Program Handbook
2016 – 2017
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 with 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. The first class of Fellows was in cohort one, the second class was cohort two, etc. 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).

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 changes.* The following are our assumptions about leadership:

- Leadership is an active 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 (to varying degrees). It is transformational because it addresses a systemic social, cultural, or organizational issue. It changes how we do things or how we know that will guide future action and thinking.
- Often, as the process of leadership unfolds, individuals actively engaged in the process experience personal transformational change. Therefore, leadership is also 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. A common purpose is the aims and values a group/team shares.
- Leadership is best learned through experience. Therefore, when teaching leadership, it is important to balance “learning by thinking” and “learning by doing.”
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 by Helen S. Astin and Alexander W. Astin. The model outlines the “SEVEN C’s” of leadership. Each “C” recognizes an important component of what every leader should encompass. The “SEVEN C’s” are as follows:

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.

**Mission Statement of President’s Leadership Fellows**

The President’s Leadership Fellow aims to inspire, mentor and empower likeminded students at The University of Tampa to become members of integrity and humility, who impact the lives of others through community service and cultivate their leadership potential through this experience.

**Vision Statement of President’s Leadership Fellows**

The vision of the President’s Leadership Fellows at The University of Tampa is to cultivate leaders who are individually, communally, and globally minded and who work toward social change through the process of self-reflection, mentorship, and team building. Upon graduation, Fellows will feel a strong sense of cultural and ethical awareness as well as understanding their own beliefs and values.

**Learning Outcomes and Learning Activities/Program Criteria**

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 a brief overview of the purpose/focus of each year, the learning outcomes for each year, and a list of 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:

- Identify their own unique leadership strengths, weaknesses, and styles;
- 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.

**Learning Activities/Program Criteria for Year One:**

- Attend four cohort-based workshops;
- Enroll in LED 200: Introduction to Leadership Studies in fall semester of Freshman year;
- Complete a reflective journal on each workshop;
- Attend monthly cross-cohort community meetings;
- Participate in a weekend leadership retreat with your cohort;
- Meet once in the fall semester with the program advisor;
- Meet monthly with your peer mentor;
- Actively participate in Open House recruitments;
- Submit an application at the end of fall semester for Leadership Studies Minor (when applicable);
- Complete eight hours of community service per semester at a community organization(s) of your choosing;
- Actively participate in a student organization of your choosing.

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:

- Act ethically and enact their spoken values in a congruent manner in the context of group life;
- Effectively collaborate with others;
- Articulate the benefits and risks of group conflict, and engage in controversy with civility;
- Begin to understand systems thinking.

Learning Activities/Program Criteria for Year Two:

- Attend six cohort-based workshops;
- Complete a reflective journal on each workshop;
- Attend monthly cross-cohort community meetings;
- Meet monthly with your faculty/staff mentor;
- Enroll in at least one elective in each semester to go towards Leadership Studies Minor (when applicable);
- Actively participate in Open House recruitment events;
- Attend President’s Leadership Fellows Weekend Retreat in fall semester;
- Meet once a semester with our Leadership Studies Minor advisor (when applicable);
- Meet in spring semester with program advisor;
- Participate in the Leadership Challenge Course (low ropes course) with your cohort;
- Complete eight hours of community service per semester, to be engaged in as a cohort;
- Actively seek a leadership position within a student organization of your choosing.
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:

- Work with others to integrate information about community concerns;
- Apply systems thinking and knowledge on facilitating change to real-world issues;
- Demonstrate commitment to acting as an ethical and responsibly engaged citizen.

Learning Activities/Program Criteria for Year Three:

- Attend six cohort-based workshops;
- Complete a reflective journal on each workshop;
- Attend monthly cross-cohort community meetings;
- Attend President’s Leadership Fellows Weekend Retreat in fall semester;
- Meeting once a semester with your Leadership Studies Minor advisor (when applicable);
- Meet in spring semester with program advisor;
- Actively participate with your cohort in a substantial community change project;
- Assist in the interview and selection process for the incoming President’s Leadership Fellows Cohort;
- Actively maintain a leadership position or seek a leadership position in a student organization of your choosing.

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:
Understand the leadership culture and practices in their chosen profession;
Modify their leadership practices for success in diverse contexts/cultures;
Develop leadership in others.

