

2023 Truist Leadership Development Grant Report

Honors College

Submitted by: Todd Fraley, Dean

1. Needs or Opportunities

The Honors College recruits and retains high-achieving and intellectually curious student leaders to ECU. As these young minds engage with every aspect of campus life, we seek collaborative efforts to grow the next generation of leaders and launch initiatives allowing them to consider/define their personalized leadership style while fostering confidence in their leadership abilities. Our commitment to leadership through innovation, entrepreneurship, professional development, personal growth and reflection, and service represents a model for other programs and colleges. With the continued support of the Truist Leadership Center, the Honors College is Leading the Way!

The Truist Leadership Center grant provides critical funding for our student leadership development activities impacting our nearly 850 students. These funds support our curriculum initiatives as well as internal and external partnerships that help educate our students and shape their professional/leadership development.

2. Defined Aims

As the College enters its second decade on campus, the Truist Leadership Grant becomes even more important to our CORE (Community, Opportunity, Responsibility, Exploration), and our purpose,



Purpose Statement

The Honors College empowers a diverse cohort of curious, civically engaged students to forge individual paths by fostering sustainable relationships and a sense of belonging through foundational experiences.

These newly defined CORE elements are necessities for leadership development and training in that they reinforce our efforts to deliver stretch activities and high impact programming, offer a unique, innovative, and rigorous curriculum, and cultivate campus/community partnerships centered on the complete student experience.

Currently serving a record number of students, the College continues to develop and support outstanding student leaders. The challenge to further understand how the Honors College experience impacts students by aiding in their maturation, and their understanding of their own leadership journey remains. Our leadership focus areas have been supported with Truist funding during this funding cycle. As in the past, these efforts are aligned with the three commitments we make as a College and as a University: Maximize Student Success, Lead Regional Transformation, and Serve the Public.

For the past two years, all entering first year students enrolled in our nationally recognized Honors Freshmen Leadership Experience, the HNRS 2000/3000 colloquia series. These courses teach students about leadership and motivate them to understand their unique leadership role on campus, in their academic discipline, and within the community. Students study and employ human-centered design as they examine aspects of their personal and professional lives, and class experiences encourage awareness and competence in ethical leadership and service. Throughout this year-long course, students experience real world, hands-on learning, encounter chaos and uncertainty, and practice evidence-based learning. Students acknowledge their own leadership potential and begin to position themselves as leaders capable of building an inclusive community. We are confident that the leadership principles they are exposed to in this class provide the foundation for their continued leadership evolution.

During this funding cycle, we have also been more intentional about creating additional leadership development opportunities that build upon the foundation established during the first-year experience. This includes additional curriculum and programming offerings, student leadership activities, student organization support, and student employment positions. We are also creating strategies - with the help of our Cynosure consultants - to capture/track both student involvement and impact. This year we initiated a Leadership Skills assessment/survey to our first-year class. We are currently in the process of analyzing that data.

3. Logic Model

See attached.

4. Activities

Below is a list of Honors College leadership initiatives and activities. Some are in their third or fourth evolution, some are new, some are still on hold due to the pandemic, and a few will soon be revamped or retired. All of them have contributed to an ongoing conversation among our campus colleagues who teach, mentor, and encourage our Honors students. We are gathering evidence of their leadership involvement, leadership capacity, leadership development, and leadership gaps. Much of this information remains anecdotal and, in many ways, disconnected. We know these students are having an impact on campus (SGA, student media, Greek Life, student organizations, Dean/College task forces, etc.), but we are still in the early stages of collecting data to show where they are learning about leadership as a practice and what is advancing their own leadership development.

- **Innovation and Design Lab Interns**

The Truist Leadership Center funding supports a unique partnership with the Honors College Innovation and Design Lab. Student interns from a variety of disciplines participate in a unique leadership experience as they collaborate with community and industry partners to seek solutions to challenges faced by the military, business, and non-profits. Over the past two years, Truist supported student interns working with faculty from the College of Health and Human Performance to develop a mobile sensory trailer project. This trailer offers a unique space for individuals with neurosensory needs to decompress and reset during athletic and outdoor events. Additionally, another student intern continued working on a project targeted toward elderly populations who require assisted living support.

- **ECU Honors College Ambassador Program (Launched in 2023)**

The ECU Honors College Ambassadors will serve as leaders in the Honors College by supporting and participating in recruitment initiatives led by the Director of Recruitment and Admissions. This includes recruitment events targeted at prospective students and families, as well as representing the Honors College both across campus and to external constituents in the community and beyond. Ambassadors also serve as mentors to current Honors students by offering advice and encouragement to fellow students and attending Honors College events throughout the year. Key to this program will be leadership development with a focus on public speaking skills and numerous networking opportunities. This program will start with 12 ambassadors, and 2 lead ambassadors who serve as coordinators/liaisons with the Honors College Director of Recruitment. We will also collect data from these students.

