Illinois Leadership® Center

Coordinating Committee
2014-2015 Final Report

Submitted by ILCC Co-Chairs:

Dr. David Rosch
Assistant Professor
Agricultural Leadership Education

Dr. Gayle Spencer
Director
Illinois Leadership Center
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## 2014-2015

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Illinois Leadership Coordinating Committee  
Executive Summary

The Illinois Leadership Coordinating Committee (ILCC) is comprised of approximately 50 faculty, staff, and students who volunteer their time and skills to support leadership development for Illinois students. Leadership education continues to enjoy broad support on our campus. The ILCC has members from eight undergraduate-enrolling colleges or units, and from multiple units within Student Affairs. Many more faculty and staff from campus volunteer their time as individual coaches and mentors for leadership certificate students, as well as serve as small group facilitators for our i-programs and LeaderShape.

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 (ILC) and academic colleges.

- Develop a plan for creating an “Inclusion” i-program, which will focus on educating students regarding the skills, knowledge and attitudes required for leadership success in a multicultural society.

- Continue work in building a stronger academic community among faculty and staff at Illinois who focus on aspects of leadership, leadership development, and leadership. Expand on past efforts in hosting a spring research conference that brings faculty, staff, and students together to network and share their scholarly activities in leadership.

- Create a process that results in re-envisioning campus-wide leadership education goals and metrics by connecting and collaborating with relevant campus units engaged in leadership education.

The ILCC also supported the Student Advisory Committee (SAC). SAC members participated in the on-going review and evaluation of the services of the ILC, and advised 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 represented student preferences for programs and services that support students' leadership development. This year, there were 12 members of the SAC.

The ILCC consisted of five 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 $39,535 in cash gifts through April 22, 2015, for the current fiscal year. Working group co-chair Barry Dickerson announced an $118,700 endowment gift from Jim and Shirley Waddell to benefit ACES and the ILC.

Inclusion i-Program Working Group

This working group convened to develop a conceptual framework for a diversity and inclusion i-program. The goal of the program would be to provide an array of curricular and co-curricular opportunities. Participants in the program would become more knowledgeable, skillful, caring, and inquiring. Each of these tenets would aid students in becoming the type of person they would need to be to lead in a diverse global society.

Eight recommendations were made by the working group, including:

- The inclusion i-Program should be required with the minor and certificate program
- The inclusion diversity framework should be applied to all i-Programs.

In addition, ideas for assessment of the program, and concerns which may need to be addressed as the program is developed were discussed.

Leadership Development: Skills and Metrics Working Group

Four Campus Conversations on Leadership Education were held fall semester, 2014. The data analysis provided themes for competencies and approaches/practices to cultivate leadership.

As a result of the campus conversations and looking at leadership research, An Illinois Model of Leadership was authored by David Rosch. This model organizes leadership competencies around self, team, organization and society to optimize learning and practice. A visual model was also drafted.

In addition, the ILC Philosophy of Leadership Education was updated and re-named the Philosophy of Leadership Education at Illinois.

Next steps include:

- Develop an inventory of leadership education practiced on campus
- Define competencies and provide examples of each for use on campus
- Develop plan to launch new philosophy, model and competencies to the campus community
- Recommend metrics to be used to tell the story of leadership education at Illinois
Leadership Research Community Working Group

The working group decided not to host a spring Illinois Leadership Research Conference. Instead, the year was spent discussing and deciding on an approach to enhance the leadership research conference. A series of smaller events, seminars and workshops should be offered throughout the academic year to bring together graduate students and junior faculty interested in developing their leadership skills and hearing about new leadership research. Time over the summer will be used to develop seminars for fall 2015 and time this fall will be used to develop seminars for spring 2016.

Minor in Leadership Studies Faculty Advisory Committee

There are 301 undergraduate students matriculated into the Minor, with approximately 105 anticipating graduation in May 2015. A summary of the past year includes:

- A senior survey was administered to May 2015 graduates the week of April 27
- PSYC 455 Organizational Psychology no longer meets the educational/learning needs of minor students as a required course. We are reviewing replacement options and hope to submit a plan for any curriculum changes by spring 2016.
September 5, 2014

Dear Colleagues,

Thank you for accepting this invitation to serve on the Illinois Leadership® Coordinating Committee (ILCC), 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 Agriculture, Consumer, and Environmental Sciences, and Gayle Spencer, Director of the Illinois Leadership Center, will again serve as co-chairs. We appreciate their willingness to serve. Susan Schnall-Ross, 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 20, 2015.