Learning Activities/Program Criteria for Year Four:

- Attend six cohort-based workshops;
- Complete a reflective journal on each workshop;
- Attend monthly cross-cohort community meetings;
- Participate in UT’s annual Etiquette Dinner;
- Complete eight hours of community service per semester at a community organization(s) of your choosing;
- Attend mentor training;
- Enroll in LED 450 Capstone in Leadership Studies to complete the Leadership Minor program (when applicable);
- Attend President’s Leadership Fellows Weekend Retreat in fall semester;
- Meet once a semester with our Leadership Studies Minor advisor (when applicable);
- Meet in Fall semester with program advisor;
- Assist in the interview and selection process for the incoming President’s Leadership Fellows Cohort;
- Mentor a freshman in the President's Leadership Fellows program and meet with him/her on a monthly basis;
- Meet monthly with a mentor in your professional field of interest;
- Build on the community and change project completed in year three by examining the global implications/influences on their chosen issue, and as a cohort craft an innovative educational program for our campus;
- Actively participate in a student organization of your choosing.

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.

### Tracking Completion of Program Criteria

Completion of program criteria including attendance at workshops, community meetings, and journals are tracked in the OrgSync Events tab. Please check this regularly to ensure its accuracy. If you notice something has not accurately been recorded, please contact the program advisor immediately.

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 Blackboard (located in PLF Documents). It is your responsibility to take this to each meeting with your mentor and have him/her sign it. Please turn these in to the program advisor no later than the last day of classes each semester.

Prior to participating in community service, print a copy of the Volunteer Record Form to take with you (it can be printed off the Blackboard site and can be found in PLF Documents). It must have the signature of the community agency representative you worked with. It is your responsibility to ensure the form is completed in its entirety and returned to the PEACE Volunteer Center. Community service hours must be recorded with the PEACE Volunteer Center to count towards meeting this requirement.
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. If you have successfully met the requirement, this too will be checked off as completed in the Blackboard grade book.

**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**

We are all human, and are bound to make a mistake every now and then. The probation system was created to honor that and to give Fellows the opportunity to learn.

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 for the semester s/he is on probation, plus complete the additional requirements. Here are the requirements for each of the program criteria:

- **Workshops:** For every workshop you miss, you will be asked to identify another leadership learning opportunity to attend (e.g., fall or spring leadership retreat, a leadership excursion, a speaker on campus, etc.). It is your responsibility to get your chosen experience approved by the program advisor prior to attending. The program advisor is also willing to meet with you to come up with ideas if you are feeling stuck. Following your participation in that experience, you will turn in a journal to the program advisor.

- **Community Meetings:** For every community meeting you miss, you will be asked to take leadership of a project/task that needs to be completed to keep the PLF community running smoothly (e.g., assist with administrative tasks like copying/filing, etc.) or if a PLF-wide service project has been planned, you will be asked to attend.

- **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 (in year one, two, and four) or mentee (in year three and/or four) you will be asked to complete two additional hours of community service for every mentor meeting you are short.

- **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 PLF Standards Board to make this determination, and to decide what your additional requirements should be.

---

**OrgSync**

PLF uses OrgSync 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.

**Events**

The Events tab is where you can find your workshops and community meeting attendance tracked. Please check this regularly to confirm room locations and accuracy of attendance. If you notice something has not accurately been recorded, please contact the program advisor immediately.

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.

**Files**

In semesters in which you have a mentor, print the Mentor Report Form off OrgSync (located in Files). It is your responsibility to take this to each meeting with your mentor and have him/her sign it. Please turn these in to the program advisor no later than the last day of classes each semester.

Prior to participating in community service, print a copy of the Volunteer Record Form to take with you (located in Files). It must have the signature of the community agency representative you worked with. It is your responsibility to ensure the form is completed in its entirety and returned to the PEACE Volunteer Center. Community service hours must be recorded with the PEACE Volunteer Center to count towards meeting this requirement.
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.

**Calendar**

The PLF calendar will give you the dates of and information about community meetings and workshops. If you click on the event, it will give you additional information you need to know. In the case of community meetings, it will tell you where the community meeting is going to be held. For workshops, it will tell you where it will be held, the title of the workshop, the name of the presenter, a short description of the workshop, your journal prompt, and journal due date.

Workshops are listed by cohort number and year in the program using the following format: C#/Y#.

**Communication**

While there are a lot of features under the communication tab, the one most frequently used is Discussions. From OrgSync you are able to communicate to everyone in PLF, or to a particular group through the discussion tab.

