A REVIEW OF THE
CENTER FOR LEADERSHIP AND CIVIC ENGAGEMENT

EAST CAROLINA UNIVERSITY
DIVISION OF STUDENT AFFAIRS
STUDENT INVOLVEMENT & LEADERSHIP

Center for Leadership and Civic Engagement
Department Report 16-17

Developing active, global citizens through leadership and service.

CLCE encourages, supports, and shapes a culture of civic responsibility through the use of leadership education and experiential learning, empowering leaders to make positive impacts on campus and in their communities. In partnership with local, regional, and international communities, the office seeks to foster an environment where individuals learn about themselves and their community, take action through service, and advocate for lasting social change.

The CLCE team focuses on putting ECU’s joint mission of service and leadership into action. Our work falls into three key learning outcomes: developing leadership identity, learning through experience, and shaping active citizens.
Department History & Context

In 1989, under the leadership of Prof. Judy Baker in the College of Health and Human Performance, East Carolina University created the Student Volunteer Program to organize students to assist with the growing number of volunteer projects around Pitt County. The office existed within the Department of Health Education and Promotion. Within a few years, there was a strong increase in student interest and participation in service. At the same time, the movement to integrate service into the curriculum began to gain momentum, particularly in North Carolina. In 2000, the Student Volunteer Program was renamed as the Volunteer and Service-Learning Center (VSLC), transitioning from a project overseen by an individual faculty member to a support unit within the university structure. The office was moved into the Office for Emerging Academic Initiatives and reported to the Associate Provost for Academic Affairs. The VSLC staff continued to support student volunteer efforts outside the classroom as well as assisting faculty with incorporating service-learning into their courses.

In November 2011, the VSLC transitioned from Academic Affairs to Student Affairs. Three professional staff positions -- director and two associate director positions -- were reclassified based on institutional needs. The center was placed within the Department of Student Involvement and Leadership because of its emphasis on engagement opportunities for students. The VSLC also began working closely with the Service-Learning Committee on curricular and faculty development activities.

In June 2015, after restructuring within Student Involvement and Leadership, the Volunteer and Service-Learning Center merged with the Center for Student Leadership and Engagement. This merger also followed trends within higher education across the country to combine service and leadership programming activities into one office. Some professional staff positions were reclassified to meet the needs of the campus in a more effective way. The office structure was organized so that service and leadership activities both inside and outside of the classroom could be supported. The newly created office took on a temporary placeholder name – Leadership and Service-Learning – until a permanent name could be chosen. In January 2016, the Center for Leadership and Civic Engagement was officially formed. The office is now comprised of eight full-time professional team members (including two federally-funded AmeriCorps VISTA positions), two graduate assistants, and eight undergraduate student leadership assistants. These team members support both co-curricular and curricular learning, leadership education, academic service-learning, community partnership development, and democratic engagement.

Since its beginning, CLCE has been successful in obtaining public service-related awards and recognition for the university, including: President’s Community Service Honor Roll, NASPA Lead Initiative, Voter Friendly Campus Designation, and the All In For Democracy Challenge.
Overview & Mission

CLCE encourages, supports, and shapes a culture of civic responsibility through the use of leadership education and experiential learning, empowering leaders to make positive impacts on campus and in their communities. In partnership with local, regional, and international communities, the center seeks to foster an environment where individuals learn about themselves and their community, take action through service, and advocate for lasting social change.

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Developing Leadership Identity

ECU Leads

ECU Leads provides an integrative learning experience through academic coursework, civic engagement, and campus involvement that enriches students’ understanding of inclusion, leadership, and service within a global community. The program is designed for first and second year students interested in leadership development.

From the start of the program, students are grouped into cohorts led by a trained mentor. During stage one, student participants work with experienced student mentors. During stage two, students with more advanced leadership skills serve as the mentors. Finally, during stage three, Student Affairs administrators and faculty colleagues make up the mentor team. Participants focus on group development, getting involved in the local and campus community, individual leadership identity, and being an actively engaged citizen.
Common Purpose

- Students will develop a shared vision composed of common values despite differences.
- 84% indicated the ECU Leads Speaker an interactive play focused on race and class issues event bonded them with their ECU community.
- 77% indicated a moderate or great increase in the value they place on creating change.
- indicated a moderate or great increase in their understanding of strategies to assist group development.
- 75% indicated a moderate or great increase in their motivation to enhance their self-understanding.

Collaboration

- Students will understand that leadership is built upon collaborative and respectful relationships that may transcend their own individual interests.
- 100% understand the value of shared responsibility, authority, and accountability within a community.
- 81% indicated a moderate or great increase in the value placed on solving problems effectively.
- 86% indicated a moderate or great increase in their understanding of how to collaborate effectively.

