Illinois Leadership® Center

Coordinating Committee
2015-2016 Final Report

Submitted by ILCC Co-Chairs:

Dr. David Lange
Professor
Civil & Environmental Engineering

Dr. Gayle Spencer
Director
Illinois Leadership Center
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Ilinois Leadership Coordinating Committee
Executive Summary

The Illinois Leadership Coordinating Committee (ILCC) is comprised of approximately 40 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 multiple Student Affairs units. Many more faculty and staff volunteer their time as coaches for leadership certificate students, while others 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.

- Continue work in building a stronger academic community among faculty and staff at Illinois who focus on aspects of leadership, leadership development, and leadership education.

- Finalize campus-wide leadership education goals and metrics, by connecting and collaborating with relevant campus units engaged in leadership education.

- Work with campus colleagues to re-envision potential deliver methods of ILC Programs and Services, which will focus on alternative ways to engage students in leadership.

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 nine 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 $64,395 in cash gifts through April 2016, for the current fiscal year. Notable gifts include Rolls Royce, the Petullo Foundation, and endowment of the Eugene Jend Scholarship.
Leadership Development: Skills and Metrics Working Group

Work completed this year:
- Refined the Illinois Leadership Philosophy, adding language that emphasized the role of leaders in promoting inclusivity and respect.
- Developed a set of 21 leadership competencies organized around four discrete levels of practice: personal/self, interpersonal/team, organization, and community/society.
- The ILC worked with marketing consultants Surface 51 to develop a visual model—including several 3D models—and an accompanying web site to launch the new philosophy, model, and competencies to the campus and broader community.
- The working group will continue to work into early summer to prepare a draft sample of metrics for the 21 competencies, as well as to advise and assist the ILC staff in the presentation and integration of the new model for campus-wide leadership education and experiences at the University of Illinois.

Delivery of Leadership Programs Work Group

Recommendations from the work group included:
- Increase the variety of delivery methods to meet diverse student needs.
- Create an 8-week competency based certificate.
- Reduce length of current i-programs.
- Develop a blended i-program experience that includes about 1 hour of online pre-work, four hours of in-person work, and 1 hour online post work.
- Create mini-modules on leadership competencies (e.g., 5-7 minute videos including vignettes from employers and/or based on current events).
- Increase opportunities for peer mentoring.
- Design additional 1-hour workshops tailored to Registered Student Organizations (RSO’s).
- Consider adding a program designed for graduate students. This could include a graduate leadership certificate, online or in-person workshops tailored to meet graduate student needs.

Minor in Leadership Studies Faculty Advisory Committee

There are 320 undergraduate students matriculated into the Minor, with approximately 110 anticipating graduation in May 2016. A summary of the past year includes:
- A senior survey was administered to May and December 2016 graduates the week of May 2nd.
- Submitted a proposal to replace PSYC 455 with PSYC 245.
- Drafted twelve learning outcomes for the minor.
2015-2016 Working Group Assignments for the Illinois Leadership Coordinating Committee

**Advancement**

Barry Dickerson  
Mark Taylor  
Erin Kirby  
Angie Dimit  
Jennifer Henshaw  
Leslie Vermillion  
Megan Puzey  
Katelyn Jacobs  
Deanne Johnson  
Gayle Spencer  
Jeff Yacup  

**College of ACES/Advancement**  
**U of I Foundation**  
**College of ENG Advancement**  
**Student Affairs Advancement**  
**Research Department, U of I Advancement**  
**College of LAS, Office of Advancement**  
**Office of Corporate Relations**  
**College of Education, Advancement Office**  
**Office of VC Inst Advancement**  
**Illinois Leadership Center**

**Co-Chair**

**Faculty Advisory Committee to the Minor**

Tara Earls Larrison  
Nichelle Carpenter  
Jennifer Follis  
Kim Graber  
Kari Keating  
Kristi Kuntz  
Susan Larson  
Geoffrey Love  
Alice Novak  
Robert Steltman  
Lisa Burgoon  
Laurie Kramer  
Beth Hoag  

**School of Social Work**  
**Labor & Employee Relations**  
**Department of Journalism**  
**Kinesiology & Community Health**  
**Agricultural Education Program**  
**Office of the Provost**  
**Civil Engineering**  
**Business Administration**  
**Urban and Regional Planning**  
**College of LAS**  
**Agricultural Education Program**  
**College of ACES**  
**Illinois Leadership Center**

**Chair**

**Ex-officio**

**ILC Faculty Fellows**

Nichelle Carpenter  
Kathryn Clancy  
Ying Chen  
David Rosch  
Gayle Spencer  
Beth Hoag  
Phyllis Baker  

**Labor & Employee Relations**  
**Department of Anthropology**  
**School of LER & Department of Psychology**  
**Agricultural Education Program**  
**Illinois Leadership Center**  
**Illinois Leadership Center**  
**Special Assistant/Vice Chancellor Student Affairs**