You are encouraged to familiarize yourself with the other features offered through the communication tab, as some of them may prove useful in accomplishing PLF tasks.

**Contact Information**

Your fellow Fellows have the potential to be your best connections on campus if you use them! To facilitate this, we use the People tab to provide you with valuable information about each Fellow. Information is gathered at the start of each academic year. If your personal information changes during the year, please notify the program advisor.

Contacts are organized by cohort, and include each Fellow’s email address, cell phone number, major, and a list of campus involvements. You can find the list of contact information under the Files tab.

**Documents**

In the PLF Files tab you can find the following documents:

- **Mentor Report Form** - It is your responsibility to take this to each meeting with your mentor and have them sign it. Only one copy of the form is needed per semester. Please turn these in to the program advisor no later than the last day of classes each semester.
- **P.E.A.C.E. Volunteer Record Form** - Prior to participating in community service, print a copy of the Volunteer Record Form to take with you. **It must have the signature of the community agency representative you worked with.** It is your responsibility to ensure the form is completed in its
entirety and returned to the PEACE Volunteer Center. Community service hours must be recorded with the PEACE Volunteer Center to count towards meeting this requirement.

Several other folders exist in this space for special projects PLF is working on. If you are working on a special project as part of PLF and it would be helpful for you to have a folder created and documents uploaded to share with others, please contact the program advisor.

**Workshops**

Fellows who successfully complete all four years of the program will have attended 25 workshops. There are seven workshops in year one, and six in each of the remaining years. 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.

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. Wear your PLF t-shirt or polo, put on your nametag, sign-in, and locate your nameplate. Please 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 workshop.

Workshop dates, locations, topics, and journal prompts can all be found on the PLF calendar in Blackboard. If there is any pre-work you need to do prior to coming to the workshop, you will receive an email from the program advisor in advance.

Workshops are facilitated by highly qualified faculty/staff at UT, local community leaders, and/or national experts on a given topic. While the majority of the workshops are led by a facilitator who physically comes to campus, some workshops are delivered virtually. In cases where we are meeting with the presenter virtually, we will all still meet in the same room on campus.

Like all things PLF, what you put in to workshops is what you will get out of the workshops. The deeper you engage with the presenter, the content, and the journal, the deeper and more powerful your learning will be. You are encouraged to ask questions, take notes, and stay after to talk with the presenter. Challenge yourself to think about how each workshop connects to the content of previous workshops. Purposefully reflect on how you’ve seen the concepts presented play out in past experiences, and think about how you can apply what you’ve learned going forward.

Please be respectful of the presenter and your fellow cohort members. It is expected that your cell phones are put on silent and put away for the duration of the workshop (yes, that means no texting, Facebooking, Instagraming or tweeting), that you refrain from talking to your neighbor (unless asked to, of course!), and that you act professionally. Remember, you’re a President’s Leadership Fellow and are representing the program, the University of Tampa, and the President!

**Journals**
An important component of your learning and leadership development in the President’s Leadership Fellows program will take place through the process of reflective journaling. Reflective journaling facilitates learning and self-development through reflection on one’s personal experience. It differs from keeping a personal journal or diary in that personal journals most often are written from a person’s stream of consciousness and are kept simply to recount the details of an experience or record the person’s feelings about the experience.

In the reflective journaling that you will engage in for this program, you will detail your lived-experience, as one does in a personal journal, but you will also reflect on your experience to: (1) surface the underlying assumptions, expectations, and feelings you possessed that determined how you perceived, felt, interpreted, and behaved during the experience; (2) draw connections between your experience and concepts presented in workshops; (3) explicate the insights and deeper understandings that you arrived at through reflecting on and questioning your underlying assumptions and expectations and drawing connections between your experience and workshop concepts and discussions; (4) and based on this new awareness, discuss the implications to your future leadership interactions – how you might change your assumptions, expectations, feelings, perceptions, interpretations, decision making, and behaviors in the future.

Why is reflective journaling important to your learning and leadership development?

Individuals primarily develop their ability to lead through the learning that takes place through reflecting on their lived-experience. Based on that premise, this program has been purposefully designed around your campus and community involvement. This will serve as the “laboratory” through which you will learn about leadership, apply what you are learning in the workshops, and develop as leaders.

