



**CHANCELLOR'S LEADERSHIP
DEVELOPMENT PROGRAM**

SHELTON
LEADERSHIP CENTER

NC STATE UNIVERSITY

Resilience to Inspire the World

To create a family of students
capable of excelling as values-based leaders
focused on serving the community,
inspiring others, and impacting the world.

2018-2019 CHANCELLOR'S LEADERSHIP DEVELOPMENT ADVISORY COMMITTEE:

Our generous advisory committee meets three times per year to offer advice, input and connections to enhance the program. This group has watched the program grow from the first application cycle to the completion of the first cohort.

- Dr. Arnold Bell
- Dr. Barb Sherry
- Dr. Kathy Titus-Becker
- Dr. JoAnn Cohen
- Dr. Paola Sztajn
- Dr. Tammy Gordon
- Dr. Saundra Williams
- Dr. John Dole
- Dr. Tony Mitchell
- Dr. Carrie McLean
- Dr. Laura Bottomley
- Dr. Wendy Krause

CHANCELLOR'S LEADERSHIP DEVELOPMENT PROGRAM

The Chancellor's Leadership Development Program supports students who have an interest in developing their leadership skills through engaging experiences with other students across disciplines. Students from all colleges are accepted into the program. New participants each year are incoming first-year students who have already been accepted to NC State University for the fall semester.

This two-year program helps students maximize their leadership skills through experiential learning and self-discovery. The program includes opportunities such as:

- Mentoring / Coaching
- Professional networking
- Career readiness
- International / Study Abroad experiences
- Building a leadership portfolio
- Internship opportunities
- Service events

Overarching Learning Outcomes

1. Explore and identify their personal leadership style, strengths, and areas for improvement in order to succeed academically and personally at NC State and beyond.
2. Prepare for future career and leadership opportunities, identifying areas of growth and connecting with peers and professionals in order to solidify and confirm future aspirations and the skills needed to be successful.
3. Apply leadership training experiences into global experiences and internship opportunities to enhance career opportunities.
4. Demonstrate and analyze skills developed during the program through the creation of a leadership portfolio

FIRST YEAR COHORT EXPERIENCE

The first year cohort participated in the following leadership development programs and activities:

- August Welcome Meeting with Both Cohorts
- Seminar on Effective Visual Presentations
- Service Event with the Food Bank of Central and Eastern North Carolina / Interfaith Food Shuttle
- Meet and Greet with Chancellor and Mrs. Woodson at the Point
- Cultural Competence Seminar
- Fall Retreat in Valle Crucis, NC
- Shelton Leadership Forum
- Study Abroad Information Seminar
- Joint Seminar on the 5 Practices of Leadership at the Point
- Winter Retreat
- Outclass the Competition: Etiquette Protocol
- Joint Seminar on Servant Leadership at the Point
- Seminar on Personal Finance Planning
- Seminar on Networking and Including CLDP Experience on a Resume
- Nashville Service Trip
- Monthly Group Mentoring Meetings with 2 NC State Faculty/Staff
- Monthly 1:1 Coaching Sessions with Shelton Leadership Center Staff

Showcase

In preparation for the showcase, each student was asked to reflect on their experience in the program, their first year at NC State, and the questions below. Based on their responses, students were then tasked with creating a visual representation. As you meet the students this evening, they are prepared to share their reflections of their first year at NC State and future aspirations.

1. How have you benefited from the group mentoring experience?
2. How are the experiences through this program helping you to become a well-rounded leader in your potential major/career?
3. What have you learned about yourself through this program that you didn't know before? How will this new knowledge enhance your leadership potential?

FIRST YEAR COHORT PROFILES



Brailey Lee, Rocky Mount, NC, *Architecture*

"My first year in the Chancellor's Leadership Development Program has allowed me to learn and develop skills that will be beneficial to my life and career moving forward. I have also been able to make friendships with mentors and peers who share common goals and interests, something I couldn't be more grateful for."



Emma Harris, Hillsborough, NC, *Fashion and Textile Design*

Being connected to the Shelton Leadership Center has helped me realize how I can be a leader in my own field. Coming to NC State I knew what kind of design impact I wanted to make on the Fashion world, but I wasn't sure how to create deeper meaning from my work. The Chancellor's Leadership Development Program has opened my eyes to how important it is to incorporate pioneering and positive change in whatever career path I choose and to choose leadership as a lifestyle.



Hannah Caudill, Clayton, NC, *Secondary Education: Mathematics*

"The Chancellor's Leadership Development Program has helped me to grow as a leader by participating in service events, attending seminars and programs, connecting with Chancellor and Mrs. Woodson, and connecting us with amazing mentors to help guide us through our first year of college. Slowly, but surely, we have come together to learn about ourselves, and grow as a family."



Heaven Davis, Conover, NC, *Chemical and Paper Science Engineering*

"Being in the Chancellor's Leadership Development Program this year has allowed me to grow and develop as a student, a person, and most importantly, as a leader. With the opportunities for mentorship both within your field of study, and outside your field, you are exposed to a variety of people and given the opportunity to grow as a well-rounded person."



Jai'Lynne Wilburn, Lexington, NC, *Fashion Textile Management*

"The CLDP has helped me in many ways pertaining to my strengths and weaknesses. Partaking in the program has allowed me to see skills I need to strengthen as a leader which has resulted in tremendous growth. The program has also been a great resource for my professional and personal development."



Kalynn Turner, Marion, NC, *Exploratory Studies*

“Through the Chancellor’s Leadership Development Program, I have learned more about myself as a leader and an individual. This program has helped me transition into life at NC State by connecting me with others in the program as well as mentors. This program has given me the confidence I need to achieve my goals.”



Katie Cusack, New Bern, NC, *Communications*

“Being a part of the Chancellor’s Leadership Development Program has allowed me to join others in discovering how our gifts and experiences can improve not only ourselves as leaders, but our communities. It has fueled my drive to continuously inspire and be inspired beyond my time at North Carolina State University.”



Kayla French, Broadway, NC, *Psychology*

“Through the Chancellor’s Leadership Development Program, I have been given many skills and opportunities to build my character into that of a great leader of the future. This program has also given me the courage to self reflect and strengthen the areas that I may be lacking in. I am grateful for being in the CLDP, because it has given me the courage to be more involved in my community and to take advantage of opportunities as they come.”



Kris Castete, Elm City, NC, *Exploratory Studies*

“The Chancellor’s Leadership Development Program has helped me to become a more confident leader and it has motivated me to become the most successful person I can be. Through the skills I have acquired through the program, I hope to leave a positive long-lasting impact on the world.”



LaRon Locklear, Rowland, NC, *Wildlife Science*

“Being a part of the Chancellor’s Leadership Development Program has allowed me to learn a lot about myself and it has enhanced my leadership skills. I have also had the opportunity to meet wonderful people, experience new things, and make lasting memories.”



Liliana Moranchel, Charlotte, NC, *Chemistry*

“The Chancellor’s Leadership Development Program has allowed me to gain amazing mentors and friends. It has made my transition to NC State easier. They have all helped me grow as an individual but more importantly as a leader”



Madeline Newsome, King, NC, *Animal Science*

“The Chancellor’s Leadership Development Program has tremendously improved my self confidence and leadership skills by continuously pushing me to try new things and providing me with unique opportunities. I have especially benefited from the valuable relationships I have made with my faculty mentors, as they have given me the courage to face difficult challenges.”



Manika Hemmerich, Boone, NC, *Exploratory Studies*

“The Chancellor’s Leadership Development Program has not only introduced me to a unique group of like-minded students who I can now call my friends, but also to many opportunities I would never see myself being a part of. The people and experiences I’ve had, in the program have inspired me to continue to develop my leadership style, and expand the boundaries of my comfort zone.”



