

Illinois Leadership[®] Center Coordinating Committee 2013-2014 Final Report

Submitted by ILCC Co-Chairs:

Dr. David Rosch
Assistant Professor
Agricultural Leadership

Dr. Gayle Spencer
Director
Illinois Leadership Center



ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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ILLINOIS LEADERSHIP COORDINATING COMMITTEE

EXECUTIVE SUMMARY

The Illinois Leadership Coordinating Committee (ILCC) comprises approximately 50 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 to promote leadership education through the Illinois Leadership Center and academic colleges.
- Resume work in building a stronger community among researchers at Illinois who focus on aspects of leadership, leadership development, and leadership education. Increase the number of faculty from across campus who know of the Coordinating Committee. Continue to host a spring research conference that brings faculty together to network and share their scholarly activities in this area.
- Monitor progress of the Minor in Leadership Studies and enhance the offerings of the minor.
- Create a strategic framework for how formal and informal leadership development opportunities for undergraduate students can more intentionally contribute to their transformational learning. Recommend how metrics might be used to measure the impact of informal leadership opportunities.

The ILCC also supported the Student Advisory Committee (SAC), formerly known as the Student Leadership Advisory Team (SLAT). SAC members participate in the on-going review and evaluation of the services of the ILC and advise the Director and staff on student needs for leadership programs. In addition to enhancing student awareness of the programs, services, and activities of the ILC, the Committee interacts and consults to represent student preferences for programs and services that support students' leadership development. Finally, the Committee makes recommendations to the ILC prior to its submission of budget priorities to the Service Fee Advisory Committee (SFAC). This year, there were 12 members of the SAC.

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

Advancement Working Group

Through the work of advance officers associated with the ILCC, the Leadership Center received \$35,408 in cash gifts through April 15, 2014 for the current fiscal year, with an additional \$12,000 in pledges. Working group co-chair Barry Dickerson anticipates that a \$50,000 endowment gifts from Jim and Shirley Waddell to benefit ACES and the ILC leadership initiative will be received before the end of 2014.

Leadership Research Community Working Group

The third annual *Illinois Leadership Research Conference* was held on Friday, April 11, 2014, and was the most broadly attended of the three. Over 100 campus faculty, staff, and students participated. The year's conference included three components:

- 1) Debate of leadership scholars through a keynote panel discussion,
- 2) Seven research paper presentations, and
- 3) Networking opportunity for leadership researchers and potential participants to build connections for potential future leadership research at the University of Illinois.

Academic Minor in Leadership Studies

Currently 258 undergraduate students are matriculated into the Minor, with approximately 93 anticipating graduation in May 2014-in just over three years, the Minor has grown to one of the largest on campus. A summary of other accomplishments in the past year includes:

- Adding capacity in all four required courses in the Minor totaling over 300 student seats per year
- Adding a number of courses across academic colleges to be included as possible electives, at least one of which (PSYC 245) provides open enrollment across all academic colleges.

Leadership and Transformative Education (LTE)

The focus of the LTE group was to examine how leadership education can contribute to transformative learning, how it can shape and enhance the Illinois student experience, and how the campus might better measure and evaluate formal and informal leadership development experiences. The LTE working group suggested three key strategies for moving forward:

- 1) Define a leadership development model for Illinois undergraduates acceptable to the broader campus community engaged in leadership development initiatives
- 2) Engage faculty and staff in leadership studies and expand curricular opportunities for students, including establishing a Faculty Fellows Program, and ILC "institute" to train faculty and staff, and codify courses that include leadership development opportunities within them.
- 3) Assess Illinois leadership development on a systematic and regular basis.

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Vice Chancellor for Student Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820



September 26, 2013

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.

David Rosch, Assistant Professor in the College of Agricultural, Consumer and Environmental Sciences, and Gail Rooney, Interim Director of the Illinois Leadership Center, will serve as co-chairs; once Gayle Spencer commences her work as Director of the Leadership Center, she will assume co-chair duties in place of Gail Rooney. We appreciate their willingness to serve. Kathy Darr, 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 14, 2014.

