ILLINOIS PHILOSOPHY OF LEADERSHIP

At the University of Illinois at Urbana-Champaign, we believe 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.

Adopted May 27, 1999
Illinois Leadership
University of Illinois at Urbana-Champaign
**I L L I N O I S L E A D E R S H I P Y E A R A T A G L A N C E**

**Programs offered in fall 2007**

<table>
<thead>
<tr>
<th>4</th>
<th>299</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>330</td>
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<tr>
<td>1</td>
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<tr>
<td>26</td>
<td>11</td>
</tr>
<tr>
<td>1</td>
<td>56</td>
</tr>
</tbody>
</table>

**Number of student participants & volunteers**

<table>
<thead>
<tr>
<th>48</th>
<th>36</th>
</tr>
</thead>
</table>

**Concurrent student participants/coaches**

<table>
<thead>
<tr>
<th>1</th>
<th>203</th>
</tr>
</thead>
</table>

**“The small group discussion was an enjoyable part of the program because it allowed students to actually open up in regard to how each of us interpret our own individual leadership qualities.”**

**“The personal listening profile was an incredible tool for helping me to understand my listening skills, my strengths and weaknesses and I do not doubt help the development of my (Leadership Certificate) Personal Development Plan.”**

**“I loved the fact that this wasn’t a simulation and when the client came in we realized that what we were working on was real and could really make a difference. It made the whole experience very exciting.”**

**“I was encouraged by the fact that this was a real project and the client came in ever realized that what we were working on was real and could really make a difference. It made the whole experience very exciting.”**

**“I was excited about the fact that I was not working in a simulation and when the client came in we realized that what we were working on was real and could really make a difference. It made the whole experience very exciting.”**

**“I first met someone asking before I do something how this would impact my values and the values of my organization.”**

**“The most valuable thing at LeaderShape is the ability to interact with and grow so close to such amazing people. The curriculum is great, and helped by the fact that we can learn from all the people around us.”**

**“The program helped me evaluate and document my development. Participating in different programs, courses, and activities taught me to take initiative and seek out opportunities for growth. This leadership journey has taught me the ability to self-refl ect and the insights I have gained through participation in this program are priceless!”**

**Leadership Consulting**

Student groups and organizations are provided, upon request, with consulting services on an individual basis. Consulting topics include: improving group dynamics, addressing communication barriers, investigating diversity issues, managing change, or increasing personal and interpersonal development.

**Outreach Presentations**

Outreach presentations are provided to organizations that provide information on the Center's services. Presentations could include a short (10 – 20 minute) overview to a student organization, a tour at a booth at a resource fair, an hour-long session in a course.

**Leadership Courses**

Students have the opportunity to strengthen their leadership skills by taking classroom learning in leadership theory and practice.

These eight courses are full leadership studies courses - entirely devoted to leadership studies topics.

**AGED 380 Introduction to Leadership Studies**

**GE 361 Interpersonal Skills and Emotional Intelligence**

**GE 490 Leading Change for Sustainability**

**AGCOMM 385 Leadership Development**

**SPCOM 133 Group Discussion and Conference Leadership**

**SPCOMM 250 Interpersonal Communication**

**AGED 380 Integrating Leadership**

**On-going, self-directed**

- Facilitated by Graf Interns

- On-going, self-directed
- Rolling enrollment-approx 325
- 23 sessions
- Approx. 200
- 275

**Leadership Courses**

- On the 2007 University of Illinois Senior Survey, graduating students reported that participation in student organizations is one of the main ways students are learning leadership skills.

**Leadership Consulting**

- The Illinois Leadership Center experienced a large increase in the number of requests for outreach presentations during 2007-08.

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“Creating Opportunities” has been our chosen theme this year, as it seems appropriate given our recent work. In the six years since the Leadership Center opened its doors, foundational elements of a nationally recognized, comprehensive leadership program that bridges both academic and student affairs have been firmly established. The Illinois Leadership Center now has high student demand for i-programs, enrollment in the leadership certificate program is beyond expectation, and there is an unprecedented level of participation in campus-wide partnerships and collaborations. Especially noteworthy is that participation is comprehensive in all areas, and represents the rich diversity of the student body related to ethnicity, class level, citizenry, gender, academic college, and level of previous leadership involvement experience.

