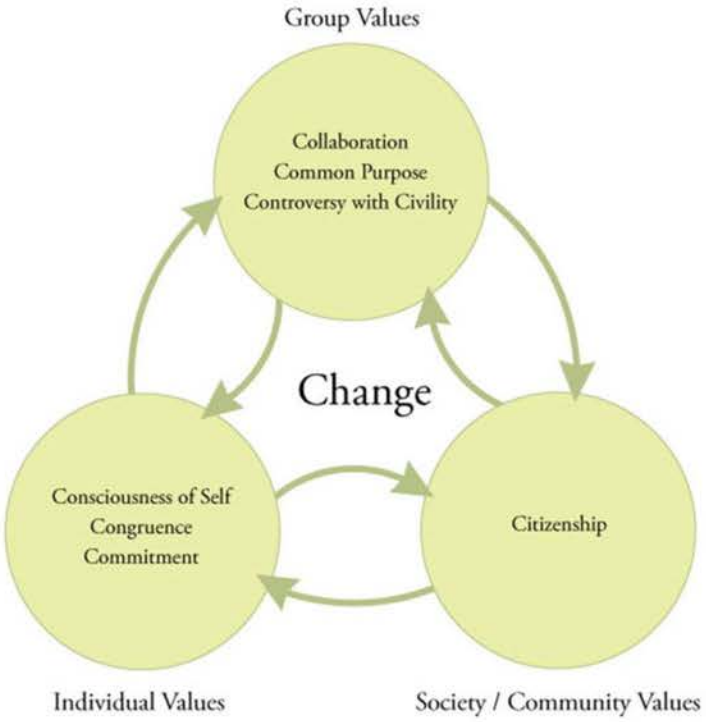
The University of Tampa's Leadership Definition

Leadership is a process engaged in by responsible citizens in influence relationships who share a common purpose of transformational change. The following are our assumptions about leadership:

- Leadership is an active, inclusive and collaborative process. It does not require that one be in a position of formal authority. Therefore, any responsible citizen can engage in leadership.
- Leadership creates transformational change. The needed change is identified mutually by all stakeholders in the issue – and all have the opportunity to participate in the process of change. It addresses a systemic social, cultural, or organizational issue.
- Leadership is a developmental process.
- Leadership is engaged in by responsible citizens. This implies that there is an ethical dimension to leadership, and that leaders must be individuals with character and integrity.
- Leadership is relational. It happens in the space between people – this is where we develop trust, respect, a common purpose, engage in controversy with civility, and share power. Leadership often happens in groups/teams of people.
- Those participating in leadership use influence to create change. Influence can come in the form of formal or informal authority – but is often most effective when informal authority is utilized.
- Leadership of this nature necessitates that groups/teams develop a common purpose.
- Leadership is best learned through experience.

Social Change Model of Leadership Development

The Social Change Model of Leadership Development was developed at the Higher Education Research Institute at the University of California, Los Angeles (1994). The model outlines the "EIGHT C's" of leadership. Each "C" recognizes an important component of what every leader should encompass. The "EIGHT C's" are as follows:



Adapted from: Cilente, K. (2009). An overview of the social change model of leadership development. In S. R. Komives, & W. Wagner (Eds.). (2009). Leadership for a better world: Understanding the social change model of leadership development (2nd Ed). San Francisco, CA: Jossey-Bass. pp. 52.

This model of leadership development recognizes that a "leader is not necessarily a person who holds some formal position or leadership or who is perceived as a leader by others. Rather, we regard a leader as one who is able to effect positive social change for the betterment of others, the community, and society. All people, in other words, are potential leaders. Moreover, the process of leadership cannot be described simply in terms of the behavior of an individual; rather leadership involves collaborative relationships that lead to collective action grounded in the shared values of people who work together to effect positive change" (Astin, 1996, p. 16).

It is our hope that by the end of your four years in PLF you will intellectually understand this definition and its assumptions, as well as embody it and the Social Change Model in your own leadership practice. To support and challenge you on this journey, we have intentionally designed a program that blends opportunities to ***learn*** about leadership, opportunities to ***practice*** leadership, and opportunities to ***reflect*** on what you have learned and practiced to help you deepen and refine your learning and practice.

Each year focuses on a different aspect of leadership: self, team, community and change, and leadership in a global society. The curriculum is designed so that the workshops build upon one another. This means that you will continually be asked to apply what you have already learned to what you are currently learning. You will be challenged to do this in multiple contexts including workshops, community meetings, community service, journals, etc.

