Illinois Leadership® Center

Coordinating Committee

2010-2011 Report

Submitted by ILCC Co-Chairs:

Bruce Litchfield
Assistant Dean and Professor, Agricultural & Biological Engineering

Sara Thompson
Director, Illinois Leadership Center
# Table of Contents

2010-2011

- **Executive Summary** ........................................................................................................ 2
- **Charge Letter**................................................................................................................... 4
- **Charges for the Working Groups 2010-11**..................................................................... 5
- **Working Group Assignments**.......................................................................................... 6
- **Working Group Reports**.................................................................................................. 8
  - Leadership Research Community...................................................................................... 8
  - Minor in Leadership Studies ............................................................................................ 10
  - Advancement Working Group .......................................................................................... 11
  - I-Program Curriculum Review.......................................................................................... 13
- **APPENDIX** ................................................................................................................... 15
  - Minor in Leadership Studies FAQ and Proposal.............................................................. 15
  - Advancement Working Group Documents ....................................................................... 26
  - Illinois Leadership Center Updates and Accomplishments ............................................ 28
Illinois Leadership Coordinating Committee
Executive Summary

The Illinois Leadership Coordinating Committee (ILCC) is a committed group of faculty, staff, and students who identify and create strategic initiatives that further the development of leadership skills for Illinois students. The efforts are of the ILCC are wide and varied, and can be found described in this report. Significant accomplishments within the committee this past year include:

1. Passage of a proposal for an academic Minor in Leadership Studies through the College of ACES and Faculty Senate, with the goal to offer the Minor to Illinois students beginning in Fall 2011.
2. Permission from the Office of Institutional Advancement to pilot a shared fundraising model among academic units and the Division of Student Affairs that would allow all development officers to include specific campus-wide leadership development efforts in their work with potential individual donors and corporations.
3. Creation of a campus-wide research paper competition for graduate students engaged in research regarding the study or practice of leadership.
4. A plan to collect feedback from students regarding the new curriculum for recently revised i-programs restructured in the 2010-11 academic year.

The ILCC working groups made significant progress this past year, building on the foundation established by previous ILCC groups. Comprised of 41 members representing each academic college and several units within the Division of Student Affairs, the committee was divided into four working groups:

- Minor in Leadership Studies
- Advancement Initiatives
- Leadership Research Community
- i-Program Curriculum Review Committee

The ILCC also supported a Student Leadership Advisory Group, comprised of 14 students from different academic colleges. The students served to represent the diversity of students found at the University of Illinois. The group provided constructive feedback and advice on strategic initiatives and represented the Leadership Center at important events.

A summary of the significant accomplishments mentioned above are described here.

Academic Minor in Leadership Studies
The Academic Minor working group spent much of the year helping to guide the passage of the proposed Minor through university governance structures. The proposal was approved by the Department of Agricultural Education, the College of ACES, and the University Faculty Senate. As of this writing in April 2011, the proposal has been submitted to the Board of Trustees for final approval. Once approved, a Program Coordinator will be hired and this cross-disciplinary minor will be offered to all interested Illinois students beginning in Fall 2011.
**Shared Fundraising Pilot**

The Advancement Working group piloted a shared fundraising model. Vice Chancellor Schroeder and Associate Vice Chancellor Williamson from the Office of Institutional Advancement approved the pilot phase of the model. Representatives from the Colleges of Business, Engineering, Agricultural Consumer and Environmental Sciences, and Liberal Arts and Sciences as well as Student Affairs and the Foundation are working together to implement fundraising strategies for both prospective corporate and individual donors. Key accomplishments this year include a) creating a promotional document for campus leadership priorities within the Illinois Leadership Center and the academic units involved, b) identifying prospective donors and corporations to advance fundraising efforts for Illinois Leadership, c) proposing a revised corporate fundraising model for Illinois Leadership, and d) training of advancement personnel in the involved units.

**Graduate Student Research Paper Competition**

The Leadership Research Community (LRC) proposed a research paper competition for graduate students culminating in an awards reception hosted by the Illinois Leadership Center. The aim of the competition is to a) create relationships among researchers from different disciplines and b) build momentum for conducting research in the study or practice of leadership on campus. The group will continue its work by implementing the competition and hosting the first awards ceremony in early October 2011. Monetary awards will be provided to the award recipients.

**i-Program Curriculum Review**

The i-Program Working Group reviewed the Insight and Ignite i-Programs which were recently revised from multi-day programs to single day programs. The working group will hold a focus group in April with students who attended the Insight program to gather feedback and continue to strengthen the program curriculum. Suggestions were also made about ways to assess the upcoming Ignite Pilot program in May 2011.

While the above list serves as a highlight to the ILCC’s work this past academic year, the following pages detail the specific plans, accomplishments, and future goals of each working group.
September 23, 2010

Dear Colleagues,

Thank you for accepting this invitation to serve on the Illinois Leadership® Coordinating Committee, which has been and will continue to be influential in the development and growth of the Illinois Leadership Initiative at Illinois.

Bruce Litchfield, Assistant Dean in Engineering Administration, and Sara Thompson, Acting Director of the Illinois Leadership Center, will serve as co-chairs; we appreciate their willingness to do so. Angela Ennis, Administrative Aide of the Illinois Leadership Center, will provide staff support. It is anticipated that the entire committee will meet three times during the academic year, with the majority of the work accomplished through its subcommittees. We request that the co-chairs submit a brief summary of the committee’s work by April 1, 2011.

The charge of the Illinois Leadership Coordinating Committee is as follows:
1. Continue to explore the creation of a minor in Leadership Studies.
2. Advance leadership-related research with intentional connections to the Illinois Leadership Center.
3. Implement and pilot the shared fundraising model between Student Affairs and Academic Affairs to promote the Illinois Leadership Center and academic colleges.
4. Assess and provide feedback for the revised i-program curricula for Insight, Ignite & Imprint.

Many thanks for your willingness to serve the campus in this capacity and to promote leadership education at Illinois.

Sincerely,

C. Renée Romano
Vice Chancellor for Student Affairs

Richard Wheeler
Vice Chancellor for Academic Affairs and Vice Provost (Interim)

cc: Kenneth Ballem, Associate Vice Chancellor for Student Affairs
    Barbara Wilson, Vice Provost
Charges for the Working Groups 2010-11

Leadership Studies Minor
Continue to explore the creation of a Minor in Leadership Studies.

Leadership Research Community
Advance leadership-related research with intentional connections to the Illinois Leadership Center.

Advancement
Implement and pilot the shared fundraising model between Student Affairs and Academic Affairs to promote the Illinois Leadership Center and academic colleges.
- Finalize the protocol to be used in a campus-wide fundraising model.
- Implement and pilot the agreed upon structure.

i-Program Review Committee
Assess and provide feedback for the revised i-Program curricula for Insight, Ignite & Imprint.
- Review and proofread new program curriculum and manuals.
- Participate as a facilitator or observer for newly revised programs.
Working Group Assignments

Advancement

Barry Dickerson  ACES Advancement  bdickers@illinois.edu  Co-Chair
Lissa May  U of I Foundation  may@uif.illinois.edu  Co-Chair
Brett Clifton  ENG Administration  bclifton@illinois.edu
Karen Bender  Office of Corporate Relations  kbender@illinois.edu
Shane Carlin  Student Affairs Advancement  scarlin@illinois.edu
Jennifer Davis  U of I Foundation  davis@uif.illinois.edu
Martin O'Donnell  Library Advancement  martinod@illinois.edu
Sara Thompson  Illinois Leadership Center  sethomp@illinois.edu
Brittany Wilson  BUS/Business Development  bcwilson@illinois.edu
Joan Volkmann  LAS Advancement  volkmann@illinois.edu

i-Program Curriculum Review

Kirstin Phelps  Illinois Leadership Center  kphelps@illinois.edu  Chair
Theresa Benson  Counseling Center  tmb67@illinois.edu
LaTanya Cobb  Illinois Leadership Center  lcobb@illinois.edu
Domonic Cobb  Office of the Dean of Students  dcobb@illinois.edu
Marc Goldman  University Housing  lmgoldma@illinois.edu
Meghan Hazen  DGS/Center Advising & Acad. Services  mha@illinois.edu
Jami Houston  Campus Recreation  jlh@illinois.edu
Herb Jones  Residential Life  joneshe@illinois.edu
Joe Minarik  Counseling Center  jminarik@illinois.edu
Leslie Schwartz  Illinois Leadership Center  lesliems@illinois.edu
Anna Simon  University Housing  acsimon@illinois.edu
Gail Rooney  The Career Center  grooney@illinois.edu