- **MAKERS: Leadership Development Program in the Creative Arts**

The MAKERS Honors Arts Residency is a year-long residency providing Honors students from all majors the opportunity to create visual artwork, mature as leaders in their field, and serve as Honors College arts ambassadors. Each year there is a theme that each student must respond to via their art. The 2021-22 theme was a meditation on the experience of “time” and 2022-2023 asked students to focus on “growth.” Each MAKER presents four pieces during our annual MAKERS Showcase. Through this residency, students from diverse academic backgrounds will set and attain reachable artistic goals, build strong connections with their community, activate a lifelong appreciation for the arts, and develop as creative leaders. Selected students receive a \$750 stipend plus \$250 supplies, access to studio space and creative facilities, and monthly critiques and roundtable chats with a faculty mentor and residency curator. Selected students develop their leadership potential and embody the Honors College’s commitment to leadership through service as a volunteer at arts events, nonprofits, and community workshops.

The MAKERS residency also includes a program curator who manages the application process, participates in the selection of three makers, plans and executes the final exhibition, develops the theme, markets the program and its participants to the larger Honors College community, plans an “inspiration trip,” and hosts workshops and artists chats. They also serve as a liaison to the Dean and Honors College staff. For the past two years, a former MAKER resident was selected to as the curator.

- **East Carolina Heart Institute (ECHI) Fellowship for Honors Students**

Honors College sponsored internships at the East Carolina Heart Institute provide a clinical and scientific summer leadership program for students who are interested in pursuing a career in medicine. Students are exposed to laboratory research methods and clinical procedures, as well as the ambience of an integrated cardiovascular disease program. For six weeks student interns are immersed in daily clinical activities of cardiac surgeons and cardiologists, which include observing robotic cardiac surgical operations as well cardiac catheterization procedures. The program is supervised by Dr. Wiley Nifong, an internationally recognized surgeon who helped pioneer robotic and minimally invasive cardiac surgery, the Director of the East Carolina Heart Institute. The program is noted for personal interaction between student interns and our faculty and is devoted to spawning early interest in cardiovascular science and medicine. This program been on pause since the pandemic, but we hope to revive this internship program at the appropriate time.

- **Brinkley-Lane Scholars Service and Leadership Engagement**

The Brinkley-Lane Scholars program, housed in the Honors College, is ECU’s most prestigious merit scholarship program. Each spring, junior Brinkley-Lane Scholars enroll in HNRS 4100: “Scholars Leadership Internship.” Students are placed with local

organizations to provide hands-on leadership development and offer them the opportunity to reflect on their own evolving leadership style. Many choose to work outside their academic discipline and often choose to intern in the non-profit sector. This continues to provide an outstanding leadership experience for the students who work directly with a faculty mentor and community partners to address an important challenge to that community organization. Professor Brittany Thompson has been the instructor of record for the past three classes, and we look forward to working with her again this year. She continues to shape how these students think of themselves as leaders. Highlights from the past two years included discussions defining leadership and exploring types of leadership, examinations of leadership in their current lives and future careers, exposure to topics that can help develop leadership or that can help in their journeys, sessions with ECU's Center for Communication Excellence, lessons on the importance of mentoring, trainings from the Office for Equity and Diversity, and a presentation on self-care and work/life balance from Dr. Rebekah Rogers. Lastly, students planned a presentation from a community leader. They selected Dr. Steve Ballard.

- **Honors College Student Council and Brinkley-Lane Scholars Roundtable**

Over the past six years, Dr. Diane Majewski, Honors College Director of Programming and Special Events has designed, established, and guided two organizations that work to ensure Honors College administration is connected to our students, listening to our students, and collaborating with our students. These two organizations, The Honors College Student Council (HCSC) and Brinkley-Lane Scholars Roundtable (RT) have provided numerous students with the opportunity to engage with one another, assume leadership positions among their peers, take an active role in planning and hosting events, connect with alumni, devise a programming calendar for the year, and liaison with HC staff. These student leaders also oversee philanthropic efforts and assist with Pirate Nation Gives. Both have an executive board with elected positions and leadership training and mentoring with Dr. Majewski and other Honors College administrators. During this time, these two organizations have become more organized, more efficient, and more respected.

- This past year the **Honors College Student Council** hosted their inaugural HCSC planning retreat that included a presentation by Dr. Ballard. This fall gathering sets the expectations for council members and generates a plan of action for the upcoming academic year. They discuss the value of student voice, the student influence on the college, events enhancing the student experience, elements of leadership, and the components of a high-performance team. The outcomes from this year were: personal growth, relationship building with one another and Honors College staff, trust, and a sense of confidence and motivation.

