



Illinois Leadership[®] Center Coordinating Committee 2012-2013 Final Report

Submitted by ILCC Co-Chairs:

Charles L. Tucker, III
Vice Chancellor for Undergraduate
Education and Innovation

Sara Thompson
Director, Illinois Leadership Center



ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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2012-2013

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Illinois Leadership Coordinating Committee Executive Summary

The Illinois Leadership Coordinating Committee (ILCC) comprises approximately 60 faculty, staff, and students who volunteer their time and skills to support leadership development for Illinois students. Leadership education enjoys broad support on our campus. The ILCC has members from nine undergraduate-enrolling colleges or units, and from multiple units within Student Affairs. Faculty and staff from many more units volunteer their time as individual coaches and mentors for leadership certificate students.

The charge to this year's ILCC had four main tasks:

- Continue to implement the shared fundraising model between Student Affairs and Academic Affairs.
- Build a stronger community among researchers at Illinois who focus on aspects of leadership, leadership development, and leadership education.
- Monitor progress of the Minor in Leadership Studies and enhance the offerings of the minor.
- Conduct a benchmarking study, comparing the leadership programs and opportunities at Illinois to other leadership programs at key peer institutions.

The ILCC also supported a Student Leadership Advisory Group, comprised of 16 students from different academic colleges. The membership of this group represents 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.

The ILCC divided itself into four working groups to address the items in its charge. The main accomplishments of this group are as follows:

Leadership Research Community

The Leadership Research Community Working Group is focused on creating collaborations and a stronger community among researchers on aspects of leadership, leadership development, and leadership education on our campus. Following on from its successful conference for campus researchers in this area, the committee has planned another conference for 2013: *Illinois Leadership Research Conference: New Leadership Scholarship in the 21st Century*. The conference will be held on Friday, April 19, 2013.

Academic Minor in Leadership Studies

The Minor in Leadership Studies is just completing its second year, and enrollment has grown from 68 students in spring 2012 to 184 students in spring 2013. Eight students completed the minor in May 2012, and another 50 are expected to complete in May 2013. The Faculty Advisory Committee for the minor has reviewed and approved additional courses as minor electives, and is sharing information about the minor with advisors and instructors in all colleges.

Shared Fundraising Activities

The Advancement Working Group continued to implement a fundraising model shared between Student Affairs and the colleges of ACES, BUS, ENG, and LAS. For the period of March 1, 2012 to February 28, 2013 they raised \$135,000 in cash gifts, and \$220,000 in endowment gifts to benefit ACES and the Illinois Leadership Center. Continued and increased gift support is critical to provide sustainable funding for the Minor in Leadership Studies (supporting the Program Coordinator who oversees the minor), and for ILC programs, particularly those that provide leadership and teamwork development modules for academic departments and courses.

Benchmarking Study

The working group on benchmarking gathered information on student leadership programs at 20 different colleges and universities. There are many different models for leadership programs in the academy: some programs are free-standing units, others are housed in academic departments; some schools provide short, intensive programs to small groups, others have large annual conferences with big-name speakers. Illinois is clearly among the group of schools with strong leadership programs, and we are distinguished by the large numbers of students we reach, and by the breadth and variety of our offerings. We also appear to have the strongest bridge between academic affairs and student affairs. Many schools aspire to have programs as strong and broad as ours, while schools that have strong programs tend to have different foci and strategies. ***Thus, our leadership development programs are a way that Illinois can differentiate itself from other universities.*** This group also noted that Illinois is one of the few schools that does not charge students for participation in leadership programs. This is viewed as a strength for Illinois, and a practice we should work hard to sustain.

The following pages provide more detail about the plans, accomplishments, and future goals of each working group.

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Vice Chancellor for Student Affairs
Swanlund Administration Building
601 East John Street
Champaign, IL 61820



September 5, 2012

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.

Charles Tucker, Professor and Associate Dean for Undergraduate Programs in the College of Engineering, and Sara Thompson, 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, 2013.

The charge of the Illinois Leadership Coordinating Committee is as follows:

1. Continue to implement the shared fundraising model between Student Affairs and Academic Affairs to promote leadership education through the Illinois Leadership Center and academic colleges. In addition, identify barriers to implementing this model.
2. Build a stronger community among researchers at Illinois who focus on aspects of leadership, leadership development, and leadership education. Identify faculty from across campus to participate in this community. Plan activities that bring faculty together to network and share their scholarly activities in this area.
3. Update the 2009 benchmarking study comparing the leadership programs and opportunities at Illinois to other leadership programs at key peer institutions. Building upon this information, identify the trends in leadership education, anticipate how leadership education may change during the next 10 years, and identify ways current leadership development programs and courses enhance the undergraduate experience at Illinois.

The members of the Faculty Advisory Committee for the interdisciplinary Minor in Leadership Studies will participate as members of the ILCC to advance leadership education at Illinois. Dean Hauser will provide the charge for Faculty Advisory Committee, separately.

Also, Chuck and Sara will organize a small taskforce of individuals to look at other important leadership initiatives for the campus, such as the assessment of leadership programs and experiences.

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

Hesanmi Adesida
Provost and Vice Chancellor for Academic Affairs

cc: Kenneth Ballom, Associate Vice Chancellor for Student Affairs
Barbara Wilson, Vice Provost for Academic Affairs

Charges for the Working Groups 2012-13

Leadership Research Community

Coordinate a cross-college Leadership Research paper competition open to all 2012-2013 matriculated graduate students. This charge was revised by the working group committee and now states: create collaborations and a stronger community among researchers at Illinois who focus on aspects of leadership, leadership development, and leadership education.

Minor in Leadership Studies

Construct and coordinate a Faculty Advisory Committee for the new interdisciplinary Minor in Leadership Studies.

Advancement Initiatives

Continue to implement the shared fundraising model between Student Affairs and Academic Affairs to promote leadership education through the Illinois Leadership Center and academic colleges.

Benchmarking Working Group

Update the 2009 benchmarking study comparing the leadership programs and opportunities at Illinois to other leadership programs at key peer institutions. Building upon this information, identify the trends in leadership education, anticipate how leadership education may change during the next 10 years, and identify ways current leadership development programs and courses enhances the undergraduate experience at Illinois.

Working Group Assignments

Advancement Working Group

Barry	Dickerson	ACES Advancement	bdickers@illinois.edu	Co-Chair
Martin	O'Donnell	ENG Advancement, ECE	martinod@illinois.edu	Co-Chair
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	
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Michelle	Payne	SA Advancement	mpayne10@illinois.edu	
Sara	Thompson	Illinois Leadership Center	sethoms@illinois.edu	
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Brittany	Wilson	BUS/Business Development	bcwilson@illinois.edu	
Matt	Wilson	U of I Foundation	mjw1@illinois.edu	

Faculty Advisory Committee

David	Lange	Civil & Environmental Engineering	dlange@illinois.edu	Chair
Lisa	Burgoon	College of ACES	burgoon@illinois.edu	ex-officio
Leanne	Knobloch	Communication	knobl@illinois.edu	
Jennifer	Follis	Department of Journalism	jefollis@illinois.edu	
Kim	Graber	Kinesiology & Community Health	kgraber@illinois.edu	
Heath	Harding	Illinois Leadership Center	hharding@illinois.edu	ex-officio
Kari	Keating	Agricultural Education	keatingk@illinois.edu	
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Tara	Earls Larrison	School of Social Work	telarris@illinois.edu	
Sara	Thompson	Illinois Leadership Center	sethoms@illinois.edu	ex-officio

Leadership Research Community Working Group

David	Rosch	ACES/Human & Community Development	dmrosch@illinois.edu	Chair
Ariel	Avgar	School of Labor & Empl. Rel.	avgar@illinois.edu	
TBD		Office of the Dean of Students	TBD	
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Kenny	Importante	OIIR/Asian American Cultural Center	kennyi@illinois.edu
Russ	Korte	EDU	korte@illinois.edu

Working group: Trends, Benchmarking, and Enhancing the Undergraduate Experience

Fritz	Drasgow	LAS/Psychology	fdrasgow@illinois.edu	Co-Chair
Gail	Rooney	SA/The Career Center	grooney@illinois.edu	Co-Chair
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Denise	Poindexter	Illini Union	deniserp@illinois.edu	

STUDENTS

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Jordan	Hughes	AHS	hughes20@illinois.edu

***Leadership Research Community
Year-end Report
AY2013***

Members:

- Ariel Avgar, Labor and Employment Relations
- La Tanya Cobb, Illinois Leadership Center
- Dan Collier, EPOL
- Dana Decair, Campus Housing
- Heath Harding, Illinois Leadership Center
- Jami Houston, Campus Recreation
- Kenny Importante, Asian-American Cultural Center
- Russell Korte, Educational Policy and Organizational Leadership
- Jeff Loewenstein, Business Administration
- Scott Poole, Communications
- Dave Rosch, Agricultural Education (chair)
- Nathan Sanden, Housing
- Jennifer Smist, Housing

Charge:

Build a stronger community among researchers at Illinois who focus on aspects of leadership, leadership development, and leadership education. Identify faculty from across campus to participate in this community. Plan activities that bring faculty together to network and share their scholarly activities in this area.