**Ex-officio**
### Leadership Development Model: Skills and Metrics Working Group

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gail Rooney</td>
<td>SA/The Career Center</td>
<td>Co-chair</td>
</tr>
<tr>
<td>Karen Carney</td>
<td>College of LAS</td>
<td>Co-chair</td>
</tr>
<tr>
<td>Jim Dahl</td>
<td>College of Business</td>
<td></td>
</tr>
<tr>
<td>Herb Jones</td>
<td>University Housing</td>
<td></td>
</tr>
<tr>
<td>Jared Eakins</td>
<td>Illini Union</td>
<td></td>
</tr>
<tr>
<td>Andrew Hohn</td>
<td>Fraternity and Sorority Affairs</td>
<td></td>
</tr>
<tr>
<td>David Rosch</td>
<td>Agricultural Education Program</td>
<td></td>
</tr>
<tr>
<td>Jenn Smist</td>
<td>University Housing</td>
<td></td>
</tr>
<tr>
<td>Phyllis Baker</td>
<td>Vice Chancellor Student Affairs</td>
<td></td>
</tr>
<tr>
<td>Gayle Spencer</td>
<td>Illinois Leadership Center</td>
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### Delivery of Leadership Programs Work Group

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td>Beth Hoag</td>
<td>Illinois Leadership Center</td>
<td>Chair</td>
</tr>
<tr>
<td>CC Suarez</td>
<td>Agricultural Education Program</td>
<td></td>
</tr>
<tr>
<td>Jami Houston</td>
<td>Campus Recreation</td>
<td></td>
</tr>
<tr>
<td>Lisa Burgoon</td>
<td>Agricultural Education Program</td>
<td></td>
</tr>
<tr>
<td>Faye Lesht</td>
<td>Center for Teaching in Innovation &amp; Learning</td>
<td></td>
</tr>
<tr>
<td>Lisa Hinchliffe</td>
<td>University Libraries</td>
<td></td>
</tr>
<tr>
<td>Brian Farber</td>
<td>Auxiliary Services</td>
<td></td>
</tr>
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Working Group Reports

Advancement

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
Angie Dimit, Chief Advancement Officer, Student Affairs
Deanne Johnson, Director of Development, OVCIA
Erin Kirby, Associate Director of Advancement, College of Engineering
Gayle Spencer, Director, Illinois Leadership® Center
Leslie Vermillion, Senior Director of Development, College of LAS
Jeff Yacup, Assistant Director, Illinois Leadership® Center

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.

- Fundraising goal for current academic year is $75,000.

Summary of Work Completed and Key Accomplishments:
- On August 24, 2015, 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 63 gifts for a total of $64,395. Notable gifts include Rolls Royce, the Petullo Foundation, and Eugene Jend Scholarship.

- Twenty-seven alumni coaches (graduates of eight different colleges) from diverse demographic and employment backgrounds returned to campus to participate in the spring ‘16 Imprint program. One of our team members also helped arrange for UIUC alum (BS; AHS ’74) Colleen Malany to provide the keynote address at the workshop.

- Fraternity and Sorority Affairs and the ILC collaborated this year to launch the first ever Fraternity and Sorority Imprint program. Sixteen alumni from eight different colleges participated in the program.

- Worked with ILC staff to develop the “Illinois Success Stories” brochure to help build awareness and support for the Illinois Leadership Center.

- ILC Advancement members continued effort to create awareness with the campus community about ILC.
- Recruited Megan Puzey, Katelyn Jacobs, and Leslie Vermillion to join the ILC Advancement Committee. Megan and Katelyn are currently being on-boarded.

Next steps:

- Continue to increase awareness and expand development capacity across the development community.

- Further develop and align strategies between Student Affairs and Colleges to support ILC programs and development efforts.
Delivery Methods of Leadership Programs

Chair: Beth Hoag, Associate Director, Illinois Leadership Center

Members: Lisa Burgoon, Director, Minor Leadership Studies, ACES
Brian Farber, Executive Assistant, Auxiliary Services
Lisa Hinchliffe, Professor/Coordinator, Information Literacy Services & Instruction
Jami Houston, Assistant Director, HOUR Student Development
Faye Lesht, Associate Director, Center for Innovation in Teaching & Learning
Cecilia Suarez, Visiting Teaching Associate, Agricultural Education Program

Charge: Evaluate our current delivery of programs, investigate “good” practices of leadership delivery nationwide, and recommend suggestions for implementation

Summary of Activities: The delivery methods working group met five times during the course of the 2015-2016 academic year. During the fall semester, the group reviewed the new Illinois Model for Leadership, generated possible delivery methods, and discussed best practices in the delivery of co-curricular leadership education. These methods included in-person workshops, online/blended experiences, book clubs, cohort-models, competency-based certificates, and retreats (See appendix A for further information). The committee also discussed factors that should be considered when designing and delivering leadership curriculum including length of experience, variety of offerings, facilitator training, and communicating the value of leadership education to students. In order to gather more data on preferred delivery methods, the committee conducted two focus groups in the spring semester designed for undergraduate students who had not attended an ILC event.

Focus Group Overview: A total of 14 students participated in the focus groups (See Appendix B for demographic information). Participants were asked about their leadership experiences and preferred delivery methods (See Appendix C for focus group protocol).