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.
2. Resume work in building a stronger community among researchers at Illinois who focus on aspects of leadership, leadership development, and leadership education. Increase the number of faculty from across campus who are aware of the work of the Coordinating Committee. Continue to host a spring research conference that brings faculty together to network and share their scholarly activities in this area.
3. Create a strategic framework for how formal and informal leadership development opportunities for undergraduate students can more intentionally contribute to their transformational learning. Recommend how metrics might be used to measure the impact of informal leadership opportunities.

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, Dean of the College of Agricultural, Consumer and Environmental Sciences provided the charge for Faculty Advisory Committee, separately.

The first meeting of the ILCC will be Friday, October 4, 2013, from 2:00-4:00pm in the Colonial Room at the Illini Union. We look forward to seeing you as we kick off the new year.

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

Sincerely,

Handwritten signature of C. Renée Romano in black ink.

C. Renée Romano
Vice Chancellor for Student Affairs

Handwritten signature of Ilesanmi Adesida in black ink.

Ilesanmi Adesida
Provost and Vice Chancellor for Academic Affairs

cc: Chuck Tucker, Vice Provost for Academic Affairs
Kenneth Ballom, Associate Vice Chancellor for Student Affairs

2013-2014 Working Group Assignments for the Illinois Leadership Coordinating Committee

ADVANCEMENT

Barry	Dickerson	ACES/Advancement	bdickers@illinois.edu	Co-Chair
Erin	Kirby	ENG Advancement	ekirby2@illinois.edu	
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MINOR IN LEADERSHIP STUDIES FACULTY

ADVISORY COMMITTEE

Tara	Earls Larrison	School of Social Work	telarris@illinois.edu	Chair (Spring)
David	Lange	Civil & Environmental Engineering	dlange@illinois.edu	Chair (Fall)
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LEADERSHIP EDUCATION, TRANSFORMATIVE LEARNING, AND ENHANCING THE UNDERGRADUATE EXPERIENCE (LTE)

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Student Advisory Council

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LEADERSHIP RESEARCH COMMUNITY
YEAR-END REPORT
AY 2014

Committee Members

Ariel Avgar, School of Labor & Employment Relations (Co-Chair)

Jenn Smist, Student Affairs/University Housing (Co-Chair)

Dan Collier, Educational Policy & Organizational Leadership

Jami Houston, Student Affairs/Campus Recreation

Jeff Loewenstein, College of Business

Kirstin Phelps, Illinois Leadership Center and Graduate School of Library and Information Science

Gayle Spencer, Illinois Leadership Center

KC Ting, Agricultural & Biological Engineering

Charge

Resume work in building a stronger community among researchers at Illinois who focus on aspects of leadership, leadership development, and leadership education. Increase the number of faculty from across campus who are aware of the work of the Coordinating Committee. Continue to host a spring research conference that brings faculty together to network and share their scholarly activities in this area.

Summary of Work Completed

The Leadership Research Community Working Group began meeting in October 2013 and decided to continue to host the Illinois Leadership Research Conference in April. The group met four times to plan this year's conference. The committee identified three key components for this year's conference:

1) *Debate of leadership scholars* through a keynote panel discussion including representatives from different disciplines engage in a dialogue about how their discipline views leadership.

2) *Research paper presentations* to continue to provide a venue for those individuals conducting leadership research to share their findings. Seven abstracts were received, and all seven were selected to be presented at the conference.

3) *Networking opportunity for leadership researchers and potential participants* to build connections for potential future leadership research at the University of Illinois. New for this year's conference, a networking reception was developed to providing a time to facilitate discussions between leadership researchers and student affairs professionals with leadership interests and responsibilities.

The third annual ***Illinois Leadership Research Conference*** was held on **Friday, April 11, 2014** at the College of Business Instructional Facility (BIF). This conference aimed to showcase the breadth and depth of University of Illinois leadership research across colleges and disciplines. This year, 138 people

registered in advance to attend the Illinois Leadership Research Conference. This is a significant increase from the 50 registrations in 2013. An estimated 125 people attended the conference at some point during the day, also a significant increase from the estimated 70 attendees last year. Great feedback was received for the opening keynote panel and research paper presentations. Approximately 40 people attended the networking reception at the end of the conference. Overall, the increase in participation, sharing of leadership research from different disciplines, and networking opportunities for future leadership conversations and research contributed to the success of this year's conference.