Summary:

The Leadership Research Community (LRC) Working Group began the year by determining that the “2nd Annual” Illinois Leadership Research Conference would be a good idea. Therefore, most of the Committee’s work was to accomplish that end.

The conference is planned for Friday, April 19, 2013 and scheduled to be held in the ARC. 1000-word abstracts were collected from interested graduate students and faculty, using various listservs, e-week announcements, building a webpage on the ILC website, and word of mouth. These abstracts are currently being selected and selected for presentation at the conference, which will also include a panel discussion from various faculty and administrators, moderated by a member of the Committee.

As the conference has not yet occurred, plans for the following year have not yet been discussed.

CONFERENCE INFORMATION CAN BE FOUND ON THE FOLLOWING SHEET

***Illinois Leadership Research Conference:
New Leadership Scholarship in the 21st Century
Friday, April 19, 2012 9:00am – 1:00pm
Activities and Recreation Center (ARC)
201 East Peabody Dr.***

About the Conference

The Illinois Leadership Center is excited to announce the second annual *Illinois Leadership Research Conference*. This conference will showcase the breadth and depth of University of Illinois leadership research across colleges and disciplines. As such, the conference will provide an opportunity to celebrate the many advances being made in leadership research at the University of Illinois.

To register for the conference, go to: <https://illinois.edu/sb/sec/1861724>

Program

9:00 am	Welcome & Panel Presentation
10:00 am	Paper Presentation Session I
11:00 am	Paper Presentation Session II
12:00pm	Poster Presentations, Refreshments, and Closing

Questions regarding the conference should be directed to Dr. David Rosch, Assistant Professor in Agricultural Education, at dmrosch@illinois.edu or (217)244-2134.

Call for abstracts

***Final Report of the
Faculty Advisory Committee for the
Minor in Leadership Studies
March 13, 2013***

Members:

David Lange, Department of Civil and Environmental Engineering (chair)
Lisa Burgoon, College of Agricultural, Consumer and Environmental Sciences (ex-officio)
Rose Mary Cordova-Wentling, Dept. of Education Policy, Organization and Leadership
Jennifer Follis, Dept. of Journalism
Kim Graber, Department of Kinesiology and Community Health
Heath Harding, Illinois Leadership Center (ex-officio)
Kari Keating, Department of Agricultural Leadership and Science Education
Leanne Knobloch, Department of Communication
Laurie Kramer, College of Agricultural, Consumer and Environmental Sciences (ex-officio)
Kristi Kuntz, Office of the Provost and Vice Chancellor for Academic Affairs
Tara Earls Larrison, College of Social Work
Geoffrey Love, Department of Business Administration
Daniel Newman, Department of Psychology
Robert Steltman, College of Liberal Arts and Sciences
Marian Stone, College of Fine and Applied Arts
Sara Thompson, Illinois Leadership Center (ex-officio)

The Minor in Leadership Studies began operation in the fall of 2011. It is an interdisciplinary minor administered by the College of Agricultural, Consumer, and Environmental Sciences (ACES). Appointed by the dean of ACES, the Faculty Advisory Committee (FAC) oversees the academic requirements of the Minor and provides advice to the program coordinator, Lisa Burgoon. Throughout the year, Lisa has met prospective students, communicated with academic advisors and administrators, and coordinated the offerings of the Minor's four specifically required courses.

Enrollment in the minor has grown rapidly in its first two years. The enrollment in the minor has grown from 68 students at this time last year to 184 students today, with representation from all colleges across campus except Education. Eight students completed the minor in May 2012, and approximately 50 students expect to complete the minor in May 2013.

In the second year of operation of the minor, the FAC

- Reviewed five courses for their potential as minor electives using the established criteria for vetting courses. Four of the five courses were approved:
 - ANSC 471: Leadership & Entrepreneurial Skills
 - BADM 395: Negotiation
 - ACES 298 Leadership Study Abroad in Rome
 - SOCW 321: Social Entrepreneurship & Social Change.
- Made additional changes to the elective course list include:
 - Removal of CMN 414: Communication and Leadership because it has not been offered for over two years, with no future plans to offer the course.

- KIN 239: Coaching Strategies number change to KIN 369.
- Plans to review required courses in the near future to determine if course sequencing and content continues to match the goal of a leadership studies minor.
- Held informational meetings with department advisors, instructors and administrators in all Colleges to share information about the courses in the Minor, solicit feedback, and discuss potential context electives that departments could submit for review.
- Are monitoring the Minor using multiple evaluation tools. A survey will be completed spring semester to assess more of the operational processes of the Minor. Additional information is being gathered about leadership behavioral shifts and leadership skills as part of the campus senior survey. We should be able to gather this information on students in the Minor.
- Is considering how to recognize students upon graduation with this Minor.

***Illinois Leadership Initiative
Advancement Working Group
Spring 2013 Report (Mar. 1, 2012-Feb. 28, 2013)***

Co-chairs:

Barry Dickerson, Senior Director of Advancement, College of ACES
Martin O'Donnell, Assistant Director of Advancement, College of Engineering

Members:

Karen Bender, Associate Director of Corporate Relations, Office of Corporate Relations
Shane Carlin, Assistant Vice Chancellor, Office of Student Affairs
Jennifer Davis, Senior Research Specialist, University of Illinois Foundation
Don Hardin, Director Illinois Scholars Program, Lecturer, College of Applied Health Sciences
Michelle Hyde, Assistant Director of Development, Office of Student Affairs
Erin Kirby, Associate Director of Advancement, College of Engineering
Kirstin Phelps, Program Director, Illinois Leadership Center
Sara Thompson, Director, Illinois Leadership Center
Joan Volkmann, Associate Dean for Advancement, College of LAS
Brittany Wilson, Director of Development, College of Business

Charges:

Continue to implement the shared fundraising model between Student Affairs and Academic Affairs to promote leadership education through the Illinois Leadership Center and academic colleges. In addition, identify barriers to implementing this model.

- Fundraising goal for Mar. 1, 2012 - Feb. 28, 2013 is \$150K

Summary of Work Completed and Key Accomplishments:

- On May 29, 2012 the ILCC Advancement Working Group held a one-half day retreat to plan for the coming academic year to identify fundraising goals and set training goals.
- On March 28, 2012 the ILCC Advancement Working Group co-chairs, Shane Carlin and ILC Director Sara Thompson presented an update to Associate Vice Chancellor Jim Schroeder and Assistant Vice Chancellor Loretta Williamson.
- Helped with the planning and execution of the ILC 10 Year Anniversary Luncheon held on October 20, 2012. 140 people attended and Chancellor Phyllis Wise served as the keynote speaker at the event.
- Current use gifts and pledges totaled \$135,000 while endowment gifts to benefit ACES/ILC totaled \$220,000 during this time period.
- Secured an estate gift to benefit the ILC.