Focus Group Findings: Focus group participants were interested in a variety of delivery methods (See Appendix D for a summary of data). Many indicated that they needed to see the value of leadership education, and be informed of the tangible benefits for attending. Students believed that leadership training was important, but some questioned how it could be taught. The most requested delivery method was a weekend retreat. Students indicated that this experience would get them away from campus and allow them to be immersed in the experience. Students also wanted more experience with leadership mentors.

Participants were mixed about online experiences. Many reflected that they were not as engaged in an online environment, but also enjoyed the flexibility. Upon discussing the content, many felt that a blended approach would be beneficial for learning about the competencies. Participants were divided on their interest in the traditional 6-8 hour in-person workshop. Some indicated they would not consider attending, but were more open to workshops that lasted
about 4 hours. About six participants discussed their willingness to participate in 8-week competency based training. They indicated that 8-weeks was a perfect time frame and they would be able to learn the material over time and receive a tangible certificate. Seven participants were interested in one-hour workshops because the information was targeted and short, but were concerned about the value of the content delivered.

**Recommendations:**

- Increase the variety of delivery methods to meet diverse student needs
- Create an 8-week competency based certificate
- Reduce length of current i-programs
- Develop a blended i-program experience that includes about 1 hour of online pre-work, four hours of in-person work, and 1 hour online post work
- Create mini-modules on leadership competencies (e.g. 5-7 minute videos including vignettes from employers and/or based on current events)
- Increase opportunities for peer mentoring
- Design additional 1-hour workshops tailored to RSO’s
- Consider adding a program designed for graduate students. This could include a graduate leadership certificate, online or in-person workshops tailored to meet graduate student needs

**Additional Recommendations:** *In addition to the above recommendations, the committee identified the following recommendations that are indirectly related to program delivery:*

- Identify ways tailor current i-programs to individual student needs and align programs with student development. This could include promoting i-programs in a developmental sequence (self-team-organization-society) and/or having a pre-assessment tool for i-programs that would provide facilitators with a deeper understanding of student expectations and prior knowledge.
- Incorporate more time for reflection in or after current programs such as:
  - Reflection activity at the end of each i-program and included in participant manual
  - Deadline for certificate students to submit reflections for i-programs
- Develop assessment tools for facilitators/coaches that identify their training needs and solicit feedback about current programs. Based on this data consider additional or revised facilitator/coach trainings.
- Develop methods to utilize the new e-portfolio system (Digication) to help students track their leadership experiences.
- Intentionally market the value-added nature of leadership education in connection to career readiness. Consider the following:
  - Video testimonials from employers
  - Include sample resume statements in participant manuals
  - Offer workshops on communicating your leadership experiences to employers
  - Develop a badge program for marketing on LinkedIn
Appendix A: Possible Delivery Methods of Co-Curricular Leadership Education

Online/Blended Education Format - The online/blended environment may allow more guest lectures, and could be sequenced using modules. Best practice for online education includes online interaction w/content, interaction with instructor, and interaction with other students.

Delivery Methods:
- 1-hour webinar
- 1-hour interactive online moderate experience
- Blended (e.g., 1 hour pre-work online, 4 hours in person, 1 hour online post-work)
- Self-paced online training

Cohort Model - Students would sign up for an extended experience possibly over the course of a semester or year, such as an emerging leaders program. Students would go through a variety of programs together. This could include attendance at existing programs, or cohort-specific trainings.

Delivery Methods:
- 8-week competency based certificate program (e.g., 1/hour per week)
- Blended (e.g., 1 hour pre-work online, 4 hours in person, 1 hour online post-work)
- 2-year certificate program with mentoring
- Book club

Traditional In-Person Workshops – One-time workshops designed to focus on specific leadership skill development.

Delivery Methods
- 1-hour in person workshop
- 4-hour in person workshop
- 6-8 hour in person workshop
- Weekend Retreat
Appendix B: Focus Group Participant Demographics

Total Participants: 14
(Additional identities were provided as selections but are not included in this summary if no participant selected them).

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>%</th>
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<tbody>
<tr>
<td>Freshman</td>
<td>3</td>
<td>21%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>7</td>
<td>50%</td>
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<tr>
<td>Junior</td>
<td>3</td>
<td>21%</td>
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<tr>
<td>Senior</td>
<td>1</td>
<td>7%</td>
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<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
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<tr>
<td>Asian</td>
<td>3</td>
<td>21%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>White</td>
<td>8</td>
<td>57%</td>
</tr>
<tr>
<td>Choose not to respond</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Man</td>
<td>6</td>
<td>43%</td>
</tr>
<tr>
<td>Woman</td>
<td>8</td>
<td>57%</td>
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<td><strong>Sexual Orientation</strong></td>
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<tr>
<td>Heterosexual/Straight</td>
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<td>100%</td>
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<td><strong>Academic College</strong></td>
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<tr>
<td>ACES</td>
<td>2</td>
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<tr>
<td>Applied Health Science</td>
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<td>14%</td>
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<tr>
<td>Business</td>
<td>1</td>
<td>7%</td>
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<tr>
<td>DGS</td>
<td>2</td>
<td>14%</td>
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<tr>
<td>Engineering</td>
<td>5*</td>
<td>36%</td>
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<tr>
<td>LAS</td>
<td>1*</td>
<td>7%</td>
</tr>
<tr>
<td>Media</td>
<td>2</td>
<td>14%</td>
</tr>
</tbody>
</table>

* One student indicated dual colleges: Engineering and LAS
Appendix C: Focus Group Questions

1. Since you have been at University of Illinois, what leadership experiences have you had?
2. What are you doing to develop your leadership skills?
   a. How important is it to you, to improve your leadership skills?
3. Have you heard of the ILLINOIS LEADERSHIP CENTER?
   a. What do you know about the ILLINOIS LEADERSHIP CENTER?
   b. What do you expect them to offer?
   c. Have you participated in any ILLINOIS LEADERSHIP CENTER programs?
   d. What has prevented you from attending any ILLINOIS LEADERSHIP CENTER programs?