Minor in Leadership Studies

Michael Loui  Electrical & Computer Engineering  loui@illinois.edu  Chair
Lisa Burgoon  College of ACES  burgoon@illinois.edu
Shirley Faughn  Communications  sf@illinois.edu
Kim Graber  Kinesiology & Community Health  kgraber@illinois.edu
Violet Harris  Curriculum & Instruction  vh@illinois.edu
Laurie Kramer  College of ACES  lkramer@illinois.edu
Kristi Kuntz  Office of the Provost  kakuntz@illinois.edu
David Lange  Civil & Environmental Engineering  dlange@illinois.edu
Geoffrey Love  Business Administration  glove@illinois.edu
Ann Mester  LAS/Administration  mester@illinois.edu
David Rosch  Illinois Leadership Center  dmrosch@illinois.edu
Marian Stone  FAA/Administration  mastone@illinois.edu
### Leadership Research Community

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School/Department</th>
<th>Email</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Rosch</td>
<td></td>
<td>Illinois Leadership Center</td>
<td><a href="mailto:dmrosch@illinois.edu">dmrosch@illinois.edu</a></td>
<td>Chair</td>
</tr>
<tr>
<td>James Anderson</td>
<td></td>
<td>ACES/Human &amp; Community Develop.</td>
<td><a href="mailto:jceandrs1@illinois.edu">jceandrs1@illinois.edu</a></td>
<td></td>
</tr>
<tr>
<td>Fritz Drasgow</td>
<td></td>
<td>LAS/Psychology</td>
<td><a href="mailto:fdrasgow@illinois.edu">fdrasgow@illinois.edu</a></td>
<td></td>
</tr>
<tr>
<td>Jennifer Greene</td>
<td></td>
<td>EDU/Educational Psychology</td>
<td><a href="mailto:jcgreene@illinois.edu">jcgreene@illinois.edu</a></td>
<td></td>
</tr>
<tr>
<td>Jon Patrick Grenda</td>
<td></td>
<td>Beckman Institute</td>
<td><a href="mailto:jpgrenda@illinois.edu">jpgrenda@illinois.edu</a></td>
<td></td>
</tr>
<tr>
<td>Kari Keating</td>
<td></td>
<td>ACES/Human &amp; Community Develop.</td>
<td><a href="mailto:kkeatin2@illinois.edu">kkeatin2@illinois.edu</a></td>
<td></td>
</tr>
<tr>
<td>Russell Korte</td>
<td></td>
<td>EDU/Human Resource Education</td>
<td><a href="mailto:korte@illinois.edu">korte@illinois.edu</a></td>
<td></td>
</tr>
<tr>
<td>Daniel Newman</td>
<td></td>
<td>LAS/Psychology</td>
<td><a href="mailto:d5n@illinois.edu">d5n@illinois.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

### Students

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School/Department</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alicia Lindquist</td>
<td>FAA</td>
<td></td>
<td><a href="mailto:alindqu2@illinois.edu">alindqu2@illinois.edu</a></td>
</tr>
<tr>
<td>Baozhen Li</td>
<td>FAA</td>
<td></td>
<td><a href="mailto:bli4@illinois.edu">bli4@illinois.edu</a></td>
</tr>
<tr>
<td>Christian Sadi</td>
<td>ENG</td>
<td></td>
<td><a href="mailto:sadi1@illinois.edu">sadi1@illinois.edu</a></td>
</tr>
<tr>
<td>Derrick Rhodes</td>
<td>ACES</td>
<td></td>
<td><a href="mailto:rhodes3@illinois.edu">rhodes3@illinois.edu</a></td>
</tr>
<tr>
<td>Elizabeth Pelletier</td>
<td>AHS</td>
<td></td>
<td><a href="mailto:epellet2@illinois.edu">epellet2@illinois.edu</a></td>
</tr>
<tr>
<td>Janeen Foriest</td>
<td>LAS</td>
<td></td>
<td><a href="mailto:foriest2@illinois.edu">foriest2@illinois.edu</a></td>
</tr>
<tr>
<td>Ken Beyer</td>
<td>BUS</td>
<td></td>
<td><a href="mailto:beyer2@illinois.edu">beyer2@illinois.edu</a></td>
</tr>
<tr>
<td>Michelle Gao</td>
<td>BUS</td>
<td></td>
<td><a href="mailto:gao1@illinois.edu">gao1@illinois.edu</a></td>
</tr>
<tr>
<td>Natalie Bradford</td>
<td>AHS</td>
<td></td>
<td><a href="mailto:bradfor3@illinois.edu">bradfor3@illinois.edu</a></td>
</tr>
<tr>
<td>Paul Stanton</td>
<td>MDIA</td>
<td></td>
<td><a href="mailto:stanton5@illinois.edu">stanton5@illinois.edu</a></td>
</tr>
<tr>
<td>Yun Jin</td>
<td>DGS</td>
<td></td>
<td><a href="mailto:yunjin1@illinois.edu">yunjin1@illinois.edu</a></td>
</tr>
<tr>
<td>Krista Baum</td>
<td>LAS</td>
<td></td>
<td><a href="mailto:kabaum2@illinois.edu">kabaum2@illinois.edu</a></td>
</tr>
<tr>
<td>Laura Beyer</td>
<td>AHS</td>
<td></td>
<td><a href="mailto:beyer4@illinois.edu">beyer4@illinois.edu</a></td>
</tr>
<tr>
<td>Neha Singh</td>
<td>LAS</td>
<td></td>
<td><a href="mailto:singh16@illinois.edu">singh16@illinois.edu</a></td>
</tr>
</tbody>
</table>
Working Group Reports
Illinois Leadership Initiative
Leadership Research Community

Roster
David Rosch (Chair)  Illinois Leadership Center
James Anderson  ACES/Human & Community Development
Fritz Drasgow   LAS/Psychology
Jennifer Greene  EDU/Educational Psychology
Jon Patrick Grenda  Beckman Institute
Kari Keating   ACES/Human & Community Development
Russell Korte  EDU/Human Resource Education
Daniel Newman  LAS/Psychology

Accomplishments
The Leadership Research Community (LRC) spent its time together determining the most effective way to create a stronger community of academic researchers interested in studying leadership. After discussion, the group identified a research paper competition for graduate students, with an awards reception afterwards hosted by the Illinois Leadership Center, would be the most effective way to:
  1. Create relationships among researchers from different disciplines.
  2. Build momentum for conducting research in the study or practice of leadership on campus.

Details for the Research Paper Competition include:
  ➢ The title will be “Graduate Student Leadership Research Awards”.
  ➢ Research papers, with a lead author of a currently matriculated graduate student, should be submitted to the selection committee by Monday, August 15, 2011 (the first day of grad contracts).
  ➢ The papers will be limited to 30 double-spaced pages, not including references.
  ➢ The selection committee will have approximately one month to review and select in September.
  ➢ Fritz Drasgow will propose to our group a selection process, based on various estimates of the number of papers submitted and a selection committee about the size of our current committee.
  ➢ Awards will be funded by Ray Price through his Severns budget, at $1000 for first prize, $750 for second, and $250 for third. In the event the committee feels the necessity for two first prizes, it will award two $1000 prizes, with a $250 third place prize.
  ➢ An awards ceremony will be held in early October (give or take a few weeks), with “finalists” invited to prepare a poster of their research for a reception prior to the ceremony, which will include having the winner(s) speak for less than 5 minutes about their research.
  ➢ The Leadership Center will manage logistical details and budget of the ceremony.

