

THE KRAUSE CENTER FOR LEADERSHIP AND ETHICS
ANNUAL REPORT 2014-15

1 June 2015

Section 1 *Overall Krause Center Mission & Goals for 2014-2015*

a. **The Citadel Mission**

“Educate and develop our students to become principled leaders in all walks of life by instilling the core values of The Citadel in a disciplined and intellectually challenging environment.”

b. **Krause Center Mission**

“Coordinate, promote, and enhance the development of curricular and co-curricular programs in leadership and ethics that support The Citadel's vision to achieve excellence in the education and development of principled leaders.”

c. **Goals**

1. Sustain and improve the four-year leadership development program supported by all Citadel students, faculty, staff and alumni.
2. Implement the newly developed Ethical Reasoning curriculum for the Quality Enhancement Plan (QEP).
3. Expand on programs that enhance The Citadel's reputation in leadership and ethics.
4. Expand the Krause Center's organizational staffing to meet the requirements for the QEP and assessment of leadership programs in the curriculum and co-curriculum.
5. Ensure standards of performance that measure success in the education and development of principled leaders are assessed and reviewed each year by the President and the Board of Visitors.
6. Develop a concept, obtain approval for, and establish an advisory board for the Krause Center.

Section 2 *Progress on Goals during 2014-15*

Goal 1: Sustain and improve the four-year leadership development program supported by all Citadel students, faculty, staff and alumni

Guide to Leader Development

The Krause Center led a campus-wide team to develop **A Guide for the Leader Development Program** during the summer of 2014 that provides an overview of leadership programs and the responsibilities of key stakeholders. The guide describes the four pillars (Academic, Military, Moral-Ethical and Physical Effectiveness) and outlines the key learning outcomes in each pillar by class. Every cadet received a copy in August, and guides were distributed widely at the fall faculty and college town hall meetings. Additionally, copies were included with the Senior Leadership Integration Seminar (SLIS) facilitator packets, sent to prospective students via the Admissions Office, and distributed

at the *Discover the Citadel* events. The wide distribution and inclusion in remarks by the president, provost, and commandant set the stage for achieving leadership goals in the academic year.

Leadership Day 2014

The October 22, 2014 Leadership Day engaged all members of the South Carolina Corps of Cadets as well as hundreds of faculty, staff, alumni, and community members in a day of service and leadership development. Medal of Honor recipient Gary Beikirch's inspirational message in McAlister Fieldhouse on October 21st set the stage for a meaningful and productive day.

A total of 493 seniors successfully completed LDRS411, the capstone leadership course designed to integrate knowledge and experiences in a seminar environment. Students were highly satisfied with their SLIS experience. Of particular note, 92% of the students agreed or strongly agreed that they were able to reflect upon how their Citadel experience contributed to their leadership development and 96% agreed or strongly agreed that they have some understanding of the core values of their future profession. Finally, students increased their understanding of the role of ethics in their future profession (92% agreed or strongly agreed).

Many students reflected on how the day's activities led them to look at their Citadel education through a new lens. The restructured workbook encouraged students to commit their values, thoughts, goals, and immediate future action plans to paper. Students reported (95% agreed or strongly agreed) that they believed their values align with personal and professional goals.

The entire junior class attended the Junior Ethics Enrichment Experience (JEEE, LDRS 311) on Leadership Day. There were 22 sections with 548 students who received training based on the Institute for Global Ethics' Ethical Fitness Seminar®. The vast majority of the students rated the seminar as being better than similar seminars and trainings that they have received at The Citadel. Of the cadets who evaluated the seminar (n=472), 85% rated the overall seminar as a 4 or 5 on a scale of 1-5, with 5 as excellent. Many noted that the seminar was "relevant" to their everyday lives. Students wrote an essay examining an ethical dilemma that they have faced or were personally aware of. Fall 2015 will be the last time that we present this seminar to the junior class. Instead, we implemented a longer and more detailed version for freshman cadets in the LDRS 111 course. In the fall of 2016 the current LDRS 311 curriculum will be replaced with a seminar on Moral Courage that is also derived from the work of the Institute for Global Ethics. This one-day seminar will build on the ethics training that students received in their freshman and sophomore courses.

