

Truist Leadership Center
Office for Faculty Excellence Impact Report, 2023
AY 2021/2022 and 2022/2023

Programs Included

Active Learning and Leadership Program
Faculty Leadership Fellows Program
Course Redesign Program

Submitted 6/12/23 by:

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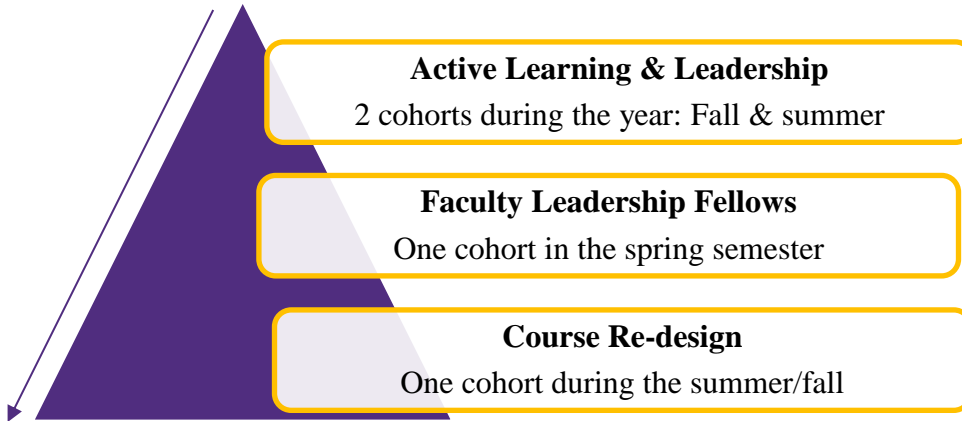
1. Needs or Opportunities

The Office for Faculty Excellence (OFE) seeks to support student learning through supporting outstanding faculty in their teaching, research, and service. Faculty members on the East Carolina University campus have the unique opportunity to connect with and impact hundreds of students in their courses each year. As current leaders and the leaders of tomorrow, our students are building knowledge, skills, and dispositions right now that will equip and empower them to make meaningful differences on our campus, in their communities, and in our world. Accomplishing this can start in the classroom. Through choices about how we deliver course content, design our assignments, require students to interact with one another, and approach our instruction, faculty can plant seeds that have the potential to grow into strong leadership characteristics for students. That said, all faculty may not view themselves as leaders themselves, and many do not see a relationship between student leadership capacity building and the content they teach. Without the valuable support provided by the Truist Leadership Center, this would be a potential missed opportunity. The OFE programs seek to help faculty build skills and confidence to foster leadership capabilities in their students and provide opportunities for leadership growth through intentionality about instructional decisions they make in selected courses.

2. Defined Aims

Faculty members are extremely influential in the lives of their students and are important partners in fostering the capacity for student leadership. The OFE is committed to embracing the Truist Leadership Center's goal of "embedding leadership development throughout curriculum and classrooms at ECU." Each OFE program focuses on the unique opportunity that faculty have to provide seamless and relevant applications of leadership-related skill development in existing coursework in such a way that equips students to serve the public and lead regional transformation. Ideally, students at ECU will see a consistent emphasis on this focus permeating through the different learning environments and experiences they encounter at ECU. The OFE programs are uniquely able to reach faculty in a wide variety of disciplines who teach courses face-to-face and online and at both undergraduate and graduate levels.

The OFE facilitates three programs, each with varying levels of commitment and participation expectations. Faculty members apply for the program that fits best with their experience in leadership skill development and overall goals. The *Active Learning & Leadership* Program is an ideal first step for faculty and can be followed in subsequent semesters by participation in one of the more comprehensive programs. The *Faculty Leadership Fellows* program provides the opportunity for participants to partner with a small group of colleagues in different disciplines to more deeply explore the integration of leadership skill building in one of their courses. The *Course Redesign* Program requires the most extensive commitment from faculty. Moreover, it can be adjusted each year to meet the needs of a specific cohort or TLC grantee, or respond to emerging opportunities or priorities on campus (see more detail about each program below).



During the time period addressed in this impact report, the OFE team facilitated the following cohorts through these three programs:

Active Learning and Leadership

- Fall 2021 cohort
- Fall 2022 cohort
- Spring 2023 cohort
- Summer 2023 cohort (partially completed at the writing of this report)

Faculty Leadership Fellows

- Spring 2023 cohort

Course Redesign

- Leaders for the Winter 2021 HLTH 1000 course redesign project continued to refine their emphasis on leadership development.
- Summer 2022 Honors College cohort
- Summer 2023 College of Business cohort (partially completed, began May 2023 with projects extending through December 2023)

During the 2022/2023 Academic Year, we piloted a new strategy for cohort leadership for *Active Learning and Leadership* and *Faculty Leadership Fellows*. Faculty who had participated in these programs in the past were given opportunities to serve as the primary facilitator for cohorts this year. They received a stipend (equal to cohort participants) to take this leadership role and worked closely with the Executive Director for the Office for Faculty Excellence (Sarah Williams). This adjustment was a game changer. It provided a leadership opportunity for the faculty facilitators and extended their connections across campus, elevated the quality of the programs, and enabled us to run more cohorts and reach more faculty than would have otherwise been feasible. This adjustment brought positive feedback from participants and is something we hope to continue.

Leadership Competencies

Given the wide variation in course goals, levels, and disciplines taught by faculty, participants in each of the programs select specific leadership models or skills to address. Participants can also select leadership competencies that are specific to their discipline. Leadership skills selected by participants during this reporting period included:

Authenticity/Integrity	Disagreement with Respect	Inclusiveness
Collaboration	Division of Labor	Initiative
Commitment	Empathy/Understanding of Others	Listening
Communication	Encouragement	Self-Discipline & Time-Management
Competence/ Expertise	Ethics	Self-Knowledge
Consensus Building	Flexibility	Shared Purpose
Courage	Grit/Resilience	Transparency
Critical Thinking/Problem Solving	Growth/Willingness to Learn	Vision
Curious Mindset	Humility	

3. **Logic Model**

See Appendix D

4. **Activities**

At this point, the three programs have a fairly consistent structure that we continue to refine, expand, and adjust based on participant feedback. See Appendix A and Appendix C for qualitative feedback from participants during the period of this impact report.

The *Active Learning and Leadership* program provides an opportunity for faculty to explore and experiment with embedding a leadership-related focus into the way existing activities, assignments, discussions, and materials are developed in a selected course. Through a cycle of exploring, piloting, reflecting, and preparing for future semesters, participants learn alongside students and colleagues about ways to infuse leadership capacity building into a course they are currently teaching. Laura Mangum (College of Education) facilitated the Fall 2022 cohort and will be facilitating the Summer 2023 cohort. Emily Brewer (College of Allied Health Sciences) facilitated the Spring 2023 cohort and will be facilitating another cohort in Fall 2023.

Members of the *Faculty Leadership Fellows* program work with a small team of faculty throughout a semester to (a) explore principles of student leadership skill development and the integration of those skills with course content and design; (b) share ideas and feedback with one another through a Teaching Squares observation cycle; (c) make course adjustments to enhance student leadership skill development, (d) share learning with one another, and (e) develop/deliver a professional development resource for colleagues in their departments or across campus. Each small team meets weekly, and the full cohort meets at least three times during the semester. We did not run a cohort during the Spring 2022 semester. We received applications for that cohort, but the goals and prior experience described on most of the applications seemed better aligned with the Active Learning and Leadership Program. Therefore, we instead ran an extra cohort of Active Learning and Leadership the following semester and offered those applicants a spot in that cohort or an upcoming Faculty Leadership Fellows cohort. They all took

advantage of that opportunity and expressed later the agreement that it was a better fit for their interests and needs. The 2023 Faculty Leadership Fellows cohort was facilitated by Marina Alexander in the College of Health and Human Performance. Under her leadership, participants in the program had increased access to professional development, and she is planning a reunion in the fall to stay connected with one another around leadership capacity building for their students.