A copy of the Conference Program can be found on the next page.

**ILLINOIS LEADERSHIP RESEARCH CONFERENCE:
NEW LEADERSHIP SCHOLARSHIP IN THE 21ST CENTURY
Friday, April 11, 2014 (9:00am-1:00pm)
Business Instructional Facility, Deloitte Auditorium**

- 9:00am-10:00am **Keynote Panel: Understanding Leadership through Different Disciplinary Lenses**
Tony Clements (Director of Campus Recreation, University of Illinois (retired))
Jon Gant (Associate Professor, Graduate School of Library and Information Science)
Daniel Newman (Associate Professor, Department of Psychology at LAS and School of Labor and Employment Relations)
B. Joseph White (James F. Towey Professor of Business and Leadership, College of Business)
Facilitator: David Rosch (Assistant Professor, College of ACES)
- 10:10am-11:00am **Symposium I:** Chair, Taekjin Shin (Assistant Professor, School of Labor and Employment Relations)
CEO-Firm Match Quality and Firm Performance, Craig A. Olson (Professor, School of Labor and Employment Relations)
Developing Leadership and Self-Empowerment within a Collective, Janice Marie Collins (Assistant Professor, College of Media)
Leading Strategic Human Resource Management in Healthcare Systems, Christina Frye (PhD Student, School of Labor and Employment Relations)
- 11:10am-12:00pm **Symposium II:** Chair, Brad Harris (Assistant Professor, School of Labor and Employment Relations)
Social Exchange Spillover in Leader-Member Relations: A Cross-Domain Approach, Ying Chen (Assistant Professor, School of Labor and Employment Relations), George Chen (Professor, School of Management, National University of Australia), Lifeng Zhong (Associate Professor, School of Management, Renmin University), & Jooyeon Son (PhD Student, School of Labor and Employment Relations)
Using a Grounded Theory Method to Explore Leadership Contradictions, Daniel Collier (PhD Candidate, College of ACES), David Rosch (Assistant Professor, College of ACES)

Narcissism and Person-Environment Fit: The Appeal of Leadership and Prestige, Justin Wiegand (PhD Student, School of Labor and Employment Relations) & Emily Grijalva (Visiting Assistant Professor, Department of Psychology at LAS)

12:00pm- 1:00pm

Reception & Networking Opportunity (BIF 3001 and 3003)

MINOR IN LEADERSHIP STUDIES FACULTY ADVISORY COMMITTEE

Committee Members: Tara Earls Larrison - Chair; (David Lange - Chair fall 2013); Rose Mary Cordova-Wentling; Jennifer Follis; Kim Graber; Kari Keating; Leanne Knobloch; Kristi Kuntz; Michael Loui; Geoffrey Love; Dan Newman; Alice Novak; Robert Steltman; ex-officio: Lisa Burgoon, Laurie Kramer, Gayle Spencer

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, worked to expand and coordinate capacity in required courses and new electives in the Minor.

Minor enrollment continues to have rapid growth. To date, we have had 341 students declare the minor since its inception, with representation from all colleges across campus except Education. Currently there are 258 students pursuing this minor with approximately 93 anticipating graduation in May 2014.

In the third year of operation of the minor, the FAC:

- Reviewed and approved PSYC 245: Industrial and Organizational Psychology as a new elective in the Minor. This adds a large enrollment, unrestricted course to the elective list while also offering an elective that helps prepare students for PSYC 455, a required course in the Minor.
- Has worked to determine a "steady state" number of students pursuing the Minor that offers enough capacity in required courses for successful completion of the Minor. Capacity in required courses and steady interest and growth in Minor declarations has been a challenge this year. There has been excellent support from the College of ACES, the Agricultural Education Program and the Department of Psychology to increase capacity to help students meet requirements for graduation.
- Added capacity in all required courses in the Minor included:
 - 1) AGED 260 Intro to Leadership Studies--192 seats per *semester*; adding a summer section of 50 students starting in 2015.
 - 2) AGED 380 Leadership in Groups and Teams--now offered both fall and spring semesters.
 - 3) PSYC 455 Organizational Psychology--increased capacity by 50 seats.
 - 4) AGED 480 Collaborative Leadership (Capstone)--now offered both fall and spring

semesters with multiple sections.