Never has the demand for our programs and initiatives been higher. In such an environment, Provost Katehi charged the Illinois Leadership Coordinating Committee with the task of scaling up the initiative such that 30% of all Illinois students graduate with “significant” leadership experience (see “2007-2008 Challenge”). Such a task recognizes both the necessity for leadership training at the University of Illinois as well as the good work accomplished since the Center’s inception in 2002.

As the Committee began working to accomplish such a task, two caveats became apparent. First, leadership education does not submit to a “one size fits all” model. Students will demand leadership education at different levels in accord with their interests, ability, and fit within their major. The second caveat is the importance of maintaining high quality leadership programs open to all students while increasing the scale of services provided. This was underscored by Tony Petullo, the individual donor who provided the $1 million seed funding for the creation of the Illinois Leadership initiative. Mr. Petullo recommended that those most closely associated with Illinois Leadership develop quality parameters as the campus works to scale the initiative up, saying, “At present, the program is very participative with considerable interactive experience. You will want to make sure that those principle qualities are preserved while you undertake rapid expansion. Maintaining the same high quality experience is the key to attracting new contributions from both corporations and individuals.”

Therefore, we must first agree upon a definition of a “significant” leadership experience. It is essential that leadership be comprised of a balanced mix of three elements: (1) formal education in theories and principles of leadership that form the body of knowledge of leadership, (2) practical leadership experience, and (3) reflection on the experiences in the light of such education. Second, we must seek consensus on how best to provide high-quality services while rapidly expanding such services.

Such work will be the tasks of the Center and Coordinating Committee in the upcoming year. However, such work would not have been possible without the solid foundation built this past year and in prior years. We have accomplished much in the past twelve months, which the following report shows. As we look to an exciting year on the horizon, we plan to continue “creating opportunities” and furthering the Initiative for all students, faculty, and staff.
THE 2007-08 CHALLENGE

In the fall of 2007, the Illinois Leadership Coordinating Committee was jointly charged by Provost Linda Katehi and Vice Chancellor for Student Affairs C. Renee Romano. At the October 2007 meeting of the Illinois Leadership Coordinating Committee, Provost Linda Katehi challenged the coordinating committee to scale up the leadership initiative to ensure that 30% of Illinois students would have significant leadership experience upon graduation. Additionally, the Provost encouraged the Illinois Leadership Coordinating Committee to develop tactics and approaches for gaining national recognition and visibility. These verbal charges were added to the original charges made to the committee to: (a) develop leadership education learning objectives for first-year students; (b) identify partnerships with Civic Commitment Task Force and academic and student affairs units; (c) strategize growth and expansion of i-program offerings; (d) develop a 5-year assessment of the Center; and (e) advise on an advancement strategy.

The coordinating committee addressed these charges through eight working groups. Individuals with subject matter expertise valuable to addressing the charge of each working group were identified; a total of 90 faculty, staff, and students agreed to serve. Bringing this group of diverse, multi-talented individuals together from across campus and with varying experiences brought synergy and invaluable knowledge to deliberations and decisions. The outcomes of these discussions revealed a passion for leadership education on the campus.

The eight working groups were:
- Advancement
- Assessment
- Civic Commitment
- Growth and Expansion
- Leadership Education for First Year Students
- National Recognition
- Partnerships between Academic and Student Affairs
- Student Advisory Group

This year, the ILCC and its working groups focused on:
1. Identifying intentional and affordable ways for the campus to strategically scale up Illinois Leadership within the context of a business plan.
2. Defining what constitutes a meaningful leadership education experience at Illinois.
3. Embracing a new vision of collaborative fundraising for campus-wide initiatives.
4. Creating a plan to gain national visibility and recognition.
5. Moving past existing barriers of decentralization that hinder the impact and growth of the campus-wide leadership initiative.

The coordinating committee’s end of year report to the Provost and Vice Chancellor included the Illinois Leadership Education Business Plan. The plan demonstrates the demands of scaling up the leadership initiative, associated costs, and attainable ways to fund the growth. It is a roadmap for realizing the vision of providing significant leadership education to students at the University of Illinois. It provides clear rationale that funding leadership education to reach the “30% goal” is feasible, particularly when working horizontally across the campus. Further, the cost of including a leadership studies minor, which would give us a premier academic program for our best students, is small when embedded in a campus that embraces leadership education. Assessment work completed this year supports the concept of scaling up our efforts to provide leadership education to students at Illinois. Opportunities for leadership education should be increased because too many Illinois students graduate without adequate preparation in leadership skills.