Summary of Subcommittee Work:

Corporate Engagement:

- 1) Implementing ILC corporate sponsorship program for companies with an initial sponsorship level of \$5,000 now available and à la carte sponsorship options based on the actual cost of an event and the needs of the Illinois Leadership Center. Results to date are summarized below.
 - a. *Aldi* - \$15k commitment over three years.

- b. *Caterpillar* – Bender in discussions regarding \$5k gift.
- c. *Monsanto*- Seeking renewed support of \$15k
- d. *Rolls-Royce* - received 2nd year of payment of \$15k in fulfillment of their \$45k commitment.
- e. Initial corporate support discussions with Kraft, Citi Bank, and Abbott.
- f. Proposals submitted to BP, State Farm, and Boeing but were not funded.

2) Currently revising original list of targeted companies for FY 14.

Support from Individuals: Committee members qualify, cultivate, solicit and gain support from individuals. Over 100 individual donor meetings have taken place. We invited alumni and donors to participate in the Leadership Center’s Imprint, LeaderShape, and Workshop activities. More than 30 alumni returned to campus to participate in ILC programs through referrals from the advancement community. Significant activity includes:

- o \$52,323 in current-use support was received from July 1, 2012 – March 6, 2013.
- o Milt and Mary Jo Brown of Rockford, IL made a \$220,000 endowment gift in support of ACES/ILC activities. Income from the endowment will be used for a variety of purposes including the Leadership Studies Coordinator position, the capstone experiential learning activities, and ACES leadership initiatives.
- o Thirteen alumni made commitments (totaling \$105,000) to ILC as a part of the ILC 10 for 10 Initiative to honor the tenth anniversary of ILC. This initiative was conceived of and spearheaded by Shane Carlin and Michelle Hyde in Student Affairs.
- o In addition, secured an estate gift for the Illinois Leadership Center from a current leadership coach and i-Program leader.
- o After participating in Imprint or an Illinois Leadership Center workshop, alumni leave enthusiastic and engaged about their experiences and the caliber of Illinois students. We are actively cultivating these alumni and friends of the University.

Next steps:

- o Continue cultivation of individual donor prospects with an emphasis on developing support for the Minor in Leadership Studies, specifically the Program Coordinator, as well as support for the ILC i-programs and college leadership initiatives.
- o Will hold an ILC event in Chicago on May 1, 2013
- o Will hold a retreat in May 2013 to plan for FY14.
- o Continue to increase awareness and expand development capacity across the development community.
 - o Setting up a meeting with Vice Chancellor for Institutional Advancement, Dan Peterson, in April to gain his support.

Some quotes in acknowledgement of Sara Thompson’s contributions:

“Sara Thompson has distinguished herself in her role as Director of the Illinois Leadership Center. Sara personifies leadership in action and she models the leadership skills that she teaches. The Advancement group respects you and will deeply miss you!”

“It has been among the top honors of my professional career to have had the opportunity to work with Sara Thompson during the past few years. Her unwavering personal and professional

commitment to leadership is a true inspiration. I'm grateful to know her, and wish her only the best as she moves to a new chapter in her life."

"Sara's vision (and indeed leadership) will be greatly missed by those who have had the pleasure of working with her. Her enthusiasm and professionalism are unparalleled."

"Sara has set an excellent example for the students involved in the Center over the years. Her effectiveness in leading and building the program inspires people to contribute in their own way; she will be missed!"

"Sara reminds us that leadership is not just something that we talk about, but something that we actively participate in. Whether it is hitting the road with the development officers in the name of raising money for the Illinois Leadership Center, planning and hosting events that will engage our alumni, or making impassioned pleas on behalf of the ILC, Sara is a true leader in the realm of fundraising. Her energy, enthusiasm, and sense of humor will be greatly missed."

Benchmarking and Leadership Trends

March 13, 2013

Executive Summary

During the 2013 academic year, the Illinois Leadership Center (ILC) formed a committee to conduct a national benchmarking study. This committee began its work by reviewing a benchmarking study that the ILC conducted in 2009 (see appendix). It then created an interview protocol to explore key issues and better understand the nature of other leadership programs. Concurrently, two dozen outstanding undergraduate leadership programs were identified. During December 2012 and January 2013 these programs were contacted. This report summarizes what was learned from the 20 programs that chose to participate in the study.

In the sections that follow, detailed results are provided. It is informative to provide a few overarching comments about the state of undergraduate leadership education at these leading universities. First, and perhaps foremost, is that leadership is defined in many ways and leadership development comes in many forms. Clearly, one size does not fit all. A common theme, however, is “learning by doing” – the programs universally emphasize getting involved in organizations, doing something useful, and reflecting on one’s experiences.

We found that leadership programs were often housed within colleges or academic units. For example, at the University of Arizona a leadership program was established in the Eller College of Management and the MIT Leadership Center is housed in the Sloan School of Management. This structure stands in contrast to the University of Illinois Leadership Center, which is not affiliated with any particular college or academic unit and serves students across the university.

Most programs are small in staff but very collaborative across units (academic and student services). Funding is primarily from the state and student tuition/fees.

The future focus of leadership programs is targeted toward expanding leadership education into new domains such as global leadership, social entrepreneurship, ethics, and sustainability. In addition, better integration of behavioral assessments of leadership development, more curricular integration, and vertical leadership development are aspirations.

The list of participating schools, the interview protocol, and 2009 benchmarking summary may be found in the Appendices.

Definition of Leadership

A key question in the interview asked “How is leadership being defined by your leadership center?” Of the twenty schools that provided responses to this question, 40% reported a definition aligned with the Social Change Model, and 35% reported a general philosophy created from multiple sources. In addition, a number of universities did not follow a specific leadership definition, but instead focused on multiple established theories or models of leadership, depending on the program or service. For more on these specific models or theories, please see the next section.

With stated general philosophies, schools reported focusing on a definition that promoted leadership as a process (20%) focusing on individual skills or self-awareness (20%) for the purpose of creating a shared vision or change for the common good (20%). Within these general philosophies, the following themes were most repeated:

- Leadership should focus on multiple components, including self, other, and organizational skills;
- Leadership is non-hierarchical and non-positional;
- Leadership is a process focused on the greater good;
- Leadership involves elements of intercultural communication and global citizenry.

In addition, it is interesting to note that schools reported strength in a generalist approach/definition of leadership, which allows for more flexibility in meeting potential partners’ leadership needs. The University of Florida, for example, reported an intention to reconsider their philosophical alignment with the Social Change Model and broaden their view in order to better connect with other campus units.

The Illinois Leadership Center uses a definition developed and adopted in 2002: Leadership is a process of mutual influence directed at achieving purposeful results.

Philosophies, Theories, and Frameworks that Guide Leadership Programs

Nine out of the fifteen institutions responding to this question reported using the Social Change Model as guidance for leadership education, and four other institutions emphasized community, citizenship or relational aspects as their guiding constructs. Four programs use the StrengthsFinder assessment. Four institutions identified adaptive leadership, three teach general leadership theories in their courses and programs, and two use the Leadership Identity Development model as a guiding structure. One institution uses the Collective Impact model and four have developed their own models to guide leadership education on their respective campuses.

*The Illinois Leadership Center uses a philosophy and framework developed and adopted in 2002 based on 11 skills and attributes in four areas: **self, interpersonal, organizational and group, and transitional development.***

The Illinois Leadership Center's believes that all students can exercise leadership. Leadership does not require formal authority or position and can be practiced by anyone interested in making a contribution and influencing a more positive future.

Leadership is a process of mutual influence directed at achieving purposeful results. The development of leadership begins with personal initiative and awareness — understanding one's passions, motivations, strengths, limits, and personal values.

The process of self-discovery is ongoing, and the pursuit of leadership requires perseverance and a commitment to perpetual learning.

Building trusting relationships is essential for the work of leadership. Leadership never happens alone. By incorporating the diverse skills and viewpoints of others, individuals are empowered and group energy is mobilized to pursue collective goals. The practice of leadership is ethical in nature and includes a responsibility for the rights and welfare of those inside and outside of the group.