- Instructors of all four required courses met and reviewed the course sequencing, content and student assessment criteria to determine if the courses are a good fit for our goals of the Minor. It was determined that the courses align well, provide the right amount of overlap without gaps in leadership content and that these courses are ideally sequenced to meet the purpose of an education in leadership studies
- A subcommittee will meet in late April to revise the Senior Survey and review the current set of assessment metrics for the minor
- Future plans for the Committee include trying to determine a true steady state in enrollment numbers that can be sustained and determining short- and long-term assessment metrics that include assessing learning outcomes as well as student perceptions/satisfaction.

**ILLINOIS LEADERSHIP INITIATIVE
ADVANCEMENT WORKING GROUP
SPRING 2014 REPORT**

Chair: Barry Dickerson, Senior Director of Advancement, College of ACES

Members: Karen Bender, Director of Corporate Relations, Office of Corporate Relations
Shane Carlin, Assistant Vice Chancellor, Division of Student Affairs
Jennifer Davis, Senior Research Specialist, University of Illinois Foundation
Michelle Hyde, Assistant Director of Development, Division of Student Affairs
Erin Kirby, Associate Director of Advancement, College of Engineering
Travis Smith, Senior Director of Advancement, UIF
Mark Taylor, Regional Director of Gift Development, University of Illinois
Joan Volkmann, Associate Dean for Advancement, College of LAS
Jeff Yacup, Assistant Director, Illinois Leadership® Center
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 current academic year is \$75,000

Summary of Work Completed and Key Accomplishments:

- On June, 18th 2013 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 April 8, 2013 the ILCC Advancement Working Group co-chairs, Shane Carlin and ILC Director Sara Thompson presented an update to Associate Vice Chancellor Dan Peterson, Assistant Vice Chancellor Loretta Williamson and Chuck Tucker, Vice Provost for Undergraduate Education.
- Current use cash gifts received through April 15, 2014 totaled \$35,408 while pledges totaled \$12,000. Dickerson anticipates that a \$50,000 endowment gifts from Jim and Shirley Waddell to benefit ACES/ILC leadership will be received before the end of 2014.

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* – 2nd year of \$15,000 commitment for one year 2013-2014 up from \$5000 a year ago
 - b. *Caterpillar* – Received \$5,000 from Caterpillar for ILC in 2013-14. Bender is including the same request for ILC in the 2014-15 proposal which will be submitted shortly.
 - c. *Monsanto* - Seeking renewed support of \$15,000
 - d. *Rolls-Royce* - received 3rd year of payment of \$15,000 in fulfillment of their \$45,000 commitment. Michelle Hyde working on extension of agreement.
 - e. Proposal submitted to BP was not funded.
 - f. Initial corporate discussion with Dow AgroSciences.

Support from Individuals:

- g. Committee members qualify, cultivate, solicit and gain support from individuals. The loss of three committee members – Martin O'Donnell, Tiffani Xanos Rossi and Matt Wilson – combined with ILC leadership changes slowed the committee's efforts in 2014. Over 50 individual donor meetings still took place. We invited alumni and donors to participate in the Leadership Center's Imprint, LeaderShape, and Workshop activities. More than 46 alumni returned to campus to participate in ILC programs through referrals from the advancement community. Significant activity includes:
 - 1) Meg Cline and Dickerson continued cultivation of Milt and Mary Jo Brown of Rockford, IL for a \$1 million estate gift. The couple made a \$220,000 endowment gift in support of ACES/ILC activities in 2013.
 - 2) Meg Cline and Dickerson also solicited a \$50,000 gift from Jim and Shirley Waddell in support of ACES/ILC leadership activities. We expect to receive a gift before the end of 2014.
 - 3) Shane Carlin and Michelle Hyde successfully completed the ILC 10 for 10 Initiative to honor the tenth anniversary of ILC and alumni made commitments to the program from August 2012 to October 2013 totaling \$124,000.
 - 4) 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:

- 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.