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. Continue work in building a stronger academic community among faculty and staff at Illinois who focus on aspects of leadership, leadership development, and leadership. Expand on past efforts in hosting a spring research conference that brings faculty, staff, and students together to network and share their scholarly activities in leadership.
3. Create a process that results in re-envisioning campus-wide leadership education goals and metrics by connecting and collaborating with relevant campus units engaged in leadership education.
4. Develop a plan for creating an “inclusion” program, which will focus on educating students regarding the skills, knowledge and attitudes required for leadership success in a multicultural society.

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, September 12, 2014, from 10 am to noon in the Board Room at the Alice Campbell Alumni Center. 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,

C. Renée Romano
Vice Chancellor for Student Affairs

Ilesanmi Adesida
Provost and Vice Chancellor for Academic Affairs

cc:   Chuck Ticker, Vice Provost for Undergraduate Education and Innovation
      Kenneth Ballom, Associate Vice Chancellor for Student Affairs

Phone: 217-333-0604  Fax: 217-336-5461
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## 2014-2015 Working Group Assignments for the Illinois Leadership Coordinating Committee

### Advancement

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Barry Dickerson</td>
<td>ACES/Advancement</td>
<td>Co-Chair</td>
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<tr>
<td>Mark Taylor</td>
<td>U of I Foundation - Director of Dev.</td>
<td>Co-Chair</td>
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<tr>
<td>Erin Kirby</td>
<td>ENG Advancement</td>
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<tr>
<td>Karen Bender</td>
<td>Office of Corporate Relations</td>
<td></td>
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<tr>
<td>Director, TBA</td>
<td>Student Affairs Advancement</td>
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<tr>
<td>Michelle Hyde</td>
<td>Student Affairs Advancement</td>
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<tr>
<td>TBA</td>
<td>LAS/Advancement</td>
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<tr>
<td>Jennifer Davis</td>
<td>U of I Foundation - research</td>
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<tr>
<td>Travis Smith</td>
<td>Office of VC Inst. Advancement - Chicago Center</td>
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<tr>
<td>Deanne Johnson</td>
<td>U of I Foundation, Director of Dev.</td>
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<td>Gayle Spencer</td>
<td>Illinois Leadership Center</td>
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<tr>
<td>Jeff Yacup</td>
<td>Illinois Leadership Center</td>
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### Faculty Advisory Committee to the Minor

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Tara Earls Larrison</td>
<td>School of Social Work</td>
<td>Chair</td>
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<tr>
<td>Lisa Burgoon</td>
<td>College of ACES</td>
<td>Ex-officio</td>
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<tr>
<td>Adrienne Dixson</td>
<td>EDU/Professor</td>
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<tr>
<td>Jennifer Follis</td>
<td>Department of Journalism</td>
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<tr>
<td>Kim Graber</td>
<td>Kinesiology &amp; Community Health</td>
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<tr>
<td>Kari Keating</td>
<td>Agricultural Education</td>
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<tr>
<td>Laurie Kramer</td>
<td>College of ACES</td>
<td>Ex-officio</td>
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<tr>
<td>Kristi Kuntz</td>
<td>Office of the Provost</td>
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<tr>
<td>David Lange</td>
<td>Civil &amp; Environmental Engineering</td>
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<tr>
<td>Geoffrey Love</td>
<td>Business Administration</td>
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<tr>
<td>Daniel Newman</td>
<td>LAS/Psychology</td>
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<tr>
<td>Alice Novak</td>
<td>Urban &amp; Regional Planning</td>
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<tr>
<td>Gayle Spencer</td>
<td>Illinois Leadership Center</td>
<td>Ex-officio</td>
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<tr>
<td>Robert Steltman</td>
<td>LAS Administration</td>
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### Leadership Research

