Discovering Leadership: The ECU Leadership Portfolio Framework of Action

A Quality Enhancement Proposal

Jointly Submitted by:
The Office of the Leadership Collaborative
The College of Business
The College of Education
The Department of Engineering
QEP Proposal

**Topic or Theme**

**Discovering Leadership: The ECU Leadership Portfolio Framework of Action**

**Summary**

East Carolina University (ECU) has committed to distinguishing itself by taking a unified institutional approach to preparing leaders. To support this commitment, the Office of the Leadership Collaborative, the College of Business, College of Education, and Department of Engineering propose a campus-wide initiative that will require all undergraduate students to complete a Leadership Portfolio prior to graduation. The proposed Leadership Portfolio aligns with the ECU Tomorrow: A Vision for Leadership and Service Strategic Plan by addressing defined student learning outcomes related to leadership development and is grounded in ECU’s institutional leadership framework. The portfolio should be straightforward and adaptive, allowing academic units the flexibility to identify and define discipline-specific opportunities for leadership development and practice. In addition, the portfolio provides a platform for other purposes including program assessment and assessment of student learning outcomes while encouraging interdisciplinary collaboration toward the common goal of developing leadership capacity.

**Student Learning**

One goal of this proposed Quality Enhancement Plan (QEP) is to unite perspectives and desired learning outcomes of undergraduate student experiences with a common framework informed by current research, institutional values and mission, and the university’s commitment to training and preparing leaders. Building upon the assumption that student learning must be reinforced in order to be retained and applied (Joyce and Showers, 1982), the Leadership Portfolio serves as a platform for documenting student leadership development and mapping diverse developmental and educational experiences to a common institutional framework. We acknowledge that the daily activities of today’s undergraduate students, both inside and outside the classroom setting, provide significant opportunities to exhibit a range of leadership skills. Portfolio elements will complement course content and encourage students and faculty to expand their conceptualization and methods of leadership development across disciplines and across elements of student experiences. Portfolios highlight reflection as integral to collecting evidence of leadership development. Much as Howard Gardner’s (1997) Theory of Multiple Intelligences reframed the traditional question of “Are you intelligent?” and asked, “How are you intelligent?”, the proposed portfolio reframes the question of “Are you a leader?”, challenging participants to answer the question of “How are you a leader?.” A portfolio would provide students, faculty and staff with a common framework for better understanding their ability to lead and serve “where they are,” integrating service learning experiences and identifying personal and professional opportunities for developing leadership capacity and positively influencing the lives of others.

This QEP proposes the use of an electronic portfolio to house leadership artifacts, allowing for cost effective storage, organization and portability by students. Leadership Steering Committees at appropriate levels will evaluate portfolio products annually to assess skill development across the five pillars of the ECU Integrated Leadership Framework. The ECU Leadership Portfolio artifacts will be generated during three phases of the undergraduate experience: year one, years 2 and 3, and senior year.
Year One: Introductory and Exploratory Leadership Experiences. The first year artifacts will be generated from existing first-year courses, such as COAD 1000, BUSI 1200, and ENGR 1000, and co-curricular experiences. Students will complete a series of creative self-assessments and personality/leadership inventories. These activities will provide insight into their leadership tendencies and personal dispositions. Students will also examine their values and beliefs, their priorities, and their short and long-range goals. Additional objectives may include: 1) various leadership styles and models; 2) leadership skills and key behaviors; 3) the role of leadership in the context of the student’s life and career goals. Artifacts could include: completed inventories, completed self-assessments, personal reflections on lessons learned, and documentation of volunteer/service learning.

Years Two and Three: Leadership Application and Service Learning Opportunities. In collaboration with the Volunteer and Service Learning Center at ECU, programs will offer courses that provide students with the opportunity to apply learning from year one and lead by serving. These service learning and/or volunteer experiences can be either program specific or non-program related. Artifacts could include: evidence of participation, journal of activities, service learning course assignments, and personal reflections on lessons learned. Service learning experiences supporting leadership development and their related artifacts may be included in this segment of the Portfolio to supplement evidence in these areas.

Final Year: Completion of the ECU Leadership Portfolio and Reflection. During their final year, students will compile and finalize their leadership portfolios. The ECU Leadership Portfolio will include the previously mentioned artifacts, as well as a comprehensive final reflection. Students will synthesize their experiences as “My Leadership Journey at ECU,” providing a capstone experience shown to support the value of self-awareness and reflection as effective in integration of learning (Dugan, 2006; Komives, S.R., Longerbeam, S.D., Owen, J.E., Mainella, F.C., and Osteen, L., 2006; Lorenzo & Oblinger, 2005; Zubizaretta, N.D.).