Annual Learning Outcomes

Here is a quick overview of the program:

	YEAR 1		YEAR 2		YEAR 3		YEAR 4	
	SELF		TEAM		COMMUNITY AND CHANGE		LEADERSHIP IN A GLOBAL SOCIETY	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
Course and Retreat	LED 200 and Retreat	LED Elective	LED Elective	LED Elective		LED 450 and Retreat		
Meetings	Community	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly
Involvement	Involved in 2-3 orgs.	30 hours of involvement	30 hours of involvement	30 hours of involvement	Continue involvement	Continue involvement	Transition out of leadership roles	
Social Change Project	8 Individual Volunteer Hours	8 Individual Volunteer Hours	Project Investigation	Project Proposal	Project Implementation		Project Wrap-Up & Presentation	Closing the Loop on the Project
Reflections	1 Reflective Journal	Journal to fulfill Minor	Journal to fulfill Minor	Journal to fulfill Minor	1 Reflective Journal	1 Reflective Journal	1 Reflective Journal	Final Reflection Presentation
Mentoring	Paired with Year 2 for 3+ meetings a semester		Mentor Year 1. Paired with UT Staff for 3+ meetings		1+ meeting a semester with a person in dream career		1+ meeting a semester with a person in dream career	

At the foundation of PLF, are intentional learning outcomes informed by the SCM and UT's Spartan Ready Competencies. Learning outcomes describe what we hope you will have learned at the end of each year through your engagement in the learning activities. What follows is the focus, learning outcomes, and the required learning activities for each year.

Year One – Self

Leadership demands that one be continually self-aware. Mindfulness of one's thoughts and feelings, as well as knowledge of strengths and weaknesses gives leaders the foundation necessary to: enhance their relationships with diverse others, be open to multiple perspectives, create strong teams, and engage in critical and sustained reflection.

Learning Outcomes for Year One:

By the end of year one, students who participate in the President's Leadership Fellows program will be able to:

- recognize the importance of understanding oneself
- identify and deconstruct their individual strengths
- articulate their personal values and how these shape the practice of ethical leadership
- reflect on the people and experiences that shaped their understanding of leadership, motivation to lead, and areas for personal growth
- define congruence, how to achieve it, and identify obstacles to overcome incongruence
- describe and examine their own cultural heritage, values and beliefs
- illustrate at least four current leadership theories

- recall the eight elements of the Social Change Model
- set individuals goals for the President's Leadership Fellows program

Learning Activities/Program Criteria for Year One:

- ☐ Complete LED 200: Introduction to Leadership Studies in Fall
- ☐ Participate in a weekend leadership retreat in the Fall
- ☐ Attend monthly cross-cohort community meetings
- ☐ Attend the cohort-based workshops in the Spring
- ☐ Meet with the program advisor once a year
- ☐ Meet three times a semester with your peer mentor
- ☐ Actively participate in at least one Open House and/or Fly-In recruitment event
- ☐ Declare the Leadership Studies Minor in the Fall
- ☐ Actively participate in 2-3 student organizations of your choosing
- ☐ Complete eight hours of off-campus community service each semester
- ☐ Complete one reflective journal each semester

Year Two – Team

Developing common purpose and working collaboratively with diverse others are important skills for today's global leaders. Year two focuses on applying the self-awareness learned in year one to team life and on developing the type of relationships that will ultimately enhance a group's capacity to solve the complex problems leaders face.

Learning Outcomes for Year Two:

By the end of year two, students who participate in the President's Leadership Fellows program will be able to:

- prepare a Social Change Project (SCP) proposal to create positive social change
- articulate a shared, common vision for their SCP
- work with others to integrate information about community concerns into the SCP
- present on potential social change projects for a specific population
- perform an exploration of the non-profit organization and/or specific population
- effectively collaborate with others to complete the challenge course obstacles
- engage in meaningful dialogue and include it in the process of controversy
- articulate the benefits and risks of group conflict
- mentor a novice PLF student by meeting with student at least six times

Learning Activities/Program Criteria for Year Two:

- ☐ Attend all cross-cohort community meetings and cohort-based workshops
- ☐ Meet three times a semester with your faculty/staff mentor
- ☐ Mentor a first-year student in the program and meet with them three times a semester
- ☐ Enroll in the LED099 elective each semester
- ☐ Complete at least 30 hours of involvement each semester
- ☐ Meet once a year with the program advisor

- ☐ Complete the Social Change Project exploration process in the Fall
- ☐ Prepare and present on the Social Change Project proposal
- ☐ Complete one reflective journal each semester

Year Three – Community and Change

The effectiveness of one's leadership practice in organizations, community, and world is often judged by the degree of positive social change achieved. Now that participants have developed a high degree of self-awareness and skill in working in a team – the team will have the chance to create the kind of lasting change needed in our communities.