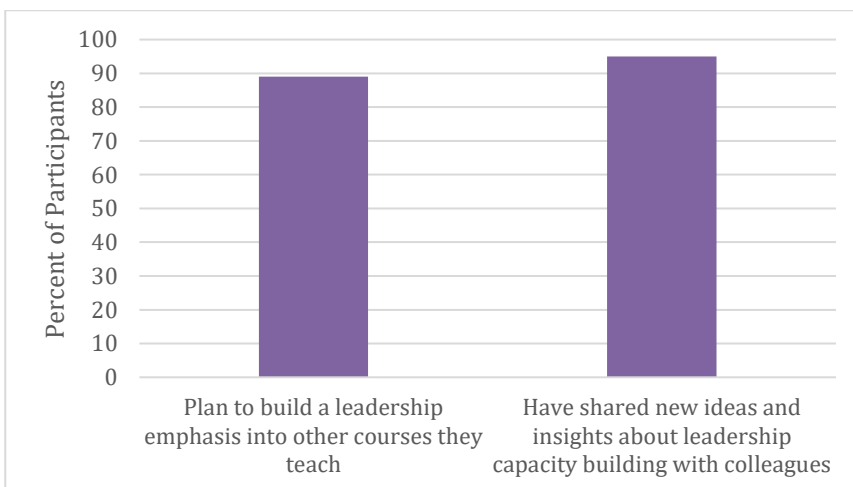
We ran two *Course Redesign* programs, and the HLTH 1000 group continued to polish their course. The Course Redesign program is the most intensive, but also the most flexible in the suite of programs offered by the OFE. One thing remains consistent regardless of the group. Participants fully “unpack” a course to make a plan for systematically infusing leadership skill building throughout the course. At times this involves finding instances where that already exists and making it more explicitly emphasized to students. In other instances, faculty may be building in scaffolded opportunities throughout the selected course. The focus in this program remains on building intentional and seamless opportunities for students to build key leadership capabilities in the way the course is taught (not necessarily by plugging in additional content). Course Redesign programs begin with an intensive week-long retreat. The schedule for the retreat balances opportunities for professional development (topics such as leadership, effective course design, evaluation, etc.), working time for building course materials, idea-sharing with colleagues, and one-on-one support. Faculty typically teach the course in the fall and continue to make adjustments based on formative evaluation results. This program can be delivered to interested faculty across campus, tailored to a specific college, or designed to help other TLC grantees with one-time faculty/course support needs. During Summer 2022, a team of faculty applied a leadership skill development lens to HNRS 2000. The Summer 2023 program is being tailored to the needs of the College of Business and led by Lee Grubb (with support by Andy Herdman). Typically, that institute holds ten faculty, but we were able to offer seats to 12 faculty for the current cohort.

5. **Implementation Fidelity, Quality, and Outputs**

Fidelity. Cohort facilitators monitored attendance during required group meetings, and participants submitted twice-monthly reflections. Both of these opportunities to engage with participants enabled facilitators to ensure that participants were staying on track and share feedback and encouragement when needed. When faculty members fell behind with submitting reflections, facilitators reached out by email to check in. Sarah Williams met regularly with facilitators for updates and information about where additional support may be needed and scheduled a meeting to debrief after each semester.

We have relatively consistent methods for ensuring that the program is *delivered* with fidelity, but learned this year that we need to tighten some aspects of the program to ensure our *data* are coming in with fidelity. As mentioned above, we experimented this year with providing an opportunity for former participants to facilitate *Active Learning & Leadership* and *Faculty Leadership Fellows* cohorts. This improved the programs and the experience of participants but did cause a minor challenge with fidelity of information collected on the pre/post surveys and final reflections. As much as we tried to ensure those were distributed and collected, we noticed that some were modified and some questions were interpreted differently by different cohorts when compiling the results. While this made compiling data for the current impact report challenging, it should help us in the future know where we need to revisit the wording of some of our questions to be clear regardless of facilitator.

- Participants appreciate the opportunity to engage with faculty from different departments. We frequently receive feedback that faculty appreciate the opportunity to explore the goals of these programs alongside faculty from various disciplines. One person commented, “... *I am thrilled to be able to work with the colleagues that are in my group. They are dynamic and have varying levels of expertise and experience. I believe that will be valuable in my learning and personal growth as a leader.*” Another mentioned, “*Great discussions & interactions w/other departments*”. When reflecting on successes and challenges, one Faculty Leadership Fellow commented, “*One [of my] successes was [due to] the feedback I received from [Name of other cohort member] for our teaching squares... This is a great suggestion and one that I will implement.*”
- Participants see a journey ahead. While the majority of feedback we receive about these programs is positive, at times, bringing a leadership focus into the classroom can also reveal challenges not evident previously. Sometimes, it can even create challenges. Participants leave the programs viewing this as a journey and an iterative process of improvement. They express appreciation for knowing others in their cohort are on a similar journey. One person commented, “*One of the challenges that I have encountered is trying to maintain an ongoing narrative of leadership in my classroom. I now know that incorporating leadership into my classroom has to be intentional.*” Another mentioned, “*In general, students are engaging. The project will be substantial, making many students feel empowered. However, I begin noticing several passive students. It will be a big task to engage them to the subject and consider themselves as leaders in the project. In progress.*” From another participant, “*I think this opportunity was great. I will need to review the students’ response over few semesters to see what else might be needed.*”
- Participants plan to apply what they learned to additional courses and share with other colleagues. Faculty participants select a specific course to be the focus of their work during the OFE programs. That said, the majority of participants apply what they learn to other courses they teach, expanding even further the impact of their experience. For example, from participants in the Active Learning and Leadership programs (the most introductory program of the three), 89% indicated a plan to build a leadership emphasis into other courses they teach, and 95% had already shared new ideas and insights about leadership capacity building with colleagues.



Outputs.

Sixty-five (65) faculty participated in OFE-supported programs during this reporting period, representing eight different colleges and reaching over 1,700 students in their participation semester alone (specifically in the courses they indicated as a focus for the program). Given their commitment to apply a similar thought process to other courses and future sections of their selected course, this number will grow considerably over time.



65 faculty
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Photo: Spring 2023 Active Learning and Leadership Cohort

Active Learning and Leadership: 38 faculty participated in an Active Learning and Leadership Cohort representing programs from 8 different colleges (College of Fine Arts and Communication - CFAC, College of Nursing - CON, College of Education - COE, Thomas Harriot College of Arts and Sciences-THCAS, College of Allied Health Sciences - CAHS, College of Engineering and Technology - CET, College of Business - COB, College of Health and Human Performance – HHP). Their selected courses for this project ranged from undergraduate to graduate levels.

Faculty Leadership Fellows: Eight faculty participated in the Faculty Leadership Fellows Cohort representing programs from 5 different colleges (CON, COE, THCAS, CET, HHP).

Course Redesign: 19 faculty participated in a Course Redesign Cohort. One cohort consisted of faculty from 5 different colleges, all working on the same course (HNRS 2000) (CFAC, COE, CAHS, THCAS, HHP), and the other included 12 faculty in the College of Business (representing five different programs).

6. **Evidence of Impact** (See Appendix F for example Success Story Narratives.)