- The **Brinkley-Lane Scholars (BLS) Roundtable** hosted their fourth and fifth planning retreats over the past two years. This annual gathering typically occurs at the beginning of each fall semester during the Holloman Ocracoke Retreat for the incoming class of Brinkley-Lane Scholars. The student leaders use this time to plan for the upcoming academic year. They establish goals for the year, build the scholar calendar of events, confirm the service activities, brainstorm ways to connect with alumni, and discuss programming initiatives for the year. Notable outcomes were the development of the scholar subcommittees for the first time ever, growth of the “Big/Little” program, sustainability of service commitments/activities, growth of alumni engagement opportunities, and increased scholar involvement in all activities.

Students involved in both programs often become more active on campus as they seek additional leadership experiences. Funding from Truist supports the HCSC president, organizational programming, and both retreats.

- **Student/Campus Organizations**

Over the past two years, we have become more intentional about collecting information on the campus involvement of our Honors College students. They are having an impact on campus and in the community and we know these experiences are critical for their leadership development. We also know this provides additional opportunities for us to support the work they are doing by providing grants and funding. This initiative slowed during the pandemic, but as our students returned to campus and became active once again, we found ways to support their efforts. This past year, we also branched out to support campuswide programming and supported ECU’s inaugural Black Student Success Summit. This event is a collaboration between ECU’s Black Staff Organization, and a number of student organizations. The goal is to provide students with success and leadership strategies and create an opportunity to build relationships between students, staff, and administrators. The Honors College staff feel it is important for us to support these types of campus initiatives to show our commitment to developing leaders within the entire campus community. It also offers us a way to establish important partnerships.

Below is a list of additional clubs and organizations that have been supported by the Honors College and Truist. Many of these were launched in HNRS 2000.

- **SustainabiliBEES** at East Carolina University is an organization focused on expanding information and education surrounding the local pollinator population. In addition to events such as trivia, member meetings, butterfly raising, and various joint sustainability events, we work with SustainECU to give students in person beekeeping opportunities with the campus beehives. Students need no

prior experience with beekeeping or insects, and there is no expectation for them to be in close contact with bees.

- **Pirate Swap** was created by students sharing an interest of environmental sustainability. This student-run thrift shop was recognized during this year's Student Engagement Awards ceremony with the Outstanding New Organization of the Year award.
<https://news.ecu.edu/2023/04/25/honors-students-promote-fashion-sustainability-with-creation-of-pop-up-thrift-shop/>
 - **UterUS** is inspiring and empowering the next generation to take advantage of sustainable, accessible, and affordable menstrual cups.
 - **Joyner Library Sensory Safe Space** inside the East Carolina University main campus library was the result of Honors College students noticing a need for a space providing an option for people who might prefer a quieter, calming study room. <https://library.ecu.edu/2022/10/31/sensory-space-embraced-on-2nd-floor/>
 - **Edible Landscapes** was created by a group of Honors College students seeking to improve sustainability by creating an orchard on campus. Their mission is to give students the ability to invest in the environment through the establishment of orchards. To help establish the orchard, Edible Landscape worked with University Advancement to launch a crowdfunding campaign that raised \$6,464. The orchard is in the Stratford Arms area off Charles Blvd.
<https://news.ecu.edu/2021/06/16/edible-landscape/>
- **Honors College Programming (i.e., Alternative Break Experiences/ECU Community School)**
- A continued area of attention for the Honors College is aligning our programming with our educational initiatives in a way that provides students with unique opportunities to learn and grow and see themselves as part of a larger community. As was mentioned above, the Student Council and Roundtable have both helped fill this gap, but we also realized pivotal educational moments occur in some unlikely places if they are planned, executed, and reflected upon. In response, we continue to consider the potential impact of our programming as well as its relationship with our curriculum. One example of this has been an Alternative Spring Break sponsored by the Honors College and planned with the help of ECU's Office of Leadership and Civic Engagement. Under the direction of Dr. Majewski, students participate in volunteer/work trips during spring break or fall break. The Alternative Break Experience allows students grow as leaders while also connecting

it to larger conversations about leadership and civic engagement. After a hiatus during the pandemic, students went to Asheville during the 2021-2022 school year, and we are planning a trip to the Coastal Studies Institute during the upcoming academic year.

Philanthropy and community service are significant aspects of the Honors College experience. Honors College staff, faculty, friends, alumni, and donors all model this behavior for our current students. In response, our students are always looking for ways to both give back and pay it forward. Under the leadership of the RT and HCSC, our students have partnered with ECU's Community School to connect with the K-12 community in Greenville. This began with a book drive during the pandemic, and has grown into a gardening project, art and music program, and tutoring opportunities. Our students have also held a field day for the Community School students and a holiday gift exchange. Our current students have told us that they hope to see one of these young people admitted to the Honors College one day.