A full description of the Research Awards is on the next page.

Next Steps
  ➢ Marketing for the initiative will need to be created and released.
  ➢ A selection committee (presumably consisting of the FY12 Leadership Research Community sub-committee) will need to be determined.
  ➢ A selection process for determining awards must be created.
Graduate Student Leadership Research Awards  
Ilinois Leadership® Center

The Illinois Leadership Center at the University of Illinois invites all graduate students to submit research papers for the Illinois Leadership Center Graduate Research Awards. Papers entered in the Research competition should represent original research related to or influencing the study or practice of leadership in society. Submissions can be on any topic and from any discipline, including but by no means limited to: governance, business, agriculture, military, the social sciences, the natural sciences, and education. Submissions may be either empirically or conceptually based. Multi-disciplinary approaches to research are welcomed.

Entries should be designed for publication in a scholarly, peer-reviewed research journal, and include a current University of Illinois at Urbana-Champaign graduate student as first author (additional authors can be included). Entries should be limited to 30 pages double-spaced, not including references. The page limit should include all photographs, charts, graphs, or other illustrations. All papers must be submitted by Monday, August 15, 2011.

The best paper will receive an award of $1,000, second best will receive $750, and third best will receive $250. The awards will be granted to the first author. Finalists will be invited to a research symposium hosted by the Illinois Leadership Center in the Fall 2011 semester.

Each paper will be judged using the following criteria: (a) Significance and relevance to the practice of leadership in a given discipline; (b) The extent to which the design, findings, or orientation advances research or theory in the study of leadership; (c) The likelihood that the paper will be widely cited in future published work; and (d) Clarity of presentation.

Papers will be reviewed by the members of the Illinois Leadership Coordinating Committee and Leadership Research subcommittee. This group will make a recommendation to the Director of the Illinois Leadership Center about the first, second and third place papers. In the absence of a paper that is deemed deserving of the award by the Leadership Research Working Group and the Director of the Illinois Leadership Center, the award may be withheld.

For more information about this competition, please contact the Illinois Leadership Center at 217-333-0604 or leadership@illinois.edu.
Minor in Leadership Studies

Lisa Burgoon, College of Agricultural, Consumer and Environmental Sciences
Shirley Jean Faughn, Department of Communication
Kim Graber, Department of Kinesiology and Community Health
Violet Harris, College of Education
Laurie Kramer, College of Agricultural, Consumer and Environmental Sciences
Kristi Kuntz, Office of the Provost and Vice Chancellor for Academic Affairs
David Lange, Department of Civil and Environmental Engineering
Geoffrey Love, Department of Business Administration
Michael Loui, Department of Electrical and Computer Engineering, working group chair
Ann Mester, College of Liberal Arts and Sciences
David Rosch, Illinois Leadership Center
Marian Stone, College of Fine and Applied Arts

Over the previous two years, 2008–10, the Leadership Studies Minor Working Group prepared a proposal for an interdisciplinary undergraduate minor program in leadership studies. The Minor will require four specific courses and two electives. The Minor will be administered by the College of Agricultural, Consumer, and Environmental Sciences (ACES).

In 2010–11, we worked with the Urbana-Champaign Senate to secure official approval of the Minor. After approval by ACES, the proposal was rejected by the Senate Educational Policy Committee, by a narrow margin, on August 30, 2010. Following this decision, several members of the Working Group met individually and in small groups with members of the Committee. As a result of a meeting with the student members of the committee, we prepared a Frequently Asked Questions document that addresses questions and concerns about the proposed Minor. On February 7, the Committee reversed its previous decision and approved our proposal for the Minor. On February 28, the full Senate approved the proposal.

On January 19, we obtained a letter of support for the Minor from William Qualls, Head of the Department of Business Administration. The letter authorizes the listing of BADM 310 and BADM 311 as approved electives for the Minor.

Within a few months, upon approval of the Minor program by the Board of Trustees, we can begin advertising the Minor. In anticipation of this approval, we are beginning the preparation for searching for the program coordinator of the Minor.
Advancement Working Group

Co-chairs: Barry Dickerson, Senior Director of Advancement, College of ACES
Lissa May, Director of Development, University of Illinois Foundation

Members: Karen Bender, Associate Director of Corporate Relations, Office of Corporate Relations
Katie Blakeman, Assistant Director of Development, Office of Student Affairs
Shane Carlin, Assistant Vice Chancellor, Office of Student Affairs
Brett Clifton, Assistant Director of Advancement, College of Engineering
Jennifer Davis, Senior Research Specialist, University of Illinois Foundation
Martin O’Donnell, Assistant Director of Advancement, University Library
Kirstin Phelps, Program Director, Illinois Leadership Center
Sara Thompson, Director, Illinois Leadership Center
Joan Volkmann, Acting Associate Dean for Advancement, College of LAS
Brittany Wilson, Associate Director of Development, College of Business

Charges:
Implement and pilot the shared fundraising model between Student Affairs and Academic Affairs to promote leadership education through the Illinois Leadership Center and academic colleges.
  ➢ Finalize the protocol to be used in a campus-wide fundraising model.
  ➢ Implement and pilot the agreed upon structure.

Summary of Work Completed and Key Accomplishments
  ➢ On April 14, 2010, the ILCC Advancement Working Group presented elements of the comprehensive integrated advancement plan to Associate Vice Chancellor Jim Schroeder, Assistant Vice Chancellor Lori Williamson and Vice Chancellor Renee Romano and received approval to move forward.
  ➢ The ILCC Advancement working group held a retreat on July 16, 2010. The primary focus of the retreat was implementation of the advancement model and development of work plans for the new academic year. Over the next six months, three subcommittees were formed to focus on issues related to corporate engagement, support from individuals, and training. Key accomplishments include the following:
    o Finalized development of funding goals for the Illinois Leadership Center and the four units. (See appendix #1).
    o Initiated a reassessment and restructuring of the Corporate Engagement Program to ensure sustained success.
    o Expanded and intensified the effort to identify, qualify, cultivate, and solicit support from individuals.
    o Developed the elements of a training program for targeted groups within the advancement community (i.e. major gift officers in units, UIF trust relations officers, UIF directors of development, UIF research specialists) to expand development capacity and began implementation of the plan.

Summary of Subcommittee Work
Corporate Engagement:
Currently, the ILC asks for a $25,000 commitment for 3 years from its corporate partners. Given the recent economic challenges of many corporations, the current model’s entry point may be challenging for
some companies. Therefore, the subcommittee is in the midst of discussing a new corporate engagement model. Staff at the Illinois Leadership Center are considering if this revised approach will be effective with programmatic and stewardship efforts.

In the new model, corporate gift level options have been proposed to allow a $5K entry point and à la carte sponsorship options based on the actual cost of an event and the needs of the Illinois Leadership Center. Examples include funding for: i-program session, workshop session, Imprint, Certificate Completion Ceremony. The committee encourages individuals within prospective corporations to engage within ILC programs to determine if they intersect with corporate interests. The committee created a list of ten potential donor corporations with an aim of asking for ILC support prior to the end of April, as May is typically when funds are set for the next academic year. The parameters for corporate engagement in ILC programs are under review to distinguish between cultivation and sponsorship opportunities. ILC will continue to provide opportunities for individuals to serve as a mentor/coach outside of their role as a company representative. ILC will continue to work closely with the Office of Corporate Relations and their leads within units when engaging with corporate representatives.