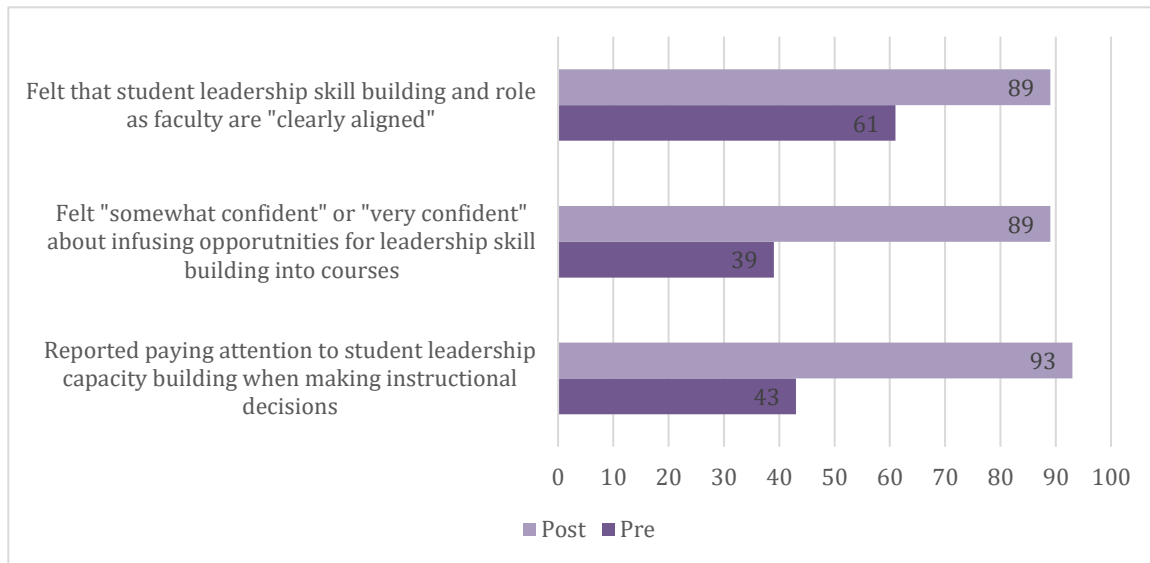
Impacts During Participation.

For participants who submitted retrospective-post surveys, the retrospective-pre and post-survey questions were compared. Some examples include:

- Increased alignment. The percentage of participants who indicated a perception that student leadership-related skill building and their role as a faculty are “clearly aligned” increased from 61% to 89%.
- Increased confidence in infusing student leadership development into courses. The percentage of participants who indicated that they were “not confident at all” that they could effectively infuse opportunities for student leadership development into courses they teach dropped from 29% to zero,

and the percentage of participants who indicated they were “somewhat confident” or “very confident” increased from 39% to 89%.

- Increased attention to leadership when making instructional decisions. Participants who reported paying attention to leadership capacity building when making instructional decisions “Some of the time,” “Most of the Time,” or “Always” increased from 43% to 93%.



During AY 2022-2023, we added a question to the Active Learning and Leadership post-survey asking them to: *Describe how the outcomes of your work helped you meet your instructional goals and list your next steps for helping to equip our students with the leadership skills they will need while in college and in the years ahead.* Responses from this past year included:

- *Added a new umbrella to goal of preparing students for after graduation by giving students ability to self-assess their own skills & areas of growth. [Will add] future reading on marginalized groups & trauma and will revamp peer review process to allow for leadership demonstration.*
- *Students are now sharing an interest in research & feeling confident in knowing they can get involved.*
- *Will be sure to incorporate these strategies into courses because of how well it went this semester.*
- *Tried several strategies to encourage work as a project manager rather than just playing with numbers - helps to cultivate the habit to make decisions themselves rather than just following.*
- *Seeing more confidence in taking ownership over improving writing & learning.*
- *Will continue to grow the leadership focused aspects & encourage understanding of personal leadership styles; has been helpful in building this foundationally.*
- *Have completely changed the way the course will be taught, have added critical thinking & leadership exercises & opportunities that will set students up for a more successful college career.*
- *Allowed students to begin big conversations about reflection on their own learning.*
- *My students were doctoral students so they didn't have years of college ahead! Haha What I did learn is that you have to thread leadership throughout your course. I know it sounds simple, but I hadn't thought about it that way.*

- *I have learned the importance of leadership development as part of instruction. I will try to incorporate activities into my courses to promote leadership development. This is work in progress.*
- *Providing opportunities for students to apply the leadership skills they learned in class helped me meet my instructional goals (1) helping students understand the many facets of leadership, (2) helping students understand the importance of developing leadership skills in their professional and personal growth, (3) providing students opportunities to reflect on their leadership development.*
- *I was teaching 5 classes this semester, which is always very stressful. But talking about critical leadership ideas in the lectures resulted in students taking charge.*
- *My outcomes were to develop fundamental lectures to guide students & create meaningful assignments. Those outcomes were met & seemed to help students understand concepts of leadership.*
- *There was an assignment of evaluating their own leadership and others' after applying the rotating leadership in the term project. The responses were very positive, in particular, those of the students who usually don't take on a leader role. They appreciated that they could do their term project differently after taking the leader role themselves.*

Post-participation Impacts. A silver-lining from not being able to run a Spring 2022 Faculty Leadership Fellows cohort, is that we then had time to pilot the idea of **a reunion** for faculty who have participated in OFE/TLC supported programs in the past. On April 28, 2022, we invited faculty to a floating reunion event. Approximately 20 faculty attended and took the time to respond to questions posted in carnival-style stations designed to hear their thoughts about supporting students' leadership journeys. Dorothy Muller joined us for the event and attendees enjoyed having the chance to reconnect with her. Those who attended provided positive feedback about the goals and format of the event. That said, attendance was more limited than we had hoped it would be.

Attendees indicated that they had continued and expanded what they began with the TLC supported programs to other courses. When asked to estimate the number of students they reached with the goals for the program, responses ranged from 90 to over 600. Feedback comments mentioned long-term benefits in student ability to demonstrate leadership skills addressed, oral presentation skills, ownership and responsibility, trust building, and higher engagement with course material. When asked to respond to the prompt, "*ECU will be a premier institute that develops student leaders when...*" Responses included:

- *Administration supports faculty when they commit to instruction focused on strength-building.*
- *Students move forward in their own respective discipline and problem solve with a shared purpose while communicating, creating energy and are committed to serving others. Go Pirates!*
- *Each student envisions themselves as a leader.*
- *We provide respect and trust learning environment and allow students to grow and learn.*
- *Administrations support and encourage faculty to encourage leadership development; faculty embrace the importance of incorporating leadership development in teaching.*
- *Faculty are trained on how to incorporate leaderships into their classes.*
- *Students understand the importance of diversity and committed to respect for all.*
- *Our current students see and learn from ECU graduates who are in leaderships positions and then go out and get jobs that require them to use the skills they acquired in our courses.*
- *We continue to be curious.*
- *We recognize fully our power as the leaderships university.*
- *People realize that they too may serve as outstanding, effective leaders.*
- *It honors & endorses the diverse ways that its community members can contribute to shared goals.*

Impacts of Products Created. Over the past year, we have utilized a Microsoft Teams channel for each cohort to enable them to share resources easily with one another. We do not have impact-level outcomes for this, but participants are using this resource, sharing over 54 various resources with one another over the past year and a half. We will be able to pull from that repository to update and expand the leadership Idea Sparks page available to all faculty on the OFE website. Additionally, they are beginning to share across programs. For example, a survey instrument created by one group (Honors College) was useful for participants in the Summer 2023 Course Redesign cohort seeking a similar tool.