Nature Gore, Stedman, NC, *Animal Science*

“This year I have greatly improved my leadership and people skills through workshops and meetings, while also having fun and getting to know others. The Chancellor’s Leadership Development Program has become like a small family.”



Rylie Newman, Swan Quarter, NC, *Political Science*

“My first year in the Chancellor’s Leadership Development Program has allowed me not only to develop my leadership skills and professionalism, but has also provided me with the resources and confidence that I need to be successful.”



Yesi Pineda Reyes, Pendleton, NC, *Life Sciences - Genetics*

“The Chancellor’s Leadership Development Program has helped me further develop my service and leadership skills which will help me in my future. It has also given me the opportunity to connect on a personal level with my mentors and peers in the program.”

SOPHOMORE COHORT EXPERIENCE

During the sophomore year, the cohort participated in the following leadership development programs and activities:

- August Welcome Meeting with Both Cohorts
- Seminar on Effective Visual Presentations
- Seminar on Personal Finance Planning
- Service Event with the Food Bank of Central and Eastern North Carolina / Interfaith Food Shuttle
- Meet and Greet with Chancellor and Mrs. Woodson at the Point
- Seminar on Decision Making
- Fall Retreat in Valle Crucis, NC
- Seminar on Global Leadership
- Shelton Leadership Forum
- Joint Seminar on the 5 Practices of Leadership at the Point
- Winter Retreat
- Seminar on Cultural Competence
- Joint Seminar on Servant Leadership at the Point
- London Spring Break Study Abroad
- Monthly 1:1 Coaching Sessions with Shelton Leadership Center Staff

Mentoring

Each student was matched with two individual mentors for their sophomore year. The first was a faculty mentor in their major or college. The second was an external professional mentor in the intended career field. They met monthly from September through March, following up on content from our monthly seminars and working on career preparedness. In those 1:1 meetings they covered the following topics:

- Informational Interview/Job Shadows
- Strengths Quest
- Elevator Pitches
- Resume Reviews

YEAR TWO ROLES

At the end of the first year of the program, each rising sophomore was given a Year Two Role, a leadership role within the program to help continue developing the program and executing it. Their roles included the following:

- Enhancement Lead
- External Marketing
- Social Media
- Evaluation/Assessment for First and Second Year Cohort
- Processing Lead
- Applications
- Peer Mentoring
- Special Projects
- Programming Lead
- Seminars
- Retreats
- Communications

Showcase

In preparation for the showcase, each student has been working on a collaborative field study project alongside their two individual mentors since September 2018. Students were tasked to:

- research a theory or concept in their field of study and explain it in simple terms
- examine a social or cultural context impacting that theory or concept
- apply potential solutions to the context

The intention behind this project was for students to dive deeper into their majors to discover where they have a passion for learning. By working alongside their mentors, they had the opportunity to contemplate the real world complications and application of the material they study in the classroom.

Sources for all projects can be found here: goo.gl/VGvvYu



ALEXIS RUTLEDGE

Major: Environmental Engineering
Hometown: Greensboro, North Carolina

Summary of CLDP Experience: Through the Chancellor's Leadership Development Program I've been presented with countless, amazing opportunities to enhance my leadership abilities, practice professional skills and networking, and develop my personal strengths. The CLDP has helped me discover who I am today and who I have the potential to be, all while providing me with the resources and encouragement needed to reach that potential. Some of the most impactful resources provided were the support, kindness, and understanding of our leader, Andrea Ramos-Lewis; the wisdom of my professional mentors, Dr. Jacqueline Cole and Mrs. Jennifer Murphy; the cultural experiences of our trips to New Orleans and London; and the information presented at the monthly seminars.

CLDP Mentors:

- Dr. Lisa Bullard, Teaching Professor/Director of Undergraduate Studies, Chemical and Biomolecular Engineering, College of Engineering, NC State University
- Dr. Sandra Wall Williams, Adjunct Professor, College of Education, NC State University
- Jennifer Murphy, Civil Engineer, Kimley-Horn and Associates, Inc.
- Dr. Jacqueline Cole, Assistant Professor, Biomedical Engineering, College of Engineering, NC State University

CLDP Leadership Enrichment:

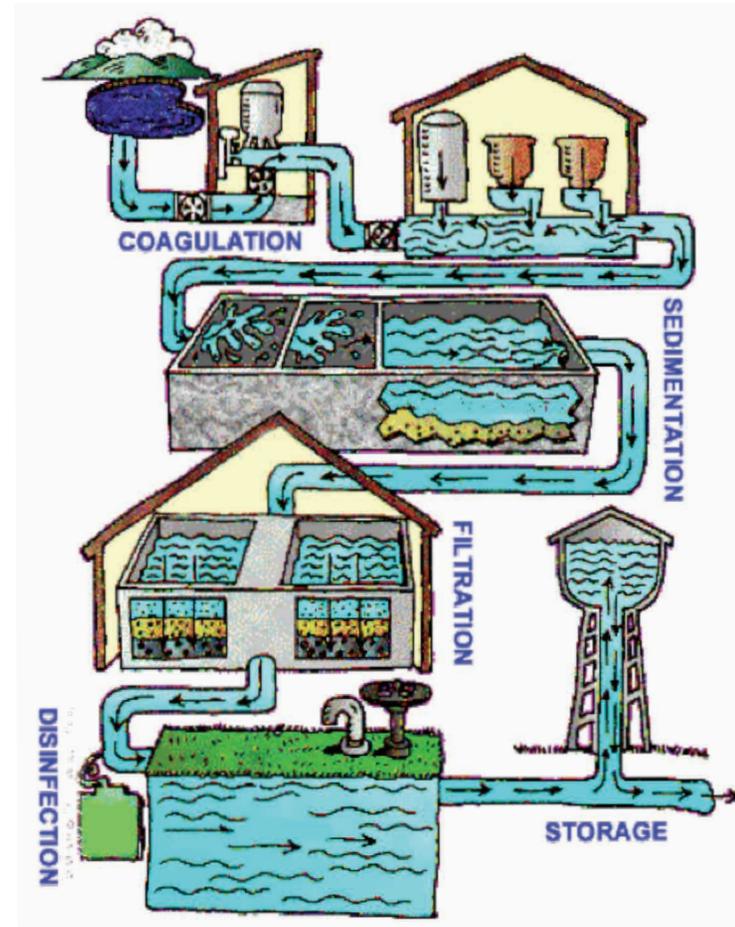
New Orleans Service Trip 2018, London Study Abroad 2019

Collaborative Research Project

Theory/Concept: Water Treatment

The most common steps in the surface water treatment process are:

- Coagulation — Chemicals with a positive charge are added to the water so they bind with particles in the water to form larger particles called floc.
- Sedimentation — Floc separates from the water and settles at the bottom of the tank due to its weight.
- Filtration — The water continues through several compositions of varying sizes such as gravel, sand, and charcoal to remove other unwanted dissolved particles.
- Disinfection — Chemicals are then added to the water to kill remaining bacteria, parasites, and viruses.



Water treatment process

Social/Cultural Context: The current industrial water treatment systems we use in the United States are very expensive to build and maintain. Their costs can range anywhere between \$45,000 to tens of millions of dollars. This presents issues for under resourced communities who also need access to clean drinking water and need sewage treatment but at a much reduced price.

Potential Solution: Many environmental engineers are researching and developing technologies that are capable of providing clean drinking water at a lower cost for communities that don't have these full treatment facilities in place.