Every student embodies critical leadership capacity vital to ECU’s overall mission. Students will vary in their ability to demonstrate leadership, just as students vary in their ability to demonstrate all of Gardner’s Multiple Intelligences (Gardner, 1997). However, through the proposed portfolio, all students will be given the opportunity to refine their leadership capabilities while developing a greater understanding of self and service to others.

Portfolios provide students and faculty flexibility and creativity in showcasing leadership development experiences and learning, while supplementing the academic transcript which provides course credit documentation.

Significance and Urgency

Assessment and documentation of student learning are critical to both the Southern Association of Colleges and Schools (SACS) accreditation reaffirmation process and ECU’s efforts to improve institutional retention and graduation rates. These efforts coincide with the implementation of an Integrated Leadership Framework upon which leadership development at the university is based.

Student portfolios, combined with other campus based leadership initiatives, would provide potent means of documenting, measuring and demonstrating the university’s commitment to developing leadership capacity in students and providing them with 21st Century learning
experiences and skills. In addition, students would have both transcript and artifact evidence of their leadership development.

ECU is publicly promoting itself as “The Leadership University,” and this plan will enhance our efforts to integrate existing frameworks and understandings of leadership across campus into a codified and useable model. Having adopted a strategic direction that states: “ECU will distinguish itself by the ability to train and prepare leaders,” the university must now unify its opportunities for student leadership development as well as identify the means by which it will document student learning in this realm. The proposed portfolio will ensure that all undergraduate students experience a set of leadership and service related activities specific to their area of study, yet aligned to a common leadership framework. Development of a Leadership Portfolio requirement presents the opportunity to infuse our academic culture with the university’s definition of leadership as a relational process of inspiring, empowering, and influencing positive change. This proposal demonstrates action in response to our stated commitment to leadership development as outlined in the UNC Tomorrow response and leverages our Carnegie classification to link leadership and engagement under an innovative model distinct to ECU. The portfolio provides the opportunity to unify diverse leadership initiatives across campus via a common repository of leadership artifacts.

**Description and Scope**

In order to be appropriate for all academic disciplines, a Leadership Portfolio must be flexible and responsive to diverse curricula. Some leadership development activities will be appropriate to all undergraduates; however, many artifacts will result from course-embedded activities that reflect professional leadership standards unique to specific disciplines. The successful implementation of this QEP will depend on the ability to use and integrate existing structures, rather than creating additional work requirements for ECU faculty and staff. For example, many programs across the university already use portfolios to document evidence of student performance. Additionally, many departments have courses that encourage service learning while others have courses that are related to leadership development. The common theme for this portfolio will be leadership activities focused on: 1) reflection, 2) service, or 3) skill application and practice.

The goal of this QEP is to align student undergraduate experiences with a defined leadership framework. In so doing, students are able to expand their capacity as student leaders, problem solvers, and positive change agents for their communities.

**Assessment**

Using the ECU Integrated Leadership Framework, SACS learning outcomes, Council for the Advancement of Standards in Higher Education (CAS) and accrediting body standards as the portfolio’s foundational framework would assure that the portfolios will be meaningful assessment tools as well as artifact repositories to document student learning. Appendix A delineates ECU’s Integrated Leadership Framework and Leadership Learning Objectives that would serve as the foundation of student portfolios.

Appendix B contains some key performance indicators as they relate to the leadership aspect of ECU’s Strategic Action Plan. These indicators would play a significant role in identifying mandatory leadership artifacts for the Portfolio.
**Schedule**

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Program Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate</td>
<td>Creation of cross-divisional and multidisciplinary task force/university committee charged with: 1) conducting systematic overview of ECU’s existing leadership strategy/initiatives, 2) development of agreed upon activities for all students in AY 1-3.</td>
</tr>
<tr>
<td>Immediate</td>
<td>Formal placement of the Leadership Portfolio initiative within the Office of the Leadership Collaborative under the direction of a Director. Hire an Assistant to the Director to assist the QEP team in the development and implementation of the Leadership Portfolio project.</td>
</tr>
<tr>
<td>No Later Than:</td>
<td></td>
</tr>
<tr>
<td>Fall 2013</td>
<td>All colleges identify own desired leadership activities and how to appropriately assess (may already be part of College strategic plans)</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>Coordination with University Advisors for implementation and tracking of student progress; Development and training of a cadre of graduate students who will be associated with the Leadership Portfolio program</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Creation of leadership portfolio template and program information materials for students</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>Training of faculty for oversight of majors and senior students</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Portfolio Launch with entering students</td>
</tr>
<tr>
<td>Subsequent Years</td>
<td>Iterative evolution of program including revisions, training, etc.</td>
</tr>
</tbody>
</table>

**Risk Assessment**

Below is an illustrative, though not exhaustive, list of factors to be considered and questions to answer by the cross-divisional committee and before adopting the portfolio across campus.