To learn and develop from one’s lived-experience, one must develop the ability to identify one’s own underlying assumptions that have led one to hold certain expectations, feel particular ways, behave in certain ways, and assign specific meanings to one’s experiences. Then one must question those assumptions in light of new experience or new knowledge and discard outmoded, ineffective, or inaccurate assumptions and create new ones in their place. This is a necessary skill to a leader’s development – improving effectiveness, purposefulness, and meaningfulness of one’s actions as a leader.

Parker Palmer (1990), in his book *The Active Life: A Spirituality of Work, Creativity, and Caring*, discusses the relationship between contemplation (for our purposes, reflection) and action. He says,

Rather than speak of contemplation and action, we might speak of contemplation-and-action, letting the hyphens suggest what our language obscures: that the one cannot exist without the other. When we fail to hold the paradox together, we abandon the creative tension between the two then both ends fly apart into madness. That is what often happens to contemplation-and-action in our culture of either/or. Action flies off into a frenzy – a frantic and even violent effort to impose one’s will on the world, or at least to survive against the odds. Contemplation flies off into escapism – a flight from the world into a realm of false bliss…
… we learn that contemplation-and-action are so intertwined that features we associate with one are always found at the heart of the other… Action becomes more than a matter of getting from here to there, but a contemplative affair as well, a path by which we may discover inner truth. Contemplation becomes more than a luxury to be indulged when the worries of the world are behind us, but a way of changing consciousness that may have more impact on the world than strategic action can have. Contemplation-and-action are integrated at the root, and their root is in our ceaseless drive to be fully alive.

To be fully alive is to act. The capacity to act is the most obvious difference between the quick and the dead. But action is more than movement; it is movement that involves expression, discovery, re-formation of ourselves and the world. I understand action to be any way that we can co-create reality with other beings and with the Spirit. Through action we both express and learn something of who we are, of the kind of world we have or want… But as we act, we not only express what is in us and help give shape to the world; we also receive what is outside us, and we reshape our inner selves. When we act, the world acts back, and we and the world are co-created.

To be fully alive is to contemplate. By contemplation I do not mean the practice of a particular technique, like sitting in the lotus position and chanting a mantra… I understand contemplation to be any way that we can unveil the illusions that masquerade as reality and reveal the reality behind the masks. One of the great threats to full aliveness is the sleight of hand practiced by our egos and our culture to keep us from seeking things as they are. Contemplation happens any time we catch the magician deceiving us and we get a glimpse of the truth behind the trick. Whether it is a happy truth or a hard one, that truth will always quicken our lives (pg. 15-17).

If: (1) “good” leadership is measured through one’s ability to create positive social change; (2) change requires action; and (3) action and contemplation are inextricably linked

Then: (4) all of the practices Parker Palmer describes above are essential for leaders to develop (i.e., contemplation-and-action, changing consciousness, self-expression, self-understanding, discovery, the re-formation of ourselves and our world, and seeing things as they are).

Journaling is just one of many methods available to employ to develop these critical habits of mind. We have chosen journaling as the method to facilitate your learning and leadership development because we believe it will give you the time and space to contemplate, continue to refine your thinking as you see your thoughts on paper, allows us to enter into a written dialogue with you, and enable all of us to see your leadership development over the course of four years.

We anticipate that throughout your four-year experience in this program, you will master the skills Parker Palmer identifies above in the first year of the President’s Leadership Fellows program. We anticipate seeing growth in your self-knowledge, ability to identify your underlying assumptions that led you to make particular assertions or assign specific meanings to experiences, proficiency to questions those assumptions in light of new experiences or knowledge, and ability to discard outmoded or inaccurate assumptions and create new ones in their place that will help you negotiate your way through future
leadership opportunities. Through all of this, we expect to see development in the effectiveness and authenticity of your leadership.

To help you develop this type of disciplined reflection upon your experiences, we will provide you with a prompt following each workshop. Prompts are posted on Blackboard in the PLF Calendar. If you click on the date of the workshop, you will find the journal prompt along with the journal due date.

Regardless of the prompt, you are asked to always weave in the following:

- How do your experiences – both current and past – relate? Can you see the concepts presented in the workshop playing out in your own life?
- Critically examine (in writing) the assumptions that led you to a particular conclusion and/or how your assumptions have changed in light of new experiences or knowledge.
- Thoughts about how you’ll apply your learning to PLF, your student organization involvement, in your community service and/or community change project, at your internship, etc.