ANH NGUYEN

Major: Biological Sciences —
Concentration in Human Biology
Hometown: Durham, NC

Summary of CLDP Experience: Coming into college, I really had no idea what I wanted to, what I was interested in, or what I was even good at. I struggled to figure out how to make my identity stand out amongst 35,000 other college students who had the same opportunities and potential to be in my position, whilst also trying to juggle a social and academic life. Throughout this program, I have been given countless opportunities to help me explore and manage all aspects of life, including relevant monthly seminars, networking opportunities, mentoring relationships both on and off campus, etc. These unique opportunities have not only built my confidence in myself as a student and leader, but it allowed me to foster and strengthen professional relationships I would have never had if it weren't for this program and all that it offers. It's a huge honor to say Chancellor and Ms. Woodson know my name, and I will continue to make a name for myself outside of this program throughout the rest of my academic and professional career.

CLDP Mentors:

- Dr. Jo-Ann Cohen, Professor of Mathematics, College of Sciences, NC State University
- Jill Anderson, Coordinator of Advising, Department of Biological Sciences, College of Sciences, NC State University
- Dr. Heather Patisaul, Professor and Researcher, Department of Biological Sciences, College of Sciences, NC State University
- Stacey Lee, Research Chemist, RTI International

CLDP Leadership Enrichment:

New Orleans Service Trip 2018, London Study Abroad 2019

Collaborative Research Project

Theory/Concept: Pathogenic Theory of Medicine, specifically Schizophrenia — Mental illnesses affect 1 in 5 U.S. adults. Schizophrenia affects 1% of the world's population, and if left untreated, it can be catastrophically serious and chronic. Symptoms include hallucinations, flattened emotional responses and impairment of memory.



Cortical pathogenic theory of Parkinsons Disease

lobe and other cortical regions, as well as reductions in gyri formation. The Knight Model has been tested and researched to figure out the etiology of such mental illnesses. Knight postulated that there was a correlation between autoantibodies and effects on neuron function in the limbic system in which forbidden B lymphocyte clones were created and developed somatic mutations that directly act on neuronal cell receptors to affect brain function. Knight, along with various other scientists, believed schizophrenia was an autoimmune disease, but what was the etiology behind this? The most commonly accepted theory is the Pathogenic Theory of Medicine, also known as Infectious Theory. This states that diseases and illnesses are caused by microorganisms (such as virus and bacteria). Recent research on pregnant mothers have shown evidence of exposure to infectious disease, especially during the second trimester of pregnancy, increases the risk of later schizophrenia in her child. Even though Pathogenic Theory is strong and convincing, there hasn't been enough research to fully support this theory as fact, hence why urgent research is necessary for development of future medications and vaccines to help lower the number of those affected by mental illness.

Potential Solution: Just like every other disease that can be identified and observed on a slide under the microscope, mental illnesses should be spoken of in as high regard as other cancers and diseases. There is a significant stigma that causes feelings of isolation and loss of hope leading to poor performance at school/work and increased risk of suicide. The best way to decrease this stigma is to further research findings, and to educate the public with credible and relevant information.

Social/Cultural Context:

Post-mortem and imaging studies of brains of schizophrenics have found enlarged ventricles, altered morphology of the hippocampus, decreased volumes of the temporal



ILIANA CLAUDIO

Major: Biochemistry & Marine Sciences
Hometown: Lumberton, NC

Summary of CLDP Experience: I have experienced an immense amount of personal growth and professional development over the past two years thanks to this program and the people in it. CLDP made my transition to university much more comfortable, and having a collective support group from the beginning made all the difference. I learned that values and leadership are not mutually exclusive but a necessity for progress to occur. From juggling tasks to communicating more effectively, all of the lessons learned through this program showed me the value in being accountable. Nothing beats preparation, and thanks to CLDP, I'm ready to use the skills I've learned to be an effective student leader. A warm "thank you" to the supporters and contributors of this incredible program. It is greatly appreciated.

CLDP Mentors:

- Dr. Jo-Ann Cohen, Professor of Mathematics, College of Sciences, NC State University
- Jill Anderson, Coordinator of Advising, Department of Biological Sciences, College of Sciences, NC State University
- Dr. Jose Ascencio-Ibanez, Teaching Assistant Professor, Department of Molecular and Structural Biochemistry, College of Agricultural and Life Sciences, College of Sciences, NC State University
- Dr. Carrie Thomas, Research Associate Professor, Department of Marine, Earth, and Atmospheric Sciences, College of Sciences, NC State University

CLDP Leadership Enrichment:

New Orleans Service Trip 2018, London Study Abroad 2019

Collaborative Research Project

Theory/Concept: The ocean is incredibly complex and the organisms that live there are too. Within the cells of intriguing organisms are very biochemically active compounds that can be used as models or even harnessed to provide the basis for pharmaceutical products. However, more importantly, this approach can be used as both a way to evaluate our impacts on marine life and to explore for the sake of selfless scientific inquiry.

Social/Cultural Context: More than $\frac{3}{4}$ of our planet is covered by oceans, and within it lies 80% of the world's life forms. We know more about our solar system than



Bioluminescent jellyfish

we do about the oceans, and only 20% of our oceans have been mapped with modern technology. The extent of what lies beneath is not well known. The amount of collected and processed information is relatively limited. Approximately 15,000 marine compounds have been identified, and most of them are not found anywhere outside of aquatic environments. Through extensive analysis and research, these products can be useful in treating diseases like cancer. In the context of our current climate, our oceans are paying the price for our irresponsibility as environmental stewards. Will we deplete the ocean's resources in an attempt to further progress life expectancy and the human condition? Will corporate greed create environmentally destructive practices for the sake of "progress" and pharmaceutical development? These questions have undoubtedly difficult answers, but it is important to be cautious and proactive in our pursuits. This potential demonstrates the value the ocean and its lifeforms holds and the millions of questions that lead to learning more about the intricacies of their nature. The adaptations and capabilities they display offer us a glimpse into the beauty of our ocean's inhabitants, and it is critical for the health of our planet to protect this and lead with a careful consideration to our impacts as a global society.

Potential Solution: With no healthy oceans, there are no healthy people. An investment should be made in our society's marine biochemists in realms that extend beyond simply using marine organisms to our benefit. It is critical to invest in learning about what benefits the organisms on our planet, especially those who have suffered at the hands of human beings. From what kind of impact we have on the biochemical pathways of our marine mammals (via pollutants, anthropogenic sound, etc.) to evolutionary traits, our focus in marine bioorganic chemistry should be shifted away from biomedical applications and towards learning how to sustainably support our ocean's natural and biochemical processes.



JACK MASCARENHAS

Major: Plant and Soil Science

Hometown: Nashville, North Carolina

Summary of CLDP Experience: My experience in the CLDP has allowed me to become a stronger and more effective leader in all aspects of my life. I have enjoyed getting to know the faculty and members of the program and learning how I can make an impact in my everyday life. Thanks to this program, I have been able to make contacts that I never thought I would have. I have even gotten the opportunity to eat dinner alongside Chancellor and Mrs. Woodson; not everyone can say they have had that privilege. This program has encouraged me to go beyond my academics and start honing my skills that will help me both in my everyday social interactions, problem solving, and professional development. It has pushed me beyond learning and taught me how I can apply myself and make a difference in my community. I cannot thank this program enough for the opportunities it has provided to me, and I would recommend any student who has the chance to engage in this program to become more than just another college student, because their voice and their abilities are not something that only becomes meaningful once they are out of school. The CLDP program has taught me how to make my mark where I am right now.