Programs and Services for Leadership Development

A wide variety of programs and services are found across the institutions. Participant reach varies considerably by institution and type of programs offered. Most certificate programs reach less than 75 students each year. Programs connected to specific populations (e.g., majors, MBAs) often impact 100% of that population. Other programs/services impact 1000s of students. Most programs are open to all students; however, some requirements for participation are GPA or course pre-requisites. Most programs do not charge for participation, although two programs charge for participating in specific programs such as mentoring, conferences, etc. One program charges a nominal fee as a way to confirm attendance.

Leadership Course Work

Some programs offer leadership courses that receive academic credit. Credit is connected to specific leadership programs (minors mostly) or components of certificate programs.

Leadership Conferences

Leadership conferences are common for a number of the institutions. Several examples include: the University of California at San Diego offers an annual Leadership Conference that brings together hundreds of students from various campuses to participate in workshops and discussions that facilitate effective leadership and self-cultivation. The University of Iowa's annual Hawkeye Leadership Conference fosters leadership development by providing an opportunity to learn about diverse leadership topics. The Kravis-de Roulet Conference at Claremont McKenna College is supported by an endowment that enables it to attract outstanding leadership scholars and practitioners as conference presenters and participants.

Intensive Programs

Another approach is the intensive self-development leadership program. The University of Michigan, for example, conducts a week-long, off-site program designed to develop both student leaders and student organizations. Similarly, the University of Iowa offers a six-day intensive leadership experience that “includes a highly interactive and energizing leadership enhancement program that provides participants with the tools necessary to become a visionary leader.”

Programs for Targeted Populations

Penn State selects 30 freshmen for membership in its Presidential Leadership Academy. These outstanding students take three required courses (e.g., Developing Critical Thinking for Leadership) and participate in at least three field experiences during the next three years. The University of Minnesota selects fifteen students to participate in the Tom Burnett Advanced Leadership Program. It nurtures future leaders by providing weekly leadership workshops and conducting an in-depth assessment of each student’s leadership skills, personality, and potential career path.

Certificate Programs

Certificate programs are popular. Students engage in reflection, mentoring, leadership engagement and development (workshops & programs) over a period of time to earn a certificate. A number of certificate programs require at least some coursework.

Leadership Outreach

A number of institutions have service learning, alternative breaks, and other programs designed around student engagement in their community. Kansas State has an array of such programs including an international service learning experience.

The Illinois Leadership Center offers a suite of programs ranging from workshops, all-day i-programs and certificate program.

Leadership Minor

A few universities (Minnesota, Kansas State, Florida, Arizona, George Mason, and Florida State) reported that they have leadership minors. Some of these programs are quite large: About 1000 students are enrolled in the Minnesota minor and 1200 are enrolled at Kansas State. One school, Claremont McKenna, does not offer any minors on its campus, but has a sequence of leadership courses which would be the equivalent of a leadership minor compared to other schools.

The universities with minors offer similar courses in global leadership, leadership theory, ethics, systems, decision making, multi-cultural competencies, and leading change. The majority of the programs require some type of field placement experience, independent study or thesis. One school (University of Florida) identified future additions in the area of more programmatic experiences such as a field placement and study abroad. Other plans for additional courses include social justice and leadership in specific settings (e.g., cinema).

Students enrolled in the minors typically come from a variety of majors. At George Mason, the students are predominantly integrative studies majors, but other students are majoring in

business/management, communication, public policy, and military science. Many of the minor programs have no restrictions regarding the students' majors.

The 17-18 hour minor in leadership studies is hosted by the College of Agriculture, Consumer, and Environmental Science and provides undergraduate students in any field of study with formal instruction in the study of the theory of leadership and its practice.

*Three required foundational courses 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. The capstone course focuses on the **synthesis of foundational course material**. Two **elective courses** are required from a list of courses that focus on leadership scholarship in a variety of contexts.*

The ILC works collaboratively to support the minor in leadership studies.

Leadership Major

Of the universities included in our benchmarking study, only one offers a leadership major: The University of Richmond. Students wishing to enter this major apply for admission to the Jepson School of Leadership Studies during the fall semester of their second year. The Leadership Studies major consists of a minimum of 11 units. The required courses include Leadership and the Humanities, Leadership and the Social Sciences, Justice and Civil Society, Critical Thinking and Methods of Inquiry, Theories and Models of Leadership, Leadership Ethics, and Internship. In addition to the required courses, students take elective courses from a number of areas. Advanced coursework may include one unit of collaborative study, one unit of independent study, one unit of honors thesis work, or one unit of senior thesis work.

The University of Illinois at Urbana-Champaign does not offer a leadership major at this time.

Collaborations & Partnerships

Working with academic units, student affairs, and community partners varied by both frequency and type of collaboration (programs, conferences, courses, etc.). Most leadership programs collaborate on a consistent basis with both student affairs (4.4 on a 5 point scale) and academic units (4.0). Five of nine programs reported working with community, nonprofit, for-profit organizations, or with government agencies.

A few recent examples collaborations with both academic and student affairs units.

- *The Sleeman Leadership Institute in the College of Business*
- *James Scholars programs in AHS, BUS, LAS, and Media (leadership certificate)*
- *Engineering Graduate Students workshops*
- *Illinois Engineering Freshman Experience*
- *Graduate College workshops on mentoring and interviewing*
- *Women in Chemistry*
- *DiSC and StrengthQuest workshops for research teams and courses*
- *Technology Entrepreneur Center workshops*
- *The Emerging Greek Leaders program*
- *Women of Worth (W.O.W.) workshop series*
- *StrengthsQuest train-the-trainer workshop for over 40 faculty and staff*
- *Campus Recreation LEAP program*
- *Numerous custom workshops and guest lectures for courses, organization, conferences, etc.*

Unique Aspects of Programs

The leadership programs reported a variety of aspects that they felt made them unique. Below is a list of unique aspects:

- Activities are guided by the philosophy “Own and operate as little as possible, partner as much as possible.”
- Participants are representatives of different organizations on campus.
- Online learning modules are offered.
- Academic mentoring is provided.
- International service teams where leadership is a component are coordinated.
- Extensive use of multiple reviewers for student’s reflections during the leadership certificate process.
- Dedicated faculty positions have been established rather than shared positions with other disciplines.
- Support is provided for faculty-student research collaboration.
- Students are provided with an intensive week of experiential leadership learning, as well as exposure to groundbreaking faculty work as it relates to innovation and leadership.
- Strong private funding has been obtained.
- Leader in residence or faculty fellow programs was identified as unique by four programs

A unique aspect of the programs at the Illinois Leadership Center is the scale of the i-programs (day-long, 80-85 students, 1-2 lead facilitators and 8-9 small group facilitators). Another unique aspect is the level of involvement by staff, faculty and alumni as small group facilitators and leadership certificate coaches. Over 465 volunteers participated in ILC programs during the 2011-12 academic year.

Research

Six of the fifteen programs that responded to this question employ staff or faculty who conduct leadership research. Six provide assistance to help faculty and students conduct research, such as helping them find places to conduct research, and six also provide funding to support faculty and student research.

The Illinois Leadership Center participates in the Multi-Institutional Study on Leadership which has partnered with approximately 250 institutions in the U.S., Canada, Mexico, and Jamaica with over 300,000 student respondents. The ILC also collaborates with faculty to conduct research on leadership programs and participants. Illinois Leadership Research Conference, organized by the Illinois Leadership Coordinating Committee research conference working group, provides a space for scholars at Illinois to share their research interests and results.

Assessment

Assessment varies as expected. The smaller universities tend to do more in-depth assessment and some post-graduation assessment. Most assessments are conducted within programs such as social inventories, learning outcomes, and pre- and post-tests. Some assessment is conducted through campus-wide efforts such as a senior survey or measures of campus-wide learning outcomes. Specific measures assessed by participating programs include:

	<u>Yes</u>	<u>No</u>
Assessment: # of Participants	17	1
Assessment: Participant Satisfaction	15	3
Assessment: Assessment of Learning Outcomes	14	1
Assessment: Evaluation of the Center's Effectiveness	10	8

The Illinois Leadership Center conducts post program evaluations that include satisfaction and learning outcomes, as well as follow-up surveys of the i-program participants concerning behavior changes as a result of participating in the i-program.