- Is the portfolio an official record of student work, and if so, how is it evaluated, maintained and accessed? Is it still considered “official” if students update and maintain it?
- How and where electronic portfolios will be stored, including issues of longevity of access, (for students, alumni and others) limited storage space as portfolios accumulate, software updates?
- Who owns the portfolio (student or institution)? How will the portfolio be promoted and who will support it?
- How likely (and how difficult) institution-wide implementation be? What ongoing financial resources will be required?
- What is the perceived increased work-load for faculty?
- What will student resistance to additional degree requirements be?
**Implementation Resource Requirements**

While some of these positions/resources exist, it is anticipated that most/all will require significant augmentation to meet the needs of 20,000 students.

- Stipend for the Director of the Leadership Collaborative to compensate for the significant new tasks that will be required to oversee the development and implementation of the Leadership Portfolio
- Assistant Director of Leadership Portfolio Development within the Office of the Leadership Collaborative Administrative support personnel
- Graduate Assistants – necessary to support program development, implementation, training and support
- Graduate Research Support – important to assure research into the paradigm shifts that occur as a result of portfolio implementation; important for program evaluation
- Adequate Advising Personnel to oversee progress of pre-major (freshmen & sophomore) students
- Financial resources to cover expense associated with e-portfolio subscriptions, technological support associated with e-portfolios, computer infrastructure, etc.

**Available ECU Expertise**

Developing and implementing a web-based student leadership portfolios should be addressed by a cross-divisional and multidisciplinary study group and/or task force. The Task Force could be drawn from the existing Leadership Advisory Council membership, Chancellor’s Leadership Fellows and key faculty.

Additional expertise is available within the ECU Community. Examples include: Matt Long (iWebfolio coordinator), the Office of the Leadership Collaborative, the Center for Student Leadership & Civic Engagement, and numerous individuals representing academic programs that already require a portfolio (electronic or otherwise). The College of Business currently has a Leadership and Professional Development Portfolio as part of their academic requirements; the College of Education utilizes portfolios as part of their curriculum and for accreditation purposes, and the Department of Engineering, while not currently utilizing a portfolio, is currently considering their implementation as a means of documenting student achievement and facilitating accreditation.

Extensive leadership capabilities exist across ECU’s campus; the list above only represents those individuals who have already indicated an interest in participating in a leadership portfolio program. As the project goes forward, contributions of others with knowledge, interest, and/or a desire to participate will be welcomed.

**Plan Development Process**

The cross-divisional multidisciplinary task force will have many issues to consider and/or resolve to develop a comprehensive QEP. In addition to issues previously addressed, examining the feasibility of the following will be necessary, with suggested resources indicated in parentheses:

- developing portfolios that are distinct to the university and reflect the uniqueness of East Carolina University (Student Affairs Marketing, Curriculum and Instruction Advising),
using the ECU Integrated Leadership Framework, SACS learning outcomes and CAS and accrediting body standards as the portfolio’s foundational framework so that portfolios can become meaningful assessment tools as well as artifacts and documentation of learning beneficial to students (ILF working group member, IPAR Assessment staff),

- technical considerations of portfolio access, storage, scalability, security and privacy, commitment of technical staff resources, integration with current student database software and reporting and E-portfolio tools/software options such as:
  - homegrown customizable student web pages with portfolio templates
  - open source e-portfolio systems
  - commercial packages (i.e. iWebfolio)
  (ITCS staff, Banner/BIC implementation staff),
- developing systematic, valid and reliable methods to evaluate portfolios (student learning assessment),
- developing systematic, valid and reliable methods to evaluate portfolios (student learning assessment),

Commitment to and Support of the Topic

The proposed portfolio is consistent with the ECU Strategic Action Plan, ECU’s Response to UNC Tomorrow, and ECU’s Integrated Leadership Framework. As such, it is anticipated that faculty and administrators will have a vested interest in its success. Several College Deans have expressed enthusiasm for the concept, provided that the number of mandatory artifacts is manageable (four has been the number most frequently discussed), and that each college can then customize the portfolio to meet its specific leadership and professional development needs. Appendix C shows how the four artifacts representing previously identified Leadership Learning Outcomes can be operationalized across three distinct programs – teacher education, business, and engineering. In addition, Jayne Geissler sees the potential (with adequate staffing) for academic advising staff to play a primary role in assuring artifacts are documented in student portfolios early in their academic careers.