CLDP Mentors:

- Dr. John Dole, Associate Dean and Director of Academic Programs, College of Agriculture and Life Sciences, NC State University
- Mitchell Peele, Senior Director of Public Policy, NC Farm Bureau
- Maggie Puryear, Associate Director of Undergraduate Programs, Marine, Earth, and Atmospheric Sciences, College of Sciences, NC State University

CLDP Leadership Enrichment: Alternative Service Break – West Virginia

Collaborative Research Project

Theory/Concept: Crop Rotation is used to maintain the health of soil. Each time a certain crop is planted in a field, a farmer will wait a certain number of growing seasons before planting that crop in that same field. Rotating crops discourages the buildup of weeds, insects, and diseases. Planting the same crop in the same field year in and year out is susceptible to having a large buildup of pests that specifically target that crop. Crop rotation also reduces soil erosion. A healthy crop rotation will allow for crops to naturally receive some of the essential nutrients from the residue of previous plantings.



Crop rotation of canola, soybean and barley.

Social/Cultural Context: So why does crop rotation matter? Apart from the benefits it has to a farmer, it preserves our soils. A large issue that can occur in agriculture is a loss in fertility in the soil. This can typically be due to soil erosion and buildup of pests. This forces farmers to find new land to grow. If the soil is well taken care of, less land is required for growing crops, and that land can be used either for preserving our state's forest or for building new urban areas such as schools, houses, and hospitals. North Carolina is now the 10th most populated state in the United States, just recently passing Georgia. North Carolina is also one of the highest meat producing states in the country (#2 in pork and turkey). With an increase in both human population and demand for food, more and more of North Carolina's land will have to be dedicated to housing, schools, hospitals, etc as well as land required to meet the needs to maintain our pork and turkey industries. That land will either have to come from our forests or our fields.

Potential Solution: The key to making sure our farmland is being used effectively and efficiently is to maintain a healthy soil. Practices such as crop rotation can help prevent our state's soil from eroding and keep our agriculture industry alive and well. Education for farmers around best practices for crop rotation will benefit everyone.



JADA ARROYO

Major: Criminology
with a minor in Forensic Science
Hometown: Rowland, NC

Summary of CLDP Experience: The Chancellor's Leadership Development Program has definitely helped me as a first-generation student to get my foot in the door here at NC State. I have learned new skills revolving around decision making, goal setting, and financial planning while also being able to have new experiences. I have traveled more in the state of North Carolina to our mountains and beaches as well as traveled across the U.S. to New Orleans, Louisiana. I have also created great relationships with people I am proud to call my cohort and my mentors who have helped me discover myself, and also helped me prepare myself for my future career in the criminal justice system.

CLDP Mentors:

- Dr. Carrie McLean, Assistant Dean and Director of Advising, University College, NC State University
- Carol Lewis, Officer in Crime Prevention and Community Relations Unit, NC State University Police Department
- Dr. Lisa Bullard, Teaching Professor/Director of Undergraduate Studies, Chemical and Biomolecular Engineering, College of Engineering, NC State University
- Dr. Saundra Wall Williams, Adjunct Professor, College of Education, NC State University

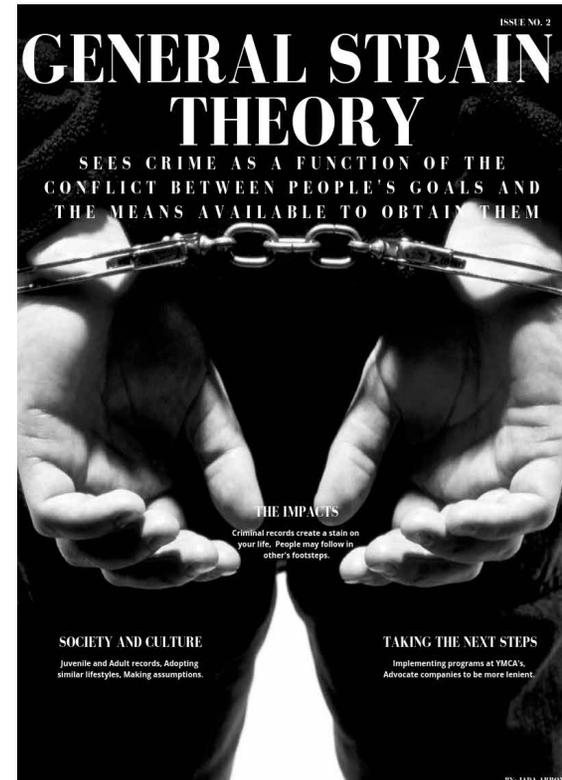
CLDP Leadership Enrichment:

New Orleans Service Trip 2018, London Study Abroad 2019

Collaborative Research Project

Theory/Concept: General Strain Theory — Branch of social structure theory that sees crime as a result of the conflict between people's goals and the means available to obtain their goals.

Social/Cultural Context: A juvenile record can interrupt an individual's life in the present and make it significantly harder to excel in the future. A juvenile record can later be expunged but that can only be done when you are an adult and after 5 years have passed since becoming an adult. This means that even a juvenile record will stick with you and show up in background checks which can hinder an individual's future. Someone that sees crime as a child growing up may see a life



General Strain Theory

may make assumptions about them which can also make it harder to achieve their life goals by normal means like getting an education, having a career or having a family. People may see that an individual was convicted of theft years ago and may still hold that against them years later when they aren't the same person they were years ago.

Potential Solution: Advocate for companies to be more lenient on certain offenses that may have happened a long time ago. This also includes minor offenses and misdemeanors that aren't violent such as drug possession and alcohol related crimes, prostitution and gambling. This allows for individuals who were previous convicts to be able to be contributing citizens in society and decrease their chances of going back to a life of crime.

of crime as a means of living and may adopt that lifestyle when they get older. If an individual sees that selling drugs can earn them money, nice clothes and cars, they may choose that path, especially if they don't have an example of someone using legitimate means to make money like having a stable job. People may also see those with a criminal records as lesser and



JENNA SPAHR

Major: Fashion and Textile Design —
Concentration in Textile Design
Hometown: Greensboro, NC

Summary of CLDP Experience: As a member of the Chancellor's Leadership Development Program I have been able to improve my leadership skills and learn how to expand my strengths through monthly meetings. I've been able to connect with mentors throughout the Wilson College of Textiles as well as with industry professionals. This program has enabled me to set goals and exceed them further than I could have ever imagined. I have attended a week-long service trip rebuilding homes in New Orleans along with having a global experience in London, England. This program has shaped me into a more goal driven and confident leader in the two years that I have been a member. The amount of opportunities and knowledge I have been given through this program is what has driven me through college so far, and will further expand into my career.

CLDP Mentors:

- Dr. Helmut Hergeth, Associate Professor, Wilson College of Textiles, NC State University
- Jannice Westfall, Retired Brand President, Levi's Strauss and Company
- Dr. Wendy Krause, Associate Professor, Textile Engineering, Chemistry, and Science, Wilson College of Textiles, NC State University
- Dr. Carrie McLean, Assistant Dean and Director of Advising, University College, NC State University

CLDP Leadership Enrichment:

New Orleans Service Trip 2018, London Study Abroad 2019

Collaborative Research Project

Theory/Concept: Textile dyeing and finishing is one of the most important processes in the textile industry that transforms greige goods into finished products. The dyeing process is how the textiles receive their coloration, and the finishing process is the next step adding chemical or mechanical properties to enhance the performance or look of the textile. In the chemical finishing process, an abundant amount of water is used to mix with chemicals in water baths to enhance the textiles. High temperature water is a very important factor along with added pigments of color in order for textiles to absorb the color. Once the water is used to dye these textiles, it becomes a waste that can be harmful if it is not disposed of properly and put back into clean water sources.



Textile dyeing process

Social/Cultural Context: In the textile industry, dyeing and finishing processes for creating products is a major component for production. The problem is that dyeing requires the use of significant amounts of water. For every 1 kg of textile being processed, around 100 to 150 liters of water is consumed.