[Distribute Handout #1: List of potential delivery methods]

A. 1-hour webinar
B. 1-hour interactive online experience moderated
C. 1-hour in-person workshop
D. A combined online/in person workshop (i.e. 1 hour of pre-work, 4 hours of in-person work, 1 hour of post work)
E. 6-8 hour in-person workshop
F. 2-year certificate program that combines in-person workshops, mentoring, and the development of a leadership portfolio.
G. 8-week competency based certificate program (1 in-person hour/week)
H. Mentoring- (i.e. monthly meeting with faculty/staff/alumni)
I. Self-paced online training
J. Weekend retreat
K. Monthly book club

4. Assuming the content will be valuable and useful to you, identify the top three types of training experiences that you are most likely participate in. Why did you choose these?
   a. Review each mode with participants and see if it was in their top three and why. What may be a disadvantage to the preferred mode you chose?
   b. Which would you not participate? Why?
   c. Which of the listed modes have you experienced? How is your experience with these modes influencing your responses?

[Distribute Handout #2: List of Leadership Competencies]

5. Introduce leadership competencies
   a. How would you want this content delivered?
   b. Would it be similar or different to the modes of delivery you suggested before?
6. What have we not asked you about the delivery leadership programs that you would like to tell us?
## Appendix D: Focus Group Data

<table>
<thead>
<tr>
<th>Top Three Methods</th>
<th>Would not attend</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-hour webinar</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1-hour interactive online experience moderated</td>
<td>1</td>
<td>Don’t have to get out of bed, but more interactive</td>
</tr>
<tr>
<td>1-hour in-person workshop</td>
<td>7</td>
<td>Short and sweet, if you don’t like it, it is done soon, prefer to a webinar, chance of free food</td>
</tr>
<tr>
<td>A combined online/in person workshop (i.e. 1 hour of pre-work, 4 hours of in-person work, 1 hour of post work)</td>
<td>2</td>
<td>Work when you have the time, and four hours is more manageable</td>
</tr>
<tr>
<td>6-8 hour in-person workshop</td>
<td>4</td>
<td>Pro: fully immersed vs. 1 hour lecture, can do it at one time Cons: Too long, prefer around 4 hours, must be convinced of value to spend whole day</td>
</tr>
<tr>
<td>2-year certificate program that combines in-person workshops, mentoring, and the development of a leadership portfolio.</td>
<td>3</td>
<td>Little bit of everything, get something tangible, put on resume</td>
</tr>
<tr>
<td>8-week competency based certificate program (1 in-person hour/week)</td>
<td>6</td>
<td>8-week is perfect length, motivation to continue, something tangible at the end, seems interactive</td>
</tr>
<tr>
<td>Mentoring- (i.e. monthly meeting with faculty/staff/alumni)</td>
<td>9</td>
<td>Personalized experience, flexible, pick your own mentor</td>
</tr>
<tr>
<td>Self-paced online training</td>
<td>2</td>
<td>Flexibility, can do at my own pace, but concerned about maintaining attention</td>
</tr>
<tr>
<td>Weekend retreat</td>
<td>11</td>
<td>Away from campus, mini-adventure, sounds fun, immersive</td>
</tr>
<tr>
<td>Monthly book club</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Faculty Advisory Committee to the Minor

Chair: Tara Earls Larrison, Clinical Associate Professor, School of Social Work

Members: Nichelle Carpenter, Assistant Professor, School of Labor & Employee Relations
Jennifer Follis, Lecturer, Journalism
Kim Graber, Professor, Kinesiology & Community Health
Kari Keating, Teaching Associate, Agricultural Education Program
Kristi Kuntz, Associate Provost for Academic Programs & Policies
Susan Larson, Assistant Dean, & Director, Civil Engineering
Geoffrey Love, Assistant Professor, Business Administration
Alice Novak, Assistant Head, Urban & Regional Planning
Robert Steltman, Executive Assistant Dean, LAS Administration

Ex-officio: Lisa Burgoon, Director, Minor Leadership Studies, ACES
Laurie Kramer, Associate Dean, ACES
Beth Hoag, Associate Director, Illinois Leadership Center

The Minor in Leadership Studies is in its fifth 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.

Minor enrollment continues to grow at a pace that appears sustainable for the next several years. Currently there are 320 students actively pursuing this minor with approximately 110 anticipating graduation in May 2016.