The Provost has endorsed the campus moving forward on seeking approval of a leadership minor. A group will be convened to determine the level of interest in academic units for the minor and determine a design that is functional in the current academic environment. The advancement of a leadership minor is one of Illinois Leadership’s top goals in 2008-09.
ILLINOIS LEADERSHIP FUNDING

The Leadership Center’s funding continues to be three-pronged – state allocations, student fee monies, and gift funds. The sources for the gift funds are individual gifts and endowments (Tony Petullo, John Graf, Richard Cavenaugh, and the Moss family) and corporate sponsors (Caterpillar, Procter and Gamble, State Farm, and Monsanto). All programmatic functions of the Center are funded by gift dollars. All personnel costs are funded by state and student fee dollars.

In Fall 2007, Illinois Leadership Center requested a $3.32 per student fee payer increase in student fee allocation effective FY09, representing an annual increase in funds of over $209K. The increase is needed to address escalating staff issues brought upon by unprecedented student interest and demand. The Service Fee Advisory Committee recommended that the fee increase be approved. The Chancellor and Vice Chancellor for Student Affairs endorsed this recommended increase and submitted to the Board of Trustees for final approval at its March 2008 meeting. The below table summarizes the funding distribution for the Fiscal Year 2008 and for estimated funding for Fiscal Year 2009 when the fee increase takes effect.

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<tr>
<th>Funding Distribution</th>
<th>FY2008</th>
<th>FY2009</th>
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<tr>
<td>State funding</td>
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<tr>
<td>Student fees</td>
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<td>$335K</td>
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<tr>
<td>Gift funding</td>
<td>$375K</td>
<td>$375K</td>
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<tr>
<td>Total Budget</td>
<td>$597K</td>
<td>$806K</td>
</tr>
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</table>

(Effective FY08, $5.32 of total student fees paid by a student is designated for Illinois Leadership; in FY08 the amount designated was $3.32.)

ADVANCING COLLABORATIVE FUNDRAISING OPPORTUNITIES

Leadership education is a strong boundary-crossing theme for fundraising. The campus has a brilliant opportunity to raise funds around the theme of leadership education. We risk squandering that opportunity if we do not create a fundraising culture of working horizontally across divisions and units. Yet, the decentralized culture for fundraising on the Illinois campus makes the capitalization on that strength very difficult. The current fundraising culture must change if we are to be successful at supporting cross-campus themes. Illinois Leadership stands ready to be the impetus for that change. In follow-up to the recommendations provided by the Advancement Working Group, the Provost and Vice Chancellor for Student Affairs plan to charge an Advancement working group that will move forward with collaborative fundraising efforts for Illinois Leadership (and other cross campus initiatives).

“I spent some significant time thinking through interesting scenarios to better understand the priority I put on my values. This got me thinking and most importantly helped me categorize my values so I can better understand and make decisions in the future.”

– Insight participant, January 2008
Many accomplishments through the Illinois Leadership Center and other leadership initiatives across campus are taking place without notice. The University is on the verge of national recognition for leadership education; however, we are not there yet. An intentional and strategic plan for national visibility and recognition must be developed and implemented by staff with the necessary expertise. Leadership should become a central theme of all campus messages. The implementation of the campus-wide leadership studies minor would provide a comprehensive leadership education program. The high quality program, combined with the expanded number of alums graduating with significant leadership education experience, will set Illinois apart from peer institutions and will bring national visibility. Recognition will then follow. In follow-up to Provost Katehi’s request that Illinois Leadership work toward national visibility and recognition, Illinois Leadership acknowledges the potential and supports the importance of national visibility and recognition for the Illinois campus with regard to leadership education. There is a need to build awareness and interest of Illinois Leadership at the national level; this will be a focus in 2008-2009.

“Integrity is such an important topic and component of a leader. It really deserved to be a i-program within itself. I thought I was one who had a fairly high integrity level, but I saw that I need to work on some things. I loved how values were broken up in to four main ones and gave us an idea of which value we need to work on to heighten our integrity level. Thank you again for the opportunity.”