Prompts are meant to stimulate your self-reflection and self-understanding. While we do want you to answer all components of the prompt, please do not feel limited or constrained by it. Think of journaling as an opportunity to be curious about yourself and your leadership. They key to reflective journaling is to remember that you are not simply detailing an experience – you are going much deeper trying to make sense of, learn from, and develop from it.

**How to Turn in Journals**

Journals should be electronically submitted to the program advisor via uploading into OrgSync. To upload your journal, click on the Forms tab. They are due no later than 11:59 p.m. on the date listed on journal submission form. Late submissions will not be accepted, unless you have received approval from the program advisor. In years two and four you must also turn in a copy into your mentor. Please work with your mentor to determine in what form (i.e., electronic or hard copy) they prefer it to be submitted.

Please be sure to use the following style guidelines when uploading journals:

- Use 12-point font
- Double space
- Put your name, cohort number, date and title of workshop at the top
- A minimum of 300 words (approximately 1 page)
- Use Microsoft Word

**Community Service**

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.

In year two of the program you are once again asked to complete eight hours of community service per semester. Unlike the first year, however, it is required that you complete all eight hours with your cohort. Yes, that means everyone in your cohort needs to be present in order for your service hours to count. There are two reasons for this: (1) the year is focused on team leadership and doing community service as a cohort is an opportunity to work as a team and navigate the opportunities and challenges team life presents and (2) it gives you and your cohort the opportunity to explore what social issues you collectively are interested in as you prepare to take on a large project in year three.

Year three of the program is when you take on a large-scale community change project. It is expected that you will spend at least five hours engaged with the community agency in some way each semester. This may include direct service and/or meeting with an agency representative.

It is our hope that by your final year 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.

**Recording Community Service Hours**

Only community service hours that are registered with the P.E.A.C.E. Volunteer Center will be counted towards the achievement of this requirement. To register your hours, you must take a copy of the Volunteer Record Form with you when you volunteer so the agency representative can sign off. These forms can either be picked up in the P.E.A.C.E. Volunteer Center or printed off the PLF Blackboard site.

**Community Meetings**

Community meetings, where all four cohorts come together at once, occur once a month. The dates and locations of all community meetings are posted on the PLF OrgSync site. Please wear your PLF nametag, polo or t-shirt and be sure to sign-in.

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.

**Cohort Time**

Approximately 20 minutes of each community meeting will be spent meeting just with your cohort. Here are some suggestions for how your cohort might spend this time based on your year in the program –

**Year One**

- Get to know others in your cohort;
- Plan community service and/or social activities for your cohort to participate in together;
- Create a plan to welcome the next cohort;
- Discuss how you will manage the community service requirement for year two;
- Make an agreement about how to best communicate with one another as you enter year two.

**Year Two**
Select dates/times to complete your community service hours;
Discuss what social issues you would like to explore as a group and what local non-profits you might like to volunteer with;
Determine who will be responsible for what tasks as it relates to completing your community service (e.g., contacting the non-profit, communicating with others in the cohort, organizing drivers, etc.);
Reflect on what social issues your cohort has been most compelled by and select one on which you’d like to focus your community change project in year three;
Work with the program advisor to select the local non-profit you will partner with to complete your community change project.

Year Three
- Educate yourself on the non-profit organization, community, and social issue you will be working with for your change project;
- Select dates/times for your cohort to meet to work on various aspects of your community change project outside of workshops and community meetings;
- Meet monthly as a cohort with the program advisor for an hour on an agreed upon day and time;
- Update one another on the work you have done since your last meeting;
- Discuss how you can involve the rest of the PLF community in your change project.

Year Four
- Discuss how to best support/mentor the new cohort in an effort to be intentional about the generation of new leadership in PLF;
- Share your research on what your social issue looks like globally, how other countries are addressing the problem, and its global implications;
- Select dates/times to work on putting together your final change project presentation;
- Think about how you can best support one another in the graduate school/job search.

Community Change Project

The big learning activity in year three of the program is the large-scale community change project. Your cohort will partner with a non-profit agency to address a pressing social issue in Tampa. This project will be mutually beneficial in that we will work with the community to identify a need (versus creating a project ourselves that the community may or may not identify as needing), as well as provide a rich learning opportunity for you.

During the Spring semester of year two, the program advisor will ask your cohort what social issue you are interested in spending a year learning about. Through the project selection process (which will also occur in the Spring semester of year two), Fellows will be exposed to various community needs related to their area of interest. The goal of this process is to educate you on the range of projects on which you might
assist and help you understand the value of asking the community what they need versus telling the community what they need.