Civility

- Students will claim and care for their identity, needs and beliefs while maintaining a commitment to respect the identity of others.
- Considered perspectives other than their own.
- Value a leader’s ability to address social injustices while maintaining civility.
- 100% See the value in identifying their own needs and beliefs while maintaining a commitment to respect the needs and beliefs of others.
- 87% Indicated a moderate or great increase in the value they place on advocating for a point of view.
Chancellor’s Student Leadership Academy

The Chancellor’s Student Leadership Academy (CSLA) is a personal and professional leadership development program for undergraduate students designed to help them develop valuable skills that will inspire, empower and allow them to influence positive change on campus and in the community.

Through weekly workshops, service, common leadership book, reflection and application, the CSLA cohort works on developing the following leadership competencies:

- self-understanding and confidence in leadership abilities.
- appreciation for diversity and different leadership perspectives.
- articulating a leadership vision.
- devising a professional plan to enact leadership vision and advance leadership skills.
- creating lasting positive social change by leading through service.

The Chancellor’s Student Leadership Academy (CSLA) is a personal and professional leadership development program for undergraduate students designed to help them develop valuable skills that will inspire, empower and allow them to influence positive change on campus and in the community. Students develop communication, motivation, goal setting and presentation skills that will be valuable to future employers. CSLA is a great opportunity to build leadership competency, broaden experience, meet new people and interact with university administrators. Scholars meet weekly throughout the semester.
Leadership development stands at the forefront of the CSLA program. Scholars were asked to reflect on certain attributes of leadership throughout their time in CSLA.

Pre-Survey
47% of Scholars said they have confidence in their leadership skills

Post-Survey
70% of Scholars reported they have confidence in their leadership skills

23% Change from the beginning of the academic year to the end of the academic year

Pre-Survey
32% of Scholars said they could adapt their leadership style depending on the context.

Post-Survey
73% of Scholars could adapt their leadership style depending on the context.

41% Change from the beginning of the academic year to the end of the academic year

Self-Identity
Through weekly workshops, reading, and reflections, scholars were asked to reflect on their own identity and develop meaningful relationships.

Pre-Survey
90% of Scholars feel that they are a part of a new community within ECU.

Post-Survey

40% of Scholars said they value vulnerability in a leader

71% of Scholars said they value vulnerability in a leader.

What Students are Saying
“CSLA takes you on an in-depth exploration of leadership from all sorts of perspectives, and allows you to explore what leadership means to you. You get to connect with people from all backgrounds and experiences and hear about their takes on leadership, all the while developing a definition of your own.”

“CSLA serves to provide growth in students’ lives, skills, and overall confidence. It does this through hosting workshops and guest speakers to expand your vision of leadership.”
Alternative Break Experiences

ECU’s Alternative Break Experiences (ABE) strive to create active citizens, leaders, and advocates for lasting social change. A variety of reflection strategies are used through the planning and implementation of these ABE programs. We embed reflection as a part of ABE student/staff leadership trainings through both individual and group discussions focused on specific social causes. Student leaders are then asked to conduct pre/post trip meetings with participants which introduces reflection as a tool both before and after the ABE experience. Individual journals are one important reflection tool; these pre-scripted journals included service and leadership prompts for each day of the experience. Student leaders make use of planned reflection time each evening during the immersion experience, and they pull from the individual journal prompts to intentionally plan reflection discussions. As a whole, each ABE team is asked to collaboratively write a “This We Believe” essay which collects thoughts, ideas, questions, and a call to action around each social cause. These photo essays are then shared publicly at a closing reflection ceremony each year.
Williams Leadership Award Scholars Program

Founded in 2001, the Williams scholars program awards 20 students from eastern North Carolina a $1,000 scholarship each year. These students also participate in a cohort-based leadership education program. Program discussion topics and experiential education focus on leadership and service in their hometowns and Greenville. The program strives to educate participants about ECU’s leadership definition – a relational process of influencing, inspiring, and empowering creative change – and helping them to apply that to their own personal and professional lives. During the spring semester, scholars identify a local community's needs and strengths and select a community organization to support through service.

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**Fall 2001-Spring 2016 Participants**

Since Fall 2011, there has been 281 student participants in the Williams Leadership Award Scholars Program.

- **81%** Of Williams Leadership Award Program scholars have graduated from ECU
- **50%** Of Williams Leadership Award Program stay at ECU for graduate education
- **52** Majors represented
- **3.12** Average GPA

“As a scholar, my freshman year, WLAP is what changed my whole perspective on leadership and opened so many doors. I love being involved and I never thought I would be as involved and confident to lead as I am now.”
Career Leadership Series

A joint effort by CLCE and Career Services begun in 2014, the Career Leadership Series facilitates leadership development and career readiness among East Carolina University students. Four workshops are provided throughout the academic year offering networking skills development, resume discussions, and experiential learning opportunities through engagement with leadership across the university and community.