– Integrity Participant, March 2008
ASSESSMENT

At the recommendation of last year’s Assessment Working Group, the 2007 Chancellor’s Senior Survey included a question related to leadership education: What aspects of your undergraduate experience helped you to develop leadership skills? Responses to this question revealed both the impact leadership education is having on Illinois students and the need for broader opportunities for students.

For some, leadership inside and outside the classroom was an integral part of their undergraduate experience. Many students reinforced this message, and typical comments include:

• “I took Introduction to Leadership Studies (AgEd 260). I loved the class and it taught me a lot about leadership and about myself as a leader.” [ACES student]
• “I think my interactions with other students both in and out of the classroom helped to develop my leadership skills. The time I spent listening and talking with students strengthened my ability to make myself aware of issues and better communicate my feelings and opinions about them.” [LAS student]
• “I was able to take on major leadership roles in [student] societies which enabled me to develop skills. Also, group work in classes teaches leadership skills. Sometimes we are the leader, sometimes the follower.” [ENG student]

The survey also showed that much work is needed in student leadership education, as evidenced through the typical comments from graduating seniors below:

• “Usually students were so apathetic towards group assignments that I fell into the leadership role. Otherwise, I wouldn’t consciously seek out leadership roles.” [ACES student]
• “Group projects helped me develop leadership skills mainly from the fact that I absolutely hated group projects and needed to get them done as quickly and efficiently as possible.” [MEDIA student]
• “If leadership is to act like you are in charge, be a cool person in a clique, try to delegate something you don’t know about, then there were plenty of examples of this type of leader.” [ENG student]

The Assessment Work Group this year has studied the results of the survey in some detail and suggests that the data support the concept of scaling up our efforts to provide leadership education to students at Illinois. Graduates from each academic college and a variety of majors specifically mentioned the Center’s programs and initiatives as helpful to them in learning the skills required for good leadership. Opportunities for leadership education should be increased because too many of our students graduate without adequate preparation in leadership skills. Further, it is evident that the entire educational mission of the University could benefit from better leadership education of all students, and the earlier we provide it the better. There is mounting evidence that intentional education in leadership skills adds value to traditional courses, particularly those that rely on group work.
STUDENT DEMAND FOR LEADERSHIP PROGRAMS

The Illinois Leadership Center has continued to experience tremendous success throughout 2007-2008 in regards to student engagement in its programs and services. When considering the opportunities to strengthen the growing leadership initiative at the University of Illinois, increasing interest in campus-based leadership programs and services is integral. The Center has shown the capacity to successfully reach out to all students on campus (a demographically diverse population of race, gender, citizenship, and area of academic study), receive consistent high rankings for quality and relevancy for its services, and to create meaningful connections between student affairs and academic affairs to enrich the educational experiences of Illinois students.

The fifteen i-programs offered in AY07-08 continued to experience high student demand. The graph below highlights the number of programs offered and the average number of students who were turned away due to capacity restrictions per program. In 2007-08, the Illinois Leadership Center added three more sessions of i-programs to address student demand. However, as the graph shows, students continue to be turned away even with more opportunities to participate.

In addition, the graph does not reflect the number of interested students who were on the wait list but chose to remove themselves prior to a spot opening up because of scheduling conflicts. For example, the February Integrity program has a capacity for serving 85 students, but at one point in the spring approximately 100 students beyond the program limit were on the wait list for the program.

ADDITIONAL GROWING DEMAND FOR CONSULTING WORKSHOPS

The Leadership Center Consulting program is offered to provide specialized leadership training to student groups and organizations. According to the 2007 University of Illinois Senior Survey, participation in student organizations is one of the main ways students report learning leadership skills. The Consulting program was created to encourage and promote successful leadership skills in this environment and offers a multitude of hour-long, tailor-made workshops on topics such as ethical leadership, effective team meetings, and communication skills. During 2007-08, the Consulting program served over 325 students through 23 different hour-long (or more) consulting workshops. In 2006-2007, the Consulting Program served approximately 140 students through nine consulting sessions.