Highlights from the sophomore and freshman service learning included:

Cadet-led SHARE teams delivered our annual heroism-themed outreach in 20 Title I schools, engaging 5,161 high risk K-12 students in learning about heroism and creating thank you cards for their hero(ine)s; estimated economic impact was \$123,394.

- Cadet-led service teams reached out to 25 community partner agencies, estimated economic impact \$47,919

- First annual *Run for a Reason* engaged 95 cadets and 7 military leaders in a run across the Cooper River Bridge that raised \$2,626 for five partner non-profits

Cadet surveys before and after Leadership Day documented that both freshmen and sophomores had significantly higher scores on Community Service Self-Efficacy (CSSE) items reflecting intent and confidence that they might make a difference in the future (e.g. “I will be able to find community service opportunities relevant to my interests and abilities”, “I can help in promoting social justice, through community service”, and “I can help in promoting equal opportunity for citizens”. Total Community Service Self-Efficacy score was significantly higher after service (pre-post) in sophomores but not freshmen. Both freshmen and sophomores reported higher satisfaction with life from pre- to post-leadership day.

The Service Learning & Civic Engagement staff had a highly productive and affirming year. Highlights are presented below referenced to KCLE goals.

The primary mission for the SL&CE team is to sustain and improve LDRS 211. In an ongoing quest to make the experience less about “checking off a requirement” and more about authentic engagement of students in community issues and service, our orientation for the 31 LDRS 201 classes was substantially revised. Service options (presented for the first time in DVD format in LDRS 201 classes) were organized and presented by issue (e.g. food insecurity, education, safe and green public spaces) rather than schedule or logistics. Accountability and logistics were also addressed with the implementation of an electronic sign-in to record service hours and a renewed effort to coordinate with faculty, staff, coaches, and others who might be organizing cadets for service projects.

This year 657 students enrolled in LDRS 211 (up from 622 in 2013). In all, 615 (94%) passed and 42 (6%) failed. The data from 380 online students surveys reinforced that a high percentage of students in LDRS 211 agreed (4 or 5 on five-point Likert scale) that their service experience successfully impacted strategic priority areas:

- I learned something by doing service (91.8% agreed, mean 4.57)
- This helped me develop as a leader (89.4% agreed, mean 4.5)
- Based on this I’d like to do more service (89.9% agreed, mean 4.57)
- This changed my perceptions or beliefs (82.54% agreed, mean 4.40)
- This was a worthwhile use of my time (90.7% agreed, mean = 4.58)

Statistical comparisons to 2013-2014 scores on these items confirmed that scores were significantly higher in 2014-2015, suggesting LDRS 211 program improvement from the perspective of participating cadets.

Several models were successfully piloted this year to address Goal 1 by engaging more students, faculty, staff, and alumni in SL&CE. Highlights include:

- 10 Faculty Fellows in SL&CE completed projects to expand curricular and co-curricular opportunities for graduate and undergraduate students

- Our first 2 Staff Fellows in SL&CE, both from the Commandant's department, helped pilot and explore models for engaging cadet companies and faculty-staff-alumni collaborative groups in service
- Our first 7 Veteran Fellows in SL&CE contributed in leadership roles in SL&CE, supported by the Trink Davis Fund
- Two grad students and two veteran students engaged in year-long community outreach through the Federal work study program
- 47 faculty staff, administrators, naval officers, veteran students, and alumni served in support and reflection leader roles for Leadership day service
- A service-themed October football game showcased SL&CE and featured four decades of alumni who have devoted themselves to community service
- Our first ever "Dog-Paddlers" Dragon Boat team brought cadets, grad students, faculty, staff, and alumni together for shared service and team contribution

The Citadel Graduate College Honor System

The Citadel Graduate College adopted an Honor Code for non-cadet students. The Honor Code Statement is as follows: "A Citadel non-cadet does not lie or cheat and always acts ethically and in accordance with Citadel Core Values." This code applies to evening undergraduates, graduate students, day veterans, fifth-year students, and all active duty students. Although the CGC Honor Code and system are independent of The Cadet Honor Code and system, Col Fehrmann provided advice and feedback during the staffing and approval process. Col Fehrmann will conduct training sessions as the CGC Honor Code and system are implemented during the summer of 2015 and AY 15-16.