Institutional Impacts. As more faculty, from a wide variety of disciplines infuse a leadership focus into instructional decisions, courses across campus can be impacted. A key to maximizing this opportunity will be for faculty to know what one another are doing in this area and help students connect the dots related to leadership competencies. Three steps we took in that direction included: hosting the spring 2022 reunion, inviting Brian Cavanaugh (HLTH 1000) and Laura Mangum (Active Learning & Leadership Fall 2023 facilitator) to talk with the participants of the Summer 2023 Course redesign participants, and tailoring the current Course Redesign program to create cross-college discussions within one college (COB).

7. **Lessons Learned**

Cohort Facilitation. As mentioned above, using a portion of the funding to enable previous participants in the *Active Learning and Leadership* and *Faculty Leadership Fellows* programs to serve as cohort facilitators worked incredibly well. While we have minor adjustments to make next year to ensure fidelity for data collection, these facilitators increased our bandwidth to reach more faculty and noticeably strengthen each program. In addition to bringing fresh and varied perspectives to the faculty cohorts, this adjustment also offers a leadership growth opportunity for the faculty facilitator. We hope to continue this practice during the upcoming grant cycle. It will not require additional funding, but our current budget (see Appendix G) reflects a modification to continue to refine this approach.

Course Redesign Program Design. One of the strengths of the course redesign program is the flexibility to tailor it each year to the needs of a particular group of faculty. That is also one of the challenges of the program. We are still learning about the nuances involved with co-designing the format each year around the needs and goals of other grantees or faculty groups. Each year brings new dynamics, opportunities, and learning curves. For example, over the past couple of years, some groups consisted of all faculty working on the same course, and others included different faculty working on individually selected courses. We learned this summer that the cohort dynamic can be very different when all participants are from the same college than when there is representation from a variety of units and disciplines. Finding the right balance of professional development for basic course design and for leadership capacity building is important, as is finding a good balance between time spent for professional development and time to work independently on their courses. We continue to improve our understanding about the mix of support needed, but this will continue to be an iterative process. Across the board, however, the assistance of Adrienne Smith and the Cynosure team has been essential and positively received by participants.

Leadership Skill Selection and Professional Development: While some come in with specific leadership frameworks in mind, most participants in the OFE programs tend to seek guidance for leadership skills that can be seamlessly embedded into the class environment. As we observe the leadership skills to which faculty seem to gravitate, three frameworks capture many of the skills faculty find useful for application

in the academic course environment. Those are: the skills depicted in *Leadership Reconsidered* , the ECU GROW leadership competencies in Student Affairs, and (most recently) the seven “leadership capabilities” drafted for the College of Business cohort (see Appendix E for those three frameworks). At times, we receive feedback that participants would like more leadership-related professional development opportunities that they can apply in their courses. We took a small step in that direction this year. For example, the *Faculty Leadership Fellows* group all participated in an abbreviated DISC training, the Course Redesign cohort benefitted from an external speaker from Red Hat about leader development, and one of the *Active Learning and Leadership* groups agreed on a shared book they would each read throughout the program. We also began to expand a library of books and leadership related resources that faculty could access during their time with each program. This did not require a modification to the budget, but we utilized the funds for professional development more broadly during this cycle than in former years.

Opportunities for Reconnecting. As mentioned above, it will be important to learn how to best re-connect former participants and help faculty maintain the momentum begun during each program. This needs to be a focus in our upcoming cycle. The reunion event in Spring 2022 was not well attended. That was partially due to timing for the event. However, there has not historically been a culture of reconnecting and sharing once the programs ended. Building this culture and expectation is not easy and will require intentionality. We are starting small. As mentioned above, the Fall 2023 Active Learning and Leadership cohort planned a date for a reunion before the end of the program, as has the Summer 2023 course redesign program. What we learn from those two events will help us know if/how to potentially build those opportunities to reconnect into each program as a standard expectation of cohorts in the upcoming year. If individual cohorts can become accustomed to staying connected, we may have a better chance to facilitate additional reunions and an expanded thriving network in the future.

Appendix A: General Participant Comments

When asked for general overall feedback, some participants provided the following comments:

- There were some positive impacts. Some of my students appreciated the perspective of the guest speakers and considered some different career options. I also challenged them to consider their own leadership skills and how they can be intentional about improving them. For me, I was surprised to see the differences in the qualities students attributed to effective and ineffective leaders. The findings have motivated me to spend more time on this topic in the future.
- The engaging activities helped change the format from basic reading and writing to more involvement. For me, it helped break the monotony of all “reading” assignments.
- Based on the survey I conducted, I feel that this project had a positive impact on my students. They indicated they are either extremely likely or somewhat likely to put what they have learned about leadership into practice. In addition, the majority felt that the activities and assignments related to leadership contained information that was useful and relevant to them. Lastly, I feel that this program helped the students realize that anyone can be a leader and they have the capability to be an effective leader if they are self-aware and put in the work. Being part of this program kept me motivated and inspired to be more strategic and intentional regarding teaching leadership in my course. It also helped hold me accountable to try new methods and ways to approach student learning.
- I think it was really outstanding adding this module into my course. I think it really got students thinking about leadership from the perspective of this profession as well as being a student leader. My hope is that it opened their eyes to thinking about leadership a little bit differently. And that we are all leaders in some capacity as we are all able to inspire positive change around us. For me it was really outstanding looking through their student leadership competencies surveys pre and post completion of the module. I enjoyed reading the interview responses and hope that the students took to heart what these leaders were saying to them.
- [This provided] validation of my early work and how it has been successful and is a national model possibly. I must publish this work! And add changes for the Spring 2022 course.
- Because of the open-ended nature, the project allowed me to focus on a way to tailor leadership goals to my discipline- this was very meaningful and thus had a positive impact on both me and my students.
- *Hello! I just wanted to say thank you for this semester. You made a big impact on me even though I rarely spoke in your class. You not only cared about what you were teaching but you genuinely cared about us.* Small things are always a part of the big picture. I received an email with the content above from a student on this last day of class. She said she rarely spoke in class, but she did still communicate with me via email. That might be small for someone but having the courage to communicate to an instructor is progress to me. This project had a huge impact on some of my students. The assignments and discussions encouraged them to first feel like they belong, not procrastinate, ask for help, be more engaged, accept responsibility, advocate for themselves, and more. It showed me the struggles that they face impact them more than I thought. It also showed me that too many of them lack the skills to positively advocate for themselves.
- Made the course smoother & allowed students to feel they have a voice in their classes.
- Encouraged me & others .
- Students benefited from more intentional assignments & activities that encourage leadership; I benefited by support.