CONTINUED GROWTH IN LEADERSHIP CERTIFICATE PROGRAM

The Leadership Certificate Program has continued to experience phenomenal growth. As reported in last year’s report, the number of participants in the Certificate program increased by 120% from 2005-06 to 2006-07. Based on the increased visibility of the Certificate program due to increasing campus collaborations, student word-of-mouth, and marketing, the program has again doubled. Compared to participant numbers in May 2007, the Center has experienced a 125% increase in active Certificate participants during 2007-08. The Leadership Certificate program is being offered in partnership with the Sigma Epsilon Greek Fraternity as part of their member development program, the College of Medicine to provide a Health Professions Leadership Certificate Program for students in the Medical Scholar’s Program, African American Cultural Center 100 Strong program, College of Business James Scholars Honors Program, and College of Applied Health Sciences Honors Program.
THE LEADERSHIP CENTER

SPACE

The Leadership Center opened its door in Room 290 Illini Union in September 2002. At that time, the Center had only two i-programs - offering Intersect once and Insight three times during 2001-02. The Certificate program had not yet been piloted. The Center’s space was designed for a team of five staff members, four interns, and a few student workers. Today, the Center has LeaderShape and five i-programs, which are offered a total of 15 times during the year. In turn, the Certificate program has more than 300 participants, a leadership consulting program has been launched, a leadership resource library added to the Center, and many partnerships and collaborations have been established. A major challenge to this growth in six years is the space required for the additional staff. Today, the Center’s staff includes eight staff members, four interns, and eight to ten student workers. There is no doubt that the Leadership Center is being challenged related to physical space and facilities. With more staff than available office space to work from, during the summer of 2008 an additional office was created using a third of the multipurpose room/conference room and a second office was created using a third of the Center’s front office area. Beginning Fall 2008, the four interns and the graduate assistant will be sharing three work stations in one of the newly designed offices.

ILC PARTICIPANT DEMOGRAPHICS

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<tr>
<th>Ethnicity</th>
<th>i-program participants</th>
<th>i-program participant %</th>
<th>Certificate program %</th>
<th>Campus enrollment %</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
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<td>15.90%</td>
<td>6.03%</td>
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<tr>
<td>Asian American</td>
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<td>International</td>
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<td>17.43%</td>
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</table>

<table>
<thead>
<tr>
<th>College of Enrollment</th>
<th>i-program participants</th>
<th>i-program participant %</th>
<th>Certificate program %</th>
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<tr>
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<tr>
<td>Media</td>
<td>26</td>
<td>2.25%</td>
<td>2.75%</td>
<td>2.21%</td>
</tr>
<tr>
<td>Education</td>
<td>9</td>
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<td>FAA</td>
<td>24</td>
<td>2.07%</td>
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<tr>
<td>LAS</td>
<td>589</td>
<td>50.91%</td>
<td>55.66%</td>
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</tr>
<tr>
<td>Other</td>
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<td>9.68%</td>
<td>1.22%</td>
<td>5.50%</td>
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<tr>
<th>Academic Standing</th>
<th>i-program participants</th>
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<th>Certificate program %</th>
<th>Campus enrollment %</th>
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<tbody>
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<td>Freshman</td>
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<tr>
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<tr>
<td>Total</td>
<td>1157</td>
<td>100.00%</td>
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</tr>
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UIUC demographics from Fall 2007 enrollment data: http://www.dmi.uiuc.edu
CAMPUS CONNECTIONS

The Leadership Center at the University of Illinois at Urbana-Champaign is devoted to providing a collaborative and interdisciplinary approach to leadership education, spanning across academic majors, departments, and offices. The increasing impact of Illinois Leadership on students is greatly due to the Center’s motivation and priority in working alongside campus departments and academic disciplines to enrich the education of every Illinois student. The Leadership Center values these partnerships and cross-campus relationships and works to encourage collaboration in multiple areas.

The Career Center Working in partnership, the Leadership Center and The Career Center offer programming and the promotion of a shared message that leadership skills are a necessity in a student’s professional development.

African American Cultural Program “100 Strong” Joining forces with the African American Cultural Program (AACP), the Center offers the Leadership Certificate program as a valuable component of the campus 100 Strong Program.

Engineering Career Services Center The Engineering Career Services Center and Illinois Leadership Center team up to provide workshops, resume reviews, and guest speakers to emphasize the importance of leadership and non-technical skill development in the engineering fields.

Division of Intercollegiate Athletics Partnering with the Division of Intercollegiate Athletics to offer leadership development and personal awareness training for first-year student-athletes.