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

- Submitted a proposal through ACES Courses and Curricula committee and on to the Provost’s Office Educational Policy Committee to replace PSYC 455 with PSYC 245. The data was clear that PSYC 245 contains more appropriate content that sequences better with other required courses and it is offered both fall and spring semesters allowing better scheduling for students. PSYC 455 remains an elective option.
- Made the following changes to elective courses, reviewed and approved by the Course-Vetting Sub-Committee and the full FAC was included in the proposal to Education Policy:
  o IHLT 230: Leadership and Health
  o ACE 231: Food and Agribusiness Management
  o ACE 291: Agricultural Policy and Leadership
  o PSYC 455: Organizational Psychology
• This sub-committee also revised the course-vetting criteria slightly to clarify the purpose of elective courses, how much leadership content and assessment is required and to eliminate some duplication of criteria that was cumbersome to apply.

• The Metrics/assessment subcommittee, Chaired by Dr. Kari Keating, drafted twelve Learning Outcomes using required course objectives and the Student Learning Outcomes report from the Provost’s Office. The online Senior Survey instrument was revised and will be administered the week of May 2 to the May and December 2016 graduates. It contains the same questions we have asked for three years, plus six new questions crafted from the Learning Outcomes draft report.

• Future plans for the Committee include continuing to review electives that have not been reviewed in the past five years, in addition to reviewing new courses, implementing the change in required courses from PSYC 455 to 245, and further refining the Learning Outcomes for the Minor.
Faculty Fellows

Fellows: Nichelle Carpenter, Asst. Prof., Psychology & Labor and Employee Relations
Kathryn Clancy, Assistant Professor, Anthropology, PEEC, Beckman Institute
Ying Chen, Assistant Professor, Labor and Employment Relations
David Rosch, Assistant Professor, Agricultural Leadership Education

Members: Gayle Spencer, Director, Illinois Leadership® Center
Beth Hoag, Associate Director, Illinois Leadership® Center
David Lange, Professor, Civil Engineering
Phyllis Baker, Special Assistant to the Vice Chancellor for Student Affairs

Overview: This year was the kick-off of the ILC faculty fellows program. The program is designed to encourage leadership scholarship and interdisciplinary collaboration at University of Illinois. Each year, four tenure-track faculty are selected based on their scholarly interest in the field of leadership. Fellows are provided with $5,000 to support their leadership scholarship. This year the fellows meet three times throughout the year. On March 2nd and 9th the fellows held an inaugural colloquium series. Each fellow presented their research to the campus community, and led a discussion regarding implications and recommendations. Below is a synopsis of each fellow’s research.

Examining the Process of Leadership Learning
Dr. David Rosch, Assistant Professor, Agricultural Leadership Education
Many people believe that: a) leadership cannot be learned – that people either “have it” or they do not; and b) that regardless, measuring the degree of leader capacity is next to impossible. My research is focused on these two areas, 1) Mapping the trajectory of leadership development in young adults as a result of participation in programmatic intervention; and 2) rigorously assessing the methodology of leadership evaluation.

The Effects of Congruence in Member and Leader Organizational Identification on Work Outcomes
Dr. Ying Chen, Assistant Professor, Labor and Employment Relations
Drawing on social identity theory and self-categorization theory, we integrated research on shared social identity and identity threat to examine the effects on work outcomes of congruence vs. incongruence in both members’ and leaders’ identification with their organization. A multi-level polynomial regression analysis showed that when members and leaders were congruent in their organizational identification, they enjoyed higher (member) job satisfaction, higher (leader) organizational citizenship behaviors, and member-leader agreement on the member’s performance rating. Our results demonstrated further that incongruence affected member and leader outcomes, in that a comparatively higher level of organizational identification on the part of one led to relatively higher job satisfaction and OCBO for that party in contrast to when that party’s organizational identification was comparatively lower.
Double Whammies in Workplace Harassment: Implications for University Leadership

Dr. Kathryn Clancy, Assistant Professor, Anthropology, PEEC, Beckman Institute

Dr. Clancy (Anthropology, PEEC, Beckman Institute) has examined workplace harassment in two academic science populations: fieldwork conducted by field scientists, and workplaces among astronomers and planetary scientists. She has found that gendered violence disproportionately affects female trainees and is often perpetrated by supervisors, representing a double whammy of gender and rank targeting. She has also found that women of color experience the highest rates of hostile workplace behaviors, representing a double whammy of gender and race targeting. Clancy discusses the ways in which intersectional approaches offer an opportunity for university leaders to eliminate harassment.