- Giving them a new “umbrella” (leadership) to think about their skills, behaviors, & experiences when applying to jobs or graduate school & moving into the workforce. Has given me the same umbrella for describing course goals & connecting those to class activities.
- Growth in confidence as leaders (students), students clear value in directly encouraging/fostering leadership (my experience).
- I am more confident about the way the course will run & the outcomes we will achieve.
- Allowed them an opportunity to think about their future & reflect on their progress. For me it allowed me to see more detailed insight into my students’ experience.
- The class was small they are already leadership[-focused] and they did not like me changing the work as we go along. I did learn techniques and assignments that I will use in the future. Met other faculty from what I call the “other side” of ECU that I will reach out to when I need.
- Students enjoy hands-on experiences to practice creative collaboration.
- My students engaged more and that was reflected on their last presentations.
- I have new ideas to try now, thanks.
- Many students in my class felt it burdensome to be a project leader at first. After I made it mandatory by applying a rotating leadership, I found those students learn themselves about the leadership and appreciated it later in their essays that ask them to evaluate their own leadership development.
- I believe this project impacted my students by helping them develop leadership skills and the confidence to be leaders. I have learned that students benefit from being taught leadership skills by being more proactive and taking responsibility for their choices and actions.
- I wanted students to look inward and connect their leadership journey to what we learned and heard this semester. I feel they did. I felt like they walked away with personal insight.
- An eye-opening experience to incorporate leadership into teaching.
- I was surprised to see the differences in the qualities students attributed to effective and ineffective leaders. The findings have motivated me to spend more time on this topic in the future.... I will continue with the interventions that I tried this semester. I also plan to survey the students at the end of the next semester to see if they’ve continued to think about their own leadership and if any changes were made. I want to try to cover these topics earlier in the semester and have more of an open discussion about them.
- I learned a lot from others and the software they are using. It is always nice to see we are doing some things the same but knowing how to “enhance” the learning is so beneficial. I like having the resources online, too.
- I think it was really outstanding adding this module into my course. I think it really got students thinking about leadership from the perspective of this profession as well as being a student leader. My hope is that it opened their eyes to thinking about leadership a little bit differently. And that we are all leaders in some capacity as we are all able to inspire positive change around us. For me it was really outstanding looking through their student leadership competencies surveys pre and post completion of the module. I really enjoyed reading the interview responses and hope that the students took to heart what these leaders were saying to them. Just that I thought this was such a wonderful experience. I really appreciate the OFE allowing me the opportunity to participate and I’m just really thankful that I had the experience and that I was able to add this into my course. I feel like it rounds out the course nicely.
- By establishing grad student group leaders, the undergraduate students were taught how to work directly but collaboratively with a leader who in turn mentors them.

- I was able to observe peers across campus teach and lead in their classrooms which helped me identify steps of identifying leadership and how to lead as students in the field.
- Give students more opportunities to practice.
- Many students think and provide their thoughts and discussion as scheduling leaders. I'd like to share more leadership resources with students to inspire them.
- I loved this process!
- Active leadership learning (literally): I learn from others through reflections and my students also learn from others through their term project.
- This has been a wonderful experience. I have learned a lot about the value of including leadership skills development in my class. I have also learned a lot from my colleagues who also participated in this program this semester. I will highly recommend and encourage my colleagues to be future participants.
- I think this opportunity was great. I will need to review the students' response over few semesters to see what else might be needed.

Appendix B: Example Student Impact Statements

I saw this impact...	I know this because...
Students built a professional development plan	I discussed it with students
Students identified their leadership style and traits of ineffective and effective leaders	Students' written responses
Students identified the areas of leadership they plan to work on in the future	Students' written responses
Students more engaged with each other.	They made comments in their Discussion Board.
Students provided leadership skills in discussing strategy and goals for specific areas. They also included references to readings to support their decisions and their follow-through	Assignments included their leadership examples and "what if's" they included.
Increased awareness of different leadership models	Student assignment
Deeper understanding of qualities of a leader	Reading responses to interviews
Identification of strengths as a student leader	Compared pre and post performance when completed a module
Stronger awareness of personality traits	Completed an assessment
Increased awareness of leadership characteristics and traits	Observation during class discussions and assignments outlining leadership characteristics (Leadership Survey, True Colors assessment, written reflection).
Understanding and application of resiliency coping techniques	Observation during class discussions and Team Roles & Conflict Resolution assignment.
Increased understanding about the iterative cycle of human centered design.	Wicked Problem assignment and artifacts from course activities/assignments (mind mapping, ideation sessions)
Increased engagement with peers, HC leadership, faculty team	Observation in class activities, reflections
Students shared more feedback with one another than with a traditional discussion board	Reading responses, feedback was positive
Increases in self-reflection	Engagement in class discussion
Students described how they demonstrated specific leadership skills and reflected on their own definitions of leadership.	Embedded in a reflection paper
Increased student knowledge about their leadership discovery journey	They wrote about this knowledge in their reflections and final presentations
Student reflection about their own leadership journey	Evidence in an assignment in which students planned and facilitated a hosted presenter
They came and talked to me more and advocated for each other	Observations and interactions with students
Developing genuine interest	Survey results
Shared leadership	Observed interaction between students
Reflection after each talk	Group discussion sharing; videos

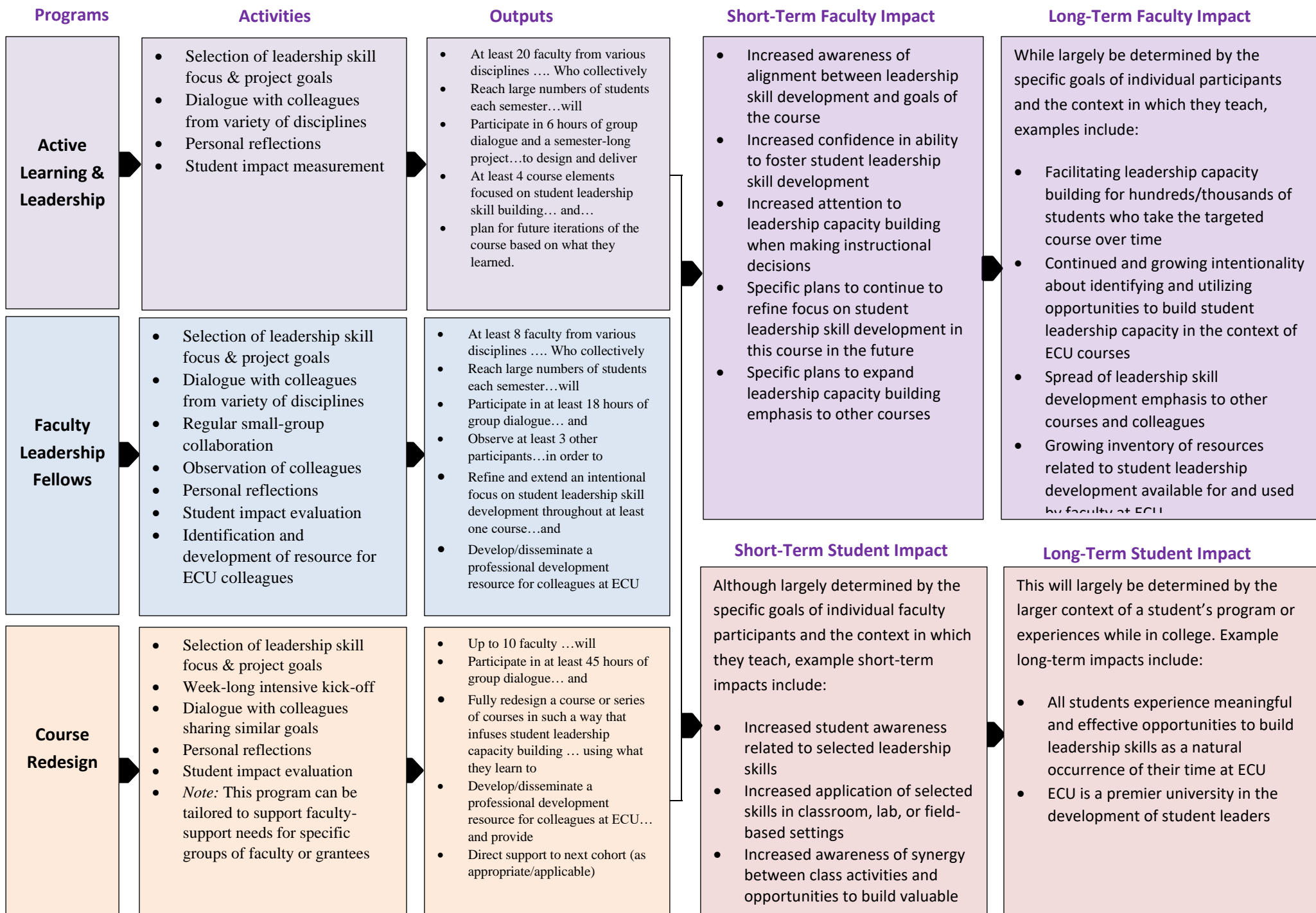
Appendix C: Perceived Strengths of the Programs and Suggestions for Improvement

