
I. Meet and Greet
   a. Changing Carolina: busy interviewing potential peer leaders after the fall break
   b. OUR Magellan Ambassadors: planning a murder mystery dinner for their peer leaders
   c. Empower Peer Educators: largest group of peer leaders yet, Gavin is very pleased with the individual twist and flavor they have put on their presentations
   d. Sustainable Carolina: busy working on “low impact” week
   e. SSC: busy with their Russell House partnership and “Finals Frenzy”

Peer Leader advisors felt that their students are finally starting to get the “swing of things” as far as balancing their academics and extra-curricular responsibilities. Many students have expressed being stressed by upcoming exams, and advisors agreed that sometimes they find that many of their leaders seem to hit the same “wall” at once.

Jimmie posed the question: “How does our balance impact our peer leaders’ balance? Do we project our balance (or lack thereof) on them?”

II. Peer Leader Program Presentation
   a. Changing Carolina Peer Leaders (to build a healthier campus – emotional and physical health and relationships)
      1. Give U101 presentations and others upon requests from campus groups
      2. Facilitate a number of campus-wide events
      3. Who are these peer leaders? A diverse group of students with specialized training – they are recruited in the fall and trained in the spring upon completion of a required 3 credit course
      4. Changing Carolina welcomes collaboration with campus partners, would be glad to give presentations to other groups of peer leaders, and encourages peer advisors to recommend students who might benefit from being involved in Changing Carolina.

November Presentation: SSC
December Presentation: Career Center

III. Development: Incorporating Reflection into the Peer Leader Role
   a. Peer Leader Group Reflection: Jimmie’s Presentation
      i. We discussed the importance of one-on-one (peer leader to peer advisor) reflection that is intentional
      ii. Discussed the challenges associated with group reflection – sometimes there is more discussion rather than reflection – recommended that
students are required to write down their thoughts rather than just “discuss” reflection during group activities facilitated by peer advisors

iii. It is important to provide our peer leaders with feedback and positive affirmation

iv. When utilizing different methods of assessment, focus on quantitative and qualitative data

v. Complete evaluations after programming events – focus on learning outcomes and changes to be made whether the event does or does not go well

How are our peers reflecting now? Stopping by advisor’s offices, Facebook, and GoogleDoc (SSC is utilizing this method on a weekly basis with peer leaders).

Description, evaluation and reaction does not = reflection.

What barriers do students face as they focus on reflection through leadership? Not enough time, it is scary, don’t know how to reflect.

Referenced: Kolb’s Model of Experiential Learning

Eilers & Giles 4 C’s of Reflection: Continuous, Connected, Challenging and Contextualized

What factors do we need to consider when planning a reflection activity?
1. Who are you and who are your students?
2. Location
3. Timing/methods
4. Remind students that it is a long-term process
5. Make sure that reflection happens when looking back on both successes and failures
6. Reflection must be intentional

Possible Resources to provide to PLAN advisors
1. Scholarly books/readings on student reflection
2. Jimmie e-mailing handout compiled by OSE regarding reflection activities

IV. Upcoming Dates
a. Fall Break- Oct 18th - 21st
b. Mutual Expectations Workshop- October 22nd 3:30pm, RHUU ballroom
c. SI/Tutoring Apps Due- October 17th
d. SAPE Apps Due- October 26th
e. The Greater Good- November 1st 6:30pm
f. Next PLAN meeting- Nov. 16th