Many institutions across our country recognize the value of equipping students with leadership skills. With the goal of developing a common language of student leadership learning outcomes, the University of Arizona completed a comprehensive review of 39 academic accrediting agencies as they built their student leadership competencies. —Research at the Higher Education Research Institute at UCLA supports the need for every student to learn leadership skills. Student activity offices across the country provide many leadership and service opportunities for their students throughout their undergraduate experiences (University of Oregon, Western Michigan University, etc.). As the Leadership University, ECU has committed to fostering leadership in all of its students; the proposed portfolio can serve as the mechanism that unites the myriad leadership development activities across campus while documenting student leadership development and mapping diverse developmental and educational experiences to a common leadership framework.
References and Resources


Holden Leadership Center at the University of Oregon http://leadership.uoregon.edu/


NC Professional Teaching Standards: http://www.ncptsc.org/Standards.htm


Western Michigan University Student Activities and Leadership Programs Office, http://www.wmich.edu/leaders/

Zubizarreta, J. (ND). The Learning Portfolio: reflective Practice for Improving Student Learning.
APPENDIX A
INTEGRATED LEADERSHIP FRAMEWORK AND LEADERSHIP LEARNING OBJECTIVES
AS FOUNDATIONS OF STUDENT PORTFOLIOS

The established institutional definition of leadership that: Leadership at East Carolina is a relational process of inspiring, empowering, and influencing positive change provides the foundation for assessing student learning outcomes related to leadership development.

Established learning outcomes state that students will:
1. Apply leadership principles relevant to the chosen discipline,
2. Collaborate effectively in diverse groups to promote successful outcomes,
3. Utilize reflection to promote personal growth,
4. Demonstrate knowledge of ethical principles and their application in leadership.

The following table illustrates an example of measurable objectives applied to each learning outcome. Objectives are based on the ECU Integrated Leadership Framework, Council for the Advancement of Standards (CAS) in Higher Education standards and learning outcomes identified by undergraduate program accrediting bodies. These objectives could be used as developmental markers and indicators of portfolio completion.