Best Elements of the Program	Listening to other classmates and learning resources
	Involving the other participants and hearing all the wonderful technology they are using in their classes
	The conversations and seeing how others work
	The discussions with other faculty members
	Group discussions and sharing among each other
	Getting together
	Meeting new faculty and hearing their ideas; knowing there are individual who are also passionate about equipping students with leadership capabilities
	I liked the in-person session
	The readings, the exchange of ideas with colleagues from various disciplines
	Open-endedness of the program projects!
	Hearing from colleagues in other departments; accountability via regular meetings/surveys to find resources/make course modifications
	Reflections & readings; able to be involved with personal professional development as a professor by viewing personal process
	Sharing in groups, idea sharing
	Listening to faculties from different fields – introduces interesting thinking angles
	Talking to other faculty
	Check-in meetings, readings
	Group discussions
	Being able to talk and to learn from other faculty to get ideas
	Meeting the other faculty. Hearing what they are doing in class
	Community and other’s ideas and experiences
	Sequencing of the meetings
	Discussing Leadership topics with other faculty.
	Sharing ideas with other colleagues.
	It was very nice to learn various ideas of applying leaderships other than my field through reflection meetings.
	Hearing and sharing ideas with the other colleagues who participated in this program.
	The reflections along with the meetings. I think the meetings were most helpful but the reflections allow as to be on top of the work.
	Group sharing is great. I appreciate how Emily treated everyone fairly and respectfully.
	Peer group’s weekly meetings (My class) community engaged project worked with the community very well.
	DISC training, media engagement, guest speakers.
	Learning that I’m a leader too; collaborating and learning from other leaders across campus.
	In-person presentations.
	Guest speakers and the meeting discussions.
DISC Training and guest speakers.	
Group meetings, small teams, speakers.	
The guest speakers. They really helped me examine my knowledge and insight into specific skills.	

Suggestions for Improvement	I know COVID prevented it but would like more face-to-face interaction.
	I would like more opportunities to meet with the cohort and check in to brainstorm and solicit feedback.
	Promote interaction in the group – make it more formal.
	Having this all in person is great. More opportunities for dialogue.
	I would provide one specific reading and then have participants select one of their own. While I didn't have an issue finding readings due to my field, I think it could be difficult for some.
	More frequent meetings with the group and share ideas.
	I would ask participants to have a showcase of an activity that represents the student engagement and students enjoyed learning from it.
	Providing resources at the start of the semester.
	Room/table set up not conducive to discussion in meetings; planned discussion questions to invoke thinking/talking amongst everyone not just individual participant to group leader.
	Introduce a leadership concept theme for part of the meetings.
	Nothing.
	It's already awesome!
	It was great!
	Outlook meeting requests for calendar.
	More discussions around the ideas/meaning of leadership & active learning.
	Nothing.
	Clear up the application about you really should be teaching the course this semester. I know Laura said we could do another course but would be late in getting the assignments done.
	Community and other's ideas and experiences.
	Sequencing of the meetings.
	Discussing Leadership topics with other faculty.
	Sharing ideas with other colleagues.
	It was very nice to learn various ideas of applying leaderships other than my field through reflection meetings.
	Hearing and sharing ideas with the other colleagues who participated in this program.
	The reflections along with the meetings. I think the meetings were most helpful but the reflections allow us to be on top of the work.
	Group sharing is great. I appreciate how [Facilitator name] treated everyone fairly and respectfully.
	I understand that it's difficult to have the meeting that works for everybody's schedule, but I had to cancel classes twice.
	Resource library from the cohort.
	Guidance on what to discuss in our weekly meetings when there seems to be "nothing" to talk about.
	Nothing, I enjoyed the model.
	More in-person large group meetings.
	More guest speakers please, especially the ones from ECU.
	Overall, it was a great learning opportunity about leadership skills. Sharing knowledge among peers from different disciplines was a great learning experience.
Nothing.	

Appendix D: Office for Faculty Excellence – Student Leadership Programs Logic Model

Our Goal: Infusion of student leadership skill development and application into courses across multiple disciplines in all colleges at ECU.



Appendix E: Leadership Competency Frameworks

Leadership Qualities Depicted in *Leadership Reconsidered*:

Individual Qualities	Group Qualities
Self-Knowledge	Collaboration
Authenticity/Integrity	Shared Purpose
Commitment	Disagreement with Respect
Empathy/Understanding of Others	Division of Labor
Competence	A Learning Environment

ECU GROW Framework of Leadership Competencies (ECU Student Affairs)

GUIDED REFLECTION ON WORK

LEADERSHIP COMPETENCIES:

5 CORE:


 Effective Communication


 Effective Reasoning


 Teamwork


 Accountability


 Adaptability

6 MORE:


 Conflict Resolution


 Organization


 Self-Awareness

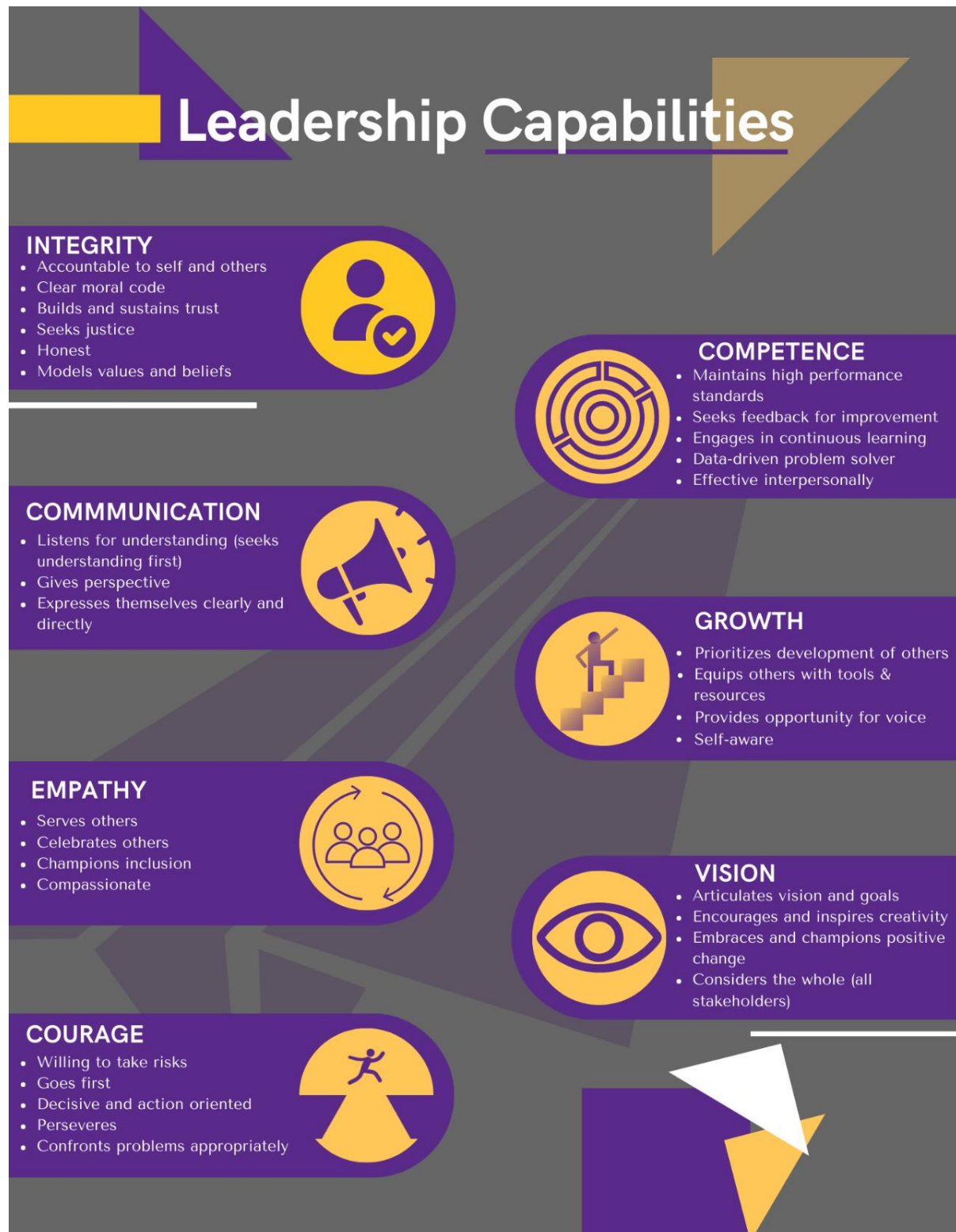

 Professionalism


 Initiative


 Mentorship



Leadership Capabilities used by the College of Business for the Summer 2023 Course Redesign Program: (Herdman and Grubb, 2023)



Appendix F: Success Story Profiles

- Tamra Church – Active Learning and Leadership
- Krissy Simeonsson – Active Learning and Leadership
- Marina Alexander – Faculty Leadership Fellows
- Michael Daniels – Course Redesign



Tamra Church

An ECU professor transforms her view of herself as a leader

Active Learning and Leadership Program



beginning the journey

Tamra Church spent her years before becoming an educator working in fine dining, welding, blacksmithing, building swimming pools and skateparks, and traveling the country. After attending ECU for her masters and working as a teaching assistant, Tamra applied for a permanent position and has been working at ECU ever since.

new avenues to leadership

Tamra learned about the Active Learning and Leadership opportunity through email and was excited about the idea of learning new ways to engage students in her classroom. She states, "I'm a true believer that if I just stand up there and talk the whole time, student are not going to take away as much as if I can provide opportunities for engagement, hands on learning, and application of the content we are talking about."

A broadened perspective

After thinking back to who she was before starting the program, Tamra says that she now thinks of herself as leader regardless of what title she does or does not hold. She describes this as the driving force in what she does within her class, how she communicates with colleagues, and how she shows up in faculty meetings.

She says that leadership even comes down to being mindful of how she interacts with colleagues in the hallway. "I don't want to be somebody that I'm not professionally. If my interactions are completely different in a professional setting vs elsewhere, people won't be able to trust me because I am not true to who I say I am."

her testimonial

understanding the change process

Tamra found the collaboration with her peers to be extremely effective. The group setting allowed for participants to hear about others' experiences in the classroom and see what worked for them and what did not. Tamra was able to learn from the different perspectives and implement changes in her own classroom.

She was also able to learn different methods to actively engage her students in the classroom and learn about the transformative leadership model.

the lasting impacts

Not only does Tamra use her newfound leadership skills in the classroom and in her interactions with other faculty members, but she has taken the opportunity to teach her students the different qualities of being a leader through group projects. After the program, she sees herself as a leader and has been empowered to share those qualities with her students.

continuing the journey

Tamra looks forward to re-implementing the group project on qualities of leadership next semester after dropping it when classes were moved online during COVID-19. She hopes to continue to build upon her knowledge of leadership and create future leaders within her classroom through these projects and more.

"I think of myself as a leader as a result of my participation in this program. Having that be the driving force in what I do within my class, how I communicate with my colleagues, how I show up at faculty meetings, all of that changed after I went through this program because I realized that I don't have to have a title to be a leader. It is empowering."



Kristina Simeonsson

A Brody School of Medicine professor grows her knowledge and application of leadership in the classroom.

OFE Program Participant



beginning the journey

Kristina Simeonsson first trained at ECU in residency with pediatrics. After getting her master's in public health, she joined the ECU clinical faculty where she is involved in clinicals, teaching, research, and service. She applied for the Active Learning & Leadership Program to help her renew the spark that originally brought her back to teach and do clinical work.

new avenues to leadership

During the program, Kristina connected with faculty from different parts of campus and expanded her horizons and skill set by reflecting on what makes a leader and how to instill leadership values in her students.

a broadened perspective

Kristina had always believed that leadership was associated with a title, like "CEO" or "Dean of Student Affairs". She felt disenchanted with the images of leadership around her. By participating in the Leadership Program, she realized that she is a leader, too. Moreover, she recognized leaders in all of her fellow faculty participants. **"You can lead from where you are. You don't need to get the big title, the corner office. [...] I can think about the problems that mean something to me and figure out how can I energize people to help me get to this thing?"**

her testimonial

"[I am thankful for the chance to] focus on myself in a different way, meet other people across campus, meet people who want to help people and make things better for students and faculty and staff [through the Leadership Program]. Thank you. I think it's making a big difference."

understanding the change process

This realization is something Kristina wanted to instill in her students. Projects in the program like defining leadership based on memes and discussing coursework challenges with fellow professors helped teach Kristina how she could translate this lesson to her students.

She started using discussion boards and engaging assignments like determining which character in a sitcom or Disney movie would respond to an outbreak of a made-up disease and who would be a part of the incident command to infuse this meaning of leadership. **Leadership to Kristina means vulnerability and perseverance. She sought out this opportunity to help her students and can now more confidently teach her students that they are leaders in everything that they do.**

the lasting impacts

The Leadership Program taught Kristina that she could lead from her position as a clinical faculty. She now infuses her teachings and interactions with medical students with the same idea that, even as first-year residents, whether they know it or not, they are now leaders as well.

continuing the journey

Kristina continues to work at the Brody School of Medicine and teach infectious disease epidemiology. She hopes to continue teaching the future leaders of the medical world about what it means to lead from where they are.



TRUIST leadership success story

Marina Alexander

An ECU professor learns how to incorporate leadership skills into her Fashion Merchandising courses

Faculty Leadership Fellows Program Participant



beginning the journey

Marina Alexander has been teaching at ECU for 19 years and is an associate professor in the Department of Interior Design and Fashion Merchandising. After coordinating her program and teaching students, she realized she wanted to help prepare her students for work in the industry by teaching them leadership skills in addition to the program material.

new avenues to leadership

Marina decided to join the OFE Faculty Leadership Fellows program to help her become the best faculty and coordinator she could be. In particular, she hoped to understand what qualities make or break a good leader. She focused on emotional intelligence as one competency that enables students to succeed in their post-grad jobs and acquire leadership positions.

bringing knowledge to students

After reading *Leadership Reconsidered*, Marina learned more about transformational leadership and **began creating course activities that incorporated self-knowledge and authenticity.** She thought those were the two most powerful qualities she could help her students develop in her classes.

her testimonial

“[The Faculty Fellow’s Program] is a great way to incorporate leadership into ECU and also satisfy part of ECU’s goal to prepare leaders for tomorrow. I can say that I’ve really grown so much as a person because of these opportunities provided by the OFE and the Truist Leadership Center.”

understanding the change process

After participating in the Faculty Leadership Fellows program, Marina has grown as a teacher and person and has been able to pass on the knowledge from this program to her students. She has improved her ability to listen actively in her roles as a teacher and coordinator: **“Sometimes in conflicts and disagreeing with respect, all people need is to be heard. This helps with empathy too.”**

Active listening is a key part of emotional intelligence, which is a “foundation of a host of critical thinking skills.” By teaching her students this in class, she is supporting them in their journey to success after they leave ECU.

the lasting impacts

Once when traveling with students to a conference, she heard recruiters comment, “we don’t usually hire from ECU.” **She went on to provide leadership training to those students and they have been able to receive internships, job offers, and scholarships.** More students have now been able to participate and gain valuable skills since then.