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<tr>
<th>Name</th>
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<tr>
<td>Jeff Loewenstein</td>
<td>College of Business</td>
<td>Co-Chair</td>
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<tr>
<td>Jenn Smist</td>
<td>SA/University Housing</td>
<td>Co-Chair</td>
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<tr>
<td>Ariel Avgar</td>
<td>School of Labor &amp; Employee Relations</td>
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<tr>
<td>Dan Collier</td>
<td>Ed. Policy &amp; Organizational Leadership</td>
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<tr>
<td>Jami Houston</td>
<td>SA/Campus Recreation</td>
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<tr>
<td>Kirstin Phelps</td>
<td>Graduate Assistant</td>
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<tr>
<td>David Rosch</td>
<td>ACES</td>
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<tr>
<td>Gayle Spencer</td>
<td>Illinois Leadership Center</td>
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Leadership Development Model: Skills and Metrics Working Group
David Lange  Civil & Environmental Engineering  Co-chair
Gail Rooney  SA/The Career Center  Co-chair
Jim Dahl  BUS/Associate Director
Herb Jones  SA/University Housing
Karen Carney  LAS
Kenny Importante  OIIR/Asian American Cultural Center
Laurel Rosch  Illini Union/Associate Director
Jared Eakins  Illini Union/Program Advisor
Andrew Hohn  Fraternity and Sorority Affairs
David Rosch  ACES  Ex-officio
Gayle Spencer  SA/Illinois Leadership Center  Ex-officio

Inclusion i-program Working Group
Chris Span  ED/Associate Dean  Co-Chair
CC Suarez  Visiting Teaching Associate/ACES  Co-Chair
Gigi Secuban  OIIR
Jewell White  BUS/Assistant Dean
Arianna Holterman  Career Center
Mercedes Ramirez-Fernandez  LAS/Assistant Dean
Jesse Thompson  ACES/Assistant Dean
Kim Hodges  Housing/Social Justice Project Director
Jamie Singson  OIIR/Native American House
Carla McCowan  Counseling Center/Director
La Tanya Cobb  SA/Illinois Leadership Center

Student Advisory Committee
LaVontae Brooks  ACES
Marnie Clark  BUS
Jelyssa Cooper  ACES
Johnivan Darby  FAA
Stephanie Gerstetter  LAS
Nishant Makhijani  ENG  Fall only
Erin Markovich  LAS
Jaylin McClinton  LAS
Alyssa Neimark  AHS
Joe Ortigara  LAS
Peng Xuran  BUS
Bingxin Zhou  BUS
Gayle Spencer  Director, Illinois Leadership Center  Ex-officio
Advancement Working Group Report

Chair: Barry Dickerson, Senior Director of Advancement, College of ACES
Mark Taylor, Regional Director of Gift Development, OVCIA

Members: Jennifer Davis, Senior Research Specialist, University of Illinois Foundation
Michelle Hyde, Assistant Director of Development, Division of Student Affairs
Deanne Johnson, Director of Development, OVCIA
Erin Kirby, Associate Director of Advancement, College of Engineering
Travis Smith, Senior Director of Advancement, UIF
Gayle Spencer, Director, Illinois Leadership® Center
Jeff Yacup, Assistant Director, Illinois Leadership® Center

Charge

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 August 22, 2014 the ILCC Advancement Working Group held a one-half day retreat to plan for the coming academic year to identify program priorities, needs, and set fundraising goals.
- Fiscal YTD, ILC has received 97 gifts for a total of $39,535.10. This total is a combination of annual fund gifts, payments towards the 10 for 10 campaign, and the first installment of the Jend-Zabawski Award Fund ($30,000 over the next five years). In addition, Dickerson received an $118,702 endowment gift from Jim and Shirley Waddell to benefit ACES/ILC leadership on July 16, 2014.
- Twenty-seven alumni coaches from diverse demographic and employment backgrounds returned to campus for Imprint. Of these coaches, two coaches have agreed to begin serving three year terms on the Student Affairs Advisory Council and one has agreed to step forward as Vice Chair of the council.
- Starting on April 28, a telemarketing campaign will begin targeting alumni who participated in Leadershape. An end of year solicitation email will be going out to all Leadershape alumni in May.
- The Advancement working group is working with ILC leadership and UIF to explore new outreach options that borrow from the College of Engineering’s Visionary Scholarship (EVS) initiative to help build unrestricted support $ and model the simplicity of Illinois Promise “impact” support materials for use in reaching new prospects.
• We have started holding conversations around potential giving strategy surrounding the 15 year anniversary of the ILC, much like we celebrated the 10 year anniversary with the 10 for 10 campaign.