Faculty and Staff:

Most programs have one to ten full-time staff members and two programs have more than 15 full-time staff members. Seven programs have one to five part-time staff members.

	<i>No. of Staff</i>				
	1 to 5	6 to 10	11 to 15	16+	
Full Time	12	5	0	2	
Part Time	7	0	0	0	
Full Time Support	8	1	1	0	
Part Time Support	3	0	0	0	
	<i>No. of Staff</i>				
	1	2	3	4	5+
Grad Students	3	3	5	2	3
Undergraduate	1	2	1		5

The Illinois Leadership Center currently employs five academic professional staff members, one support staff member, three graduate students, four undergraduate intern positions, and twelve student workers.

Financial:

Of the 15 institutions reporting on revenue sources, most funding is a function of state and/or student tuition/fees. This is particularly true for expenses associated with staffing. Only two institutions reported being predominately funded by endowment/gift dollars.

The Illinois Leadership Center is supported by the student fee fund, state funds, grants, and private donations.

Future Programming

Survey participants were asked about their future programming. In the near future, some participants said they were going to focus on assessing behavioral change. Another program planned to focus on assessing the impact of its programs. Other programs mentioned focusing on service learning, social justice, entrepreneurship, for-profits, and sensemaking leadership. Another program wanted to increase alumni involvement in its programs and services.

Programs were asked what they would do if they received a gift of \$100,000. Programs reported that they would increase staff, develop a central leadership center, or create academic departments. They also mentioned adding more programs or services to their current offerings, such as creating programs for undergraduate students, adding a speaker series, holding a conference, decreasing monetary fees for participation for students, or using the funds to support faculty research on leadership.

The survey participants saw a variety of future trends in leadership development or leadership education: integrating more reflection and experiential learning opportunities, adding interdisciplinary courses, as well as creating or buying better tools to assess leadership competencies, and tracking student development. One program indicated that a focus on competencies is a future trend. Some competencies that were mentioned included managing the anxiety and loss that comes with change, global leadership, social entrepreneurship, ethics, and sustainability and leadership.

Other participants stated that mapping leadership competencies and development would be a future trend and a strengths-based approach or a focus on leadership development in addition to skills and competencies, such as vertical development would emerge. Another participant indicated that high schools are doing a better job of infusing leadership, which may change the programs and services offered at the college level.

Benchmarking Analysis and Growth Opportunities

Leadership education across the United States is diverse in terms of how leadership development is conceptualized and implemented. There is diversity in terms of where centers are administratively housed, type of programs provided (workshops, conferences, courses, experiential, context focus, participants, fee-for-use, etc.), engagement across campus, alumni involvement, etc. Therefore, it is hard to determine a ranking of programs because each school could make the case that they are doing innovative, one-of-a-kind programs at their schools based upon their school's culture and needs. To place the Illinois Leadership Center within the leadership education landscape and identify opportunities for growth in the next decade, it will be necessary to take a more nuanced look at the benchmarking results. This section is broken into three sections: At the Forefront, Middle or Behind Other Institutions, and Emerging Trends.

At the Forefront:

Bridging Student and Academic Affairs

The University of Illinois has a free-standing center that has a dual reporting structure to both academic and student affairs. Several programs mentioned wanted to create centers that look a lot like our center, i.e., that bridge student and academic affairs, and provide a central resource for leadership. Some institutions are moving towards this integration both in and out of the classroom. There is always work to be done in this area; however, the University of Illinois leadership research conference is a good example of such an integrative effort.

Growth Opportunity

- Capitalize on leadership development opportunities in the academic setting in the classroom, course team projects and research teams, etc. For example, students in the University of Minnesota's leadership courses are asked to practice leadership in the class by developing relationships with other students and using their influence to get their peers to come to class on a regular basis (everyday) and participate in class discussions.

Philanthropy

The collaborative fundraising model used by BUS, LAS, ENG, and ACES has been successful. As state dollars decrease and student responsibility for tuition plateaus, philanthropy and alumni engagement will become increasingly important.

Growth Opportunity

Include other colleges and units in the collaborative fundraising model. Two units for strong consideration are AHS and Athletics. Corporations are more likely to support programs that target potential employees rather than ambiguous groups of students. Raising funds for leadership programs needs to be included in job descriptions and advancement metrics across the university.

- Hold advancement personnel accountable for raising funds for the Leadership Center by including it as a part of the formal job responsibilities.

Large Scale Programs

The focus and scale of the various leadership development programs often are decided by local factors (size of institution, culture of institution, opinion setters on campus, etc.). Most institutions don't have the resources (financial or staff) to create and maintain programs of the same scale as the University of Illinois; part of this is the size of Illinois that impacts the number of students who sign up for a single program, number of times a program is offered a year and is fully subscribed, and number of potential volunteers to be small group facilitators. The Illinois program is exemplary in its ability to reach large numbers of students.

Growth Opportunity

- There are numerous opportunities to partner with colleges and units to develop and fund large scale programs; however, large scale programs such as the i-programs and Sleeman are cost prohibitive due to development and maintenance costs. Since corporations are more willing to fund programs that more narrowly target potential employees, the collaborative advancement model currently being piloted with BUS, LAS, ENG, and ACES is critical to any growth in this area. This will enable the Illinois program to provide more students with leadership development opportunities.
- There are opportunities to offer shorter and smaller programs to provide leadership development opportunities. For example, a set (3-5) of standard workshops could be offered to address common challenges related to leadership development (understanding your strengths, effective teams, understanding work styles, etc.).
- Workshops offer excellent opportunities to collaborate with other units. The workshops would be divided into two sections. The first section of the workshop (60-90 min.) would be a standard presentation about a topic (e.g. strengths, work styles, etc.) and the second section (30-60 min.) would focus on applying the information from the first section to a specific context. (e.g. talking about your strength in an interview, work styles in research teams, work styles in the mentoring relationships). The ILC staff could present the first part of the workshop and the collaborating unit could design and facilitate the application activities that contextualized the information.

Volunteer Engagement and Support

The ILC has a strong program for recruiting and engaging alumni, faculty, staff and community members as mentors and coaches in the i-programs and the leadership certificate. Approximately 400 volunteers participate in our programs annually.

Growth Opportunity

- Provide more resources for coaches. We are currently making changes to the certificate program to increase our support for mentors/coaches (training, cohorts, materials, etc.). This support could easily be provided to other mentors/coaches across campus.
- Use formal interpersonal relationship already occurring across campus as leadership skills development opportunities. The mentoring relationship is ideal for two of the four skill development areas, self and interpersonal development, identified in the 11 skills and attribute model. Part of the training and support for coaches and mentors to enhance their work with students on self and interpersonal development through self-assessments, discussing DiSC/StrengthsQuest results, conflict management, etc.

Middle or Behind Other Institutions

Leadership Minor:

Some schools have had a minor for over 10 years and many are at least 5 years old. The Illinois minor is relatively new and has adopted a fairly mainstream curriculum, so we are not ahead of the pack.

Growth Opportunity

- Since Illinois recently established a minor in leadership, this is an opportunity to leap frog other programs to create a minor that will prepare students to lead effectively in the quickly changing 21st century.
- A continuing dialogue about the minor's purpose will need to occur. The minor curriculum currently provides students the opportunity to learn various models and theories of leadership, assess the research that supports or refutes the applicability of these theories and offers an opportunity to learn leadership in various contexts through electives. A discussion about the overall focus of this minor is or could be and how we might use that in the classroom and the broader leadership experiences at Illinois is warranted.
- Campus leadership stewards should discuss whether the focus should be on learning leadership scholarship or practical applications. It would be easy to focus on scholarship in the minor since it is an academic program and the Leadership Center focuses on applications. The University of Minnesota claims to do both, teach scholarship and expect students to apply that knowledge to classroom environments (self, interpersonal relationships with peers and instructors, teams, and large class discussions, etc.). A leadership course taught at Harvard also has been successful at teaching scholarship and asking students to apply that knowledge to all aspects of the classroom environment.