La Casa Cultural Latina Solidifying our work with La Casa Cultural Latina to offer a series of leadership workshops for META, a Latina/o training program focused on retention, service and achievement.

LEADS Living and Learning Community Continuing to team up with the LEADS Living and Learning Community to offer programs during orientation, workshops throughout the academic year, an introduction to Leadership Theory course, and beginning during 2007-08 a new course ‘Leadership and Social Responsibility’.

Chemistry Supplemental SI Leaders Initiating a partnership with the Department of Chemistry to provide training for its Supplemental Instruction (SI) Leaders.

College of Business Partnering with the College of Business to offer enrollment in the Leadership Certificate program as part of the requirements for their James Scholars Honors programs.

College of Applied Health Sciences Partnering with the College of Applied Health Sciences to offer enrollment in the Leadership Certificate program as part of the requirements for their James Scholars Honors programs.

College of Medicine Collaborating with the College of Medicine’s Medical Scholar’s Program to provide structure for a Health Professions Leadership Certificate.

Sigma Phi Epsilon Fraternity Incorporating a leadership certificate program into the fraternity’s membership development program.

Partial list of campus programs partnering with Illinois Leadership Center:
- I-Start New Student Orientation
- Latina/o Family Visit Day
- Residential Life Paraprofessionals Campus Resource Fair
- Campus Recreation Block Party
- Transfer Student Welcome
- Latina/o Student Orientation Program
- Illini Union Board’s Women’s Conference
- Greek Affairs -Lambda Alpha Lambda Fraternity leadership consulting and Emerging Leaders
- Student Programs and Activities, Illini Union, and Public Affairs Marketing Workshop
It is with the support of our generous donors that the Illinois Leadership® Center can offer programs and other leadership programs and resources to Illinois students at no cost. These donors take pride in helping to develop leadership and growth in students. We recognize them for their generosity and support of Illinois Leadership and leadership education for all students.

**INDIVIDUAL PARTNERS**

**Tony Petullo** With fond memories of his time spent at Illinois, Tony Petullo ('61) generously made the largest outright gift ever received by Student Affairs. The Petullo endowment extends opportunities for students in all colleges on campus to learn realistic leadership skills.

**John Graf** The generous endowment from John ('81) and his wife, Maureen created the Graf Internship Program for the Illinois Leadership Center.

**Richard Cavenaugh** Richard Cavenaugh's ('82) endowment created and provides ongoing support for the leadership resource library at the Center.

**Jeffrey Moss Memorial Fund** The Moss Memorial Fund was established to recognize outstanding Leadership Coaches who support, encourage, inspire and mentor students participating in the Leadership Certificate Program.

**2007-2008 ANNUAL PARTNERS**

Christopher S. Dillon  
Terry K. Bosley  
Carol A. Bosley  
Ruth A. Fiorentino  
Jacqueline W. Davis  
Louis J. Davis  
James N. Hallene  
Suzanne D. Hallene  
Roger G. Davis  
Lisa Nerad Davis

**CORPORATE PARTNERS**

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THE 2007-08 ILC TEAM

FULL TIME STAFF
Sara Thompson, Acting Director
David Rosch, Program Director
Kirstin Phelps, Program Manager
Carol Bosley, Administrative Assistant
Phoebe Smith, Visiting Program Manager

STUDENT WORKERS
Tanya Kozlowski
Andrew Braham

GRAF INTERNS
Elaine Wah
Robert Wallon
Diana Burnitt
Natalie Coers
Alisha Howell
Ashley Aneloski
Richard Persaud
Phil Johnson
Alberto Bolanos
Jason Gwak