Next steps
• Schedule internal “Orientation” meeting with new Student Affairs Advancement Director, Angie Dimit, in May to reconfirm roles, direction & goals of AWG support efforts.
• Hold a retreat in summer 2015 to continue development of new fundraising model and plan for FY16.
• Add 3-4 new members to ILC Advancement Committee including representatives from Business, Engineering, LAS, and Office of Corporate Relations.
• Continue to increase awareness and expand development capacity across the development community.
Inclusion i-Program Working Group Report

Members:  La Tanya Cobb, Assistant Director, Illinois Leadership® Center
Kim Hodges, Social Justice Project Director, Housing
Arianna Holterman, Career Center
Carla McCowan, Director, Counseling Center
Mercedes Ramirez-Fernandez, Assistant Dean, LAS
Gigi Secuban, OIIR
Jamie Singson, Native American House, OIIR
Chris Span, Associate Dean of Education
CC Suarez, Visiting Teaching Associate, ACES
Jesse Thompson, Assistant Dean, ACES
Jewell White, Assistant Dean, Business

The conceptual framework for a Diversity and Inclusion curriculum for the Leadership Center at the University of Illinois at Urbana-Champaign serves as a model for how students will learn the values, disposition, and skills to aid them in their personal and professional lives as leaders in their respective communities, workplaces, and public engagements.

Our goal is to provide to students an array of differing curricular and co-curricular opportunities in order for them to become knowledgeable, skillful, caring, and inquiring graduates and leaders able to work and engage others in their personal and professional lives. It is our expectation that students who participate in this curriculum will become:

**Knowledgeable**

- Understands concepts such as equity, equality, diversity, inclusion, bias (both unconscious and implicit), privilege, disadvantage, etc.;
- Recognizes the values of others, and can ascertain differing social identities (SES, gender, language, ability, race, religion, sexuality, etc.);
- Is knowledgeable and understands power and privilege, advantage and disadvantage, and has an awareness and concern for others;
- Is knowledgeable about differing models of inclusion;

**Skillful**

- Plans, implements, and models best practices;
- Communicates, cooperates, and collaborates with others;
- Is self-reflective, respectful, civil, and introspective;
Caring

- Understands, respects, and values diversity;
- Makes decisions based upon professional standards and an ethical criteria;
- Can self-evaluate and take the position of another to ensure the greater good;

Inquiring

- Is always willing to further their professional and personal development;
- Is an excellent listener;
- Is a lifelong learner.

Each of these tenets will aid students in becoming the type of person needed to lead in a diverse global economy.

Key Literature

Our framework is grounded in key literature in the field on the subject of diversity and inclusion. Educational theorist Etta Hollins (2013) argues that “in transforming curriculum for a culturally diverse society it may be beneficial for curriculum planners to focus on salient practices and conditions within and outside school” (7). Within and outside salient conditions include the social interactions and relationships they build within their collegiate experience and the development of their understanding of the structural inequalities that exist outside their schooling experiences in the larger society (Hollins, 2013, 7). Curriculum planners should also create conditions for learners to deliberate on what is possible in the future, and not simply create conditions for them to understand what has happened in the past. Thus a future-oriented education or approach should be utilized as part of the conceptual framework. According to Bognar (2013), those who effectively adopt this approach become deeply aware of their involvement and responsibility for the world they’ve inherited or created. The approach helps people discuss problems in a meaningful way and affords a path to help them find creative solutions for addressing what is wrong in the world (3). Creating these kinds of spaces and conversations to achieve these results is the foremost goal of this committee.

As Ponder and Holmes (1992) deduced, the end result of our efforts should be to establish a curriculum that affords our students the opportunity to become “global citizens capable of peaceful, productive interaction with multicultural, multiethnic community team members; to create citizens whose every action is congruent with democratic principles; to create people capable of not only solving the thorny issues of 21st century life, but of inventing exciting and enriching new realities” (416).