The Eye of the Beholder: A Meta-Analytic Examination of the Convergence between Leader and Observer Perceptions of Leadership

Dr. Nichelle Carpenter, Assistant Professor, Psychology & Labor and Employee Relations

The convergence between a leader’s assessment of his/her leadership behaviors and assessments from the leader’s subordinates, peers, and superiors—also known as “leader insight”—is critical for the understanding of leadership and is also linked to important organizational and leader outcomes. Unfortunately, many questions remain regarding the extent to which leaders have insight into their leadership behaviors. This study examines whether leaders’ perceptions of their leadership behaviors are similar to or different from observers’ perceptions. We also investigate whether leader-observer agreement is influenced by type of observer and type of leadership.
Leadership Development Model: Skills and Metrics

Co-Chairs: Gail Rooney, Associate Dean, Leadership and Career Development
Karen Carney, Associate Dean, College of Liberal Arts and Sciences

Members: Phyllis Baker, Special Assistant, Vice Chancellor for Student Affairs
Jim Dahl, Associate Dean, College of Business
Jared Eakins, Program Adviser, Illini Union
Andrew Hohn, Associate Director for Fraternity & Sorority Affairs, Dean of Students
Herb Jones, Assistant Director, Social Justice & Leadership Education, University Housing
David Rosch, Assistant Professor, Human and Community Development, ACES
Jenn Smist, Program Director, Weston Exploration & LEADS Living Learning Communities, University Housing
Gayle Spencer, Director, Illinois Leadership Center

Charge:

- 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

Summary of Activities

- The Skills and Metrics working group began its work by re-examining the conceptual model developed by last year’s group. We refined the Philosophy of Leadership Education at Illinois, adding language that emphasized the role of leaders in promoting inclusivity and respect.
- Guided by David Rosch’s *An Illinois Model of Leadership Education* (2015), the working group developed a set of 21 leadership competencies organized around four discrete levels of practice: personal/self, interpersonal/team, organization, and community/society. For each of the 21 competencies, we developed descriptive language and provided examples drawn from both academic and co-curricular settings.
- The ILC worked with marketing consultants Surface 51 to develop a visual model—including several 3D models—and an accompanying web site to launch the new philosophy, model, and competencies to the campus and broader community.
Recognizing the need to reconnect with those who had provided input as part of last year’s Campus Conversations on Leadership, our working group planned two “Leadership Conversations” (January 20th and 26) to begin rolling out the new philosophy, model, and competencies to stakeholders. Attendees helped identify places on campus where leadership development was occurring, and provided strong support for the new philosophy and competencies.

The philosophy, model, and competencies were reviewed at the January 28 ILCC meeting, and were strongly endorsed by those attending. The Skills and Metrics working group also received excellent suggestions for campus-wide adoption and integration of the new model.

ILC Director Gayle Spencer presented the philosophy, model, and competencies to several smaller groups, including the Council of Undergraduate Deans and Student Affairs Department Heads.

In March, the working group began looking in earnest at metrics and assessment of the identified student leadership competencies. We considered several existing tools, including Corey Seemiller’s Student Leadership Competencies Inventory and the NACA NEXT online assessments. There was strong consensus that the best way to measure leadership at Illinois was to develop our own proprietary instrument that would enable students to self-assess their strengths and the areas in which they wished to improve. Although ILC Associate Director Beth Hoag is doing much of the work to draft the survey, the working group has provided advice and assistance on the types of scaled items to include.

The working group will continue to work into early summer to prepare a draft sample of metrics for the 21 competencies, as well as to advise and assist the ILC staff in the presentation and integration of the new model for campus-wide leadership education and experiences at the University of Illinois.

Included as appendices to the report are the finalized Illinois Philosophy of Leadership, Model of Leadership, and the Illinois Leadership Competencies prepared by the working group. These will become the framework for leadership education and practice at Illinois with the ILC leading campus-wide efforts to educate and inform the campus of the new philosophy, model and competencies.
AN ILLINOIS MODEL OF LEADERSHIP EDUCATION

Leadership researchers can identity 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 (Bass, 1990). In addition, a belief persists in modern society that leadership is inherent to the individual and not subject to conscious development (Komives, et al., 2013). 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 (Komives, 2011). 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 (Yukl, 2010) 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 (Rosch & Anthony, 2012). 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 (Goertzen, 2009). 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.
References


ILLINOIS LEADERSHIP COMPETENCIES

A list of competencies provides goals, directions, and outcomes for leadership educators and learners. Competencies help the campus to inclusively define the knowledge, skills, and attitudes necessary for effective leadership practice, and they provide a structure to communicate how leadership-specific knowledge, skills, and attitudes are inter-related.

The Illinois Leadership Competencies consist of four levels of practice:

1) “Personal/Self” Level
The practice of effective leadership begins within oneself. Leaders work to develop a set of individual skills and attitudes necessary for being productive members of society.

   • Self-Knowledge
     o Possesses an accurate sense of one’s current interests, values and goals in life
     o Describes how one’s choice of academic major is personally significant
     o Can describe one’s personality, interests, strengths, and weaknesses
     o Is able to articulate the skills that they can bring to a team

2) “Interpersonal/Team” Level
Effective leadership requires working with and influencing others to achieve common goals and shared vision. Leaders need to develop skills for building personal, authentic, and productive relationships.

3) “Organization” Level
Significant accomplishments achieved within organizations are the result of teams interacting together. Leaders must navigate systems and influence people.

4) “Community/Society” Level
The values and actions of individuals, teams, and organizations interact with and affect the broader communities in which they are situated. Leaders are role models and influencers with several communities simultaneously, and must possess skills and attitudes consistent with success in this larger context.

Leadership education at the University of Illinois consists of developing competence in a set of skills and attitudes within each Level.