Student Conferences

The Krause Center coordinated cadet selection and funded travel to the Naval Academy Leadership Conference, the Southeastern Ethics Bowl Competition, the Corbin Women's Leadership Summit at West Point, the Student Leadership and Diversity Conference at USC, the MSC Students Conference on National Affairs at Texas A&M, The VMI Honor Summit, and the National Service Learning Conference in Washington, DC.

Goal 2. Implement the newly developed Ethical Reasoning curriculum for the Quality Enhancement Plan (QEP).

COL Trez, Col Fehrmann, and Dr. Goodrich continued to serve on the QEP steering committee and participated in the implementation of Ethical Reasoning Leadership Training Program (LTP) sessions for freshman cadets. As Tango Company Academic Advisor, Col Fehrmann instructed Ethics LTPs E4-1 through E4-4. Dr. Goodrich assisted in instructing the same LTPs for November Company and Dr. Goodrich coordinated the CIT111 Freshman Ethics Fitness Seminar, which he and COL Trez, Col Fehrmann and other faculty and staff instructed. This was the first year this semester-long seminar has been offered to freshman cadets.

In May of 2015, The Krause Center sponsored a two-day training event for TACs and members of the Commandant's staff. As part of the QEP, The Institute for Global Ethics delivered the new Moral Courage Seminar that will be implemented in the fall semester of 2016 for junior cadets. Additional members of the faculty and staff will receive this training at a later date.

Goal 3: Expand on programs that enhance The Citadel's reputation in leadership and ethics.

The **Intercollegiate Ethics Bowl**, sponsored by the Association for Practical and Professional Ethics at Indiana University, consists of a national tiered competition in which hundreds of teams compete each year. Participating teams are asked to present arguments based on questions about a wide range of ethical issues, including professional ethics, medical ethics, human rights issues, and ethics in public policy. In the past the team has debated topics ranging from animal welfare to organ donation. In November 2014, The Citadel's team travelled to the Southeast Regional Ethics Bowl competition in St. Petersburg, Florida. The team performed very well and gained valuable experience for future participation. During the spring the team continued to meet and study ethics cases and to read and discuss Kwame Anthony Appiah's *The Honor Code: How Moral Revolutions Happen*. The Ethics Bowl Program will continue to expand as ethical reasoning training is implemented over the next few academic years.

The Citadel held the 8th Annual **Principled Leadership Symposium** on 12-13 March, 2015. The student-centered conference was planned and executed by the Krause Center with dedicated support from all Citadel offices and agencies. Significant changes this year included increased visibility of cadet leaders performing symposium duties, attendance by external audiences, and an interactive faculty-cadet presentation on the Ferguson crime scene that received rave reviews. For the first time, The Krause Center alumni award for Distinguished Service, Leadership and Ethics was presented in front of the Corps of Cadets in McAlister Field House followed by the recipient's address.

Eighty-three delegates from 25 universities attended the 2015 symposium. Another first this year was attendance by 55 military personnel from the following active duty military organizations: The Center for Army Professional Ethics at West Point, The United States Military Academy at West Point, The Air University at Maxwell AFB, The United States Naval Academy, Marine Corps University, Parris Island, and Joint Base Charleston.

2015 Symposium Speakers and Panels:

Greater Issues Speaker: General Peter Pace, USMC (Ret.)
16th Chairman of the Joint Chiefs of Staff

Keynote Speaker for ROTC Cadets: Rear Admiral Margaret "Peg" Klein,
United States Navy Senior Advisor to the Secretary of Defense for Military Professionalism

Core Values Keynote Speaker and Recipient of the Krause Center Award for Distinguished Service, Leadership, and Ethics:

Joseph Riley, Jr., Citadel Class of 1964, Mayor of the City of Charleston, SC

Leadership Panels:

Ethics in Business, Ethics in the Military and Ethics in Healthcare and Research

The recipient of the 2015 **Krause Center Award for Distinguished Service, Leadership, and Ethics** was Joseph Riley, Jr., Citadel Class of 1964, Mayor of The City of Charleston, SC. Mayor Riley delivered a momentous speech before the SCCC and invited guests that examined critical points in his 40 years as mayor of Charleston. Following parade, a reception was held in the Holliday Alumni Center in honor Mayor Riley. This new model was well received and will be adopted for future symposiums: KCLE Award Recipient address on Friday at 1300 in McAlister Fieldhouse, parade, and the reception.