Support from Individuals:
Jennifer Davis, UIF researcher, compiled reports and analysis of past support from individuals. Gifts were received from approximately 1500 households with 30 individuals providing support of at least $1K. Twenty-five donors are connected to the four colleges included in the ILC pilot—ACES, LAS, BUS, and ENG. We are capitalizing on the challenge grants offered by donors Tony Petullo and John Graf. They will match $10K in new or increased support through the end of FY11. Committee members will continue to identify, qualify, cultivate, and solicit support for ILC while continuing proper stewardship of our loyal donors.

Over 65 alumni, individual partners and corporate partners participated in ILC events as facilitators in i-Programs, keynote speakers, presenters in the Leadership Workshop Series, and guest panelists.

Training:
Sara Thompson, Director of the Illinois Leadership Center, has performed training for the Colleges of LAS and Engineering advancement staff. Sessions will be scheduled for the Colleges of ACES and Business as well as the Foundation. The aim is to provide ongoing, continuing education and training at least twice each year. Venues for additional training and exposure to ILC will be available at Advancement Boot Camp and Annual Advancement Retreats. Success stories will be shared to illustrate the appeal and impact of ILC to inspire additional support.

Next steps
- Finalize Corporate Engagement gift levels and parameters and continue cultivation of targeted companies.
- Continued cultivation of individual donor prospects with an emphasis on developing support for the coordinator position, ILC i-Programs, and funds related to the Minor in Leadership Studies.
- Continued to expand exposure and development capacity across the development community.
**I-Program Curriculum Review**

**Chair:** Kirstin Phelps, Program Director, Illinois Leadership Center

**Members:** LaTanya Cobb, Illinois Leadership Center; Leslie Schwartz, Illinois Leadership Center; Theresa Benson, Counseling Center; Domonic Cobb, Office of the Dean of Students; Marc Goldman, University Housing; Meghan Hazen, Division of General Studies; Jami Houston, Campus Recreation; Herb Jones, Residential Life; Joe Minarik, Counseling Center; Anna Simon, University Housing; Gail Rooney, The Career Center.

**Charges:**
- Provide feedback on newly revised Illinois Leadership Center i-Programs (Insight and Ignite in 2010-2011).
- Review and proofread new program curriculum and manuals.
- Participate as a facilitator or observer for newly revised programs.

**Summary of Work Completed and Key Accomplishments:**
In efforts to streamline and provide more accessible leadership opportunities to students, the Illinois Leadership Center revised two of its programs, Insight and Ignite, from multi-day to single day programs. The charge of this committee was to review the newly revised programs and provide feedback on the changes to ensure the programs maintained the high-quality, theoretically sound, and active learning focus of the other i-Programs. The committee was split into two sub-groups to focus more specifically on the individual programs.

**Insight Sub-Committee**
The Insight sub-committee consisted of LaTanya Cobb, Illinois Leadership Center, Theresa Benson, Counseling Center, Marc Goldman, University Housing, Megan Hazen, Division of General Studies, Joe Minarik, Counseling Center and Anna Simon, University Housing. The sub-committee met three times and decided the best way to get feedback from this program would be to conduct a focus group. The focus group will consist of participants from the January and February programs as the program was revised by staff between the October and January programs. The focus group will meet with participants of Insight in April to ask them questions related to their experiences of the program.

The questions are as follows:

1. What was your experience with the program overall?

2. In what ways did you feel you had enough relevant information/context to understand how the activities related to leadership?

3a. What activities (large group/small group) were most beneficial to you during the program and why?
3b. What activities (large group/small group) were least beneficial to you during the program and why?

4. What was your experience with the Identity Go Round?
   
a. What was your understanding of the various definitions?
   
b. What worked well in the lead facilitator explanation?
   
c. What was challenging?
   
d. How could this section be improved?

**Ignite Sub-Committee**
The Insight sub-committee consisted of Leslie Schwartz, Illinois Leadership Center, Domonic Cobb, Office of the Dean of Students, Jami Houston, Campus Recreation, Herb Jones, Residential Life, and Gail Rooney, The Career Center. Based on the extended timeline for re-writing the Ignite Program, the sub-committee met once in the fall and also met in the spring to discuss suggestions for evaluating this pilot program in addition to the post-program electronic survey and three-month follow-up survey that are sent out to all participants.

Some of their suggestions that the ILC professional staff will consider as they finalize the curriculum and pilot evaluation process include:
- Consider framing evaluation questions as learning outcomes (i.e. After attending Ignite, I will be able to practice system thinking) instead of goal-achievement (i.e. To what extent do you feel Ignite was successful in teaching about systems thinking?);
- Possibly including an additional section on the electronic evaluation about the structure and process of the new curriculum to get feedback on specific sections (i.e. The time given for each module was appropriate; when in the program did you feel the most engaged in learning and why?)
- Consider supplementary evaluation methods, such as doing some type of at-the-program assessment using paper/pencil or i-Clickers as well as incorporating evaluation response at the program into final reflections; and
- Asking lead and small-group facilitators for feedback about facilitator training, program content, and student readiness and engagement guided by the program learning outcomes.

The Ignite Pilot Program will take place on May 16, 2011, and these suggestions will be considered in light of future program plans and the current evaluation and assessment plan based on the feasibility and alignment with current evaluation methods for other i-Programs. This feedback will also be used to inform the work of future sub-committees for Ignite as well as other new programs that are created.
APPENDIX

Minor in Leadership Studies FAQ and Proposal

What is the Minor?
The Minor in Leadership Studies, in essence, is the study of the theory of leadership and its application. It draws from the fields of social psychology, philosophy, organizational development and administration, communication, and educational theory and aims to enhance our understanding of the social and organizational processes that influence effective leadership across diverse contexts. It will be 17-18 credits, housed administratively in the College of ACES, and open to all University of Illinois students regardless of academic discipline.

How is the Minor different from the Leadership Certificate or the i-Programs in the Leadership Center?
A significant emphasis within the Minor is the study of leadership theory, while the emphasis of services within the Leadership Center is successful leadership practice. While the Leadership Certificate requires one (1) course focused on such theory, every Minor-approved course will do so. The Minor will also include a cross-campus Faculty Advisory Committee to ensure academic rigor, while neither the Certificate Program nor i-Programs currently do.

Why is the Minor housed in the College of ACES?
Each academic college was polled for their interest and capability to house the Minor. The College of ACES was chosen for a variety of reasons, including its ability to guarantee space for students from all colleges in the Minor-required ACES courses and its commitment to hire a Program Coordinator to both advise students and ensure course availability across academic colleges. ACES has a strong history of providing academic coursework and experiential learning opportunities related to leadership.

What are the required courses?
There are three (3) required foundational courses and one (1) required capstone course:

1. AGED 260 – Introduction to Leadership Studies. This survey course is focused on exposure to a broad selection of classic and current leadership theory, as well how such theory is applicable to current global and campus issues. The substantive material covered in this course is applicable to the study of leadership in diverse disciplinary areas. This course has traditionally attracted students from all corners of campus. ACES has recently increased the number of sections of this course offered each year.

2. AGED 380 – Leadership and Groups and Teams. This course focuses on the particular leadership skills necessary for supervising, leading, and influencing in a small-group, goal-oriented environment. Emphasis is placed on the transition in leadership style required for success within the small-group context from campus to diverse professions.

3. PSYC 455 – Organizational Psychology. This course has two goals: to focus on leadership theory and techniques in complex professional organizations, and to critically
examine and critique current leadership theory when applied to these “real-world” examples.