1) PERSONAL/SELF

The practice of effective leadership begins within oneself. Leaders work to develop a set of individual skills and attitudes necessary for being productive members of society.
Self-Management

- Manages one’s self and actions with a healthy attitude and productive relationships
  - Recognizes when they are frustrated in an argument with another, and can ask for a break in the discussion
- Consciously identifies one’s goals and works towards them
  - Identifies what type of lifestyle they would like to lead in five years
- Starts work on one’s goals and plans
  - Rarely requires time extensions on project deadlines
- Proposes new ideas or actions after consideration of options
  - Consistently volunteers for ad-hoc tasks within a group

Reflection

- Considers past experiences and current situations to inform current and future actions
  - Identifies specific examples in their life that define their leadership
- Utilizes past mistakes and actions as learning opportunities to improve skills
  - Regularly asks, “What can we do better next time?”

Empathy

- Understands the perspectives of others, without necessarily agreeing with them
  - Sees a supervisor’s point of view in why they did not receive an assignment
- Recognizes and acknowledges the emotional context of interactions
  - Recognizes the nervousness of a new team member

Openness

- Values new experiences and people
  - Is excited to meet someone of a different background and learn new things
- Maintains a strong sense of personal values while being responsive to new ones
  - Authentically considers and evaluates a perspective contrary from their own

Integrity

- Acts to do the “right” thing consistently
  - Can be trusted with privileged information
- Possesses a strong personal character
  - Is respected by most people

2) INTERPERSONAL/TEAM

Effective leadership requires working with and influencing others to achieve common goals and shared vision. Leaders need to develop skills for building personal, authentic, and productive relationships.
❖ **Common Purpose**
   - Facilitates conversations within groups to agree upon goals and tactics
     - *Reminds the team of its core priorities as it decides on its future goals*
   - Builds a sense of commitment from team members
     - *Facilitates activities and discussions that help team members bond interpersonally*

❖ **Communication**
   - Shares perspectives and gathers viewpoints, in both formal and informal environments
     - *Ensures open understanding of team and individual priorities*
     - *Balances the priority to be understood with the priority to understand*
   - Engages in active listening
     - *Practices empathy when team emotions are high*

❖ **Relationship Management**
   - Builds and maintains healthy and productive relationships
     - *Seeks to learn about the interests, values, and goals of others*
     - *Creates communication structures to stay in touch with colleagues*
   - Adapts personal interaction style to build relationships in a variety of environments
     - *Introduces oneself to others in both formal and informal settings*
     - *Connects to various student communities by developing friendships/networks*

❖ **Group Dynamics**
   - Recognizes how relationships within groups change and accordingly adapts personal leadership style
     - *Knows how to facilitate ice-breaking conversations for new teams*
     - *Senses when a team is ready to focus on tasks or relationships*
   - Manages interpersonal conflict appropriately
     - *Compromises and accommodates others*

❖ **Followership**
   - Supports other leaders and their initiatives
     - *Works productively to support and shape initiatives*
   - Challenges the group and other leaders with respect and consideration
     - *Confronts or challenges one’s supervisor in a respectful way*

❖ **Cultural Competency**
   - Possesses the skills, knowledge, and attitude necessary to create authentic relationships with those from different cultures
     - *Builds relationships with people outside their dominant cultural group*
     - *Explores new cultural experiences*
   - Recruits diverse membership within groups or teams
     - *Facilitates cross-cultural understanding within groups*
3) ORGANIZATION

Significant accomplishments achieved within organizations are the result of teams interacting together. Leaders must navigate systems and influence people when they do not possess the time or ability to create interpersonal relationships with all others.

- **Change Management**
  - Creates successful change in organizations with a planned and disciplined process
    - Creates transition plan for next leader(s)
    - Uses organizational meeting time to provide updates and status reports of ongoing projects
  - Engages others in developing a strategic future
    - Works to develop an organizational strategic plan with other members

- **Diversity Advocacy**
  - Promotes diversity to make organizations stronger
    - Engages underrepresented populations within the organization in discussions focused on improving it
  - Advocates for processes that are inclusive of diverse cultures
    - Moves an event that would occur during the Muslim holiday of Ramadan
  - Creates events and celebrations that teach the value of diversity of cultures
  - Plans a Hunger Banquet to educate members on issues of poverty

- **Systems Thinking**
  - Creates sustainable standard processes for ongoing tasks
    - Can create a procedure for approval of budgetary expenditures that others approve of
  - Organizes the work of others in a systemic and consistent manner
  - Attempts to define people’s roles to avoid overlapping responsibilities or ambiguous functions

- **Innovation**
  - Values continuous assessment and improvement
    - At the completion of an initiative, they often ask, “What can we do better next time?”
  - Balances the need for stability with the goal to improve
    - Appropriately challenges the traditional ways of doing things
  - Changes processes and structures with purpose and meaning
    - Questions the need to change something before starting the process of researching potential changes
4) COMMUNITY/SOCIETY

The values and actions of individuals, teams, and organizations often interact with and affect the broader communities in which they are situated. Leaders are often role models and influencers with several communities simultaneously, and must therefore possess skills and attitudes consistent with success in this context.