This requires an abundant amount of water and waste pollutes the environment and is harmful to the people living in it. Textile dyeing and finishing is the source of 17-20% of industrial water pollution. There needs to be a way to reduce wasteful water and energy practices that are both harmful to the environment and humans.

Potential Solution: Getting more companies in the industry using dyeing methods like Textile Inkjet Printing. Inkjet printing requires no dyeing in the process eliminating the water issue and creates a quicker production speed of mass produced textiles. Another solution is reducing the amount of water used in finishing process of textiles. Levi's Strauss is a company using this method of waterless dyeing and finding methods of finishing denim without using water.



JOAH BICKLEY

Major: Parks and Recreation —
Concentration in Program Management
Hometown: Lake Lure, NC

Summary of CLDP Experience: Since beginning in the CLDP, I have had the chance to develop my leadership skills in a way that I had not experienced before. Coming to such a large school from a small rural area can be extremely intimidating. CLDP gave me a community to be a part of, and it also provided me with an outlet to learn about topics including global leadership, civic engagement, and networking. The seminars and experiences have given me a new perspective on the world such as knowledge on how to approach life in the future. I feel blessed to be part of such a wonderful group of students with a common goal to focus on self development in a way that could lead to making a difference in my community.

CLDP Mentors:

- Dr. Wendy Krause, Associate Professor, Textile Engineering, Chemistry, and Science, Wilson College of Textiles, NC State University
- Dr. Carrie McLean, Assistant Dean and Director of Advising, University College, NC State University
- Dr. Laura Bottomley, Director of Women in Engineering and The Engineering Place, College of Engineering, NC State University
- Victoria Rodriguez, Electrical Engineer, Microsoft

CLDP Leadership Enrichment:

New Orleans Service Trip 2018, London Study Abroad 2019

Collaborative Research Project

Theory/Concept: Cruise control is part of most people's lives whether it is used every day on the way to work or on long road trips. There is a set of differential equations that goes into designing the cruise control in a car which makes it possible to press a button and allow the car to move with less driver interaction. Standard Cruise Control, Adaptive Cruise Control, and Autonomous Cruise Control are all used in today's world fairly regularly. While Standard Cruise Control is the most widely used, there have been many resources allocated in order to develop and advance the technology behind the theory of cruise control and limited driver interaction. Self-driving cars are an ideal example of where the technology is heading in the near future. While these self-driving cars are more technologically advanced, the basic math and theory of cruise control is seen in even the newest of cars.



New Amazon self-driving car

Social/Cultural Context: There are many social impacts of allowing cars to act on their own. Although cruise control is widely accepted by society, new advancements of self-driving cars have seen to be quite controversial. Often people are concerned with machines making decisions that could result in the death of a person. People are also concerned about the economic impact that self-driving cars will have on the job market. Truck drivers and taxi drivers could become less important in society. These impacts could have a lasting effect on the economy and society.

Potential Solution: The most likely solution to these controversies is to continue to develop technology that will be easily accessible to the public. The more common self-driving cars become, the more the market will grow towards a thriving sector in the economy. Once the technology of automated vehicles becomes as common as cruise control, there will be more opportunities for improvements in safety, job growth, and accessibility.



JOSUE HERNANDEZ

Major: Business Administration —
Concentration in Supply Chain
Hometown: Saint Pauls, NC

Summary of CLDP Experience: The past year and a half has been filled with many chances for growth and development and I am beyond grateful for those opportunities. The Chancellor’s Leadership Development Program has provided me with many resources and allowed me to connect with extraordinary mentors who have played an important role in my leadership development. I have been able to tackle challenges and not be intimidated to ask for help when needed. Tayah Butler and John Mazzarino, who are my individual mentors this year, have been supportive in helping me see my potential when I did not see it. From seminars to mentoring, this program is truly unique and has allowed me to grow as a leader and see the best in myself.

CLDP Mentors:

- Dr. Jo-Ann Cohen, Professor of Mathematics, College of Sciences, NC State University
- Jill Anderson, Coordinator of Advising, Department of Biological Sciences, College of Sciences, NC State University
- Tayah Butler, Director of Diversity and Inclusion, Undergraduate Programs, Poole College of Management, NC State University
- John Mazzarino, Founder and Managing Principal, Cherokee Financial

CLDP Leadership Enrichment: London Study Abroad 2019

Collaborative Research Project

Theory/Concept: Territory and road infrastructure is some of the current pressing challenges facing South Africa. This is partly due to expenditure deficiency which means that the GDP in South Africa is not strong enough to support infrastructure expansion. Because the GDP in South Africa is not as strong as other developed countries, it is a challenge that needs attention. Expenditure deficiency is not something that can be resolved quickly; however, the lack of infrastructure is not stopping logistics companies from expanding in the South African market.



Supply chain visibility

Social/Cultural Context: Emerging markets, like South Africa, are attractive because they tend to grow faster than their developed counterparts; however there are many unique challenges that South Africa is facing. In South Africa there are many places where there is an absence of roads. Not only is the absence of roads affecting South Africa, but environments with poor infrastructure can also have an impact on the supply chain. DHL, a company that provides international delivery services, has been operating throughout the continent of Africa for many decades now and has a presence in every country and territory in Africa. DHL has focused on countries like South Africa because it has been a key growth area. DHL is investing in both the infrastructure and assets in the country. “South Africa’s exceptional geographic location as the gateway to Africa, and Nigeria’s growing gross GDP” are reasons for the company’s announcement in October that it will upgrade its facilities and shipment handling systems throughout the region, says Frank Appel, CEO of Deutsche Post DHL Group.

Potential Solution: A good start to South Africa’s lack of expenditure deficiency can be solved by showing investors and companies the opportunities countries like South Africa have to offer. It is evident that DHL has been able to successfully launch facilities and expand as a company. By having other companies invest in South Africa, growth in GDP will follow. This can slowly lead to the solution of expenditure deficiency.



KATIE BUNN

Major: Social Work

Hometown: Rocky Mount, NC

Summary of CLDP Experience: I have truly grown so much over the past four semesters with the Chancellor's Leadership Development Program. I have gotten a vital amount of support, advice, and encouragement from Andrea Ramos-Lewis, my group mentors, and my individual mentors. In addition, I have gained an immense amount of experience and knowledge from the monthly seminars, my mentor meetings, my leadership role within CLDP, and the travel opportunities with the program. I feel sincerely grateful I could be a part of such an incredible and life altering program. All of the opportunities I have been given to travel, learn, grow, and network are more than I ever expected to receive. The Chancellor's Leadership Development Program was exactly what I needed as a first-year student — a way to get involved on campus, develop my sense of self, explore my leadership abilities, and prepare myself for future opportunities at NC State, in my education, and in my career.

CLDP Mentors:

- Dr. Jo-Ann Cohen, Professor of Mathematics, College of Sciences, NC State University
- Jill Anderson, Coordinator of Advising, Department of Biological Sciences, College of Sciences, NC State University
- Dr. Marie Davidian, Professor, Department of Statistics, College of Sciences, NC State University
- Jennie Dirienzo, Coordinator, Tax Analytics and Technology Program and Professor of Practice, Poole College of Management, NC State University
- Anna Pabon, Non Profit Coordinator, Center for Child and Family Health

CLDP Leadership Enrichment:

New Orleans Service Trip 2018, London Study Abroad 2019

Collaborative Research Project

Theory/Concept: Impact of Hurricanes — The primary concerns after a hurricane are safe housing, long term recovery, employment status, food access, and prior preparedness for hurricanes.

Social/Cultural Context: As the earth grows warmer, our coasts are experiencing more frequent and more devastating hurricanes and tropical storms. In North Carolina, we have experienced three major storms within the last few years.



Flooding in New Bern, North Carolina.