- **Farm2Clinic Initiative (Launched in 2023)**

<https://news.ecu.edu/2022/04/08/fresh-start/>

This summer, thanks to support from Truist, we will host two student interns with ECU's Farm2Clinic (F2C) initiative as a pilot program we hope will grow in the coming years. The mission of F2C is to connect nutritious, local food and nutrition education resources to patients to promote a healthy lifestyle and optimize their quality of life while reducing food waste. The F2C initiative is housed in the Department of Nutrition Science at East Carolina University under the direction of Lauren R. Sastre. Dr. Sastre engages in research, teaching, and outreach/service. Current and past work with the F2C initiative has focused on healthcare issues specific to patients in rural, Eastern North Carolina. We have had numerous students work with Dr. Sastre's program over the past few years, and we are now establishing a more formal internship program.

5. Implementation Fidelity, Quality, and Outputs

Fidelity

We were able to continue to accomplish many of our goals even as we faced many challenges. It has been wonderful to see our students re-engaged with the community and able to travel and participate in numerous initiatives once again. These experiences are fostering important relationships, connecting with campus and community partners, and developing their leadership capacity. While much of programming is consistent from years past, we have added new activities and kept a few on hold. We are continuing to gather information about student engagement to gauge whether the activities are aligned with our strategy for leadership infusion within the Honors College, while also determining impacts.

Quality

Participants in the outlined activities have expressed their enjoyment, enthusiasm, and interest in this programming. However, we have not yet implemented regular assessments of participants' perceptions of the quality and value. This is an area that we hope to target in our broader strategy of gathering more data from participants about their experience in each activity.

Outputs

We continue to work with more than 800 students each year. These students are typically 18–22-year-old first-time/full-time college students. Over 93% are from North Carolina and 73% are female. Our students are connected to nearly 70 campus departments and every college and boast a cumulative GPA of 3.7. Over the past three years, we have launched a transfer student admissions process and while this has provided some diversity in our student population (a small increase in older/non-traditional students), the numbers remain too small to demonstrate any real significance. Our students participate in hundreds of student organizations as members and often as leaders. In the next year, Honors College students will serve as SGA President and Vice President. They will be visible as members of the ECU Board of Trustees. They are leading Greek organizations and being recognized for their efforts to improve healthcare in our region. Another impressive marker is our record with the Robert H. Wright Leadership Award. Over the past five years, Honors College students have received 24 out of 25 Wright Awards. In addition, our alumni are highly involved at the Brody School of Medicine, the School of Dental Medicine, and other graduate programs. We are also currently identifying mechanisms to collect this type of information from our students and alumni so we can paint a more accurate picture of their campus involvement and leadership.

6. Resources/products created

N/A; I am not aware of any specific system changes.

a) **Evidence of Impact**

The research and collaborations mentioned throughout this document are in direct response to this prompt. We continue to have confidence in the work we are doing and know our curriculum, programming, and support is adding a valuable component to the Honors College student experience. Our community partners tell us how impressed they are, current students tell us what a difference specific experiences have had on them, faculty remind us of the amazing work these students display, and organizations recognize these young people for the leadership abilities they demonstrate. The next step is for us to develop a research strategy that captures this information so we can articulate our successes, respond to gaps in our work, and consider necessary changes. We need to invest in documenting the impact of these leadership initiatives on our students. How are they shaping their decision making and personal and professional goals? What is the impact on our community and their communities?

Collaborating with and learning from other Truist projects will strengthen our understanding of our efforts. This will also shape the work we are doing and the programming we provide. This past year, Honors College faculty worked closely with Cynosure to collect data so our decision making and thought processes can be more informed and effective. This data is currently being analyzed.

Impacts During Participation.

This is exactly where we would like to go next. We know we are having an impact. We know students are learning, growing, and developing. We need to be more intentional about collecting and analyzing data to demonstrate this impact and clearly articulate this story. We are also currently working to establish an Honors College Research Fellow position to lead this effort. This process is in its infancy, and we look forward to sharing our findings. The Cynosure spotlights are helping tremendously with this effort. Below are a few of the testimonials provided from the alumni interviews already completed.

“The students that are directly impacted by the funding and the financial support are real people and they're real students who wouldn't have access to this kind of education or this kind of a college experience had it not been for the Honors College. I'm one of those students.”

“My leadership skills such as problem-solving, relationship building, and public speaking all strengthened during my time with the Honors College and have benefitted me immensely as I have navigated through my personal and professional life. Without the leadership skills that I have fostered in the Honors College, I wouldn't have a job in the Center for Leadership and Civic Engagement working with non-partisan voter engagement at ECU, nor would I be a role model and mentor to students in some of ECU's premier leadership programs such as the Chancellors Student Leadership Academy.”

“I feel like I would not be in the position I am today [in medical school] without the Honors College. Both [because of] the required courses and programming that you have to go through which instills the basic skill set, but also the support system that's there to get you connected in the field you want to be in and have the support to really establish yourself there as an undergraduate student and set yourself up for success in the future.”