4. AGED 480 – Collaborative Leadership Capstone. See below for a description.

**How do elective courses work?**
Because leadership is practiced differently depending on the setting, students can choose to focus on leadership scholarship from a variety of contexts (e.g., business, non-profit/service, agriculture). Therefore, students will choose elective courses offered across academic colleges from a set of courses approved by the Faculty Advisory Committee for the Minor. [The Faculty Advisory Committee will be very similar in composition to the currently appointed Leadership Studies Minor Work Group.] Space in these classes will not be guaranteed to students from all colleges, and will be determined by both the academic college and the Faculty Advisory Committee through the Program Coordinator. It is our objective to add appropriate courses on leadership studies from additional disciplines. It is our goal that ultimately, students in every major at Illinois can take two context courses in leadership studies that are directly relevant to their major program of study.

**What is the leadership capstone course?**
A capstone course, AGED 480, Collaborative Leadership Capstone (3 hrs), will provide the culminating experience for students enrolled in the Minor. The focus will be on the synthesis of foundational course material with the diverse elective course experiences of the particular students in the course. A model of building effective collaborations will serve as the conceptual framework by which students will apply their knowledge of personal, organizational, and community leadership to help solve real world problems. Students will have the opportunity to complete assignments using the conceptual framework from Minor courses and apply this to their own academic field of study. A strength of the capstone will be in the diversity of theoretical perspectives represented in the students.

AGED 480 will not be designed as a community service experience or internship/practicum. The course will instead focus on the integration of leadership knowledge from a variety of fields for practical application after graduation. Students will be welcome to use practical experience gained from prior experience into select course assignments, but these practical experiences will not be part of the course grading criteria.

**Who will teach the required courses?**
The required foundational and context courses will be taught by approved teaching faculty and instructors in the Colleges of ACES and LAS. Currently, these courses are taught by tenure-track Assistant and Associate Professors, Teaching Associates, and adjunct faculty who work in the Leadership Center and have PhDs in student leadership development. The selection of instructors for leadership courses has followed all appropriate University procedures and guidelines. All instructors have considerable expertise in the theory, research and application related to leadership in diverse contexts.

If additional instructors are needed or if any of the current instructors need to be replaced, all appropriate university procedures and guidelines in selecting and hiring qualified future instructors will be followed.
What does the Program Coordinator (PC) do?
The PC will have two main responsibilities:

1. Advise students. The PC will meet with students on request who are enrolled in the Minor to answer questions about the entrance to the Minor program of study, advise students about meeting program requirements, facilitate students’ access to enrichment experiences (e.g., internships, practicum, research and career opportunities related to leadership), and support students’ successful completion of the Minor.

2. Ensure space. The PC will also develop and maintain relationships across departments and colleges to ensure that there are seats in both required and elective courses dedicated for students enrolled in the Minor.

How will the Minor be marketed to students?
There will be a distinct emphasis, both in marketing efforts within the Illinois Leadership Center and across colleges, that the Minor is a Leadership Studies program, in that its purpose is for students to examine and analyze current and foundational leadership theory and research. This is contrasted with Leadership Center i-Programs and other co-curricular services, which serve as leadership development initiatives, in that their express purpose is to develop practical skills within its participants. However, students who attend i-Programs may be very interested in following their experiences with formal coursework in leadership studies as offered by the Minor.

Will there be any type of orientation once students enroll?
The current plan is to offer orientation workshops every semester. These workshops will cover requirements, curricular emphases, and typical timelines, as well as answer student questions.

How do you know students are interested in the Minor?
In a campus-wide survey of a random sample of 1,349 Illinois undergraduates in Spring 2009, 30% (406 students) stated that they would be interested in enrolling in a minor in leadership studies, while another 38% (514) stated that they would be interested in learning more. Moreover, in a more recent survey conducted this Fall 2010, 76 students representing all colleges expressed direct interest in enrolling in the Minor in Leadership Studies if it were available.

How large is the Minor expected to be?
There is robust demand from students, and has been for several semesters. The committee expects enrollment to build quickly to 200 students at any one time, with a similar expectation that 50 students would graduate with an earned Minor in any given year. The College of ACES has assured the Minor committee that space will be made available to these students in the required courses they offer.

How will enrolling affect student tuition?
There will be no rise in tuition, fees, or other expenses for students who are enrolled within the Minor.
Is this the only minor of its kind out there?
No. Many smaller colleges and universities offer minors in interdisciplinary leadership studies. Within the Big Ten, both the University of Minnesota and The Ohio State University offer minors in leadership studies that are open to students from any of their respective colleges. At Ohio State, the leadership studies minor is housed in the College of Food, Agriculture, and Environmental Sciences (akin to the College of ACES here at Illinois).

Who is currently on the Leadership Studies Minor Work Group?
A group of faculty and staff from around campus have been working to create the proposed Minor. This group includes:

- Michael Loui, Professor, Electrical and Computer Engineering (chair)
- Lisa Burgoon, Instructor, College of ACES
- Shirley Faughn, Visiting Lecturer, Communication
- Kim Graber, Associate Professor, Kinesiology and Community Health
- Violet Harris, Associate Dean, Curriculum and Instruction
- Laurie Kramer, Associate Dean and Professor, College of ACES
- Kristi Kuntz, Assistant Provost for Undergraduate Education
- David Lange, Professor, Civil and Environmental Engineering
- Geoffrey Love, Assistant Professor, Business Administration
- Ann Mester, Associate Dean, College of LAS
- David Rosch, Assistant Director, Illinois Leadership Center
- Marian Stone, Assistant Dean, College of FAA
- Sara Thompson, Director, Illinois Leadership Center
PROPOSAL TO THE SENATE COMMITTEE ON EDUCATIONAL POLICY TO
ESTABLISH OR MODIFY AN UNDERGRADUATE MINOR

Title of the proposed minor: Leadership Studies

Sponsoring unit(s):

The Office of Academic Programs of the College of Agricultural, Consumer and Environmental Sciences (ACES) will be the lead academic unit sponsoring the Minor in Leadership Studies. The Illinois Leadership™ Center will support co-curricular activities available to students enrolled in the Minor.

Contact Information:

Dr. Laurie Kramer, Associate Dean
Academic Programs
College of ACES
101 Mumford Hall
333-3380
lfkramer@illinois.edu

Brief description of the program of study:

The Minor in Leadership Studies will be available to all undergraduate students in good standing at the University of Illinois at Urbana-Champaign. The Minor will provide an undergraduate student in any field of study with formal instruction and supervised experiences in the study of the theory of leadership and its practice.

The Minor will require 17 to 18 semester hours of credit. Three required foundational courses will provide instruction in leadership theory; interpersonal dimensions of leadership, including communication, leading in groups, teams, and organizations; and scientific research that tests theories of leadership. Two elective leadership context courses will combine foundational learning with study into its practical application within the context of a students’ general course of study. A capstone course experience will build on the foundational and context courses, and it will enable students to integrate leadership learning with practical application. The requirements of the Minor resemble the structures of academic minors in leadership studies at other universities such as University of Minnesota and Ohio State University.

To ensure the quality of the Minor, a cross-disciplinary Faculty Advisory Committee will oversee all academic requirements of the Minor. The Committee will be appointed by the Dean of the College of ACES, in consultation with the Director of the Illinois Leadership Center. The Committee will include representative faculty from academic units that contribute courses to the minor; committee members will serve as liaisons between the Minor and their academic units. The Committee will set the criteria and standards for courses that fulfill the elective requirements of the Minor. The Committee will approve proposals for courses that meet these requirements.
Justification:

The academic discipline of leadership studies draws from the fields of social psychology, philosophy, organizational development and administration, communication, and educational theory and aims to enhance our understanding of the social and organizational processes that influence effective leadership across diverse contexts. The development of the discipline of Leadership Studies began in the early 1900s and has grown tremendously in recent years. For example, peer-reviewed research in leadership studies is published in scholarly journals such as the Journal of Leadership and Organizational Studies (since 1993) and Leadership Quarterly (since 1996). The Minor in Leadership Studies will examine the roles of leaders and their relationships with followers in the context of diverse organizational structures, in regard to change management, group dynamics, personal and team influence strategies, personality, ethics, communication, conflict management, cross-cultural competencies, and a variety of other factors. The Minor will provide students with an intellectually rigorous study and critical analysis of seminal and emerging leadership theories and concepts, as well as the research that tests those theories. The academic lectures, readings, and assignments that will be offered through coursework in the Minor will complement the noncredit, informal leadership development programs (such as i-programs) offered by the Illinois Leadership Center, as well as the varied experiences that students may derive from leadership opportunities offered through student organizations and activities. In contrast to these extracurricular leadership experiences that focus on the practice and exercise of leadership skills, the Minor will provide a firm foundation in the theoretical and research dimensions of scholarship that underpin effective leadership.