- Hold a retreat in June 2014 to plan for FY15. Purpose of retreat is to align Gayle Spencer's vision for future of ILC with Advancement priorities and action plans.
- Continue to increase awareness and expand development capacity across the development community.

LEADERSHIP EDUCATION, TRANSFORMATIVE LEARNING, AND ENHANCING THE UNDERGRADUATE LEADERSHIP EXPERIENCE

WORKING GROUP #4

April 2014

STRATEGIC QUESTIONS

- How does leadership education contribute to Transformative Learning at Illinois (Goal II - Illinois Strategic Plan)?
- How does leadership education re-envision/re-shape the Illinois student experience and embrace and enhance learning on our campus?
- How do we consider both formal and informal leadership development experiences?
 - a. Formally - courses, workshops, and programs that provide leadership development.
 - b. Informally - the leadership development of Illinois students takes place anywhere faculty, staff, and peers teach students how to be influential in helping their groups and communities achieve shared goals.

CHARGE

- Create a strategic framework for how both formal and informal opportunities can be intentionally/mindfully focused on contributing to Transformative Learning experiences.
- Recommend how metrics might be used to measure the impact of formal and informal leadership opportunities.
- Develop a strategic and tactical plan to drive campus focus and activity.

TIMELINE

- Develop a strategic and tactical plan during FY14.
- Charge Illinois Leadership Center (ILC) to champion the plan for implementation after FY14.
- Report due end of the spring term, 2014.

OVERARCHING GOALS

- Build the reputation of Illinois graduates as distinctive leaders.
- Foster a campus-wide focus on leadership in programs, curricula, and/or scholarship to ensure a common campus narrative.
- Enhance integrative, interdisciplinary, and cross-functional opportunities to advance leadership development.

FRAMEWORK FOR TRANSFORMATIVE LEADERSHIP EDUCATION AT ILLINOIS

Leadership development requires students to engage in three interrelated areas:

- Students have the ability to learn leadership content based on commonly-accepted leadership skills.

- Students have the opportunity to practice leadership skills through campus and off-campus experiences.
- Students are invited to reflect on their learning and practice in structured and unstructured environments.

OVERALL BENCHMARKS FOR SUCCESS

- Students report the ability to develop in all three leadership areas (content, skill practice, and reflection) at a high rate comparable to the university's four-year graduation rate.
- Young alumni identify leadership development opportunities during their undergraduate years as critical to their current professional level of success.
- A campus-wide report is disseminated each fall, highlighting the leadership development successes of Illinois students from the previous academic year.

STRATEGIC INITIATIVE TO ADVANCE TRANSFORMATIVE LEADERSHIP LEARNING ACROSS CAMPUS

The following strategic initiatives are organized around three primary goals and corresponding action items. The action items include:

- Purpose - a reason for the action item.
- Agents - stakeholders responsible for advancing the action item.
- Costs - an overview of costs to implement (rated by the number of \$ signs).
- Rollout - beginning next steps.
- Time line - as defined by one of three priority levels to clarify the order of the action items.

Goal 1: Define a leadership development model for Illinois undergraduates.

Action 1.1: Bring together campus-wide agents (e.g., athletics, career services, honors programs, Illini Union, ILC, leadership minor, OIIR recreation, residential life, student programming and activities, undergraduate deans) that are intentionally engaged in leadership development to further articulate an agreed-upon Illinois Leadership Development Model to be used within their own units and across units.

- 1) Purpose: Leadership has many meanings and foci; by establishing an agreed-upon leadership development framework, students will encounter the same general model, regardless of context; thus enhancing their development as they engage in leadership activities and programs over time and across campus units.
- 2) Agents: ILC will coordinate a summit to gather key players to begin development of an **Illinois Leadership Development Model**; subsequent committee(s) work will be coordinated by ILC.
- 3) Costs: \$ - Minimal costs associated with administration, lunches, and program materials.
- 4) Rollout: It is essential to further a common language and framework before other action items are advanced. ILC will plan for a summit in FY15 to begin the process.

5) Time line: Of the three priority levels, Action 1.1 is a first priority Action.