“The Honors College was a key to my development as a professional and a leader. It provided me fantastic connections with peers and mentors, experiences that shaped my perspectives and goals, and memories that I now look back on and cherish. I was challenged to lead in several ways across campus and in my community and I was equipped with support and guidance on how to do that. I graduated from ECU as a better leader and young professional than the day I stepped foot on campus, and that is due in no small way to the Honors College at ECU.”

“The Honors College has given me the opportunities and tools to become more confident and competent as a leader in Nursing, at East Carolina University, and beyond. I have been able to study abroad, network with professionals, and graduate college without student debt thanks to this program. I am positive that I will carry the mentorship and lessons learned for years to come.”

Post-Participation Impacts

This will be a key part of our next step. We are currently devising strategies that will help us follow up with students at specific points during their time here at ECU and extending beyond graduation. This conversation with those who have come through the program will be critical to our understanding, assessment, and response, once we hear their voices and see what the data shows.

Impacts of Products Created

The work of the Honors College faculty has focused on our unique curriculum as well as the Honors College experience. We are also participating in a national research project that will make comparisons between Honors College students and non-Honors College students across campuses. This will hopefully provide insight on what is proving to be beneficial and what are some of the outcomes of an Honors College student experience. Finally, Honors College faculty, students, and staff presented at the National Collegiate Honors Conference (NCHC) this past October. They were all well received and created additional opportunities for collaboration with Honors Colleges across the country.

Institutional Impacts.

The institutional impact we are having has been touched on throughout this document. Through the work of our students, their research mentors, campus partners, and the Innovation Design lab, the efforts of the Honors College are having an impact on the university, Greenville, and the state of North Carolina. Over the past year, partnerships were created, relaunched, deepened and recognized. Partnerships with other Truist projects and the support of Cynosure, and additional campus partners, ensure the Honors College is well positioned to continue to aid our students in their own leadership development experience.

b) Lessons Learned

Many lessons have been learned since students left campus in March 2020. When students returned, we were all different, but during this time, we have seen firsthand how they responded to a challenging situation with maturity, patience, grit, positivity, honesty, and leadership. Their continued commitment to their personal and professional development has been refreshing and energizing. They continue to remind us how fortunate we are to work with determined, curious, intelligent, and empathetic young people who are difference makers and change agents. We are also

reminded of our responsibility to create a valuable experience for our students that instills the confidence to pursue their dreams, take risks, fail on their journey, and become influential, trusted, and engaged citizens. Through the support of the Truist Leadership Center we are able to deliver a holistic educational experience combining a unique, innovative, and rigorous curriculum with high impact programming sustained by valuable campus and community partnerships. Our next step is to be more intentional about how we document this experience, adjust our efforts, and share our story. We want to know how our students change over time. Do they grow from that initial exposure to leadership theory and terms? Where are these ideas reinforced or challenged? Where can they test these ideas in real world experiences? Are they able to find the time to reflect on their leadership path, pivot as needed, and continue? Over the next two years, with your support, we hope to answer these questions through a comprehensive analysis of our programming and consider how it aligns with, supplements, and enhances the work our partners are conducting with these same students and alumni. We will build on the interviews that Cynosure has conducted with current students and alumni of our program. We will rethink our purpose, define our goals, and communicate our CORE. This work is necessary as we continue to attract incredible young people into our program and send our graduates off to their next adventure. It will take a commitment from all involved in the Honors College.

Honors College

Goal: To recruit and retain high achieving/intellectually curious students and facilitate their leadership development

Leadership Competencies Targeted: Leadership through stretch activities, high impact programming, a unique, innovative, and rigorous curriculum, and campus/community partnerships.

Who Participates:

800+ students enrolled in the Honors College have access to all of these activities

75+ students for those activities directly supporting EC Scholars

Activities:

200+ Incoming HC students enrolled in Honors Freshmen Leadership Experience (HNRS 2000/3000 yearlong Colloquia series)

Internships/Research experiences evolving from work done in HNRS courses

Arts innovation residence (MAKERS) developing creative leaders

Internships w/ the EC Heart Institute and Farm2Clinic

Internships/research experiences/consultancies with Innovation & Design Lab

HNRS 4100 EC Scholar Leadership internship course as part of EC Scholars program

Leadership roles with HC Student Council and EC Scholars Roundtable

Support for student organizations lead by HC students

HC programming focused on leadership (Alternative Break/Community School)

Participant Outputs:

200+ students participating in Colloquia series

Multiple products/projects coming out of work on "Grand Challenges" – (see board report for additional details)

Products/opportunities lauched in HC courses/ internships

Products/journals/art exhibits coming out of MAKERs experience

2-4 interns with both (ECHI on hold)

5-10 students employed/involved with differernt project and oportuntiiies with the Honors College Innovation and Design Lab & campus partners

20+ students enrolled in HNRS 4100 connectign with community partners

10-30 students involved with HC Council (8 in leadership roles)

10-12 RoundTable student leaders

Retreats for each organization

Service trips to Asheville & Coastal Studies Institute. Programming serving ECU Community School.