Assessment and Research

The ILC has a strong plan of assessment for the i-programs that includes a post- and three-month assessment. The post assessment focuses on satisfaction and meeting program objectives. The three-month assessment asks students if their behavior has changed due to attending the i-program.

Growth Opportunity

- Assessing impact of attending leadership programs: Did the program change you? Did the program change the way you behave and/or interact with others? Did the program help you make a change in your group, team, organization, or community?
- Dr. David Rosch has implemented a longitudinal study of the participants in the i-programs that looks at capability, efficacy, and motivation.
- The research conference on leadership is an area for growth on campus that serves the academic interests of the campus.

Experiential Programs

It is difficult to make a general comparison since programs at other institutions offer a variety of experiential opportunities that reflect the needs and focus of individual institutions and programs. There are a many experiential opportunities for students at Illinois to develop their leadership

capabilities, but most have no formal relationship with the ILC. There are a few study abroad courses and are usually organized by individual instructors.

Growth Opportunity

- Partner with other offices such as volunteer programs, study abroad, service-learning, social fraternities, etc. It would be best to add value to their programs, instead of create our new ones. For instance, the ILC staff could help them integrate leadership questions into reflection assignments.

Standard workshops

Most leadership programs at other institutions offer leadership workshops that reflect the needs and focus of that institution or program. The ILC currently offers two standard workshops (DiSC and StrengthsQuest) and alumni workshops on topics of the speaker's choice. The ILC gets constant requests for custom workshops, activities, facilitator training, and planning assistance.

Growth Opportunity

- Many programs offer a series of workshops (typically 60 min.) that are offered on various topics. ILC has offered custom workshops in the past, but creating these took up too much time in contrast to the reach of the programs. An area for growth is to create a set of workshops that focus on solving specific common problems such as teamwork in course projects, research teams, mentoring, etc.

Emerging Trends and Factors Specific to Illinois

New Vision

The current opportunities offered by the Leadership Center was identified and designed over 10 years ago to meet the needs of Illinois at that time. Many of these same needs are salient today; however, the landscape of the world, state and the University of Illinois has changed considerably and more changes are expected. *This a good time to reassess how the Leadership Center can add value to the students, staff, faculty and alumni of Illinois.*

Growth Opportunity

- Refine the purpose and language of the opportunities for leadership development (workshops, working with a mentor/coach, i-programs, certificate, minor, self-guided development), and how the leadership opportunities integrates with each other and the broader campus.
- The ILC currently uses knowledge, experience and reflection as a guiding framework. There is emerging research that suggests that efficacy and motivation are important factors for effective leadership. There have been some initial conversations about adopting a new framework: capable, confident (efficacy) and willing (motivation). The senior survey includes questions on student's entering and exiting leadership capabilities, confidence and willingness to lead. Further data is needed before altering the current framework.

Culture of Leadership

Create a culture of *intentional* leadership development on campus. Leadership development has been happening for years and is currently happening. Some of it is intentional, such as the programs offered through the Leadership Center and various other offices and organizations. Much of the development in terms of leadership is ad hoc or by trial and error through a multitude of experiences, such as a position of leadership in an organization. If leadership development becomes intentional, then there has to be intentional reflection. How do you get more students to intentionally reflect about their leadership abilities and practice?

Growth Opportunity

- Increase intentional reflection about students' own leadership practice.
- Identify and create common rituals, language (theories in AGED 260), artifacts (i.e. portfolio, reflection journal), practices (i.e. leadership skills self-assessment, DiSC or StrengthsQuest assessment), etc.

Non-programmatic Leadership Development Opportunities

At this time, given the current funding levels, it is cost prohibitive to offer more large-scale programs such as the i-programs. Other ways of providing leadership development opportunities must be identified and utilized.

Growth Opportunity

- Utilize the thousands of formal relationships on campus to deliver and refine self and interpersonal development for leadership practice: peer-to-peer (students, staff and faculty), instructor-student, mentor-mentee, etc.
- Another area for growth is helping students complete a self-guided leadership development plan.
- Identify or create videos and other materials that can be used in programs or stand alone as micro lessons on leadership.

Selling Leadership on Campus and Externally

At a world-class institution such as Illinois that prides itself on scholarship, it is easy to fall into the trap of privileging scholarship; however, a recipe book of best practices – commonly called a textbook – does one little good if you don't know how to cook in the end or have a completely different set of ingredients because the world is changing so fast. Students mostly care about getting a job (e.g. Will participating in this leadership program help me get a great job?) and people in general care about solving their most pressing problem (e.g. Will participating in this leadership program help solve the problem I am experiencing?)

Growth Opportunity

- Helping students, staff, and faculty solve their problems in the classroom (team projects), on research teams, grant writing and administrative teams, etc.
- Helping students articulate their capabilities and experiences to various audiences (employers, team members, peers, parents, mentors, etc.).
- Partner with units to serve their needs and promote the opportunities at the ILC.

International and Global Citizens

Currently the international student population on campus is approximately one in five students. This is reflected in all the ILC program attendance. More students enrolling at Illinois have lived in multiple countries and cultures.

Growth Opportunity

- Embrace international students from a representative standpoint by using examples that are not domestic-based and recruit volunteers who are international and global citizens.
- Recognizing unique contributions international and global citizens and global citizens bring to Western norms of leadership.

Technology

Currently, technology augments marketing, curriculum and administration of the various programs.

Growth Opportunity

- An area for growth is utilizing online tools to facilitate additional development, such as online self-assessment, videos, and webinars, to full courses offered on Coursera, as well as using virtual environments to facilitate leadership development.

Curriculum

The curriculum is neither ahead of the field nor behind since the topics and activities are fairly standard and are often published in journals and shared with programs at other institutions.

Growth Opportunity

- Activities don't have to be new or innovative to be at the forefront to produce growth, but students expect 'new to them' activities since many students are participating in leadership programs prior to attending Illinois.

Assessment of Leadership Skills

Leadership programs at several universities have formal procedures for evaluating a student's leadership skills. Such procedures can range from assessment centers, which are very time consuming and expensive, to computer administered skills assessments. Valid feedback about leadership skills, rather than self-rated satisfaction with a leadership experience, can provide valuable diagnostic information to students about what they do well and what they need to improve.

Growth Opportunity

- Explore the possibility of developing or acquiring computer administered assessment tools to evaluate leadership skills.

Appendix A

2013 Benchmarking Participating Universities

Participating Institutions:

	No. of Undergraduates	No. of Graduates
Peer Institutions		
Duke University	6,526	8,220
Northwestern University	8,991	11,293
University of California - Berkeley	25,574	10,125
University of California - San Diego	23,046	
University of Michigan - Ann Arbor	27,407	15,309
University of Texas - Austin	38,463	12,682
University of Wisconsin - Madison	28,897	9,358
Big Ten Institutions Not Peer Institution		
University of Iowa	20,574	9,754
University of Minnesota	30,375	16,948
Other Institutions		
Claremont McKenna	1,301	0
Florida State University	31,850	8,486
George Mason University	20,728	12,405
Kansas State University	19,385	3,885
MIT	4,384	6,510
Stanford University	6,988	12,957
Texas A&M University	39,867	9,994
University of Arizona	30,346	8,421
University of Florida	32,598	13,103
University of Georgia	26,215	8,260
University of Maryland at College Park	26,820	10,805
University of Richmond	2,767	650

Appendix B

2009 Benchmarking Study

Summary:

The Illinois Leadership® Center strives to provide students, faculty, and staff with leadership programs, services, and resources in order to make the Illinois campus known for their focus on leadership education and development. In order to stay abreast of what other Big Ten and peer institutions are involved in with regard to leadership education at Illinois, we have completed a benchmark analysis of our strengths and areas for growth compared to 21 other institutions.