<table>
<thead>
<tr>
<th>Leadership Learning Outcome</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Applies leadership principles relevant to the chosen discipline.</strong></td>
</tr>
<tr>
<td></td>
<td>• Able to integrate multiple pieces of information, examine information in detail for more thorough understanding</td>
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<tr>
<td></td>
<td>o Evaluates information</td>
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<tr>
<td></td>
<td>o Makes decisions appropriate to situation</td>
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<td></td>
<td>o Develops original ideas</td>
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<td></td>
<td>o Responds effectively to ambiguity</td>
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<td></td>
<td>• Understands process or dynamics of effective conflict negotiation</td>
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<tr>
<td></td>
<td>o Effectively negotiates conflict</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates understanding of theory, model, and process related to leadership</td>
</tr>
<tr>
<td></td>
<td>o Differentiates among leadership theories and models, recognizing key concepts and their similarities and differences among models or theories</td>
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<tr>
<td></td>
<td>o Applies leadership theory to current issues in discipline</td>
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<td></td>
<td>o Understands elements of strategic planning</td>
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<tr>
<td></td>
<td>o Develops a mission, vision</td>
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<tr>
<td></td>
<td>o Articulates goals</td>
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<td></td>
<td>o Develops a plan</td>
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<td></td>
<td>o Enacts a plan</td>
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<tr>
<td></td>
<td>o Effectively mentors others</td>
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<tr>
<td></td>
<td>o Gives others appropriate feedback</td>
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<tr>
<td></td>
<td>o Empowers others to achieve group goals</td>
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<tr>
<td></td>
<td>o Manages time effectively and organizes work</td>
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<tr>
<td></td>
<td>• Understands concepts of organizational culture and context</td>
</tr>
<tr>
<td></td>
<td>o Understands process or dynamics of creating change</td>
</tr>
<tr>
<td></td>
<td>• Able to collaborate with others effectively</td>
</tr>
<tr>
<td></td>
<td>o Communicates effectively verbally and nonverbally</td>
</tr>
<tr>
<td></td>
<td>o Listens effectively</td>
</tr>
<tr>
<td></td>
<td>o Understands process or dynamics of effective facilitation</td>
</tr>
<tr>
<td></td>
<td>o Facilitates meetings or work teams effectively</td>
</tr>
<tr>
<td></td>
<td>o Motivates others</td>
</tr>
<tr>
<td>Leadership Learning Outcome</td>
<td>Objectives</td>
</tr>
<tr>
<td>----------------------------</td>
<td>------------</td>
</tr>
</tbody>
</table>
|                            | - Understands concepts of organizational culture or group dynamics and context  
|                            |   o Uses understanding of process or dynamics of working with others to achieve mutual goals  
|                            |   o Seeks to understand others’ perspectives and shows appreciation for others’ circumstances  
|                            | - Values diversity as an asset  
|                            |   o Interacts with diverse populations effectively  
|                            |   o Interacts with others appropriately  
|                            | - Able to collaborate with others effectively  
|                            |   o Communicates effectively verbally and nonverbally and listens effectively  
|                            |   o Understands process or dynamics of effective facilitation  
|                            |   o Facilitates meetings or work teams effectively  
|                            |   o Motivates others  
|                            | - Understand concepts of leadership in the context of relationship with others and within a group  
|                            |   o Defines elements of the Relational Leadership Model or other models of leadership incorporating interpersonal relationship  
|                            |   o Identifies sources of power within a group and relates those to organizations or groups  
|                            |   o Evaluates organizational processes in terms of how they reflect inclusiveness, empowerment, ethics and fulfilling the group’s purpose  
|                            |   o Reflect on their own practice as leaders and evaluate their use of relational leadership practices  
|                            |   o Evaluate theories/models of leadership and determine relationships of models to their own philosophy of leading  
|                            | - Fosters partnerships to address community needs and positive change  
|                            |   o Articulates differences between types and depth of service and civic engagement and gives examples of each  
|                            |   o Identifies crucial social issues relevant to a particular community  
|                            |   o Articulates strategies for collaborating with community resources to address community needs  
|                            |   o Discriminates between collaboration, partnership, facilitation and unilateral direction  
|                            |   o Describes methods of encouraging, facilitating and monitoring partnerships between organizations  
|                            |   o Develops strategies for addressing deficiencies in existing partnerships, including monitoring, assessing and planning  
|                            | - Understands elements and processes of change and the relationship of change to leadership  
|                            |   o Articulates and gives examples of prominent change theories such as Bridge, Schlossberg, O’Toole and others  
|                            |   o Articulates what is meant by change and why pursuing change is central to leadership processes  
|                            |   o Explains values associated with the Social Change Model of Leadership Development, Servant Leadership, or related models addressing leadership and social change  
<p>|                            |   o Recognizes and describes elements of the change process, including resistance, transition and transformation |</p>
<table>
<thead>
<tr>
<th>Leadership Learning Outcome</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| **3** Utilizes reflection to promote personal growth. | • Reflects on personal experiences to apply learning in the future  
  o Seeks feedback from others  
  o Uses feedback from others in developmental planning  
  o Engages in activities and learning experiences supporting personal or professional growth  
 • Understands the scope of one's own competencies  
  o Identifies own values, skills and abilities  
  o Uses knowledge of self in developmental planning  
 • Engages in practices that promote balanced and healthy lifestyle  
  o Manages stress  
  o Manages time  
  o Makes healthy food, sleep and activity choices |
| **4** Demonstrates knowledge of ethical principles and their application in leadership. | • Understands process or dynamics related to the concept of community  
  o Demonstrates behavior of a socially responsible community member  
  o Follows through on responsibilities  
 • Understands issues of social injustice  
  o Identifies underlying causes of social injustice  
  o Differentiates among issues of social justice  
  o Promotes an equitable society  
 • Understands own values  
  o Uses understanding of values in decision making  
 • Understands and applies ethical principles  
  o Acts in an ethical manner  
  o Uses ethical principles in decision making  
  o Applies ethical principles in addressing social issues  
  o Demonstrates empathy toward others and understanding of circumstances of others  
  o Explains ethical purposes and standards governing chosen profession  
 • Understand concepts of leadership in the context of relationship with others and within a group  
  o Identifies sources of power within a group and relates those to organizations or groups  
  o Evaluates organizational processes in terms of how they reflect inclusiveness, empowerment, ethics and fulfilling the group’s purpose  
  o Reflect on their own practice as leaders and evaluate their use of relational leadership practices  
  o Evaluate theories/models of leadership and determine relationships of models to their own philosophy of leading  
 • Fosters partnerships to address community needs and positive change  
  o Articulates differences between types and depth of service and civic engagement and gives examples of each  
  o Identifies crucial social issues relevant to a particular community  
  o Articulates strategies for collaborating with community resources to address community needs |
APPENDIX B