Budgetary and Staff Implications:

a. Additional staff and dollars needed

The financial administration of the Minor will use a shared cost model within the College of ACES, the Illinois Leadership™ Center, and colleges and departments that offer the core or elective courses and campus financial support.

- The College of ACES will support the coordination of the Minor and the administrative functions.
- The colleges or departments that offer required or elective courses will provide seats in those courses with instructional costs covered by the tuition revenue generated by course enrollments.
- A new academic professional Program Coordinator position (100% time, 9-month) will be created. The Program Coordinator will coordinate the course offerings, manage course enrollments, teach a limited number of course sections, and provide academic advising for the Minor. The Program Coordinator would report to the ACES Associate Dean for Academic Programs. This position would require recurring annual support of $50,000 to $55,000, plus benefits. The Office of the Provost has agreed to provide $25,000 of this funding for this position for three years, upon approval of this proposal by the University of Illinois Senate. The College of ACES will be responsible for the remaining salary. The College of ACES and
The Leadership Center are engaged in a fund-raising campaign to create an endowment that will provide recurring support for the Coordinator position.

- The Illinois Leadership Center will inform students about the Minor and refer interested students to the Program Coordinator. The Center will provide office space for the Program Coordinator.

**b. Internal reallocations (e.g. change in class size, teaching loads, student-faculty ratio, etc.)**

The three foundational courses are already taught regularly on campus, and they have been reviewed by the working group of the Illinois Leadership Coordinating Committee that was charged with designing a Minor in Leadership Studies. Each of the courses can accommodate additional students when the Minor starts. Depending on the number of students enrolled in the Minor, the foundational courses may need to expand; the Colleges of ACES and LAS are willing to provide additional sections or seats within sections to meet student demand for the foundational and capstone courses they are providing. If additional course sections are required, the tuition revenue generated by student enrollments should adequately fund expansion of these courses.

**c. Effect on course enrollment in other departments and explanations of discussions with representatives of those departments**

The leadership context courses (see below) will allow students to take courses that enhance their understanding and practice of leadership concepts either in an academic discipline that is related to their major program of study or in a specific area of leadership development. A preliminary list of leadership context courses that students may select from is included below. Letters of support from departments and colleges that offer these courses are attached.

**d. Impact on library, computer use, laboratory use, equipment, etc.**

There should be no increased usage of library or computer laboratories more than the typical usage generated by an undergraduate course. Current library collections across campus and online contain relevant journals, books and instructional resources pertaining to leadership research, theory and practice. The Illinois Leadership Center library also contains a significant leadership book and resource collection and is staffed to provide additional service as needed.

**Requirements:**

The Minor will require 17 to 18 semester hours of credit, depending upon students’ choice of context courses.

**Foundation Coursework:** Nine semester hours will come from three foundation courses (required):

- AGED 260: Introduction to Leadership Studies (3 hrs)
- AGED 380: Leadership in Groups and Teams (3 hrs)
- PSYC 455: Organizational Psychology (3 hrs)
**Context Coursework:** Two courses (five to six semester hours) will be selected from a list of leadership context courses that have been approved by the interdisciplinary Work Group charged with designing the Minor. The study and practice of leadership require a multi-disciplinary understanding of human behavior, group dynamics, and interpersonal understanding. Moreover, the study and practice of leadership require an understanding of the overlapping yet distinct interpersonal processes and competencies that are appropriate across diverse segments of society (e.g., military, business, education, community). Therefore, the Minor includes a set of electives that enable students to explore the ways in which leadership is needed and practiced in specific contexts and in accord with contextual demands. These courses are referred to as “context” courses because they are intended to help students examine the leadership theories, research, and practice that are germane to—or in the context of—their major course of study.

The Minor in Leadership Studies Work Group used the following process to identify and select courses to be included as leadership context courses:

1. Members of the Leadership Studies Minor Work Group, who represent a wide diversity of majors, combed the Illinois course catalog for courses that appeared to include significant coverage of leadership theory, research and/or practice.
2. At least three members of the Work Group reviewed the syllabus of each of these prospective courses and worked to determine the extent to which the learning objectives of the course focused on the theory and/or practice of leadership within a particular behavioral theme (such as ethics or communication) or on the application of leadership within a particular context (such as sports, medicine, development, or education).
   a. In particular, these reviewers examined:
      i. How leadership theory or methods was integrated into the learning outcomes for the class
      ii. Which leadership theories or methods were introduced
      iii. Which portions of the class (assignments, readings, etc.) explicitly present or include theory and/or methods of leadership
      iv. How the mastery of leadership theory or methods was incorporated into course grading
   b. The course is at a 200-level or higher
   c. The course integrates leadership theory with information about effective leadership practices
   d. The course explicitly includes assignments on the study, theory, methods, or practice of leadership, including current research
   e. The grading criteria included assessments of student mastery of leadership theory, research, or practice in the particular context of the course. Courses that simply required the use of leadership skills to meet course objectives, such as through group projects, were not considered to meet inclusion criteria as a leadership context course.
3. The current instructor of the course was consulted if information from the syllabus did not clearly describe the conditions set forth in 1.a-e above.
4. Courses that did not meet the above criteria were eliminated from further consideration. With respect to the remaining courses, department heads were next consulted and asked to provide a letter of support if they agreed that the identified course should be included as a context course in the Minor.
The process described above resulted with the following list of Leadership Context courses. Students will choose two leadership context courses from this list:

Leadership Context Course List (elective)

- AGCM 430: Communication in Environmental Social Movements (3 hrs)
- AGED 230: Communications in Leadership (3 hrs)
- AGED 340: Leadership Ethics and Multiculturalism (3 hrs)
- AGED 360: Advanced Leadership Studies (3 hrs)
- AHS 365: Civic Engagement in Wellness (3 hrs)
- BADM 310: Management and Organizational Behavior (3 hrs)
- BADM 311: Individual Behavior in Organization (3 hrs)
- CMN 321: Persuasive Speaking (3 hrs)
- CMN 414: Communication and Leadership (3 hrs)
- ENG 315: Learning in Community (3 hrs)
- ENG 498: Applied Project Management (3 hrs)
- FAA 391: Action Research Seminar (3 hrs)
- GE 361: Emotional Intelligence Skills (3 hrs)
- GE 462: Leading Sustainable Change (3 hrs)
- JOUR 250: Journalism Ethics and Diversity (3 hrs)
- KIN 239: Coaching Strategies (3 hrs)
- PHIL 436: Philosophy of Law and the State (3 hrs)
- PS 304: The US Presidency (3 hrs)
- PS 453: Ethics, Leadership, and Democracy (3 hrs)
- RST 200: Leadership in Leisure Services (2 hrs)

Attached are letters of support from department heads and college deans whose units offer these courses. They have concurred that these courses are suitable for the Minor.

We expect that departments may wish to have additional courses considered as context courses for the Minor. In this case, we encourage departments to submit additional courses for consideration to the Faculty Advisory Committee. The process outlined above will be followed to determine if these courses meet the stated criteria. If so, the Coordinator will submit a proposal (through the normal campus channels) to revise the course requirements for the Minor that incorporates these additional context options.