Learning Outcomes for Year Three:

By the end of year three, students who participate in the President's Leadership Fellows program will be able to:

- revise and create the action plan for the Social Change Project
- articulate their vision as change agents in their discipline and our broader society
- develop a leadership action plan to analyze and address an adaptive change
- analyze and reflect upon their personal leadership identity in relation to others
- critically interpret leadership theories, including strengths and limitations
- synthesize leadership theories into practice in individual, group, and community domains
- interpret the uses of power and nature of oppression in systemic societal issues
- form a positive and professional relationship with two chosen mentors
- present on the status of the group Social Change project

Learning Activities/Program Criteria for Year Three:

- ☐ Attend all cross-cohort community meetings and cohort-based workshops
- ☐ Participate in a weekend leadership retreat in the Spring
- ☐ Complete the LED 450 Capstone and Leadership Studies Minor
- ☐ Meet once a year with the program advisor
- ☐ Meet once a semester with a mentor in your professional field of interest
- ☐ Actively maintain a leadership position within at least one organization on or off-campus
- ☐ Actively participate in and implement the Social Change Project
- ☐ Complete one reflective journal each semester

Year Four – Leadership in a Global Society

Just as the leadership culture is different for different types of organizations (e.g., leadership looks and feels different in a corporate setting than in an educational environment), it also varies on a global level based on the history, norms, and values of a particular culture. Therefore, the focus in year four is two-fold. The first is to examine how leadership is practiced in one's chosen professional field, while concurrently learning about the relationship between societal culture and organizational leadership in other countries.

Learning Outcomes for Year Four:

By the end of year four, students who participate in the President's Leadership Fellows program will be able to:

- successfully complete the Social Change Project in accordance to group's action plan
- present on and critique the Social Change Project experience and outcome
- justify and defend their stance on human rights and civic responsibility in their final presentation
- understand the how their experience at UT translates to success in their chosen profession
- create a sustainability plan for the Social Change Project
- assess their own development throughout the PLF program
- form a positive and professional relationship with two chosen mentors
- formulate a plan for remaining an active global leader post-graduation
- evaluate and critique the PLF program

Learning Activities/Program Criteria for Year Four:

- ☐ Attend all cross-cohort community meetings and cohort-based workshops
- ☐ Meet once a year with the program advisor
- ☐ Meet once a semester with a mentor in your professional field of interest
- ☐ Complete a PLF Senior experience
- ☐ Create a sustainability plan for the Social Change Project
- ☐ Present on your Social Change Project and your experience in the PLF program
- ☐ Complete one reflective journal each semester

Program Expectations

The President's Leadership Fellows program is a prestigious scholarship program at The University of Tampa. To maintain your annual $1,000 scholarship and participation in the program, program expectations must be met. Upon your acceptance into the program, you signed and returned a contract to the program advisor that read (in part):

The President's Leadership Fellows at The University of Tampa are dedicated to personal and academic excellence in addition to the development of leadership skills. Choosing to become a part of the Leadership Fellows program obligates each member to an honorable code of conduct. I recognize that my involvement is a privilege and as such my responsibilities will be held in the highest regards at all times.

As a Leadership Fellow I will:

- Practice personal and academic integrity;
- Respect the dignity of all persons;
- Willingly serve the community to the best of my ability;
- Promote leadership through participation in activities and organizations on campus;
- Strive to learn from differences in people, ideas, opinions, and discourage prejudice;
- Demonstrate concern for others and their need for conditions which support their academic progress and personal development;
- Commit to actively participating in all four years of the President's Leadership Fellow's program;
- Complete all program criteria;
- Maintain a minimum of a 3.0 cumulative GPA;
- Remain in good standing with the Office of Student Conduct and Office of Residence Life.

Your signed contract is always available for your review in the program advisor's office.

You will notice that many of these expectations are broad, and encompass much more than the simple completion of all program criteria (although by completion of all program criteria, we do mean ***all***). This is purposeful. As you know from watching TV, reading tweets, and checking Facebook and/or Instagram, leaders

in the 21st century are judged on what happens privately/personally as much as they are judged on what they accomplish publically/professionally. It is our philosophy that we would be doing you a disservice if we did not hold you to the same expectations at The University of Tampa as you will be held to in life.