- **Human Dignity**
  - Recognizes the worth of all people and ensures their human rights are a priority
    - Considers whether a project might negatively impact a local community
    - Motivates other members of the group to treat others with respect and models service to others

- **Social Justice**
  - Strives to reduce societal economic, political, and social inequality
    - Creates a member recruitment process that reduces inequality in its policies

- **Global Competence**
  - Interacts effectively with people from geographically diverse communities
    - Recognizes and understands the value of global perspectives
  - Respects local cultures within a global context
    - Is excited to learn about local history when visiting a new place

- **Service-minded**
  - Achieves meaning for their work in its service to others
    - Communicates to their organizations how their work contributes to the health and wellness of others
  - Engages in actions that serve others in and outside of their community
    - Volunteers time at a local animal hospital

- **Sustainability**
  - Ensures impact of work is balanced and serves the stakeholders
    - Works with facilities staff to install “smart” thermostats in campus residences
    - Considers human and financial resources required to achieve a project, and ensures that they are used effectively
  - Improves environmental conditions within their community
    - Helps to plan a community garden to increase local access to nutrients while reducing carbon dioxide emissions
ILLINOIS LEADERSHIP PHILOSOPHY

Leaders are individuals who work with others to create positive change. Leadership can be practiced by anyone interested in making a contribution, regardless of formal authority or position.

Leadership development begins with self-knowledge—understanding one’s passions, motivations, strengths, limits, and personal values. Leaders are committed to continual self-discovery, reflection, and learning.

Learning to work with others is essential, since leadership never happens alone. Leadership is exercised as members of teams, business, civic, and community organizations, and as global citizens. Leaders recognize and value the multitude of voices, opinions, experiences, and identities in our workplaces and communities, and as leaders, we work to promote greater inclusivity and respect.

At the University of Illinois, students learn and practice leadership in their academic coursework and out-of-classroom activities.
Illinois Leadership Competencies

To learn more about the Leadership Competencies, visit leadership.illinois.edu/model/
Illinois Leadership Center Updates and Accomplishments

ILC Programs

- Piloted two new i-Programs, Inclusion and Innovation.
- Instituted the Faculty Fellows Program, with four faculty members in the first cohort. There are: Nichelle Carpenter, Asst. Prof., Psychology & Labor and Employee Relations; Kathryn Clancy, Assistant Professor, Anthropology, PEEC, Beckman Institute; Ying Chen, Assistant Professor, Labor and Employment Relations; and David Rosch, Assistant Professor, Agricultural Leadership Education.
- Held the inaugural Leader in Residence Program, designed to bring leader practitioners and scholars to campus to share their experiences and engage in rich and challenging conversations, learning and reflection with Illinois students, faculty, and staff. Leaders will share their leadership perspectives in various forums with the campus community, and live in residence on campus for one week. Timothy R. McMahon, was the leader in residence. He is co-author of Exploring Leadership: For College Students Who Want to Make a Difference; and has a Bachelor’s Degree in Astronomy, and a Master’s Degree in Higher Education Administration from the University of Illinois at Urbana-Champaign.
- This year’s LeaderShape Program had 63 student participants, representing 10 colleges on campus.
- Over 300 students enrolled in the Certificate Program, with 53 students completing the program this year.
- Over 210 faculty, staff and alumni serve as leadership coaches for the Certificate Program.
- Dan Jensen, Head of Engineering for Services at Rolls-Royce Corporation in Indianapolis, received the award for Outstanding Certificate Coach.
- 14 i-Programs were held this year, with 1132 student participants.
- 73 Strengths Quest Workshops took place, serving 2405 students.

Presentations by ILC Staff

- Spencer, G.L. (2016). “How Can We Design Intentional Leadership Learning and Development Using Leadership Competencies in the Classroom?” Keynote Speaker at Millikin University Interdisciplinary Faculty Conference, Decatur, IL.
• Spencer, G.L. (2016). “CAS: What’s new, what’s useful, and how you can use it!” NACA National Convention, Louisville, KY.
• Spencer, G.L., & Harr, M. (2016). “RPG, CAS, Oh My! Demystifying Assessment and demonstrating how we contribute to Student Success.” NACA National Convention, Louisville, KY.

Publications


Professional Involvement

• 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).
• Gayle Spencer is serving on the inaugural Big Ten Leadership Network Planning Committee. For the first time ever, all Big Ten schools will meet to discuss leadership education and ways for our institutions to collaborate on leadership education initiatives. The event will be August 4-6, 2016.
• Gayle Spencer served as an educational session reviewer for the International Leadership Association Annual Global Conference.
• Gayle Spencer served as the Coordinator of the New Professionals Cohort at the NACA National Convention.
• Beth Hoag served as the Coordinator of the Student Leadership Cohort at the NACA National Convention.
• Beth Hoag serves on the NACA Educational Advisory Group.
• Beth Hoag served as an educational session reviewer for the NASPA Annual Conference.
• Jeff Yacup serves on American College Personnel Association (ACPA) Commission for Administrative Leadership Directorate.

Other

• Beth Hoag will be graduating in August 2016 with a Ph.D. in Higher Education Administration from Bowling Green State University. Her dissertation topic was: Opposites or Perfect Partners: Student Affairs and Libraries in Collaboration to Advance Student Learning.