Goal 2: Engage faculty and staff in leadership studies and expand curricular opportunities for students.

Action 2.1: Advance a Faculty Fellows Program centered on interdisciplinary leadership studies. Faculty are critical and central to advancing leadership education across the campus.

- 1) Purpose:
 - a. Enhance faculty engagement to advance interdisciplinary work and faculty research on leadership; elevate attention to leadership development within the curriculum across the campus.
 - b. Advance collaboration between student affairs and academic units.
- 2) Agents: New Faculty Director, ILC, Provost's Office, others.
- 3) Cost: \$\$\$ - Moderate costs associated with hiring a Faculty Director, remuneration for faculty time as Faculty Fellows (e.g., summer research funds), administrative, materials, and meals.
- 4) Rollout: ILC will engage key stakeholders in further developing and refining job descriptions and roles for a Faculty Director and Faculty Fellows. Work to clarify time lines and program particulars will follow upon the selection of a faculty director.
- 5) Time line: Of the three priority levels, Action 2.1 is second priority action.

Action 2.2: Establish an ILC "Institute."

- 1) Purpose:
 - a. To foster Transformative Leadership Learning at Illinois, develop a "train the trainer" program and outreach to advance professional development for faculty and staff. A "train the trainer" program will advance a common framework (see Action 1.1), narrative, and set of experiences that will reinforce the development of student leaders.
 - b. Similar to the Office for Undergraduate Research model, the ILC "Institute" would target outreach and programs to the colleges/units to impact and support course offerings, especially discovery and capstone; college/unit programs and leadership development offerings; and professional development of faculty and staff.
- 2) Agents: ILC and Provost's Office.
- 3) Costs: \$\$\$- Moderate costs associated with program development and faculty support.
- 4) Rollout: ILC would identify leadership learning goals; develop professional development programs similar to ILC's I-programs and workshops for faculty and staff, and support faculty in developing leadership tools and resources for coursework.
- 5) Time line: Action 2.2. is a third priority action, following Action 1.1 and 2.1.

Action 2.3: Review curricular offerings by the colleges to identify and codify courses that target leadership skill development.

- 1) Purpose:
 - i. Clarify when and how leadership development is integrated into course learning goals and experiences. This will allow students to identify courses that will enhance their leadership development (i.e., content, skill practice, and reflection).
 - ii. Expand Transformative Leadership Education and allow the integration of identified courses into the leadership minor, ILC programs, and any certificate programs established by colleges and units.
- 2) Agents: Subcommittee of faculty and staff organized by ILC.
- 3) Costs: \$ - Minimal cost associated with administration, meetings, and materials.
- 4) Rollout: Subcommittee will identify key attributes associated with leadership development (i.e., content, skill practice, and reflection) to be used to review and identify leadership courses. Committee will advance an attributes framework to Leadership Minor program and the University's General Educational Affairs Committee for consideration as a mechanism to identify "leadership-intensive" course offerings.
- 5) Time line: Action 2.3 is a third priority level action.

Goal 3: Assess Illinois leadership development on a systematic and regular basis.

It is important to establish metrics to assess learning and success, to foster a campus focus on Transformative Leadership Education, and to create a reputation for graduating leaders at Illinois.

Action 3.1: ILC will advance recommendations to refine the Senior Survey regarding leadership development and engagement.

Action 3.2: ILC will meet with individual units (e.g., Athletics, Colleges, Honors, Residential Life) to establish additional internal metrics to track leadership development and engagement specific to the unit's needs.

Action 3.3: ILC will engage in the Multi-Institutional Study of Leadership (MISL) every three years.

For Actions 3.1 - 3.3

- 1) Purpose: Provides a means to establish benchmarks, including longitudinal and peer data, for the levels of student engagement in leadership that would be indicative of a campus-wide focus on leadership.
- 2) Agents: LC will establish a campus committee, in coordination with the Leadership Minor program.