Nationally, The **Service Learning and Civic Engagement (SL&CE)** programs achieved several noteworthy milestones.

- Awarded Carnegie Classification as an Engaged Campus for 2015-2020, a distinction only shared by 8% of all campuses nationally. We were the only smaller college in SC to achieve this distinction (others included USC, Clemson, and Winthrop) and the only higher education institution in the Lowcountry.
- Awarded President's Honor Roll 2014 distinction in both categories we applied for: Education and general Community Service
- Six of our Students presented in a peer-reviewed showcase at the National Conference for Service Learning in Washington, DC
- Six Peer-reviewed research and invited panels were presented at four different conferences themed around Leadership, Psychology, School Psychology, Education, High Risk youth, and Engineering.
- Two Peer-reviewed workshops at an international conference in service learning (IARSLCE) and a regional conference in Psychology (SEPA) received positive reviews

Locally and regionally, we continue to make efforts to impact our community, build and strengthen partnerships, and heighten awareness of our progress and desire to be partners in the development of our community. The following output and connections likely enhanced The Citadel's reputation in leadership and ethics:

- In 14-15 academic year 2,375 Citadel students documented 13,377 hours of service to the community at an estimated economic impact of \$301,652. More than half of these hours were in education (6,790, estimated value \$153,115).
- In the summer of 2014, four AmeriCorps-Vista Summer Associates and seven SUCCEED Fellows intervened with high risk youth to prevent summer learning loss. Together they contributed 2,873 hours, all in education areas (estimated value \$64,786).

- We collaborated with Project Okaruse, several partners in downtown and North Charleston, and a school group from Ohio doing a week-long service intensive that coincided with Martin Luther King holiday.
- We met with South Carolina Congressmen Wendell Gailliard and Marlon Kimpson to brief on our activities with their constituencies and discuss potential areas of future collaboration
- We documented service with 85 different community partners and/or special events

Goal 4: Expand the Krause Center's organizational staffing to meet the requirements for the QEP and assessment of leadership programs in the curriculum and co-curriculum.

Specific pillar learning outcomes developed in AY 2013-2014 were operationalized and assessment forms were created or revised.

Progress:

Academic Pillar: In addition to the academic and leadership courses required for graduation, the Freshman Ethical Fitness Seminar® (LDRS 111) was introduced last summer and fall with the entering class. The new course, as well as the upcoming revision of the LDRS 311 seminar for the Class of 2018, served as the foundation for many of the QEP initiatives. Significant updates were made to the LDRS 411 student workbook and facilitator guide in cooperation with the Career Center professionals and rising senior cadets.

Military Pillar: Last spring the Citadel Training Manual (CTM) was disseminated to cadets, but a concerted training program was not in place. The Assistant Commandant for Leadership Programs carefully reviewed the LTP topics and content and discovered some sessions were not devoted to leadership training. A progressive and deliberate CTM action plan was developed for each of the four classes. Training modalities included online, small group (company level) and large group (BN level). LTP sessions were created or modified for an Officer, NCO and Corporal Academies for rising cadets. The five classes were led by TACs and senior students and included specific skill attainment activities as well as case studies.

Moral-Ethical Pillar: Honor committee representatives presented honor classes in a progressive, stage appropriate manner to their peers. Some of the material was presented during LTP sessions and some material was presented and tested online. The focus of the LTP sessions was on actual training situations rather than the education (knowledge) aspect.