Leadership Studies Minor

All Fellows are required to minor in Leadership Studies along with their cohort. Fellows may also take on additional minors – in fact many students do just that.

Below are the degree requirements and course progression:

YEAR 1		YEAR 2		YEAR 3	
Fall Semester 1	*Spring Semester 2*	*Fall Semester 3*	*Spring Semester 4*	*Fall Semester 5*	*Spring Semester 6*
LED 200 (4 credits)	LED 099 (0 credits)	LED 099 (0 credits)	LED 099 (0 credits)		LED 450 (4 credits)

LED 200: Introduction to Leadership Studies

Once students accept their invitation to become a President's Leadership Fellow, they will be registered in LED 200: Introduction to Leadership Studies (4 credit course) along with all their cohortmates. This in an experiential course and includes an overview of leadership theories and examining leadership from individual, group, organizational and global perspectives. The course will demonstrate the interrelatedness of an individual with the community/organization and the skills necessary for leading in a global society.

During their first semester at UT, Fellows will declare the Leadership Studies Minor.

LED 099: Experiences in Leadership Studies

For the next 3 semesters, fellows must register for the minor elective, LED 099: Experiences in Leadership Studies. Since these courses are zero credits, they is no additional costs to students.

The requirements for LED 099 are embedded into the PLF program. To complete these three elective courses, Fellows will:

1. Meet with the program advisor at the beginning of Semesters 2, 3 and 4 and define their LED partner course and 30-hour involvement experience.
    a. Select a 4 to 6-credit course Fellows are taking that semester that ties into the topic of Leadership Studies (i.e. a speech and communications course where a student develops certain leadership skills; a Biology course where the student works in several team assignments; or a women studies course examining the role of women in society and critical feminist theory). Courses must be taken with prefixes from more than one college.
    b. Select from one to three involvement opportunities each semester. Fellow will select experiences where they dedicate over 30 hours that semester to their leadership development (i.e participating in an engaging seminar, volunteer work, internships, off-campus involvement, and holding leadership roles in student organizations). Over these three semesters, Fellows must acquire 90 involvement hours to complete the minor requirements.
2. Submit their LED 099 journal reflection for PLF at the end of Semesters 2, 3 and 4.

a. Fellows registered in LED 099 will receive a prompt to reflect on the course they selected, the 30 hours of involvement, and how these experiences connect to their development as a socially responsible leader.

3. Register for LED 099 each of the three semesters (Spring of their 1st year and Fall & Spring of their 2nd year at UT).

LED 450: Capstone in Leadership Studies

During their 6th semester at UT, Fellows will register and complete LED 450: Capstone in Leadership Studies as a cohort. Fellows must plan to take this course with their cohort that Spring in order to complete the Leadership Studies Minor and the PLF requirements. This 4-credit course will be offered on Fridays afternoon for a 3-hour period.

Engage UT

PLF uses Engage UT as a platform to share information about important dates, to track completion of program requirements, to share documents relevant to the program, and to facilitate communication with one another. The program advisor will enroll you in the organization. If you do not see "President's Leadership Fellows" in the list under Organizations, please let the program advisor know immediately. Here is some guidance on what you can find where.

Community service hours, mentoring, GPA, and conduct checks will not be done until the end of the semester and will be tracked at that time.

Tracking Completion of Program Criteria

Completion of program criteria including attendance at workshops, community meetings, and journals are tracked by the program advisor and the Student Coordinators of PLF. Please check with the Student Coordinators regularly to ensure its accuracy.

Since the workshops and community meeting are the glue of the program, you are **only allowed one excused absence** per semester. A sign-in sheet will be available at each workshop and community meeting. It is your responsibility to sign-in to ensure you receive credit for being present.

At the start of each semester you have a mentor, print the Mentor Report Form off Engage UT (located under the "Forms" tab). It is your responsibility to take this to each meeting with your mentor and have them sign it. Please turn these in to the program advisor no later than the last day of classes each semester.

At the end of each semester, the program advisor will work with the appropriate offices to check your community service hours, GPA and conduct record.

Standing Letters

At the end of each semester, the program advisor will verify that you have completed all program criteria, maintained a cumulative 3.0 GPA, and are in good standing with the Office of Student Conduct and Office of Residence Life. During the start of the new semester, you will receive a standing letter. If you have successfully

completed all program criteria, the letter will verify that and you will be able to maintain your scholarship for another semester.