While these storms affect all classes of people, it is apparent that differing socioeconomic class dictates who suffers from these natural disasters. The infamy of Hurricane Katrina caused more people to begin paying attention to the issues of natural disasters and the disproportionate effect they had on people with low incomes. Both poor quality housing and issues in long term recovery can still be seen in the lower ninth ward of New Orleans, where a majority of the neighborhood remains destroyed and overgrown. Another issue poor individuals face are laws that require flood insurance to receive FEMA support. This issue led victims of Hurricane Harvey to be turned away for assistance. Many people were even unaware that this law existed. Many home insurance policies do not include hurricane insurance, leaving those with low incomes unable to afford both home insurance and hurricane insurance. Undocumented immigrants face even more hurdles when attempting to get hurricane relief from the government. FEMA turned away people due to their legal status during both Hurricane Katrina and Hurricane Sandy. Protection and aid for immigrants is essential when talking about making change for low income people. Turning focus to increasing the safety of vulnerable people, including low income individuals and families, will lead to a healthier, strengthened, resilient country.

Potential Solution: High quality affordable housing, protecting D-SNAP benefits for victims of natural disasters, increase and expand unemployment insurance, allotments for long term recovery in low income areas.



KAYCI WILLIS

Major: Fisheries, Wildlife, & Conservation
Biology; Natural Resources —
Policy and Administration
Minor: Forest Management
Hometown: Kinston, NC

Summary of CLDP Experience: The Chancellor's Leadership Development Program was a great way to integrate into NC State as a first-year student because it really focused on ensuring I knew about, and had access to, all the resources I needed to succeed, as well as providing an open atmosphere built on a foundation of mutual support and acceptance. This foundation was pivotal in providing a space where I could step outside of my comfort zone and test myself as a leader and develop as a person. This program has provided me with countless opportunities to grow professionally and personally through seminars, mentoring, service trips, year-two roles, 1:1 check-ins with Andrea, self-reflections, and the time the cohort spent outside of the program as friends and supporters of each other. Every opportunity shaped me into a more confident, goal driven, and well-rounded leader. The two years I have been a part of this diverse cohort of leaders have been the most impactful years of my life and I am extremely grateful for the experience to be a part of such a unique program.

CLDP Mentors:

- Dr. John Dole, Associate Dean and Director of Academic Programs, College of Agriculture and Life Sciences, NC State University
- Maggie Puryear, Associate Director of Undergraduate Programs, Marine, Earth, and Atmospheric Sciences, College of Sciences, NC State University
- Dr. Fred Cabbage, Professor, Forestry and Environmental Resources, College of Natural Resources, NC State University
- Dr. Kelly Laraway, Director, Career Development Center, NC State University
- Grady Shields, Environmental Lawyer, Wyrick Robbins Law Firm

CLDP Leadership Enrichment:

New Orleans Service Trip 2018, London Study Abroad 2019

Collaborative Research Project

Theory/Concept: Environmental corridors link wildlife habitats together to maintain animal movement and other natural processes that conserve biodiversity. Loss of habitat is one of the biggest threats to wildlife diversity and a part of habitat loss is habitat fragmentation. This is when a habitat is separated into pieces of



Eco Link @ BKE – Environmental Corridor

land that used to make up one large range for wildlife. By fragmenting the habitat, you disrupt ecological processes that are required for biodiversity like migration, dispersal, pollination, and nutrient recycling. To reduce habitat fragmentation, environmental corridors are

established. There are two common types of large scale environmental corridors: functional connectivity corridors and structural connectivity corridors. Man made corridors also connect habitats through urban areas and are implemented globally. The most common ones are overpasses, underpasses, riparian buffers, and greenways). These corridors, natural and manmade, are increasing in necessity as urban sprawl expands and habitats become increasingly segmented, cutting off animal movement and crippling viable populations.

Social/Cultural Context: Environmental corridors minimize interactions between and humans and wildlife and minimizes threats to human life. Through corridors, predators have space to hunt in a natural environment compared to people's backyards. During natural disasters like a fire or flood there is less intrusion by wildlife into populated areas when corridors allow them an escape. Corridors also reduce the number of wildlife-vehicle collisions which over a span of 2 years cost drivers 3.8 million dollars in insurance claims. Corridors also conserve the biodiversity of ecosystems that directly impact us through air, water and soil quality, as well as aesthetics.

Potential Solution: To reduce habitat fragmentation city developers should implement advanced urban planning in collaboration with wildlife managers as well as environmental engineers to balance the wants of the developers with the needs of the wildlife. Other less direct solutions include increasing government funding towards implementing engineering constructs that link habitats which are already fragmented as well as increasing education about the issue of habitat fragmentation and loss.



NICHOL HENDERSON

Major: Animal Science —
Concentration in Veterinary Bioscience
Hometown: Mooresville, NC

Summary of CLDP Experience: Through the Chancellor's Leadership Development Program I have had countless opportunities to grow as a person as well as in my leadership capabilities. This program got me out of my shell and allowed me to try new experiences at every turn. It also got me connected to a group of inspiring people who have helped to make these two past years fly by. When applying to Veterinary School, I know that this program will do a lot for me; it not only makes me stand out as an individual, but the doors it has opened have given me priceless experiences. With the guidance, leadership development, and unique opportunities granted by this program, I feel as though I am much more prepared to excel in future tasks and handle any setbacks.

CLDP Mentors:

- Dr. John Dole, Associate Dean and Director of Academic Programs, College of Agriculture and Life Sciences, NC State University
- Maggie Puryear, Associate Director of Undergraduate Programs, Marine, Earth, and Atmospheric Sciences, College of Sciences, NC State University
- Dr. Liara Gonzalez, Assistant Professor, Gastroenterology and Equine Surgery, College of Veterinary Medicine, NC State University
- Dr. Diane Deresienski, Veterinarian, Bowman Animal Hospital and Cat Clinic

CLDP Leadership Enrichment: London Study Abroad 2019

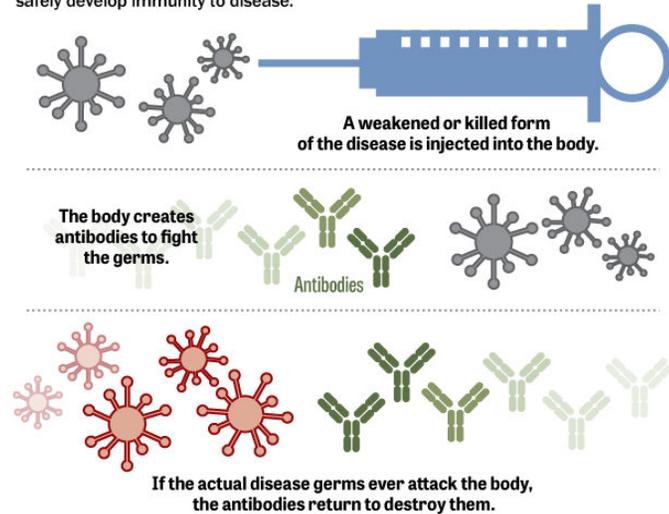
Collaborative Research Project

Theory/Concept: Vaccinations

Social/Cultural Context: Vaccination rates are lowering in both people and their pets. This is due primarily to a lack of knowledge. Recently there has been an anti-vaccination movement among people as well as animals. Though this has been disproven, as many as 10% of Americans believe that vaccines are unsafe. Pet owners tend to lack knowledge about the diseases vaccines prevent. Though rabies is well known, there is an extensive lack of knowledge of the virus and its transmission.

HOW DO VACCINES WORK?

Vaccines reduce the risk of infection by working with the body's natural defenses to safely develop immunity to disease.