How students will go about achieving these expectations and learning these values, content knowledge, disposition, and skills will be through curricular and co-curricular efforts. What follows are differing types of assessments and recommendations for the curriculum planners to consider.
Conceptual Models

Guiding Model: Social Change Model

Subsidiary Model: Cycle of Liberation

Source: Developed by Bobbie Harro
Subsidiary Model: *Cycle of Socialization*

**Source:** Developed by Bobbie Harro

**Recommendations**

1. “Inclusion” leadership program should be the one required program within the minor and certificate program
2. Inclusion and diversity framework should be applied to all I-programs
3. Weave common language of inclusive curriculum throughout minor and certificate program
4. Connect framework to undergraduate research via ILC research independent study opportunities (*James’ Scholars, Minor capstone independent study*)
5. Certificate “Professional Development Plan” must include component about inclusion/diversity reflection or reduce the level of rigidity to increase open ended questioning
6. Implement alumni initiative that allows students who complete ILC component to continue lifelong learning; Longitudinal assessment of programmatic impact
7. Develop Certificate Program & training for faculty
8. Develop a cohort structure among student participants
Assessment

1. Implementation Cohort Alumni Program to assist in longitudinal assessment
2. Service learning project with cohorts
3. Voluntary Focus group follow-up with participants who complete Certificate and/or minor

Questions

1. What keeps participants connected after the completion of the inclusion program?
2. How do we ensure that this program does not suggest that participants are “culturally competent” after one program?
3. How do we include all students in this program? (i.e. facilitate program at various campus locations, cultural centers, times)

Concerns

1. Non-inclusive practices within scheduling of these programs (weekends, locations, time)
2. Perceived full competency and understanding of topics, by participants, due to completing program
3. Non-inclusive practices of program implementation via culturally relevant curriculum and facilitation
4. Insufficient training of facilitators, administrators, and faculty

Curriculum Writers (suggested)

- Leslie Morrow
- Alejandro Gomez
- Julian Williams
- Lynette Correa
- Joycelyn Landrum Brown
- Ross Wantland
- Nicole Cook
- Kamiliah Span
- Helen Nevil
- Jaime Singson
- Yun Shi
- Cecilia E. Suarez
Curriculum Reviewers (suggested)

- Heath Harding
- Dr. James Anderson
- Dr. Wallace Southerland
- Gioconda Guerra Perez
- Pat Mallet
- Jeffrey Yacup
- Kristen Phelps
- Devon Guidoux
- Betsey Bash
- Chris Mayo
- Domonic Cobb

References


Leadership Development Model: Skills and Metrics

Working Group Report

Members:  David Lange, Civil and Environmental Engineering – Co-Chair
          Gail S. Rooney, Associate Dean, Leadership and Career Development – Co-Chair
          Karen Carney, College of Liberal Arts and Sciences
          Jim Dahl, Associate Dean, College of Business
          Jared Eakins, Illini Union
          Andrew Hahn, Greek Affairs
          Kenny Importante, Asian American Cultural Center
          Herb Jones, University Housing
          Laurel Rosch, Illini Union
          David Rosch, College of ACES
          Gayle Spencer, Director, Illinois Leadership® Center

Charge

- Host a “leadership summit” in the late fall for campus units in student affairs and academic affairs that are intentionally engaged in leadership education of Illinois students, with the ultimate goal of articulating an agreed-upon Illinois Leadership Development framework that reinforces or revises the existing “11 Leadership Skills and Attributes” list for broad campus adoption.
- Create study groups that recommend specific campus-wide and/or unit-level metrics of assessment for student leadership learning and success and suggest assessment practices for the future.

Summary of Activities

- Four Campus Conversations on Leadership Education were held fall semester, 2014 (one dedicated to only students)
  - 261 participants: 95 faculty, 122 staff, 44 students
  - 3,000+ post-it notes from 48 table conversations
- Three questions were answered by participants
  - What leadership skills, values, or attributes will a 2021 graduate of the University of Illinois demonstrate?
  - As we look to develop leaders for the 21st Century, how should we approach cultivating leadership in our students?
  - How would you compare and contrast the skills, values, and attributes we discussed with the model of leadership the Illinois Leadership Center has been using?
- Data analysis provided 1) themes for competencies and 2) approaches/practices to cultivate leadership
• Using information from the campus conversations and leadership literature, An Illinois Model of Leadership Education was authored by David Rosch to guide further development
• Wrote a Philosophy of Leadership Education at Illinois for consideration by the ILCC
• Created conceptual model for leadership education that organizes competencies around self, team, organization, and society in order to optimize learning and practice
• Recommending sets of competencies for next 10 years of Illinois Leadership Education
• Designed draft visual models for review and feedback by ILCC
• Proposed plan for next year:
  o Take inventory of leadership education practice at Illinois
  o define agreed upon competencies with outcomes and examples
  o develop plan for launching new philosophy, model, and competencies to campus community
  o recommend campus-wide and/or unit-level metrics of assessment to be used to tell the story of leadership education at the University of Illinois