Strengths:

- **Collaborative Structure.** The Illinois Leadership® Center is the *only* institution that has a dual-reporting structure to both Academic and Student Affairs. This unique structure allows for strong collaborations and partnerships that involve multiple stakeholders across campus through their participation in the Illinois Leadership Coordinating Committee (ILCC) and other campus-wide leadership education initiatives.
- **Interdisciplinary Initiative.** Illinois is one of the few institutions that involves a majority of academic and administrative units to advance leadership education across campus. This interdisciplinary focus allows us to serve students in all academic colleges through unique leadership programs and related initiatives (e.g. development of an interdisciplinary Leadership Studies Minor, campus-wide Leadership Certificate Program, annual i-programs, etc.).
- **Open Access.** Based on our commitment to the Illinois Leadership Philosophy and aspects of social justice, all leadership programs and services offered at Illinois are accessible to every undergraduate and graduate student; program participation is not driven by a specific academic college, department, or discipline, as are many programs at peer institutions that limit who can attend based on year or position. In this way, we provide increased access to students from all academic disciplines and a diverse demographic representation compared to other institutions.
- **Corporate and Private Sponsorship.** Only a few peer institutions have developed partnerships with corporate or private funding sources and none to the extent that Illinois currently does.
- **Repeated Offerings.** Illinois is the *only* institution surveyed that offers programs multiple times each academic year to ensure our programs are accessible to all students; in this way, Illinois outdistances other institutions in the ability to provide specific skill-based leadership training to all students.
- **Assessment and Evaluation.** At Illinois, we have intentionally designed assessment and evaluation measures that are more comprehensive than those at other institutions based on our longitudinal design and structure to measure program impact. We are also one of 104 institutions in 2009 currently participating in the Multi-Institutional Study of Leadership, a national research study on the impact of leadership education on our students.

Areas for Growth:

- **Coordinated Academic Program including the Leadership Studies Minor.** It is critical for Illinois to create and sustain a coordinated academic program around Leadership Studies in order to advance our work and remain on the cutting edge of leadership education and research. Currently, 17 of the 21 peer institutions offer leadership courses as part of their programs, and 5 of these institutions have established Majors or Minors related to Leadership Studies. The creation and development of an interdisciplinary Minor in Leadership Studies will significantly contribute to advancing leadership education at Illinois and will be more in line with leading peer institutions.
- **Collaborative Partnerships with Academic Faculty.** Long-lasting collaborative partnerships need to be established with academic faculty involved in leadership teaching and research in order to connect our resources and better serve students. Currently, the Leadership Studies Initiative (LSI) has been started within the ILCC to connect and support faculty and other stakeholders who are teaching and/or researching on leadership-related topics. Similar efforts need to be established and strengthened to continue to support leadership education at Illinois.

Background:

In January 2006, the University of Illinois at Urbana-Champaign published a strategic plan for the Urbana campus, outlining how we intend to achieve our goal of preeminence among public research institutions. The campus strategic plan identifies five broad goals, with one of these goals identified as the need to foster “Leadership for the 21st Century.” Specifically, Provost Linda Katehi articulated that we want to meet an initial goal of providing 30% of Illinois students with *significant* leadership experiences upon graduation.

In order to remain current and continue to strive for excellence within leadership education at Illinois, we have undergone a comprehensive benchmarking analysis that surveyed the curricular and co-curricular leadership programs and services at 21¹ institutions in the following categories:

Peer Institutions²:

- University of Wisconsin, Madison **
- University of North Carolina at Chapel Hill
- University of California, Berkeley *
- University of California, Los Angeles *
- University of Texas at Austin *

Other Big Ten Institutions/Sister Schools:

- Indiana University *
- Northwestern University *
- Ohio State University *
- Pennsylvania State University *
- Purdue University *
- University of Iowa *

¹ A total of 23 institutions were contacted to participate in the 2009 benchmarking analysis, and we were unable to connect with two of these institutions (Michigan State University and University of Michigan)

² List of Peer Institutions identified by the Office of the Provost

- University of Minnesota *
- University of Illinois – Springfield
- University of Illinois – Chicago

Other Institutions with Strong Leadership Programs³:

- Claremont McKenna College *
- University of Arizona *
- Florida State University *
- Kansas State University
- George Mason University
- University of Maryland at College Park
- University of Richmond *

* Institution also part of the 2007 benchmark analysis

** Institution also part of the 2007 benchmark analysis and also part of the Big Ten Conference

³ Strong leadership programs were determined based on nationally recognized curricular and co-curricular initiatives, such as programming, academic minor, etc.

Appendix C

2013 Benchmarking Interview Protocol

GENERAL INSTRUCTIONS: Please attempt to complete the sections that are starred () prior to calling. Use a search engine to find the web site for the organization and then attempt to copy/paste in relevant material. Sections in yellow will be completed by ILC student workers.*

Institution Name:
 Size/Enrollment:
 Unit or Center name:
 Mission:
 Website:
 Contact Name:
 Contact title Unit/Department:
 Phone:

Hello, my name is _____. I am calling from the University of Illinois at Urbana-Champaign on behalf of the Illinois Leadership Center. We are conducting a benchmarking study of leadership centers and programs across the nation. Your program was selected to be part of this study. At the conclusion of the study, we can provide you with a summary of our findings. Is this a good time to ask you some questions? It should take about 10 to 20 minutes.

We found a website at _____.	Is this the correct website for your program?	Yes	No
a.	Does this website have a description of your program/center?	Yes	No
b.	Does this website accurately reflect what you do?	Yes	No
c.	Do you currently offer a stand-alone leadership center on your campus?	Yes	No
i.	If not, do you plan to offer one in the future?	Yes	No
d.	Do you currently offer leadership programs on your campus?	Yes	No
i.	If not, do you plan to offer programs in the future?	Yes	No
e.	Is there anything further you would add? <i>(Add notes below)</i>		

How is leadership being defined by your leadership center?

What philosophies, theories, frameworks guide the work that you do? (i.e. Servant Leadership, Social Change Model, Adaptive leadership, Illinois Leadership Philosophy and 11 skills and attributes)

PROGRAMS, SERVICES, AND COURSES

We have found some information via the internet

What programs and services for leadership development do you offer (that are not in the information on your website)?		
*Do you currently offer a leadership <u>minor</u> on your campus?		
Yes	No	# of student _____ If no, do you plan to offer one in the future? Yes No
Is the minor available to all students or is it restricted to select Colleges? ___ all students ___ by college _____		

*What types of courses are part of the minor? (Check those that apply)

Groups and Teams

Leadership Theory

Multiculturalism

Ethics

Others? _____

Any courses you are planning on adding in the future?

What is the College or Major distribution of students enrolled in the minor?

Who is the administrative contact for the minor? (name and email)

*Do you currently offer a leadership major on your campus? (If the contact person doesn't know the answers to questions about the major, who is the person we should contact: _____)

Yes	No	# of student _____	If no, do you plan to offer one in the future?
		Yes No	

*What types of courses are part of the major? (Check those that apply)

Groups and Teams

Leadership Theory

Multiculturalism

Ethics

Others? _____

Any courses you are planning on adding in the future?

Which College or School administrates the major?

Who is the administrative contact for the major? (name and email)

Participation:

1. How many students participate in your programs annually?
2. Are there requirements/criteria to meet in order to participate? (Check all that apply)
 - Class level
 - Major
 - Specific program
 - GPA
 - Gender
 - Other _____
3. Is there a cost to participate in your programs? Yes No
 If yes, what is the cost? (*this may be a range*)

Collaborations & Partnerships:

4. Do you have specific units and colleges that you partner with, outside of your core services?
 If yes, can you please list a few and describe the types of collaborations? (*e.g. workshops, courses, programs*)
 - a. On a scale of 0 – 5 with 0 being never, 1 being infrequently, to 5 being consistently, how often do you collaborate with student affairs units? _____
 - b. On a scale of 0 – 5 with 0 being never, 1 being infrequently, to 5 being consistently, how often do you collaborate with academic units? _____
 - c. Do you do any partnerships outside of campus: in the community, with nonprofits, for-profit organizations, or with government? Yes No
5. What are some unique aspects of your unit or program? In terms of types of programs, specific partnerships or offerings, or anything special related to your structure or funding?