**Capstone Coursework:** A capstone course, AGED 480, Collaborative Leadership Capstone (3 hrs), will provide the culminating experience for students enrolled in the Minor. In this interdisciplinary course, students will examine in further depth diverse leadership topics, such as ethics, social responsibility, management, diversity, community leadership, civic engagement, and governance, as explored through lectures, readings and discussion, using a set of practically-based learning modules that incorporate leadership theory from the earlier required courses. The course will integrate the theoretical, research, disciplinary knowledge, and practice skills learned in the foundation and context
courses and apply this knowledge to examine how leadership concepts can be used to address complex societal issues. A model of building effective collaborations will serve as the conceptual framework by which students will apply their knowledge of personal, organizational, and community leadership to help solve real world problems. In essence, the capstone course is designed to provide students a bridge between the mastery of theory in their chosen context and an outlet for its practice.

Separate discussion sections of AGED 480 will be established to synthesize the interests of students studying the social sciences, biological and physical sciences, arts and humanities, and other broad disciplinary groups.

**Prerequisites for the minor:**

There are no prerequisites for this Minor. Currently, PSYC 455 lists PSYC 201 or 245 as prerequisites. However, as noted in the attached letter from Department Head Irwin, Psychology will propose that AGED 260 and 380 (both required foundation courses in the Minor) be considered as approved substitutes, once this proposal is approved.

**Expected enrollment in the minor:**

At full enrollment, we expect a total of 200 students, with 50 completions per year.

**Admission to the Minor:**

The College of ACES will be responsible for handling admissions to the Minor in Leadership Studies. All undergraduate students in good standing at Illinois will be eligible for admission. Students must complete the *Statement of Intent to Pursue a Campus-Approved Minor* form and submit it to the Program Coordinator for the Minor, who will oversee the admissions process.

**Minor advisor:**

The Program Coordinator will be expected to serve two advisory roles within the Minor:

1. Meeting with students interested in enrolling in the Minor, to ensure that students are adequately oriented and knowledgeable about its structure and requirements.
2. Advising currently enrolled students, to ensure they are knowledgeable about required and elective courses, as well as receive correct information about requirements prior to their graduation and completion of the program.

With respect to administrative responsibilities, the Program Coordinator will work with the participating departments to ensure that spaces are available in required and elective courses for currently enrolled students.

**Certification of successful completion:**

The college in which the student is enrolled will confirm whether the minor has been completed, based on the course work designated by the sponsoring college, ACES. If a Minor Modification Form
is needed, ACES will review the course substitutions and approve completion of the minor with the college of the student.

CLEARANCES:

_______________________________________________________
Head/chair of the sponsoring department or unit:

_______________________________________________________
Dean of the college of the sponsoring department or unit:

_______________________________________________________
Council of Teacher Education:
(for minors that affect teacher certification)

_______________________________________________________
Chair, Senate Educational Policy Committee:

Proposed Effective Date: January 2011

Statement for the Programs of Study Catalog:

The Minor in Leadership Studies is open to all undergraduate students. The minor provides instruction in leadership theories and their applications. The minor requires a total of seventeen or eighteen semester hours: nine hours of required foundational courses, five to six hours of elective context courses, and three hours in a capstone course. The required foundational courses are:

- AGED 260: Introduction to Leadership Studies (3 hrs)
- AGED 380: Leadership in Groups and Teams (3 hrs)
- PSYC 455: Organizational Psychology (3 hrs)

Students will take AGED 480, Collaborative Leadership Capstone (3 hrs) as their capstone course experience.

<table>
<thead>
<tr>
<th>Hours</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>AGED 260: Introduction to Leadership Studies</td>
</tr>
<tr>
<td>3</td>
<td>AGED 380: Leadership in Groups and Teams</td>
</tr>
<tr>
<td>3</td>
<td>PSYC 455: Organizational Psychology</td>
</tr>
<tr>
<td>5-6</td>
<td>Electives from a list of leadership context courses</td>
</tr>
<tr>
<td>3</td>
<td>AGED 480: Collaborative Leadership Capstone</td>
</tr>
</tbody>
</table>
## Illinois Leadership Center Funding Opportunities

### Endowment of the Illinois Leadership Center

The Illinois Leadership Center is in need of a stable funding source that will ensure that students, faculty and staff are able to utilize leadership development resources of the Center. Funding will support key programming and research initiatives, separate from funding required for individual i-programs. Since the Center’s inception in 2002, it has never had a stable, recurring funding source.

<table>
<thead>
<tr>
<th>Endowment</th>
<th>Current Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10 M</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### INSIGHT:
Focused on self-awareness and self-management; helps students identify personal values, understand aspects of social identity. Currently, Insight is offered 4 times a year with the goal of offering it 6 times a year.

<table>
<thead>
<tr>
<th></th>
<th>Current Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$25,000-$150,000</td>
</tr>
</tbody>
</table>

#### INTERSECT:
Focused on helping students improve how they work with others, understand one’s personal listening style and how to improve group dynamics. Currently, Intersect is offered 4 times a year with the goal of offering it 6 times a year.

<table>
<thead>
<tr>
<th></th>
<th>Current Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$12,000-$72,000</td>
</tr>
</tbody>
</table>

#### IGNITE:
Focused on leading change; students learn about systems problem solving and coalition building as they work with real community and campus organizations. Currently, Ignite is offered 2 times a year with the goal of offering it 3 times per year.

<table>
<thead>
<tr>
<th></th>
<th>Current Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$25,000-$75,000</td>
</tr>
</tbody>
</table>

#### IMPRINT:
Focused on transitional development; students learn the importance of mentoring and networking as they learn from returning alumni facilitators. Currently, Imprint is offered 1 time a year with the goal of offering it 2 times per year.

<table>
<thead>
<tr>
<th></th>
<th>Current Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$30,000-$60,000</td>
</tr>
</tbody>
</table>

#### INTEGRITY:
Focused on integrity and leadership; students investigate their personal values and the intersections of morals, ethics, and integrity. Integrity is currently offered 3 times a year with a goal to offer it 6 times a year.

<table>
<thead>
<tr>
<th></th>
<th>Current Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$12,000-$72,000</td>
</tr>
</tbody>
</table>

#### LEADERSHAPE:
Six-day, five-night leadership retreat teaching visioning, relationship-building and the importance of leading with integrity. The Illinois Leadership Center partners with academic colleges to select participants to attend Leadershape. With $2M endowment, Leadershape can be offered 1 time per year; more sessions could be offered with additional endowments.

<table>
<thead>
<tr>
<th></th>
<th>Current Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$60,000-$120,000</td>
</tr>
</tbody>
</table>

### Leadership Certificate Program

A multi-semester program that allows students to customize their leadership development through a series of leadership workshops, academic courses, and group experiences. Every participant is paired with a Leadership Coach who provides insight and advice throughout the program. Students gain valuable skills to share with future employers through the completion of a Leadership Portfolio.

<table>
<thead>
<tr>
<th></th>
<th>Current Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$500,000-$20,000</td>
</tr>
</tbody>
</table>

### Minor in Leadership Studies

#### Program Coordinator
Academic Professional to enroll students in a new interdisciplinary leadership minor open to students regardless of academic college, coordinate all logistical details for program management, and teach foundational leadership courses.

<table>
<thead>
<tr>
<th></th>
<th>Current Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$2.5 M-$100,000</td>
</tr>
</tbody>
</table>

#### Course Development
The development of a new course in leadership studies would require a $12K investment. It is estimated that 10 new courses would have to be developed across academic colleges to ensure space for all students to enroll in the minor.

<table>
<thead>
<tr>
<th></th>
<th>Current Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N/A-$12,000</td>
</tr>
</tbody>
</table>

#### Capstone Seminar
To complete the minor, all students will enroll in a capstone leadership studies seminar.

<table>
<thead>
<tr>
<th></th>
<th>Current Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N/A-$15,000</td>
</tr>
</tbody>
</table>

---

Donors providing a gift to support the Illinois Leadership Center are supporting the concept of enhanced leadership skill development for all students. Providing an endowment for the Leadership Center is a separate gift from the i-program endowments. If a gift is made to support one program, remaining funds may support another.