Learning Outcomes of Career Leadership Series

- Attendees will be able to identify resources on campus and within the community to assist them.
- Attendees will be able to identify effective networking skills and capabilities.
- Attendees will be able to identify ways to translate work, leadership, and academic experiences to their resumes’ and interviews.
- Attendees will be able to identify professional development tools/opportunities.

Get Connected Workshop

ECU Career Services and Center of Leadership and Civic Engagement sponsored the Career Leadership Series: Get Connected Workshop. Students were connected to alumni who shared their experiences to help find themselves a career path. Alumni served on a panel and discussed their professional experiences after graduation. After the panel's discussion, students were provided the opportunity to engage with alumni through a question and answer session.

100% of attendees agreed or strongly agreed they can...
- Better identify resources on campus
- Better identify resources in the community
- Seek out learning opportunities, support, and challenge from others to foster personal and professional growth and development.

94% of attendees agreed or strongly agreed they...

- Have confidence in their ability to seek out mentors
- Better understand how to set and accomplish personal and professional career and leadership goals.
- Recognize the value and importance of seeking meaningful relationships to help achieve personal, career, and leadership goals.
- Recognize the value and importance of taking initiative and seeking meaningful relationships to help achieve personal, career, and leadership goals.

"Great program! I appreciate the stories that were shared."

“Attended the Get Connected Workshop and it was a great experience. Met some great people and made some connections. Would highly recommend attending!”
Campus Kitchen

The mission of The Campus Kitchens Project is to use service as a tool to:

- Strengthen Bodies by using existing resources to meet hunger and nutritional needs in our community;
- Empower Minds by providing leadership and service learning opportunities to students, and educational benefits to adults, seniors, children and families in need; and
- Build Communities by fostering a new generation of community-minded adults through resourceful and mutually beneficial partnerships among students, social service agencies, businesses and schools.
Campus Kitchen at East Carolina University partners with Campus Dining to use Todd Dining Hall as a resource to repurpose food and deliver it to those in need in the Greenville community. Community partners include: Operation Sunshine, Little Willie Center, Joy Soup Kitchen, and the Ronald McDonald House. Within the last two years, CKECU has expanded and developed Campus Kitchen Nutrition Outreach which provides nutrition education to Greenville youth in order to promote healthy behaviors.

Academic Service-Learning

Service-learning is a pedagogy—i.e., a way of teaching and learning—in which faculty members complement students’ in-class learning either with relevant volunteer experience at a local community-based organization or with a community-based project completed on behalf of a non-profit or community group. In all service-learning classes, critical reflection (whether in-class conversations, written assignments, or final projects) helps students to make connections between community-based experiences and course content, enhancing their learning while providing meaningful assistance to the community.

Service-learning has a well-established history at ECU. A course designation process led by faculty was instituted 15 years ago, and this process has helped to improve the overall quality of student experiences in the community. The process has also helped to ensure that community voice is valued and respected as service-learning
partnerships between faculty and nonprofit leaders are formed. Now, ECU offers more than 55 designated service-learning courses from a variety of disciplines.

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There are multiple ways in which CLCE provides service-learning support, including consultations, community partner contacts, OrgSync, service-learning orientation presentations in class, reflection ideas, and syllabi samples. CLCE connects service-learning faculty to a number of professional development opportunities such as conferences through Campus Compact, scholarly publications, grant opportunities, and workshops offered through the Office for Faculty Excellence. In 2016-2017, CLCE coordinated four faculty development workshops covering topics such as an introduction to service-learning, basics of community partnerships, service-learning assessment and community engagement research, and global service-learning.
Academic Connections

80%
Of student respondents noted that the service-learning experience was relevant to the academic content of the course

60%+
Of student respondents noted that they were able to connect concepts/ideas from other courses to their service-learning experience

Classroom Connections

3 Most Popular Reflection Methods
- Small Group Discussions
- Whole Class Discussions
- Final Projects/Presentations

65%
Of student respondents reported on improved/enhanced relationship with their instructor

What Students are Saying

"By being outside the classroom and involved with the community I felt a greater need to perform at a higher rate as trying to be a role model for those around me."

"First and foremost, I gained a greater appreciation for the children I was working with and the struggles that they face daily. These kids genuinely want to succeed and do not take very much for granted. It forced me to reflect on my own time in grade school and realize how easy I really had it, and how lucky I was to grow up in an awesome school system."