Which Will Change Participants In These Ways (short-term):

Increased understanding of leadership in the context of their own personal development

Increased understanding of one's own unique leadership role/style

Increased awareness and competence in ethical leadership and service

Expanded networking with community leaders in non-profit sector

IDL efforts will identify students who will work with business and industry partners and use their backgrounds and expertise in Human Centered Design to help solve challenges.

HCSC and RT will provide students with access to HC leadership and the opportunity to assist with and observe decision making process

Which Will Lead To (long-term):

The Honors College experience embeds leadership development in the classroom and non-traditional learning spaces. These efforts are aligned with the commitments we make as a College and as a University: Maximize Student Success, Lead Regional Transformation, and Serve the Public. The leadership principles they are exposed to provide the foundation for their continued leadership evolution.

Additional Impacts

Collaborate with campus partners on leadership initiatives, reconnect with HC alumni, support leadership efforts of other Truist grantees, and find ways to enhance the leadership development of our students and program alumni.

Help students make connections between their leadership development and their academic interests.

Honors College 2023 Truist Leadership Development Grant Report

2021-2022 Truist Leadership Development Projects and Initiatives	Truist Funding
Innovation and Design Lab Interns	\$3,690.00
MAKERS: Leadership Development in the Creative Arts	\$2,786.51
Graduate Assistant (Honors Leadership Class)	\$11,857.45
Brinkley-Lane Scholars RoundTable Support	\$1,723.00
HCSC President	\$2,912.50
Sensory Trailer	\$500.00
TOTAL Truist FUND EXPENDITURES	\$23,469.46

2022-2023 Truist Leadership Development Projects and Initiatives	Truist Funding
MAKERS: Leadership Development in the Creative Arts	\$3,538.43
Black Student Success Summit	\$319.95
Farm2Clinic Interns	\$1,800.00
NCHC Student Research Travel	\$2,295.61
Honors College Student Council Retreat	\$2,535.93
Brinkley-Lane Scholars Roundtable Retreat	\$875.50
Leadership Curriculum Support	\$384.90
Honors College Student Council President	\$662.50
TOTAL Truist FUND EXPENDITURES	\$12,412.82

<u>Projected</u> Truist Leadership Development Projects and Initiatives	Truist Funding
Brinkley-Lane Scholars Roundtable Retreat	\$2,700.00
Campus/Student Organizations	\$500.00
Farm2Clinic Interns	\$1,800.00
Honors College Student Council Retreat	\$2,700.00
Honors College Student Council President	\$3,500.00
Honors College Ambassadors	\$750.00
Honors College Programming	\$1,500.00
Leadership Curriculum Support	\$800.00
MAKERS: Leadership Development in the Creative Arts	\$4,250.00
Student Leadership Travel	\$1,500.00
TOTAL Truist FUND EXPENDITURES	\$20,000.00



Austin Allen

An ECU Honors College student finds a support system and develops skills that he brings to medical school

Honors College Member



beginning the journey

Before enrolling in the ECU Honors College, Austin grew up in Asheboro with good community support. Austin was unsure of what to expect upon entering the Honors College, but he knew it would be a positive experience. He found similar community support from his peers who encouraged him to stay disciplined with his academics.

new avenues to leadership

As a freshman in the Honors College, Austin was required to partake in a community service project, and this allowed him to push himself outside of his comfort zone and thus develop leadership skills early on. The Honors College allowed him to gain experience and begin his leadership journey along with the support from peers.

collaborating & building relationships

The community service project served as an initiative for him to develop leadership skills such as collaboration with others. During the project, he met a physician from the Brody School of Medicine, who he ended up doing an internship and a research study with. That relationship was crucial in terms of developing his research skillset, getting involved in other medical experiences, and building a solid resume to get into medical school.

his testimonial

"I feel like I would not be in the position I am today [in medical school] without the Honors College. Both [because of] the required courses and programming that you have to go through which instills the basic skill set, but also the support system that's there to get you connected in the field you want to be in and have the support to really establish yourself there as an undergraduate student and set yourself up for success in the future."

understanding the change process

The programming of the Honors College instilled a leadership skill set that allowed Austin to pursue further experiences such as the Student Athlete Advisory Committee where he planned an interview awards banquet, public speaking events at the football field, and a freshman convocation.

Austin pursued a summer internship and research project with the physician he met during the community service project. These opportunities stemmed from his time at the Honors College.

the lasting impacts

Austin attributes much of his success to the courses, programming, and support system of the Honors College. He was able to pursue further opportunities because of his experience: **"I can't say enough positive things about it and the impact it's had on me in enabling me to be successful in medical school and get into Business School. I feel like it set me up well for future success as a physician as well."**

continuing the journey

Austin graduated from the Honors College in 2019 and then went directly into medical school at UNC Chapel Hill. He will graduate from both the MD and MBA program in May 2024 and aims to pursue further clinical training in residency at that time.