If you did not meet all program criteria, it will list which criteria you failed to achieve and advise you if you are on probation, or if you are no longer eligible to participate in program. Additionally, if you are on probation, your standing letter will notify you of what you need to do to come off probation the following semester.

Probation

The probation system provides Fellows with the opportunity to learn from their mistakes.

Probation *lasts for one semester*. A Fellow may be on probation up to three times throughout the course of the four-year (eight-semester) program. However, a Fellow may not be on probation two semesters in a row.

To come off probation, the Fellow must successfully complete all program requirements listed below:

- Community Meetings and Workshops: Attend all community meetings and cohort workshops.
- Community Service: If you fail to complete the required number of service hours for each semester, you will be asked to complete double the number of hours you were short. For example, if you needed one more hour to successfully complete the requirement, you would be asked to complete two hours in addition to the requirement for successful completion the semester you are on probation.
- GPA: If you do not maintain the minimum cumulative GPA of a 3.0, you will be asked to set up a meeting with the program advisor. During that meeting you will discuss your academic progress, study habits, time commitments, etc. and put together a comprehensive academic plan (which may include meeting regularly with your professors, securing a tutor, etc.) to ensure you are able to raise your GPA to meet the minimum requirement the following semester.
- Mentoring: If you do not have the minimum number of meetings with your mentor you will be asked to complete the additional number of meetings with you mentor in the following semester.
- Conduct Check: If you are not in good standing with either the Office of Student Conduct or the Office of Residence Life you ***may*** be put on probation. It is up to the President's Leadership Fellows program advisor to make this determination, and to decide what your additional requirements should be.

Semester Away from UT

One of the most frequently asked questions about PLF is, "can I study abroad and still maintain my PLF scholarship?" It depends on the program and is determined on a case-by-case basis, but more often than not we are able to turn this possibility into a reality. The same is true for a University of Tampa approved internship for which you are receiving academic credit.

Philosophically, both experiences have the potential to support the intended learning outcomes of the President's Leadership Fellows program, and are encouraged.

In most cases, you will be able to maintain your scholarship while studying abroad or completing a UT-approved internship if:

- You are in good standing (e.g., not on probation) the semester you will be away;
- You will be gone no longer than one semester;

- You are receiving academic credit through UT for your experience;
- You are willing to engage in other activities while away that reflect the uniqueness of your trip abroad/internship and that facilitates the learning you will miss in the program.

It is your responsibility to meet with the program advisor the semester before you will be away. This should be done at least a month prior to the end of the semester. During that meeting the program advisor will want to learn more about what you will be doing studying abroad or at your internship. A contract will then be drawn up. The contract will take into consideration which workshops you will miss, the other learning activities you are expected to complete during the year, and the context of your study abroad/internship experience. It will outline what you are expected to do while away to maintain your scholarship in PLF.

You must turn in a copy of the signed contract to the program advisor by the end of the semester prior to the one you will be away.

Courses that Conflict with PLF

President's Leadership Fellows workshops and community meetings are always held on Wednesday's from 4:00 pm - 5:30 pm. It is your responsibility to ensure you do not have a conflict during that time.

If there is a class you are required to take that is only offered on Wednesday's during PLF time, you will need to see the program advisor as soon as possible to discuss your options. The program advisor will work with the Academic Advising Office, your academic advisor, and the Associate Provost's Office to see if there is a workable solution. If approved, Fellows are required to complete additional requirements and meet with a Student Coordinators on a bi-weekly basis.

Students may not apply or be approved for class conflicts for two semesters in a row. Study Abroad counts as a class conflict since the Fellow will not be attending community meetings and workshops during that time.

Community Meetings & Workshops

Community meeting and workshops are held on Wednesday's from 4:00-5:30pm. They start promptly at 4:00pm, so you are expected to arrive a few minutes early. **Please sign-in** and remember that to be early is to be on time, to be on time is to be late, to be late is to be penalized. You are also required to stay throughout the entire duration of the meeting, unless you have contacted the program advisor previous to the workshop explaining your special circumstance.

Community meetings, where all four cohorts come together at once, occur once a month. The dates and locations of all community meetings will be emailed to you. *Wear your PLF polo and your nametag.*

The purpose of community meetings is to:

- Build community between cohorts;
- Give PLF members a venue in which to practice the skills they are learning in workshops;
- Provide space for the development of special projects and initiatives;
- Allow cohorts to spend time together planning;
- Share opportunities for involvement and/or leadership on campus and in the community;
- Celebrate the successes of fellow Fellows.