Future Programming:

6. In the near future, what areas of leadership development will you focus on?
7. If you received a gift of \$100,000, what new initiative would you start?
8. What do you see as future trends in leadership development / leadership education?

Research: Now I'd like to ask you a few questions about leadership research on your campus:

9. Does your staff conduct leadership research? Yes No
10. Do you provide funding to support faculty and student research? Yes No
11. Do you provide other assistance to help faculty and students conduct research (such as helping them find places to conduct research)? Yes No
12. Do you have a faculty fellow or leader in residence program? Yes No

Assessment:

13. How do you assess the success of your programs?
 - a. Number of participants? Yes No
 - b. Satisfaction of participants? Yes No
 - c. Assessment of learning outcomes? Yes No
14. Do you evaluate the effectiveness of your center? Yes No
If yes, are there certain instruments that the center uses to measure success and outcomes, if so could you name them?

Administrative Questions:

15. How many staff members are employed in your program?
 - a. Full time Professional staff _____
 - b. Part time Professional staff _____
 - c. Full time Support Staff
 - d. Part time Support Staff
 - e. Grad students _____
 - f. Undergraduate students _____
16. If you are willing to share, what is your total operating budget? _____
 - a. What percent of your budget is personnel? _____
 - b. What percent of your budget is for programming, excluding personnel expenses? _____
 - c. What percent of your budget is non-personnel overhead/administrative costs? _____
17. What percent is obtained from:
 - a. Student and Tuition fees _____
 - b. State funding _____
 - c. Gift and Endowment support _____
 - d. Program fees
 - e. other _____

Illinois Leadership Center Updates and Accomplishments

Staff

Welcome to Kathy Darr! Kathy is the new Administrative Aide in the Illinois Leadership Center. She has 15 years of experience at Illinois, a great 'can do' attitude, and a strong desire to learn and grow. We are excited to have Kathy join us!

Certificate Program completers remain high

This fall 18 students completed their Leadership Certificate and 90-100 are expected to complete the Certificate program in April.

Style Assessment Workshops

Since August 2012, approximately 2131 (compared to 743 *at this time last year*) students attended a DiSC or StrengthsQuest workshop facilitated by ILC staff. Faculty and staff across campus were trained in the fall 2011 to facilitate the DiSC and StrengthsQuest assessment presentations. An additional 136 students participated in sessions facilitated by these faculty and staff.

Ten Year Anniversary Events

A luncheon was held in October to celebrate the Illinois Leadership Center's ten-year anniversary. Chancellor Phyllis Wise was the guest speaker with over 140 alumni, staff, faculty and students attending the luncheon. An alumni workshop was held for over 40 people following the luncheon on establishing an identity for groups or 'we-ness'. As part of the ten-year anniversary celebration, Dr. Peter Northouse, leadership author and scholar, spoke the future of leadership education in this open session for students and staff. Also, the ILC held a Cake on the Quad event where ILC students and staff handed out birthday cake to student, faculty and staff. Birthday cake was also given to students at all the i-programs at the afternoon break.

Speaker Series

The following people spoke as part of the Speaker Series.

- Dr. John Jennings, cartoonist and award winning graphic novelist, spoke about leadership in the creative arts in collaboration with the Bruce Nesbitt African American Cultural Center.
- Joshua Fredenburg will be sharing strategies on how to lead and live in a diverse world on Saturday, April 6, 2013 at the SDRP Building in collaboration with University Housing-Residential Life, McKinley Health Center, and the Office of Inclusion and Intercultural Relations.
- Shelia Johnson will be speaking on March, 28 in the Illini Union Ballroom. She is an entrepreneur and philanthropist whose accomplishments span from hospitality to sports, TV/film, and more.

Presentations and Publications by ILC Staff

- LaTanya Cobb and Kirstin Phelps will be presenting *Building a Successful Structure for Friend and Fund Raising* at the 2013 NASPA conference.
- Heath Harding published the *Educators' Experiences Teaching Leadership* in Academic Exchange and facilitated *The Divide Between Leading and Playing: Embodied Leadership* workshop at the 2012 International Leadership Association Conference. Two key on-

campus presentations were *Being a Transformational Leader in the Classroom* for graduate teaching assistants, and *Using the DiSC Assessment in the Mentoring Relationship* for over 60 faculty members in collaboration with the Graduate College.

- Esther Lamarre published *While assessment is important, follow-through is crucial* in Campus Activities Programming. She will be presenting *New Generation Strategies: Marketing to Digital Natives* as well as *Shared Experiences: New Professionals of Color in Student Affairs* at the 2013 NASPA conference.
- Kirstin Phelps (with Dave Rosch) published *Creating an ethics and values concept map* in instructor's guide for Exploring leadership: The workbook for college students who want to make a difference, and *Leadership Online: Expanding the Horizon in Developing Students' Leadership Capacity* in New Directions for Student Services. She presented *Crossing the Digital Divide in Higher Education* at the 2012 International Leadership Association.
- Sara Thompson presented *Leadership for What? Integrating Leadership and Service for Civic Engagement* with Laura Osteen, Craig Slack, T.W. Cauthen, and Steve Mills at the 2012 International Leadership Association conference.

Alumni Workshops

The Illinois Leadership® Center Alumni Workshop Series is hosting some great alumni workshops this spring. Our returning alumni are providing great topics including:

Monday, March 25th, (Students register online) 5:00 – 7:00 pm, **John Heller** former COO of Caterpillar

Conversation with a key executive

Join this special workshop session to have a conversation with John Heller, former Chief Information Officer and Vice-President of Caterpillar, Inc. Mr. Heller is an Illinois alum, who received his MBA in 1999. He joined Caterpillar in 1973 and was named Director of Caterpillar's Global Information Technology Solutions in 2001, the then-largest department of the company's Systems + Processes Division. This special workshop will offer an opportunity to have an intimate conversation with Mr. Heller, asking him questions related to his professional career and personal lessons around leadership.

Wednesday, April 3 217 Illini Union, 6:00 – 7:00 pm, **Paul Jahn**, '81 LAS-Chemical Engineering

The Secrets of High Performance Teams

Much of what you accomplish in your career will be through teamwork with your colleagues. Hence, your personal success may well be tied to team success. What, then, makes teams successful? How can I improve my contribution to a team? How do I provide the necessary leadership to a team for whose results I am accountable? These questions and more will be addressed by Paul Jahn, Vice President and General Manager of Middough Inc.'s Process Business, drawing on his thirty years of experience with multinational and multi-discipline teams.

Thursday, April 11, 314 Illini Union, 7:00 – 8:00 pm, **Margaret Resce Milkint**, '83 LAS-English

Bridging the Talent Gap with an LAS Degree (*Working title*)

What is the value of an LAS degree? Lots! LAS majors can think, write, and communicate. In a workplace of increasingly complex communication, these skills are essential and game changing – if you know how to leverage your experiences. Join Margaret Resce Milkint, Manager Partner of The Jacobson Group and an '83 LAS alum, as she shares recruiting and career tips gained from a career in executive management searches for national and international organizations.

Wednesday, April 17, TBD Illini Union (Colonial Room or 217 Illini Union), 7:00 – 8:00 pm, **Chris Olsen**, '93 FAA – Photography

Passion, Performance, Possibilities: The Essence of Interdisciplinary Success (*Working title*)

Christopher Kai Olsen is an Emmy®-winning television producer, filmmaker, animator, and artist. His work includes the Emmy®-nominated PBS documentaries THE ARTSIDERS® and BENEATH THE WHITE CITY LIGHTS, the best-selling animated television series VEGGIETALES®, and numerous film festival favorites including BUTTERFLY, FANCY, FOSSE:PRELUDE, and KARL DAHL AND THE GOLDEN CUBE. He joins the Leadership Workshop Series to share how he has gained such success: by remaining open to possibilities and taking a holistic view to his degree field. Join this workshop to learn from Chris about how to identify opportunities and empower your potential by taking an interdisciplinary view to your passion and major.



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