Physical Readiness Pillar: A concerted effort among many departments strengthened this pillar. Shifting the emphasis from effectiveness to readiness more accurately described the goal for this pillar. Cadet Officers and NCOs were identified throughout the Corps which provided additional leadership opportunities and standardized proper training techniques and procedures. Two part-time graduate assistants were hired to assist with the arduous task of record keeping for the two components of the physical effectiveness program (Corps Physical Fitness Test and weight management). Additional pieces of equipment were purchased to assist with the testing process as well as for individual remediation plans.

Assessment:

With the implementation of the Cadet Accountability System (CAS) in August 2015, many of the evaluation or assessment records will be housed in the CAS system. BANNER will remain the repository for academic related matters and Taskstream Learning Achievement Tools (LAT) will contain the reflective essays and associated E-Leadership Portfolio submissions.

Academic Pillar: With the implementation of LDRS 111, an Ethics in Action Concepts Pre-test and Ethical Reasoning Surveys were administered during academic orientation. Post-tests were conducted at the end of each semester as part of the college's Quality Enhancement Plan student learning outcomes. Each student enrolled in LDRS 111 completed an ethical reasoning essay. An Executive Summary for AY 2014-15 was distributed that summarized indirect and direct assessment measures. Students in LDRS 101 developed a career plan and completed a communication skills entry about an inspirational leader in their E-Leadership Portfolio.

Similarly, a reflective essay was required for successful completion of LDRS 211, 311 and 411 using the appropriate American Association of Colleges & Universities (AAC&U) or leadership rubric. The LDRS 411 essay required achievement of a Milestones 2 level or higher. The mean scores of available LDRS data is attached. This year TAC officers were able to review E-Leadership Portfolio content that may be used for individual cadet counsel and guidance.

Military Pillar: Many of the assessment measures (the Counseling Report conducted by TACs, Customs and Ceremony knowledge tests, Peer Review forms) were recorded on paper and imported to Blackboard or Taskstream. The Counseling Report contained assessment measures for academics, physical readiness, conduct and leadership debrief, as well as identification of short-term, intermediate and long-term goals. When the CAS is functional this fall, each Learning Outcome within the Military and Moral-Ethical Pillars will be assessed, documented, and certified by the appropriate TAC or certifying individual electronically.

Moral-Ethical Pillar: The QEP Learning Outcomes included five new sessions involving ethical reasoning concepts in LDRS 101 and throughout the LDRS 111 course described above. Fourth-class students enrolled in LDRS 101 received training on the honor code and the Honor Test exam result was housed in the E-Leadership Portfolio. Another LDRS 101 assignment was the composition and upload of an Ethical Reasoning essay in the cadet's portfolio. The rubric used to assess the assignment captures four areas: Ethical concept/issue recognition; application to the discipline or profession; impact on the profession, and recommendation(s) and course of action.

Physical Readiness Pillar: Physical test results, height and weight measurements, CPFT and other data were recorded for each cadet. If the cadet was deficient in an area, a plan/goal was established for improvement. They also completed a health assessment knowledge assessment that was recorded in their E-Leadership Portfolio.

Goal 5: Ensure standards of performance that measure success in the education and development of principled leaders are assessed and reviewed each year by the President and the Board of Visitors.

The Executive Director presented formal updates to the President throughout the year with the input and support of the Provost, the Commandant and the Leadership Development Council.

Goal 6: Develop a concept, obtain approval for, and establish an advisory board for the Krause Center

The Leadership and Cadet Experience Committee of the Capital Campaign was formed and established in January 2015, and will serve in this capacity for all campus leadership programs.

Section 3 Goals for Academic Year 2015-16

- Achieve KCLE strategic objectives that establish The Citadel as a nationally recognized higher education institution for leadership and ethics excellence and service learning and civic engagement excellence
- Expand office space to support Krause Center operations and additional Service Learning and Civic Engagement staff
- Expand corporate or class sponsorship for leadership programs
- Operationalize the metrics on standards of performance that measure success in the education of principled leaders
- Establish relationships/partnerships with external organizations to further advance Citadel programs that educate and develop principled leaders
- Engage a broader range of faculty, staff, and students (cadets, veterans, graduate students) in leadership development, service, and engagement programs