Maggie Baile

A student in ECU's Honors College finds her passion for civic engagement and serving other students

Honors College Member



beginning the journey

Before coming to ECU, Maggie Baile grew up in Jacksonville, NC and always thought she would go to law school. She had been interested in government and leadership and how they impact people, legislation, and decisions. When she was offered the opportunity to pursue her degree in the Honors College, she saw it as a steppingstone in her leadership journey.

new avenues to leadership

The Honors College community fosters an environment where it is safe to take risks. Maggie realized she didn't want to attend law school and instead wanted to pursue civic engagement through other avenues. She served on the Honors College Student Council for four years where she began to grow into herself as a leader.

increased civic engagement

The Honors College fostered Maggie's growth as a student and person. They invested in her financially as well as in her future as a leader by giving her opportunities. **She had the opportunity to be the 2019 Newman Civic Fellow thanks to an Honors College faculty's nomination.** She learned how to engage in deliberative dialogue and understand civic engagement from a college student perspective, which has furthered her passion for growing as a leader and person.

her testimonial

"The students that are directly impacted by the funding and the financial support are real people and they're real students who wouldn't have access to this kind of education or this kind of a college experience had it not been for the Honors College. I'm one of those students."

understanding the change process

Maggie believes she owes all her success to the Honors College as well as the opportunity to find her passion. After becoming a Newman Civic Fellow and learning improved ways to engage with ECU, she pursued the opportunity to serve on the inaugural Student Advisory Group for the American Association of Public and Land Grant Universities. **She was one of seven students in the country who were selected to serve on the board for all public universities.**

Maggie contributed her perspective on lobbying and funding for public universities and was able to demonstrate ECU's investment in her leadership and that of other students.

the lasting impacts

The Honors College defined Maggie's experience as a college student at ECU. She believes in ECU's mission to serve all students of any background and give them access to a quality four-year education and the Honors College's ability to fund students who want to grow their leadership abilities. She continues to want to be a part of the mission of the Honors College.

continuing the journey

Maggie graduated with her BS in Security Studies and BA in Political Science with a minor in Criminal justice. She has since worked with the Honors College to support the faculty and staff, and has recently accepted a position as the Assistant Director of Undergraduate Admissions for Campus Visits at ECU. She is also pursuing her Master's in Public Administration.



Teresa Hupp

An EC Scholar makes valuable connections and sees the truest forms of humanity

Honors College Leadership Program



beginning the journey

Teresa Hupp grew up in Wake Forest, North Carolina. She knew coming into college that she wanted to be a nurse but did not know what the journey to doing so would entail. She began the process of applying to the Honors College during her senior year of high school.

new avenues to leadership

Teresa learned about the Honors College through a former classmate who also participated in it. She explains that her former high school classmate, who was also a nursing major, had great reviews about the program and inspired her to get involved. Teresa explains that the Honors College and EC Scholars program were the biggest factors in her decision to come to ECU. The approachability of faculty, sense of community, and access to mentorship were the selling points for Teresa.

A broadened perspective

Through her participation in the Honors College and other leadership roles, Teresa has gained confidence and voice that she did not have before coming from a 4a high school. She explains that she never would have expected to have such a large impact in various organizations and on a campus as vast as ECU's.

She also recalls her change in perspective after COVID-19. "Your freshman year is very formidable, so being able to see [the authenticity and care from professors] during the pandemic helped shape the way I want to lead."

understanding the change process

In the midst of her freshman year, Teresa and other students were faced with the trials of the COVID-19 pandemic. She thinks back to the postcards, videos, and handwritten notes she received from honors professors and other university leaders as showing her the rawest form of humanity and a way in which she wanted to lead in her future career.

In addition to these displays of authenticity, Teresa appreciates the valuable connections she was able to make with professors, deans, and other students through the Honors College and the leadership opportunities that she has participated in.

the lasting impacts

Throughout her time at ECU and in the Honors College, Teresa has been able to publish research, complete her signature honors project which she presented in Orlando, be part of the ENC innovates program, become Vice President of the panhellenic association, and more.

continuing the journey

Teresa will graduate from ECU in May of 2023, and has multiple job offers in nursing positions throughout North Carolina and in surrounding states. She says that moving forward, she will continue to be an advocate for ECU and the Honors College and keep up the valuable connections she has made in Greenville.

her testimonial

"The Honors College has given me the opportunities and tools to become more confident and competent as a leader in Nursing, at East Carolina University, and beyond. I have been able to study abroad, network with professionals, and graduate college without student debt thanks to this program. I am positive that I will carry the mentorship and lessons learned for years to come."