"I learned the importance of teamwork, communication, and leadership. I learned to work with people I did not know to accomplish a goal. I learned how to perform multiple tasks at once. I learned how to communicate as a group and as an individual. I took initiative to help as much as I could. I learned in order to thrive in leadership, you must appreciate the differences among the other volunteers/group members and create relationships through communication."

"I learned to be more compassionate, understanding, and to communicate better to understand other points of view. I did not expect to learn as much as I did by working with these kids, but I gained a much broader insight into their community which will help me exponentially when I am working in it next semester."
Days of Service / Student-Led Service Programs

East Carolina University plans and implements three annual national days of service: 9/11 Day of Service, Make a Difference Day, and Martin Luther King, Jr. Day of Service. National Days of Service are days in which students, staff and faculty partner with community agencies and organizations around Greenville and Pitt County to serve and learn more about community strengths and challenges and how to be an active citizen in the local Greenville/Pitt County community.
Democratic Engagement

ECU has been recognized by NASPA as a Voter Friendly Campus as well as a Lead Institution committed to civic learning. Civic learning and democratic engagement means promoting the education of students for engaged citizenship through democratic participation in their communities, respect and appreciation of diversity, applied learning and social responsibility. Throughout the 2016-2017 school year, CLCE educated students about the importance of voting and how to vote, organizing the university’s first voter engagement coalition for students, faculty, and staff. The ECU Voter Engagement Coalition’s (VEC) mission is to promote voter engagement through nonpartisan focuses on access, registration, education, and turnout. CLCE hosted student interns from Campus Vote Project and the Andrew Goodman Foundation Democracy Fellows to help promote voter education and registration. CLCE partnered with the Pitt County Board of Elections to create resources for students.
LeaderShape Catalyst & Institute

LeaderShape is a national organization whose mission is to transform the world by increasing the number of people who lead with integrity and a healthy disregard for the impossible. LeaderShape’s mission, vision, and programs fit within the ECU definition of leadership being a relational process of inspiring, empowering, and influencing positive change. ECU has hosted LeaderShape programs for more than 10 years. Two programs are offered each year – the week-long LeaderShape Institute and day-long LeaderShape Catalyst.

LeaderShape is a national organization whose mission is to transform the world by increasing the number of people who lead with integrity. LeaderShape’s mission, vision, and programs fit within the ECU definition of leadership a relational process of inspiring, empowering, and influencing positive change. Throughout the 2016-2017 academic year, students participated in two LeaderShape programs, Catalyst and Institute. Students learned from LeaderShape faculty, each other, and were inspired influence positive change. Lastly, CLCE helps LeaderShape students stay connected through LeaderShape Day 7 workshops offered throughout the fall semester. These extended workshops support their vision to create a more just, caring, and thriving world at ECU and communities beyond.

“Catalyst taught me to look beyond the single story... that is probably the most powerful and liberating idea. It ignited a fire in me personally that I am happy this program helped me to achieve.”

“In a matter of a week I’ve learned the importance of listening to understand others, my own vision and means of impacting the world, and so much more! But most importantly, I’ve learned the importance of embracing your own path and how there are people just like you who want to make the world a better place.”

“I learned that the journey taken towards achieving my goals are essential aspects of gaining knowledge about myself and where I want to go as a leader.”
Summary

CLCE’s three main learning outcomes – developing leadership identity, learning through experience, and shaping active citizens – are rooted in ECU’s broad mission of leadership and public service. The highlighted programmatic efforts within this report are only a snapshot of how these learning outcomes are accomplished. Additionally, these outcomes are accomplished in partnership with many stakeholders across the university, from departments within student affairs to academic affairs to research and graduate studies, along with many dedicated community partners in the region. These student learning outcomes will continue to be a focus area for the coming 2017-2018 academic year. Some additional priority areas for 2017-2018 include:

- Enhancing civic learning activities through a potential citizenship academy
- Promoting global and ethical learning, both domestically and internationally
- Encouraging students to participate in national service activities
- Enhancing service-learning research, faculty recognition, and course offerings
- Improving student scholarship offerings to remove barriers to accessing these opportunities, particularly for students from low socioeconomic backgrounds

Acknowledgments

This departmental report was generated by the CLCE staff and Student Affairs Assessment, Research and Retention staff, including Melissa Allay, Nicole Blyskal, Lauren Howard, Tomeka Jernigan, Tara Kermiet, Suzannah Lott, Dennis McCunney, Lizzie Shepard, and Nichelle Shuck.

Visit the Center for Leadership and Civic Engagement website at www.ecu.edu/clce to learn more!