---

Illinois Leadership Center
[www.illinoisleadership.illinois.edu](http://www.illinoisleadership.illinois.edu)
## ACADEMIC LEADERSHIP INITIATIVES

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Endowment</th>
<th>Current Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Funding</td>
<td>$2M</td>
<td>$10,000-$25,000</td>
</tr>
<tr>
<td>Pool of funds for competitive grants distributed by the Illinois Leadership Center to faculty members to conduct leadership research.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Fellowships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To conduct research and teaching in leadership studies.</td>
<td>$350,000 each</td>
<td>$14,000 each</td>
</tr>
</tbody>
</table>

## COLLEGE OF AGRICULTURAL, CONSUMER AND ENVIRONMENTAL SCIENCES (ACES)

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor In Leadership Studies Program Coordinator</td>
<td>$100,000</td>
</tr>
<tr>
<td>Personnel support to manage administrative tasks of campus-wide minor.</td>
<td></td>
</tr>
<tr>
<td>Teaching Faculty</td>
<td>$50,000 - $100,000</td>
</tr>
<tr>
<td>Additional faculty for leadership studies courses</td>
<td></td>
</tr>
<tr>
<td>Student Internships</td>
<td>$25,000 - $30,000</td>
</tr>
<tr>
<td>Support to provide practicum and experiential learning opportunities for students within ACES</td>
<td></td>
</tr>
<tr>
<td>Student Scholarships</td>
<td>$25,000 - $50,000</td>
</tr>
<tr>
<td>Support for needy students to attend and pursue a degree in ACES</td>
<td></td>
</tr>
<tr>
<td>Student Professional Development</td>
<td>$10,000 - $20,000</td>
</tr>
<tr>
<td>Provides additional personal growth opportunities for ACES students</td>
<td></td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>$5,000 per course</td>
</tr>
<tr>
<td>Seed money for faculty to integrate leadership into existing courses</td>
<td></td>
</tr>
</tbody>
</table>

## COLLEGE OF ENGINEERING

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Illinois Freshman Engineering Experience (IFE)</td>
<td>Any amount</td>
</tr>
<tr>
<td>A unique orientation course for freshmen in College of Engineering</td>
<td></td>
</tr>
<tr>
<td>Technology And Entrepreneur Center (TEC)</td>
<td>$50,000 - $100,000 per year</td>
</tr>
<tr>
<td>Provides courses and co-curricular programming on topics</td>
<td></td>
</tr>
<tr>
<td>International Program In Engineering (IPFENG)</td>
<td>$5,000 - $10,000 per student</td>
</tr>
<tr>
<td>Study-abroad programs to provide Engineering students an international experience</td>
<td></td>
</tr>
<tr>
<td>The Dean's Distinguished Leadership Lecture Series</td>
<td>$25,000 per year</td>
</tr>
<tr>
<td>Enabling opportunities for leaders and experts to connect with current students</td>
<td></td>
</tr>
<tr>
<td>Engineering Without Borders (EWB)</td>
<td>Any amount</td>
</tr>
<tr>
<td>Socioeconomic and sustainable student-led design projects to improve the quality of life in impoverished countries</td>
<td></td>
</tr>
</tbody>
</table>

## COLLEGE OF BUSINESS

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT SCHOLARSHIPS</td>
<td>$2,500</td>
</tr>
<tr>
<td>LEAD Program</td>
<td>$1,000 per student</td>
</tr>
<tr>
<td>Leadership development program for traditionally underrepresented student populations</td>
<td></td>
</tr>
<tr>
<td>International Study Abroad Opportunities</td>
<td>Any amount</td>
</tr>
<tr>
<td>Programs providing insight and experience to prepare business students for the global marketplace</td>
<td></td>
</tr>
<tr>
<td>Business 101</td>
<td>Any amount</td>
</tr>
<tr>
<td>Introductory course on professional responsibility for business students</td>
<td></td>
</tr>
</tbody>
</table>

## COLLEGE OF LIBERAL ARTS AND SCIENCES (LAS)

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONORS PROGRAM:</td>
<td>Any amount</td>
</tr>
<tr>
<td>Leadership Research Travel Fund</td>
<td>Any amount</td>
</tr>
<tr>
<td>Funding for students to conduct research and travel to conferences</td>
<td></td>
</tr>
<tr>
<td>Leadership Intern</td>
<td>$3,000/year</td>
</tr>
<tr>
<td>Position to provide peer mentoring, logistical and marketing support</td>
<td></td>
</tr>
<tr>
<td>Study Abroad Opportunities</td>
<td>Any amount</td>
</tr>
<tr>
<td>Funding international experiences for students</td>
<td></td>
</tr>
<tr>
<td>BUSINESS INSTITUTIONS &amp; SOCIETY MINOR:</td>
<td>$3M endowment</td>
</tr>
<tr>
<td>Program And Internship Coordinator</td>
<td>$100,000/year</td>
</tr>
<tr>
<td>Course Development</td>
<td>Any amount</td>
</tr>
<tr>
<td>Provide seed money for faculty instructor and new course development</td>
<td></td>
</tr>
<tr>
<td>Alumni Engagement</td>
<td>$10,000/year</td>
</tr>
<tr>
<td>Funds to engage alumni through seminars, visits and symposia as part of minor</td>
<td></td>
</tr>
</tbody>
</table>

If interested, please contact the College for more specific program information.

www.illinoisleadership.illinois.edu
Illinois Leadership Center Updates and Accomplishments

Hiring a Director
This past fall, the Leadership Center welcomed Sara Thompson as its full-time Director. Sara brings almost a decade of experience at Illinois and within the Center to her position.

Curriculum Revision
In FY10, the Center made the decision to shorten its multi-day i-Programs so that each offering would last a single day. After working with a small group of professional leadership education consultants, staff at the Center revised and updated the curriculum for Insight, Ignite, and Imprint.

StrengthsQuest and DiSC Certification
This past summer, staff at the Leadership Center became certified trainers to provide workshops for Illinois students in two popular leadership and personality assessments: StrengthsQuest and DiSC. Both are widely utilized in higher education as well as in team and leadership development environments.

Creation of a Leadership Workshop Series
After piloting a small series in Spring 2010, the staff coordinated a series of leadership workshops this past academic year, including three separate types of workshops:
- Skill-based sessions – focused on teaching a particular aspect of leadership theory or development
- Alumni workshops – presented by accomplished Illinois alumni, incorporating more of a discussion-based format
- Style assessments – utilizing DiSC or StrengthsQuest to teach leadership skills

New Volunteer Recruitment
This past academic year, 65 new faculty, staff, students, alumni, or community members began to engage with the Illinois Leadership Center, through facilitating, coaching, or presenting.

An Evening with Chris Gardner
This past February, the Center hosted an evening speaking engagement and reception with Chris Gardner, the former financial planner and homeless person whose life was played by Will Smith in “The Pursuit of Happyness.” Over 800 students attended his lecture.

Record Number of Leadership Certificate Completers
This April, the Center expects 75-85 students to earn their Leadership Certificate, which would be the largest completing class by far since the Certificate began in 2004-2005. Last year was the largest year to date thus far, when 61 students completed their Certificate across both Fall and Spring semesters.

Dave Rosch recently had three articles published
- In About Campus – “What Do We Mean When We Talk About ‘Leadership?’”;
- In the Journal of Leadership Education – “The Overlap Between Emotional Intelligence and Post-Industrial Leadership Capacity: A Construct Validity Analysis”;
- In the Journal of College and University Student Housing – “Recent Alumni Perceptions of Hall Government Leadership Learning”.

28