Materials Presented for Discussion at the ILCC Meeting

An Illinois Model of Leadership Education

Leadership researchers can identify over 1,000 definitions of leadership, from Plato’s conceptualization of philosopher-kings to a contemporary bookstore filled with various titles focused on helping readers develop leadership skills. In addition, a belief persists in modern society that leadership is inherent to the individual and not subject to conscious development. Therefore, the campus must be explicit in describing and explaining the practice of effective leadership as well as how such practice can be developed through intentional learning.

A comprehensive model of leadership education at the University of Illinois takes into consideration the following four central elements:

A. A Philosophy of Leadership defines the institution’s values and beliefs that underlie the practice of leadership, as well as includes the actions of leadership practice.
B. Leadership Competencies, based on the philosophy, defines what it means to practice good leadership in one’s groups, organizations, and communities.
C. Leadership Learning and Practice identifies the means and environments within the campus community that serve to help students develop the leadership competencies.
D. Leadership Assessment that is implemented for the two-fold purpose of, 1) evaluating student development in the context of the universities set of competencies, and 2) evaluating the campus’s efforts in creating effective environments for student learning and practice.

An effective model of leadership education is therefore based in a firm philosophy of what leadership is, lists explicit and measurable competencies required for its effective practice, includes a comprehensive description of where leadership is taught and learned, and culminates in effective assessment and evaluation processes.
A Philosophy of Leadership

A philosophy of leadership should describe for students, faculty, and staff what leadership “looks like” in the context of the individual, the group and organization, and the wider world. It should also include, to some extent, a justification for why the learning of leadership is relevant and worthwhile within a university community.

Leadership Competencies

While a philosophy describes beliefs, a list of competencies provides goals, directions, and outcomes for leadership educators and learners. It should help the campus to inclusively define the knowledge, skills, and attitudes that are learned with effective leadership practice, as well as a structure within which these factors are related to each other. Therefore, while a simple list of skills is better than nothing, an effective set of leadership competencies should optimally include groupings, or sets, of related competencies. For example, a common structure of leadership competencies place them within levels of analysis based on number of people involved – individual competencies, dyadic competencies, group, organization, and community. Such classification can optimize the degree to which learners can organize their developmental efforts, and increases the degree to which various campus constituencies can contribute to the comprehensive leadership education of students.

Leadership Learning and Practice

Given the set of leadership competencies, the campus should create a comprehensive roadmap for how such competencies can be acquired and practiced. Any campus is full of opportunities for leadership development through intentional engagement within: collaborative team-based learning within academic courses; curricular and co-curricular student organizations and the programs they support; on-campus employment; team-oriented athletics; research laboratories; and countless others. To help campus stakeholders understand their role and potential for
student leadership development, a roadmap for such development should explicitly describe how these settings can contribute to the process.

**Leadership Assessment and Evaluation**

Surrounding the competencies and practice rests an organized effort of assessment and evaluation of leadership learning. Such efforts should take place on three overlapping levels: 1) An individual level, which is focused on helping students, and the administrators who support them, recognize their development and areas of opportunities for growth. 2) A program level focused on helping educators make decisions related to the effectiveness and efficiency of their educational interventions. 3) The institutional level, where strategic goals and outcomes are set, measured, and evaluated. These overlapping levels also serve the additional purpose of helping the institution share its story of leadership education with stakeholders and other interested parties.

**Leadership Philosophy at the University of Illinois**

At the University of Illinois, we are tomorrow’s leaders.

Leaders are individuals who work with others to create positive change. **Leadership does not require formal authority or position and can be practiced by anyone interested in making a contribution and influencing a positive future.**

Leadership development begins with self-knowledge—**understanding one’s passions, motivations, strengths, limits, and personal values. This process of self-discovery is ongoing, and the pursuit of leadership requires reflection and a commitment to perpetual learning.**

Learning to work with others is essential, since **leadership never happens alone.** We lead as members of teams, as members of business, civic, and community organizations, and as global citizens.