- 3) Costs: \$\$ - costs associated with administration, material, purchase of the MISL, and report distribution.
- 4) Rollout: ILC will create and lead a committee to review Senior Survey and report recommendations to the working group on the Senior Survey.
- 5) ILC will coordinate meetings with units to discuss unit specific metrics in use, and advance common metrics as appropriate, particularly from the Senior Survey.
- 6) ILC will provide the results from the Senior Survey and the MISL in the ILC annual report and distribute to campus stakeholders.
- 7) Time line: Of the three priority categories, Action 3.1 is a first level priority action; 3.2 is a third level priority action; Action 3.3 is a third level priority action.

METRICS

In considering the types of leadership assessments and metrics, the following suggestions are provided.

Senior Survey

Listed below are several examples of survey questions to consider.

- Retrospective pre-test and post-test ranking:
 - 1) “Be an effective leader in a group.”
 - 2) “Know what it takes to keep a group running smoothly.”
 - 3) “Desire to lead a group.”
- Participation survey: “Have you participated in the following experiences?” and “How satisfied were you with the following...?”
 - 1) Courses in which leadership concepts were specifically studied as a topic of course content.
 - 2) Courses in which leadership was NOT studied explicitly, but I learned about leadership.
 - 3) Class activities that provided practical leadership experience (e.g., class projects, class groups, or teams).
 - 4) Leadership programs or workshops (e.g., Illinois Leadership Center, academic colleges, Residential Life, Office of Inclusion and Intercultural Relations, Greek Life).
 - 5) Applied out-of-class experiences (e.g., Registered Student Organizations, volunteer experiences, band, athletics, study abroad).

Multi-Institutional Study of Leadership

Conduct the MISL every third year beginning in 2015, 2018, 2021). Analyses will focus on the following:

- Scale of engagement in leading and participating in groups on campus.
- Scale of engagement in leading and participating in groups off campus.
- Scale of engagement in a wide variety of leadership training opportunities:
 - 1) Retreats, courses, workshops, living-learning communities, internships, study abroad.
- Ability to determine “popular pathways to leadership” by examining students by class year and a variety of social identities (e.g., race, gender, SES, generation, sexual orientation, nationality, religion, ability).

Unit-Level Metrics

Determine unit-level metrics not captured in the Senior Survey or the MISL that are unique but important to the various units including:

- Academic units in all colleges that sponsor academic student groups.

- Offices that employ large numbers of students: Housing, Campus Recreation, Illini Union, Career Center, Inclusion and Intercultural Relations, DIA student-athletes.

**WORKING GROUP #4: LEADERSHIP EDUCATION, TRANSFORMATIVE LEARNING,
AND ENHANCING THE UNDERGRADUATE EXPERIENCE**

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Gail Rooney	SA/Career Center
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Gayle Spencer	SA/Illinois Leadership Center
Lori West	DGS/Campus Advising & Academic Services

ILLINOIS LEADERSHIP® CENTER

UPDATE

May 12, 2014

I-Programs

--12 held over the academic year
--1029 participants

Petullo Insight

--Dates: 9/21/14 and 1/10/14
--131 participants

Integrity

--Dates: 10/12/13, 1/25/14, 3/8/14
--226 participants

Ignite

--Dates: 10/05/13 and 2/1/14
--157 participants

Intersect

--To be held on November 9th
--339 participants

Imprint

--Dates: 3/1/14
--176 participants

LeaderShape

January 12-17, 2014 (Allerton)
--60 participants

Outreach Programs

Fall
--87 programs
--7569 attendees

Spring
--29 programs
--2217 attendees

Workshops (StrengthsQuest)

--85 programs serving 2461 participants
Fall
--38 programs/1153 participants

Spring
--47 programs/1308 participants

Leadership Certificate Program

--307 students currently enrolled
--69 students completed this year (Fall 2013 and Spring 2014)

Illinois Leadership Research Conference (Third annual)

--Friday, April 11, 2014
--125 attendees
--Program included keynote panel, two symposiums and a networking opportunity

Update of position openings in the ILC

--Assistant Director: 72 applications. Skype interviews with 12 candidates were the week of April 7th. On campus interviews will be weeks of April 21st and April 28th, with four candidates coming to campus.
Hired April Carter, who will start on June 16, 2014

--Associate Director: 27 applications. Skype interviews with 3 candidates have occurred. On campus interviews for up to three candidates will be the week of May 12th.



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