Since participating in the program, Marina received the 2021-2022 Board of Governors Distinguished Professor for Teaching award.

continuing the journey

Marina continues to enjoy being an educator at ECU. After participating in the Faculty Leadership Fellow program, she feels more confident in taking on challenges related to leadership and looks forward to helping students do the same.



TRUIST leadership success story

Michael Daniels

An ECU professor seeks opportunity to improve his course in order to support his students and community.

Office of Faculty Excellence Program Participant



beginning the journey

Michael envisioned supporting ECU students pursuing their master's degree in mental health and addiction counseling by reducing the barriers and challenges to becoming licensed. He wanted to ensure they could be successful in serving their communities.

new avenues to leadership

Michael had always approached leadership at ECU as a way to empower his students to gain the skills they could use to create change within the community. The Course Redesign program allowed Michael to develop his online course to further help his students become leaders in their communities and access the course material in order to successfully become mental health and addiction counselors.

a broadened perspective on teaching

The Course Redesign program helped Michael improve the structure of his course so that students could better engage with the material, each other, and him as an instructor. The collaborative nature of the program ensured that he could improve upon his traditional teaching style with feedback from students, mentors, and other faculty members. *"I'm beginning to focus on how students can utilize the information that they are learning versus just learning it, making it applicable to real life situations and even thinking about how it can enhance their career opportunities."*

his testimonial

"ECU is a leader in training the best, highly competent social work clinicians and addiction professions while changing lives and improving the quality of life for individuals, families, communities both locally and globally."

understanding the change process

Being a part of the Course Redesign program gave Michael the opportunity to participate in mentorship as both the mentee and mentor. His mentor "engaged with [his] learning and made sure that [he] was advancing" throughout the rigorous program. Michael was also able to mentor a graduate student in honing their leadership, research, organization, and curriculum development skills.

For Michael, mentorship, was an important means through which the program supported his ability to develop leaders.

the lasting impacts

Based on student feedback, Michael sees that his students know who he is and are learning in powerful ways due to the work he put in during the Course Redesign program.

The program was invaluable to the advancement of student leadership: "This is not just about changing your course [or] redesigning the course. This is really about impacting lives, impacting the lives of our students who are in turn going to impact the lives of others throughout their community."

continuing the journey

Michael has implemented what he has learned in the Redesign program by starting to create a platform where students in the counseling program get to practice state standardized test so it is there is less fear surrounding that barrier to becoming licensed.

Appendix G: OFE Projected 2-year Budget



Truist Center for Leadership Development

East Carolina University
Office for Faculty Excellence Programs Budget

Program	Expense and Description	Total
Active Learning & Leadership Program	Participants in the <i>Active Learning & Leadership Program</i> explore the intersection of active learning and leadership development throughout a semester-long experience. This program provides faculty the opportunity to experiment with embedding a leadership-related focus into the design of selected course activities, assignments, discussions, and materials. Through a cycle of exploring, piloting, reflecting, and preparing for future semesters, faculty learn alongside students and share this learning with their cohort and the OFE. This program is offered for cohorts of up to 10 faculty each in the fall and summer. [Stipend of \$1,000 per participant for 20 participants + 2 facilitators + fringe (\$322 each)]	\$29,100
Faculty Leadership Fellows Program	<i>Faculty Leadership Fellows</i> are selected from different disciplines, and the program runs during the spring semester. Participants collaborate in small teams of four faculty members throughout the program. Fellows utilize literature related to leadership, peer observations, and consultation with team members to frame their focus on leadership capacity building in their respective courses. Teams meet weekly to refine their leadership skill focus for a selected course, provide and receive input from the team, and develop a professional development resource to benefit other faculty and students. [Stipend \$1,800 per participant for 8 participants + 1 facilitator + fringe]	\$17,600
Course Redesign Program	The <i>Course Redesign</i> program requires the most substantive time investment from participating faculty. Participants dive deeply into comprehensively redesigning a selected course in such a way that fosters student engagement in leadership skill development as well as aligns with current campus or program priorities. Generally, the learning community begins with a one-week institute that includes training and support for getting started with the course redesign. From there, participants continue to work and support one another until the completion of the redesign period. The project requires an iterative design process through which participants continue to refine their plans after teaching the course. [Stipend of \$2,500 per participant for up to 10 participants + 1 facilitator + fringe]	\$37,900
Training - All Programs	This funding supports the provision of professional Development or mentors to help participants address their leadership skill building goals in the context of a well-designed course. Training may focus directly on leadership, or may emphasize best practices (e.g. Universal Design for Learning) or delivery techniques (e.g. for online formats). This portion of the budget will be applied, as needed, to each of the programs.	\$2,500
Supplies and Hospitality for all programs	This funding is to provide supplies and hospitality needed to implement all three programs Hospitality primarily applies to the week-long summer redesign institute, but providing a meal when the Active Learning and Leadership or Faculty Leadership Fellows programs fall during the lunch hour enables us to use that mid-day time productively.	\$2,500
Total Annual Budget		\$89,600
Total 2-Year Budget		\$179,200

An increase in budget from previous years is not needed, but the line items and descriptions here are slightly modified from previous years to reflect leaning that occurred in this impact report cycle.

OFE Projected 2-year Budget

Summarized by spending lines across all programs

Program	Expense and Description	Total
Stipends	<ul style="list-style-type: none"> Active Learning & Leadership Faculty Participant & Facilitator Stipends [\$1,000 each for up to 20 participants and 2 facilitators + fringe = \$29,100] Active Learning & Leadership Faculty Participant 7 Presenter Stipends [\$1,800 each for up to 8 participants and 1 facilitator + fringe = \$17,600] Course Redesign Faculty & Facilitator Stipends [\$2,500 each for up to 10 participants + 1 facilitator + fringe = \$37,900] 	\$84,600
Trainers or Consultants	This funding supports the provision of professional Development or mentors to help participants address their leadership skill building goals in the context of a well-designed course. Training may focus directly on leadership, or may emphasize best practices (e.g. Universal Design for Learning) or delivery techniques (e.g. for online formats). This portion of the budget will be applied, as needed, to each of the programs.	\$2,500
Supplies and Hospitality	This funding is to provide supplies and hospitality needed to implement all three programs Hospitality primarily applies to the week-long summer redesign institute but providing a meal when the Active Learning and Leadership or Faculty Leadership Fellows programs fall during the lunch hour enables us to use that mid-day time productively. While this line is primarily spent toward food items during retreats or long working meetings, it also may be used for materials and supplies, if needed for the goals of a particular cohort meeting or workshop.	\$2,500
Total Annual Budget		\$89,600
Total 2-Year Budget		\$179,200