How vaccines work

- 65% were not aware of the fact that horses and cattle can also transmit rabies
- 32% did not know that rabies vaccination was required by law (in most states)
- 89% did not know that being scratched by a bat can be an exposure
- 18% did not know that a dog playing with a bat can be exposure
- 32% did not know rabies is fatal

Cost also affects the rate of vaccination in both people and pets. If a person or pet contracts a vaccine-preventable disease the cost of treatment often outweighs the total cost of vaccinations. If an unvaccinated pet contracts rabies and spreads it to their owner, the pet will have to be euthanized and the owner will have to undergo ~\$3,000 worth of post-exposure shots. In addition to the shots, hospital bills relating to rabies exposure can exceed \$10,000.

Potential Solution: Education is one of the best things we can do to raise vaccination rates. Focusing on educating the public about vaccines and what diseases they help to prevent could help public perception of vaccines and increase rates of vaccination. Educating the public about both the financial and health-related risks of not vaccinating may also help to increase vaccination rates.



SANJA MIRIC

Major: Psychology

Hometown: Jamestown, NC

Summary of CLDP Experience: Being part of the Chancellor's Leadership Development Program has given me opportunities

that any student at NC State would be lucky to have. I have learned about my own personal leadership style and have gotten the chance to apply leadership skills in numerous ways, such as attending the service trip to New Orleans and having a role focused on organizing peer mentoring during the second year of the program. CLDP has helped me to challenge myself and take a different approach with my leadership. Additionally, I was introduced to my incredible mentors who propelled me to keep striving for more. The connections I was able to make through this program will help me professionally as well as personally. The memories that I have been fortunate enough to collect during these last two years have been foundational and fundamental in my college experience.

CLDP Mentors:

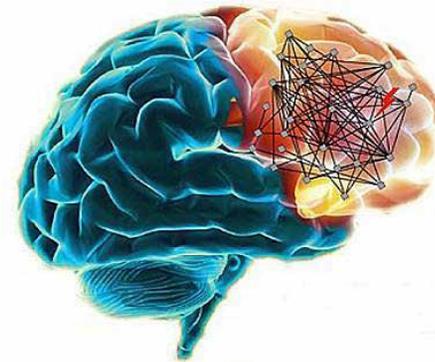
- Dr. Allison Greene, Assistant Professor, Sociology and Anthropology, College of Humanities and Social Sciences, NC State University
- Dr. Alli Irving, Assistant Director, Counseling Center, NC State University
- Dr. Lisa Bullard, Teaching Professor/Director of Undergraduate Studies, Chemical and Biomolecular Engineering, College of Engineering, NC State University
- Dr. Sandra Wall Williams, Adjunct Professor, College of Education, NC State University

CLDP Leadership Enrichment:

New Orleans Service Trip 2018, London Study Abroad 2019

Collaborative Research Project

Theory/Concept: Schizophrenia — Schizophrenia is commonly mislabeled in the general public due to lack of knowledge and improper education. According to the DSM-5 and the American Psychiatric Association, schizophrenia affects less than 1% of the population; however, about 1 out of every 100 people will develop this mental disorder. This mental disorder is caused due to a chemical imbalance in the brain, and we can test for this disorder using neuroimaging and electrophysiology to find the indicators of the illness. Early intervention with patients with schizophrenia may prevent problematic or dangerous behaviors. Symptoms of this disorder include, but are not limited to: delusions, hallucinations, trouble with thinking and concentration, and lack of motivation.



Mutated genes in schizophrenia map to brain network

person, and medication is expensive and patients may not be able to afford it. According to the dissertation written by Lindsey Jo Hand, negative perceptions and portrayals of people with schizophrenia on popular media can discourage someone with mental illness to seek help or even admit that they may have a problem. Three of the most common misconceptions of mental illness identified by scholars such as Corrigan (1998), Pirkis, Blood, Francis, and McCallum are that people who are mentally ill are homicidal maniacs, have childlike perceptions of the world, and are rebellious and free-spirited and should be civilized. The portrayal of homicidal maniacs present themselves as aggressive, violent people that are dangerous to themselves and others. The childlike stereotype insinuates that the character lacks comprehension and behaves in illogical ways. Lastly, the rebellious free spirit stereotype often shows eccentric, different or free-spirited characters as mentally ill.

Potential Solution: Education and recognition in the media can help decrease the stigma and distinguish patients who suffer from schizophrenia. Accurate media reports can also help with decreasing the stigma associated with schizophrenia. MRI's have been able to distinguish subtle differences in patients with schizophrenia that appear present to symptom onset. Advanced technology such as magnetic resonance imaging can help with diagnosis of schizophrenia and furthering research.

Social/Cultural Context:

A risk that comes along with any illness in patients is withdrawal from taking medication. This may be due to several reasons; the drug has stopped the symptoms, patients don't want to believe that they are chronically ill and need medication, the medicine has powerful negative effects on the



QUAN WALLACE
Major: Architecture
Hometown: Sanford, NC

Summary of CLDP Experience: The CLDP experience overall has helped me so much in a number of ways. The experiences through this program have really started to bring me out of my shell which plays a major role in helping me become the well-rounded leader I strive to be. The program has helped me learn things about myself that I can really benefit from and didn't know before like my strengths put into actual terms for example. I was also taught the importance of having a mentor while having several great mentors through the program. I was able to grow through the program from my role as the communications/marketing lead. Last year I could not have imagined myself taking on a role like that, and now it's something I've grown accustomed to and even taken the marketing position on the executive board of my hall council. All of these things have enhanced not only my leadership abilities, but also me as a person and for that I am forever grateful.

CLDP Mentors:

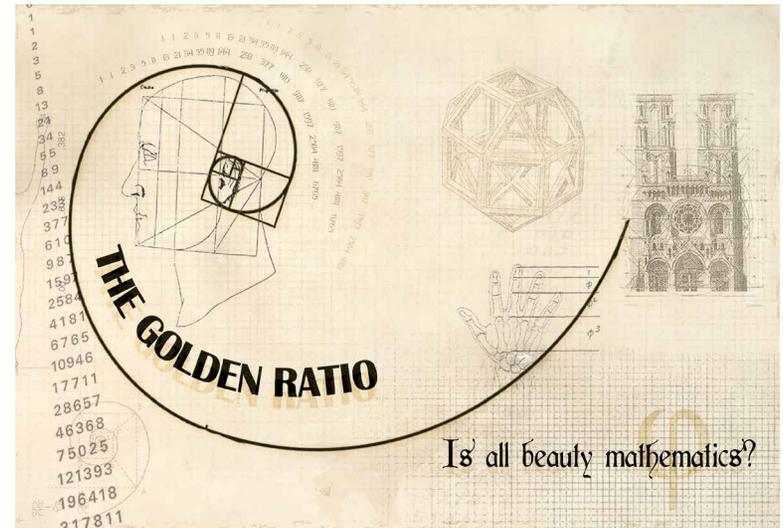
- Dr. Wendy Krause, Associate Professor, Textile Engineering, Chemistry, and Science, Wilson College of Textiles, NC State University
- Dr. Carrie McLean, Assistant Dean and Director of Advising, University College, NC State University
- Mitch Caldwell, Associate Architect, Clark Patterson Lee
- Jeremy Lea, Community Director, University Housing, NC State University

CLDP Leadership Enrichment:

New Orleans Service Trip 2018, London Study Abroad 2019

Collaborative Research Project

Theory/Concept: The Golden Ratio/Section — The golden ratio (symbol is the Greek letter “phi” Φ) is a special number approximately equal to 1.618 It appears many times in geometry, art, architecture and other areas. We find the golden ratio when we divide a line into two parts so that: the whole length divided by the long part is also equal to the long part divided by the short part. Here is one way to draw a rectangle with the Golden Ratio:



The Golden Ratio

- Draw a square (of size “1”)
- Place a dot half way along one side
- Draw a line from that point to an opposite corner (it is $\sqrt{5}/2$ in length)
- Turn that line so that it runs along the square’s side
- When you can extend the square to be a rectangle with the Golden Ratio.