While the format of the meetings is not set in stone, generally PLF-wide business is taken care of first, then some time is given to any special projects PLF is involved in/working on, followed by some cohort time, and closed with any special announcements Fellows may want to share with one another.

Workshops are held with your cohort on a specific, relevant topic, typically once a month. Each workshop is designed to build upon the previous workshops, thereby increasing the depth and complexity at which you come to understand and practice leadership over time. The dates for the workshops will be emailed to you as well. Depending on your Social Change Project and other initiatives, your cohort may decide to meet more frequently than the scheduled workshops.

Community Service and the Social Change Project

PLF has a strong emphasis on leadership that creates positive social change. Therefore, community service plays a large role in the program. Community service supports your learning in the program in two ways: (1) it is one avenue through which you can learn more about the Tampa community and the social issues it faces, and (2) it is an opportunity for you to observe leadership in action and to practice the skills you are learning in workshops.

In year one of the program you are asked to complete eight hours of community service per semester. The goal is for you to begin to familiarize yourself with the non-profit organizations in Tampa Bay and to begin to discern what social issues are the most pressing in our community.

It is our hope that by your final two years in PLF you have developed a strong relationship with a community agency in Tampa and will actively continue work on your large-scale community change project and/or volunteer your time and talent with another community agency. While we expect you to continue your community engagement, we also recognize that you will have additional demands on your time with the job/graduate school search, so a set number of hours is not required.

Community vs. Campus Service Hours

One of the common pitfalls that keeps a PLF member from successful completion of the community service is confusing community service hours with campus service hours.

Campus service takes place on campus. It may be a fundraising event that takes place on campus (e.g., Relay for Life), a donation drive for a community agency (e.g., the Red Flag Campaign) and/or an event where a non-profit agency and/or other community members come to campus (e.g.. KidsFest). Regardless of the positive impact the event has off campus, it is still considered campus service.

Because there is a heavy emphasis on leadership for positive social change, it is important that you venture off campus to become as familiar with the community and the social issues Tampa faces as possible.

Additionally, while philanthropy plays an important role in addressing social issues, it, also is not considered community service. Therefore, volunteering for fundraising events, even if they raise funds for a non-profit organization, are also not counted. Again, it is our hope that you will get involved in service opportunities that directly serve others.

If you are ever unsure if something will count towards the community service requirement for PLF, you are strongly encouraged to reach out to the program advisor prior to participating.

Social Change Project

The Social Change Project (SCP) is the culminating, immersive community change project that begins in Year Two and wraps-up in the fall of Year Four. The goals of the SCP is for fellows to create sustainable, positive change in the Tampa Bay community. Fellows begin by exploring issues and potential projects in the local community, building relationships with non-profit partners, co-developing an action plan, implementing the project, and finally developing a plan to sustain this positive change. Fellows also present on this experience and the project at several points throughout their PLF journey.

Social Change Project Exploration (SCP Exploration)

After being exposed to local non-profits in the Tampa Bay community during Year One, fellows enter the Social Change Project Exploration (SCP Exploration) phase of the program in Year Two. The purpose of the SCP Exploration is to provide fellows with the opportunity to build 1) positive relationship with community members and non-profit leaders; 2) understand the needs of the community and of the non-profit; 3) investigate the viability of potential, sustainable projects that could become one of your cohort's SCP options; and finally 4) to present on the most viable SCP options within one selected organization to your cohort. Another goal of this process is to ask the community what they need versus tell the community and/or assume what they need.

Implementing the Project

As a result of the SCP Exploration, the cohort will break-out into smaller teams of 3-5 people. Fellows select their SCP teams based on the project type and/or the social issue. If there is interest and potential project options, there may be two teams focused on working with one non-profit, on separate but collaborative projects. After presenting to the non-profit agency and co-creating an action plan, Fellows begin working on the SCP at the end of Year Two through Year Three in the program. From Years Two to Four, it is expected that Fellows spend at least eight hours engaged with the community agency in some way each semester. This may include direct service and/or meeting with an agency representative to work on the SCP.

Making a Lasting Mark with the SCP

During Year Four, Fellows present on the experience and work on creating a plan to ensure their SCP continues to assist the community even after they graduate. Through deep engagement with a non-profit agency and other community stakeholders, we hope Fellows will learn about a pressing social issue in the Tampa Bay area, the multiple perspectives that exist related to that issue, and the complexity of finding a solution.