KEY PERFORMANCE INDICATORS FOR “THE LEADERSHIP UNIVERSITY”

The Leadership University: *ECU will distinguish itself by the ability to train and prepare leaders.*

**Advance our pre-eminence in student leadership development.**
- Define and develop opportunities to enhance the discovery and practice of leadership.
  - Operationalize and assess ECU’s Leadership Framework
  - ECU Leadership Minor
  - ECU Leadership Certificate (Proposed)
  - Student Government Association training allocations
- Transform leadership training by preparing opportunities that align to the values of our university.
  - Number of leadership programs, rate of participation and completion rates
- Build upon ECU’s engagement mission to develop student leaders who serve their communities.
  - Number of leadership programs, rate of participation and completion rates
  - Participation in ECU Student Organizations/ Officer positions on local, state and national levels

**Empower students to lead in the 21st Century as modeled in ECU’s Integrated Leadership Framework.**
- Offer effective leadership training through the implementation of ECU’s leadership framework.
  - Operationalize and assess ECU’s Leadership Framework
  - Training workshops
- Infuse all aspects of the student experience with opportunities for leadership development.
  - Number of students who participate in co-curricular and extra-curricular activities (service learning in rural communities)
  - Enhance Communications
  - Integration of the Leadership Framework into the curriculum certificates (Ex: CON)

**Enhance collaboration in Eastern NC by facilitating, inspiring, and influencing positive change.**
- Extend leadership development activities to support rural communities and underserved populations.
  - Number of students who lead a service learning activity in co-curricular and extra-curricular activities
- Launch mentorship programs aligned to our established leadership development outcomes.
  - Operationalize and assess ECU’s Leadership Framework
  - Measure needed from COB
- Develop programs to promote the well-being of self and others.
  - Training of other professionals (Ex: AHEC)
  - ECU Volunteer Service Learning data

**Gain national recognition for a distinctive and unprecedented approach to leadership development.**
- Leverage our Carnegie classification to link leadership and engagement under an innovative model distinct to ECU
- Enhance recognition of those who excel in leadership within their respective area of study, profession, institution, and/or contribution to the community.
  - Attendance at professional conferences
  - Number of presentations facilitated at professional conferences
  - Number of faculty/staff articles/press releases submitted/published
  - Number of faculty/staff awards and recognitions received
- Faculty membership/involvement in professional organizations
- Staff membership/involvement in professional organizations
- Number of faculty publications in professional journals
- Number of staff publications in professional journals
- Number of student publications and presentations
## APPENDIX C

### SAMPLE OF POTENTIAL LEADERSHIP PORTFOLIO ITEMS

<table>
<thead>
<tr>
<th>Year</th>
<th>Leadership Learning Outcome</th>
<th>Evaluator</th>
<th>Academic Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teacher Education</td>
<td>College of Business</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course / Activity</td>
<td>Product / Activity</td>
</tr>
<tr>
<td>1</td>
<td>Applies leadership principles relevant to the chosen discipline.</td>
<td>COAD 1000 instructor; Academic Advisor</td>
<td>COAD 1000</td>
</tr>
<tr>
<td>2</td>
<td>Collaborates effectively in diverse groups to promote successful outcomes.</td>
<td>Course Instructor; Academic Advisor</td>
<td>Early Experiences Course / 2123</td>
</tr>
<tr>
<td>3</td>
<td>Utilizes reflection to promote personal growth.</td>
<td>Course Instructor; Academic Advisor</td>
<td>Course Embedded Practicum Placements</td>
</tr>
<tr>
<td>4</td>
<td><strong>Demonstrates knowledge of ethical principles and their application in leadership.</strong></td>
<td>University Supervisor; Internship Seminar Instructor</td>
<td>Senior Internship Leadership Evidence (EE6)</td>
</tr>
</tbody>
</table>