At Illinois, students develop their leadership skills in a variety of ways. Through academic coursework and co-curricular programs, students acquire knowledge about leadership, evaluate their own strengths and weaknesses, and gain practice in working with others. Students have opportunities to apply their knowledge and to learn by doing.

Presented to ILCC: 4/22/2015
List of Core Competencies

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<th>Organization</th>
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<td>Common Purpose</td>
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<td>Integrity</td>
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<td>Openness</td>
<td>Followership</td>
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<td>Reflection</td>
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<td>Self-Knowledge</td>
<td>Relationship Management</td>
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<td>Self-Management</td>
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Leadership Research Community
Working Group Report

Members:  Jeff Loewenstein, College of Business (Co-Chair)
Jenn Smist, Student Affairs/University Housing (Co-Chair)
Ariel Avgar, School of Labor & Employment Relations
Dan Collier, Educational Policy & Organizational Leadership
Jami Houston, Student Affairs/Campus Recreation
Kirstin Phelps, Graduate School of Library and Information Science
Dave Rosch, College of Agricultural, Consumer, and Environmental Sciences
Gayle Spencer, Director, Illinois Leadership® Center

Charge

- Examine the structure of the spring leadership research conference, with the goal to increase participation and its impact on campus in regards to faculty, staff, and students interested in research on leadership and leadership education.
- Continue to expand the list of academic departments that consistently participate in leadership research sponsored events, with the goal to grow the community of researchers on campus engaged in issues related to leadership and leadership education.
- Determine the potential of inviting accomplished leadership and leadership education scholars to campus.

Summary of Work Completed

The Leadership Research Community Working Group discussed the purpose and benefits of the spring leadership research conference. The format of the past three years facilitated sharing of leadership research, but did not connect those interested in leadership research beyond this one day. The committee decided not to host a spring leadership conference in 2015, and considered different approaches to build connections across campus around leadership and leadership education research.

Instead of a one-day spring conference, a series of smaller events, seminars, and workshops would be offered throughout the academic year to bring together graduate students and junior faculty interested in developing their leadership skills and hearing about new leadership research. Each seminar would be targeted to specific audiences and interest areas rather than one all-encompassing conference. The Leadership Research Community Working Group will connect these presenters and groups interested in leadership research and identify additional scholars. This format would:

- Provide a model for generating an ongoing series of events on campus around leadership
- Enhance the skills and opportunities for faculty doing research on leadership here on campus
- Create connections between scholars on campus studying leadership

The committee is currently developing the following: (1) A list of doctoral students and faculty interested in presenting and (2) A list of groups on campus who might want to hold a seminar. The work of this group will continue into the next academic year. Time over the summer will be used to develop seminars for fall 2015 and time this fall will be used to develop seminars for spring 2016.
Minor in Leadership Studies
Faculty Advisory Committee

Members: Tara Earls Larrison – Chair, School of Social Work
Adrienne Dixson, Professor, Education
Jennifer Follis, Journalism
Kim Graber, Kinesiology & Community Health
Kari Keating, Agricultural Education
Kristi Kuntz, Office of the Provost
David Lange, Civil & Environmental Engineering
Geoffrey Love, Professor, Business Administration
Dan Newman, LAS, Psychology
Alice Novak, Urban & Regional Planning
Robert Steltman, LAS Administration
Lisa Burgoon - Ex-officio, ACES
Laurie Kramer - Ex-officio, ACES
Gayle Spencer - Ex-officio, Illinois Leadership® Center

The Minor in Leadership Studies is in its fourth year of operation. 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 director, 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 grow at a pace that appears sustainable for the next several years. Currently there are 301 students actively pursuing this minor with approximately 105 anticipating graduation in May 2015.