TRUIST leadership success story

Elliot Paul

An engineering student follows in the footsteps of his two siblings by growing as a leader in the ECU Honors College

Former Honors College Member



beginning the journey

Elliot Paul grew up in Greenville, NC with a dad that is a professor at ECU. His two older siblings went to ECU and attended the Honors College. He already had insight into the kind of community that the Honors College is and how valuable it would be when he joined as a freshman.

new avenues to leadership

Elliot initially thought his role at such a large university would be small, but that image started to expand the longer he attended ECU and was a part of the Honors College. While participating in the curriculum and opportunities of the Honors College, he realized he could become an impactful leader where servant-heartedness is a core value.

networking led to insights

Elliot believes that the network of students that had high goals and aspirations and the faculty that helped him develop as a student and a person were invaluable. They expanded his network and helped him understand how just one leader could impact the university.

This collection of people influenced him throughout his four years at ECU and helped him define a leader as a person with influence who is servant-hearted at their core. Through opportunities at ECU and in the Honors College, he started to develop into his vision of a leader.

his testimonial

“The Honors College was a key to my development as a professional and a leader. It provided me fantastic connections with peers and mentors, experiences that shaped my perspectives and goals, and memories that I now look back on and cherish. I was challenged to lead in several ways across campus and in my community and I was equipped with support and guidance on how to do that. I graduated from ECU as a better leader and young professional than the day I stepped foot on campus, and that is due in no small way to the Honors College at ECU.”

understanding the change process

Working on a leadership project with his fellow Honors College students in a freshman seminar made Elliot realize the influence student leaders could have. Elliot decided to fight the challenge of how first-year students come to campus and feel disconnected socially, which can cause anxiety and depression.

His team’s solution was a student interest quiz for freshman on campus in order to gain an in-depth look at their interests and passions. **Based on their answers, his team gave them recommendations for clubs, organizations, or Living Learning Communities that they could be a part of along with contact information for the club leaders.**

the lasting impacts

The Honors College led Elliot to other opportunities such as studying abroad in Bern, Switzerland, volunteering at the Boys and Girls Club, and researching in an engineering lab. These experiences would not have been possible without the connections, support, and opportunities that helped him to develop as an influential, service-oriented leader.

continuing the journey

Elliot recently graduated and works as a planning engineer creating custom implants for cranial maxillofacial surgeries. He is interested in leading a team in the future and encouraging them to progress and persevere even when they struggle.



TRUIST leadership success story

Amrina Rangar

A child from Clayton who loved attending ECU football games goes on to become President of the ECU Honors Council

Honors College Leadership Program Participant



beginning the journey

Originally from Clayton, North Carolina, Amrina grew up attending East Carolina football games and she chose ECU because it always had a special place in her heart.

She first became involved with the Honors College Council as a freshman through which she learned about a program called the Ambassadors which provided her with the opportunity to sign up to attend town council meetings.

new avenues to leadership

As a freshman attending the town council meetings, Amrina was exposed to the work of the Honors Council which inspired her to then join the Honors Council as a sophomore. During her junior year, she became the programming chair, **and now as a senior, she is the President of the Honors Council.**

honing her style of leadership

Amrina feels the leadership vision she developed at ECU is unique in that she tries to make sure that everyone in the room feels like they are being heard.

“I try to be really personable in my leadership skills, make sure everyone is included, and make sure everyone has a chance to voice their concerns or their opinions. Leadership at the end of the day is a team effort, it’s not just you.”

her testimonial

“My leadership skills such as problem-solving, relationship building, and public speaking all strengthened during my time with the Honors College and have benefitted me immensely as I have navigated through my personal and professional life. Without the leadership skills that I have fostered in the Honors College, I wouldn't have a job in the Center for Leadership and Civic Engagement working with non-partisan voter engagement at ECU, nor would I be a role model and mentor to students in some of ECU's premier leadership programs such as the Chancellors Student Leadership Academy.”

understanding the change process

The Honors Council held alumni connection activities that exposed Amrina to different alumni and their stories. Through this, she got to interact with students of all majors, backgrounds, goals, and paths of life.

Being the programming chair allowed Amrina to gain skills in event planning and to meet the needs of her fellow students. For example, many underclassmen did not get a prom when they were in high school because of the COVID-19 pandemic. Knowing this, Amrina planned an Honors College Formal called the Golden Gala, which had a huge turnout.

the lasting impacts

For Amrina, she felt the greatest asset of the Honors Council was its role in giving her a voice. She feels that through her engagement, her public speaking abilities, organizational skills, and confidence grew vastly. Importantly, her involvement also **afforded her a platform that she was able to use to uplift others.**

continuing the journey

Amrina will be graduating with a major in history and a minor in creative writing. She will be attending graduate school in the fall of 2023 to pursue a master's in higher education administration. Regarding her career, **she wants to start working in a leadership office and eventually earn a role working as a higher education administrator.**