2007-08 ILC COORDINATING COMMITTEE

Keith Hjelmstad, Co-Chair, Professor, Civil and Environmental Engineering
Sara Thompson, Co-Chair, Acting Director, Illinois Leadership Center
Nathaniel Banks, Assistant Dean and Director, African American Cultural Center
Becca Bregel, Academic Advisor, Recreation, Sports, and Tourism
Claire Brady, Program Coordinator, Residential Life, University Housing
Lisa Burgoon, Visiting Teaching Associate and Program Coordinator, College of ACES
Jodie Castanza, Assistant Director, Residential Life, University Housing
Amanda Cuevas, Assistant Dean, Medical Scholars Program
Michael Danielson, Assistant Director, Campus Recreation
Tom Emanuel, Associate Director, Aviation
Mulu Ferede, Associate Director, Illini Union
Stephan Gasteiger, Assistant Professor, Human and Community Development
Anna Gonzalez, Associate Vice Chancellor, Student Affairs
Tom Grayson, Assessment Program Coordinator, Student Affairs Assessment
Steve Hall, Lecturer and Director of Career Center, Advertising
Violet Harris, Associate Dean and Professor, Curriculum and Instruction
Gail Hawisher, Professor, English
John Hedeman, Assistant Dean, College of Business
Laurie Kramer, Associate Dean and Professor, College of ACES
Krisi Kuntz, Assistant Provost, Office of the Provost
John Lammers, Associate Professor, Speech Communication
Marianne Lorenzen, Visiting Leadership Program Coordinator, College of ACES
Michael Loui, Professor, Electrical and Computer Engineering
Sheila Adele Lozano, Assistant Dean and Director, La Casa Cultural Latino
Charles Olson, Assistant Dean, College of ACES
Julian Parrott, Assistant Provost and Director, Division of General Studies
Ray Price, Professor and Chair, General Engineering
David Rosch, Program Director, Illinois Leadership Center
Deborah Rupp, Assistant Professor, Labor and Industrial Relations
Carolyn Shields, Professor, Education Organization and Leadership
Penelope Soskin, Senior Assistant Dean, Liberal Arts and Sciences
Marian Stone, Assistant to the Associate Dean, College of Fine and Applied Arts

The coordinating committee included students from each undergraduate college
Ashley Aneloski, Business Communications
Matthew Doherty, Engineering
Emily Echevarria, Engineering
Veronica Gonzalez, FAA
Jeffrey Good, Applied Health Sciences
Whitney Hubbard, FAA
Nadia Kountoures, Aviation
Blake Meentemeyer, ACES
Sanders Oh, LAS
Richard Persaud, Engineering
Elizabeth Thomas, Business
Robert Wallon, LAS
Ryan Zaglama, LAS

The following were not members of the coordinating committee; however, they served as working groups’ co-chairs:
Susan Larson, Assistant Dean and Associate Professor, Civil and Environmental Engineering
Collette Niland, Assistant Dean, College of Business
Ann Mester, Associate Dean and Assistant Professor, College of LAS
David Goldberg, Professor, Computer Science
Joan Volkmann, Senior Director of Development, College of LAS
2008-09 LEADERSHIP PROGRAMS DATES

**BY PROGRAM**

**Intersect** (4)
Saturday, June 28, 2008
Saturday, September 20, 2008
Saturday, November 8, 2008
Saturday, February 7, 2009

**Integrity** (3)
Saturday, September 27, 2008
Saturday, February 7, 2009
Saturday, March 7, 2009

**Imprint** (1)
Saturday, February 21, 2009

**Ignite** (2)
Thursday-Saturday, January 15-17, 2009
Monday-Wednesday, May 18-20, 2009

**Insight** (4)
Friday-Saturday, October 24-25, 2008
Thursday-Friday, January 8-9, 2009
Monday-Tuesday, January 12-13, 2009
Friday-Saturday, March 13-14, 2009

**LeaderShape** (1)
Sunday-Friday, January 11-16, 2009

**BY MONTH**

**June 2008**
Intersect (Saturday, June 28, 2008)

**September 2008**
Intersect (Saturday, September 20, 2008)
Integrity (Saturday, September 27, 2008)

**October 2008**
Insight (Friday-Saturday, October 24-25, 2008)

**November 2008**
Intersect (Saturday, November 8, 2008)

**January 2009**
Insight (Thursday-Friday, January 8-9, 2009)
Insight (Monday-Tuesday, January 12-13, 2009)
LeaderShape (Sunday-Friday, January 11-16, 2009)
Ignite (Thursday – Saturday, January 15-17, 2009)

**February 2009**
Intersect (Saturday, February 7, 2009)
Integrity (Saturday, February 7, 2009)
Imprint (Saturday, February 21, 2009)

**March 2009**
Integrity (Saturday, March 7, 2009)
Insight (Friday-Saturday, March 13-14, 2009)

**May 2009**
Ignite (Monday-Wednesday, May 18-20, 2009)