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

• Reviewed and approved the following elective courses:
  - IHLT 230: Leadership in Health
  - ACE 231: Food and Agribusiness Management
  - PSYC 265: Power, Status and Influence
  - SOCW 380: Social Entrepreneurship Launch II

• Has continued to work to determine a “steady state” number of students pursuing the Minor that offers enough capacity in required courses for successful completion of the Minor. The College of ACES hired a full-time Visiting Teaching Associate in August 2014. This instructor has teaching responsibilities completely focused on courses in the Minor in Leadership Studies. Without this new position, we would not have been able to accept additional students into the minor at its current rate.
• The metrics subcommittee, course vetting subcommittee, instructors of the required courses and the full FAC has determined that PSYC 455 Organizational Psychology no longer meets the educational/learning needs of minor students as a required course. We are reviewing replacement options and hope to submit a plan for any curriculum changes by spring 2016.

• The metrics/assessment subcommittee revised the Senior Survey online instrument and will administer the survey to May 2015 graduates the week of April 27. The subcommittee reviewed the previous list of nine potential measures of success for the minor and found the need to develop a systematic approach based on targeted learning outcomes before moving forward with additional assessments. The subcommittee recommends that the full FAC make this an action item for the upcoming academic year.

• Future plans for the Committee include updating the elective course vetting criteria, reviewing any courses on the current elective list that have not been reviewed in the past four years and working to determine the best required set of courses for the future of the minor.
Illinois Leadership Center Updates and Accomplishments

ILC Programs

- This year’s LeaderShape Program had 56 student participants, representing colleges on campus.
- Over 350 students are enrolled in the Certificate Program, with 76 students completing the program this year.
- Over 300 faculty, staff and alumni serve as leadership coaches for the Certificate Program.
- Brian Farber, Executive Assistant to the Associate Vice Chancellor for Student Affairs/Director of Auxiliary Services, received the award for Outstanding Certificate Coach.
- 14 i-Programs that were held this year, with 1261 student participants.
- 93 Strengths Quest Workshop took place, serving 2884 students.
- Two alumni workshops were held:

Presentations and Webinars by ILC Staff

- Spencer, G.L. (2015). CAS: “What’s new and what’s useful; and how to use it.” NACA National Convention, Minneapolis, MN.

Professional Involvement and Awards

- Gayle Spencer serves on the Board of Directors for the Council for the Advancement of Standards (CAS), as the representative for the National Association for Campus Activities (NACA).
- Jeff Yacup serves on American College Personnel Association (ACPA) Commission for Administrative Leadership Directorate.
• Gayle Spencer served as a judge for the written portion of the 2014 International Leadership Association (ILA) Case Study Competition.
• Gayle Spencer received the 2015 NACA Founders Award, the association’s highest honor, given their time and talents to contribute significantly to NACA and the field of campus activities programming.

New Initiative

• Beginning next fall, the ILC will launch its newest initiative, the Faculty Fellows Program. See Page 24 for the announcement of the program.
Faculty Fellows Program

To encourage leadership scholarship through research and collaboration across disciplines, the Illinois Leadership Center (ILC) is announcing a new program, the ILC Faculty Fellows Program. The ILC Faculty Fellows is a group of leadership scholars from a variety of disciplines, with an interest and focus on leadership research and/or leadership education.

Funded by the Illinois Leadership Center, up to four fellows will be selected annually. The appointment will be for an academic year, and may be renewable for up to three years. Fellows will be required to re-apply annually. Fellows must be tenure track faculty members. A discretionary fund of $5000 per year will be given to each fellow to support their leadership research and scholarly activities.

The Fellows Program does not include release from the faculty member's other departmental or college duties.

The ILC Faculty Fellows Program is designed to support:

- Original research on leadership
- Interdisciplinary collaboration
- Research which will advance the mission of leadership at Illinois
- Faculty engagement with the Illinois Leadership Center

Faculty Fellows will meet four times during the academic year. Meeting topics will include: 1) Sharing progress on their research and discussing leadership scholarship, education, trends, issues, etc., with the ILC Staff; 2) exploring research implications and potential collaborations with other ILC Faculty Fellows; 3) formally presenting their research and reflecting on its relevancy to the academy and to instructional excellence; and 4) building a community of leadership researchers and scholars on campus. Fellows will also submit a 5-10 minute video that the Illinois Leadership Center will place on their website.

The program is slated to begin in August 2015. Interested faculty should send a brief statement/abstract of their leadership research, their curriculum vitae, and a letter of support from their supervisor via email to: Dr. Gayle Spencer, Director of the Illinois Leadership Center, at gspencer@illinois.edu. Applications are due by July 1, 2015. Notification of selection will be made by July 15, 2015.