The project selection process will begin with the program advisor sending out a request for proposals (RFP’s) to local non-profit agencies. Once the proposals come in, the cohort will review them and choose three to come give a 10-minute presentation. Following the presentations, the cohort will agree on one project.

Each project must include three individual, yet intertwined aspects:

- Direct service to the community
- Philanthropy
- Social action/advocacy

All three facets, combined with working collaboratively with community stakeholders, will help ensure the Fellows create lasting positive change.

During year three, all members of the cohort will meet monthly with the program advisor for an hour on an agreed upon day and time. These meetings will allow each member to update his/her fellow Fellows on what aspect(s) of the project s/he worked on since last meeting, share his/her learning with others, and get support and mentoring from the program advisor. Additionally, it is expected that you will spend at least five hours engaged with the community agency in some way each semester. This may include direct service and/or meeting with an agency representative.

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.

**Change Project Presentation**

In February of year four in PLF, your cohort will present to the UT and Tampa community your community change project. Typically, this is scheduled on a Wednesday from 4:00 pm - 5:30 pm to ensure the entire PLF community can attend, along with other invited guests. The goal is to showcase the work you’ve done in the community, and to educate others about the social issue your project addressed.

While there is no particular format you need to follow (be creative!), the presentation should include information on:

- Background information on the community in which you worked and how the social issue manifests in that community;
- An overview of the goals of your change project;
- The steps you took and the stakeholders you worked with during implementation;
- What the social issue looks like nationally and internationally and what U.S. and global communities are doing to address the problem;
The learning you gleaned about leading positive social change through your involvement in the large-scale change project.

The program advisor is available to meet with your cohort should you want to talk about creative presentation ideas, the context and/or flow of your presentation, etc.

It is expected that every member of your cohort contribute to the gathering of information and formatting of your presentation, as well as presenting.

**Semester Away from UT**

One of the most frequently asked questions about PLF is, “can I study abroad and still maintain my PLF scholarship?” The answer is, it depends 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 there are other sections of the class you are required to take, but they are closed at the time you register, please see the program advisor as soon as possible. Again, 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.

Standards Board

The President’s Leadership Fellows Standards Board is responsible for ensuring Fellows live up to the program expectations outlined in the PLF contract. While the program has mechanisms in place to handle many of the situations that are black and white (e.g., not turning in all your journals, or being removed from housing for drugs, violence towards another person, etc.), the Standards Board addresses situations in which there is more gray area. In general, these situations fall below the extreme (e.g., getting caught with drugs), yet still do not uphold the University and program standards.

The Standards Board is made up of eight Fellows, two from each cohort, selected at the beginning of the academic year. The program advisor also participates in meetings of the Standards board, but only gives his/her input when the members cannot come to a consensus.

To serve on the Standards Board, a Fellow must:

- Be in good standing in PLF;
- Be in good standing with the Office of Student Conduct and the Office of Residence Life;
- Be able to put aside one’s personal feelings and consider cases objectively;
- Value honesty, integrity, confidentiality, accountability, fairness, and the promotion of the greater good;
- Be available to meet, when necessary, on Friday’s from 4-5:30pm.

Fellows may only serve on the Standards Board for two years.

At the beginning of the academic year the program advisor will invite each cohort to select the two members who will serve on the Standards Board, and will convene a meeting with those individuals to be sure they understand how the Standards Board works.

A Fellow can be asked to meet with the Standards Board for minor violations of UT’s Student Code of Conduct (e.g., first alcohol violation), due to a concern about his/her personal integrity, or because someone else is concerned for his/her well-being. Standards Board meetings operate as follows:

- The program advisor briefs members of the Standards Board on the reason for the meeting and shares any pertinent information/context related to the individual with whom they are meeting;
• In situations where one or more Fellows may have been involved, the Standards Board will meet with each individually;
• The Fellow called in front of the Standards Board shares his/her perspective and any additional relevant information with the board;
• The Standards Board then meets privately to determine, by consensus, what, if anything is the appropriate course of action. The program advisor is present to provide historical information on past cases for the purpose of consistency, but only gives his/her opinion if consensus is unable to be achieved;
• The Fellow meeting with the Standards Board will then be called back in and the sanctions, if any, will be shared;
• The program advisor will issue a letter from the Standards Board so the outcome is in writing.