Social/Cultural Context: Culture has always had a sort of nostalgia for things aesthetically pleasing to the eye. This can also be described as apophenia. Apophenia is the human tendency to perceive meaningful patterns within random data. For example how some people have a strong disliking for anything abstract. Most people who do like it have to have a certain feel for it and it's not for aesthetics. It's human nature to look for the beauty in things and that is where the golden ratio comes in.

Potential Solution: A conducted study concluded that the closer an object or face approximates phi(1.618), the more aesthetically pleasing it will be because of the presence of phi in human proportions, the natural world, and art.



TOINETTE POWERS

Major: International Studies and Psychology
Hometown: Thomasville, NC

Summary of CLDP Experience: The Chancellor's Leadership Development Program has enhanced my leadership skills by

granting me the opportunity to participate in local and international service experiences, mentor relationships, and leadership workshop sessions. Through this program, I have gained an extra family of peers who all share similar goals as myself, which is to break barriers, develop a global perspective with leadership and THINK BIG. The professional development sessions, the mentorship I have received, the service-learning experiences, and the relationships that I have developed with faculty and the other students in the program have been life changing. I am incredibly grateful to be a part of the Chancellor's Leadership Development Program.

CLDP Mentors:

- Dr. Lisa Bullard, Teaching Professor/Director of Undergraduate Studies, Chemical and Biomolecular Engineering, College of Engineering, NC State University
- Dr. Sandra Wall Williams, Adjunct Professor, College of Education, NC State University
- Victoria Martin, Director, Exploratory Studies Village, NC State University
- Hawa Tuli, Project Operations Associate, Palladium

CLDP Leadership Enrichment:

New Orleans Service Trip 2018, London Study Abroad 2019

Collaborative Research Project

Theory/Concept: Sex trafficking is the action or practice of illegally transporting people from one country or area to another for the purpose of sexual exploitation. The International Labor Organization estimates that there are 40.3 million victims of human trafficking globally, with hundreds of thousands in the United States.



Three women with tape covering their mouths that says "NOT 4 SALE"

Social/Cultural Context: A study in Chicago found that 56 percent of prostituted women were runaway youth. Trafficked youth are more vulnerable due to their age. Nearly a fifth of homeless youth in the U.S. and Canada are victims of trafficking. A study of homeless youth in Philadelphia, Phoenix, and Washington, D.C. found that 95% sex trafficked youth reported childhood maltreatment. When sex trafficking victims were asked what could have helped prevent their being trafficked, the most common response was having supportive parents or family members. When youth are on their own, the primary things they are looking for are food, shelter, and security. There are plenty of medical services, social services and emergency services put in place for victims who have faced traumatic and psychological, life changing situations. Numbers remain the same because the youth are not aware of these resources or how to get access to them.

Potential Solution: Current programs and organizations in place help victims after a crime has been completed but not enough programs and organizations are preparing youth for the possibility of trafficking. Educational tools are needed for youth to understand what a sex trafficking looks like and how to get away from a trafficker. For this change to happen, we need to reach out to the students. Whether all students take a mandatory class or if it is an after school enrichment program, it has to become a priority in the school system.

HIGH IMPACT EXPERIENCES

In addition to the many seminars, meetings, and experiences on campus and here in Raleigh, an important priority for the students in the Chancellor's Leadership Development Program is the opportunity for high impact experiences over the course of the two years. Each year we begin with a retreat for both cohorts, alternating between the beach and the mountains, as a reflection of experiencing all that North Carolina has to offer. In the past two years, travel to these locations for a weekend has been a first for some of our students.

At the conclusion of the first year of the program, we then offer our students the opportunity to explore another state with the United States, traveling to another region, exploring a different culture, and engaging in service learning. Last year's cohort traveled to New Orleans, Louisiana for a week, and this year's first year cohort will travel to Nashville, Tennessee.

Finally, at the conclusion of the two year program, we offer an opportunity to travel internationally. This completes the exploration on a local, national, and global level through our program. The sophomore cohort just returned from London, England for a week long spring break trip where they met with NC State alumni and industry professionals at multiple companies and got a private tour of parliament.

FALL RETREAT TO TOPSAIL BEACH, NC SEPTEMBER 2017

After selecting the inaugural cohort for the Chancellor's Leadership Development Program in the fall of 2017, we took the students on our first fall retreat to Topsail Beach, NC. the weekend was spent building relationships and determining a mission statement for the program, a process that was led by the students.



Team building activities

FALL RETREAT TO VALLE CRUCIS, NC OCTOBER 2018

Last October we spent 36 hours in the mountains, getting to know one another, exploring our personal values and setting a foundation for the coming year. The first years explored the importance of resiliency, grit, and self care. The sophomores learned about their strengths and performed service in the local community.



First year cohort hiking to Crab Orchard Falls



Sophomore cohort volunteering at the Hospitality House of Boone

NEW ORLEANS SERVICE TRIP MAY 2018

Students in the inaugural cohort of the Chancellor's Leadership Development Program (CLDP) had just begun first grade in August 2005 when Hurricane Katrina slammed into the Gulf Coast. They really don't remember the storm's aftermath when nearly 80% of the city of New Orleans was flooded, over 50 levees were breached and its historic Lower Ninth Ward, home to some of the city's most economically vulnerable citizens, was left 100% uninhabitable.

Thirteen years later, much of the Lower Ninth looks just as it did in the fall of 2005. Rebuilding in this area has lagged behind that of other neighborhoods as a result of poverty, the scale of devastation, as well as local, state and federal inaction, according to Lowernine.org, a non-profit group dedicated to the ward's long-term recovery. Since its inception, the organization has paired volunteers from all over the country with skilled construction supervision to rebuild 87 homes.

At 4 a.m. on May 10, 2018, just hours after completing their final exams, eleven CLDP students and Ramos-Lewis loaded up a van and joined lowernine.org volunteer crews to put their commitment to service into action. For several, this was their first trip so far away from North Carolina. Staff at lowernine.org taught the Shelton team how to pour concrete and operate power tools. Long, hot days spent together in challenging hands-on projects encouraged new respect for one another as they each stepped into leadership roles. Many found inner resiliency they didn't know they had. One student shared, "I learned that leaders gain respect by leading through example, staying positive, and using their skills to help others."

At the end of the trip, the team utilized critical reflection to consider what they had learned, where they had grown, and how they could have an impact on similar issues in their own communities. Gratitude for everyday things was a common theme.

"I am extremely privileged in that I get to have an education, a roof over my head, plenty of food and water, a family," wrote a student afterwards. "It's all the more reason to help others through being a leader."



LONDON STUDY ABROAD MARCH 2019

The sophomore cohort had the opportunity to travel to London, England, for Spring Break 2019. For many, it was their first international trip and it was full of sightseeing and phenomenal learning opportunities. Alongside four Shelton Scholars, the students met with NC State alumni for a traditional English afternoon tea, participated in company visits to Lockton International and Wasserman, and had a private tour of Parliament from Lord Chris Smith. They also had the opportunity to visit the London Zoo and meet with NC State alumna Dr. Amanda Guthrie, Senior Veterinary Officer, who led a private tour behind the scenes.



If you would like more information about the Chancellor's Leadership Development Program and/or would like to collaborate or partner in any way, please contact:



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StateFarm



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Mission: To create a family of students capable of excelling as value-based leaders focused on serving the community, inspiring others, and impacting the world.

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