Illinois Leadership® Center

Coordinating Committee
2016-2017 Final Report

Submitted by ILCC Co-Chairs:

Dr. Karen Carney
Associate Dean
Liberal Arts and Sciences

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

The Illinois Leadership Coordinating Committee (ILCC) is comprised of approximately 50 faculty, staff, and students who volunteer their time and skills to support leadership development for Illinois students. Leadership education continues to enjoy broad support on our campus. The ILCC has members from ten undergraduate-enrolling colleges or units, the Foundation, and multiple Student Affairs Departments. Many more faculty and staff volunteer their time as coaches for leadership certificate students; while others serve as facilitators for our i-programs and The Institute by 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 building a stronger academic community among faculty and staff at Illinois who focus on leadership development and leadership education.
- Implement 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 the Integrity and Ignite i-Program curriculum.

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 six 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 $41,953.67 in cash gifts through April 2016, for fiscal year 17. Notable gifts include Rolls Royce, the Petullo Foundation, and endowment of the Eugene Jend Scholarship.

Minor in Leadership Studies Faculty Advisory Committee

There are 281 undergraduate students matriculated into the Minor, with approximately 100 anticipating graduating in May 2017. A summary of the past year includes:
○ A senior survey was administered to May, August, and December 2017 graduates, the week of April 24th.
○ Replaced PSYC 455 with PSYC 245 as the required psychology course in the minor.
○ Finalized twelve learning outcomes for the minor.

Ignite Work Group

Recommendations from the work group included:

○ Create a revised six hour curriculum for the program integrating interactive activities, small group discussions, videos and lectures.
○ In addition, explore the possibility of splitting Ignite into two different programs, each three hours in length.

Integrity Work Group

Recommendations from the work group included:

• Create a blended learning experience that includes pre-work.
• Find a way to focus more on values, and make that experience interactive.

Integration Strategies for the Use of the Illinois Leadership Model on Campus Work Group

Recommendations from the work group included:

• Identify 10-15 faculty who are allies of the ILC and would agree to incorporate the model into their courses.
• Prepare canned programs of different focus and lengths about the leadership model that can be delivered to students, academic advisors, and faculty.

Faculty Fellows

This year:

• Five fellows were selected: Dr. Ying Chen (2nd year fellow), Dr. Kathryn Clancy (2nd year), Dr. K Peter Kuchinke (1st year), Dr. Nathan Todd (1st year), and Dr. David Rosch (2nd year).
• A Faculty Conversation on Leadership Scholarship was held in the fall, with 15 faculty participants.
Dear Colleagues,

Thank you for accepting this invitation to serve on the Illinois Leadership Coordinating Committee (ILCC), which continues to be influential in the development and growth of the Illinois Leadership Initiative.

Karen Carney, Associate Dean, LAS, and Gayle Spencer, Director of the Illinois Leadership Center, will serve as co-chairs. We appreciate their willingness to serve. Jen Frank, Office Administrator of the Illinois Leadership Center, will provide staff support. It is anticipated that the entire committee will meet three times during the academic year, with the majority of the work accomplished through its subcommittees. We request that the co-chairs submit a brief summary of the committee’s work by April 21, 2017.

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

1. Continue to provide guidance on the implementation of the shared fundraising model between Student Affairs and Academic Affairs to promote leadership education through the Illinois Leadership Center and academic colleges.
2. Continue work in building a stronger academic community among faculty and staff at Illinois who focus on aspects of leadership, leadership development and leadership.
3. Implement campus-wide leadership education goals and metrics by connecting and collaborating with relevant campus units engaged in leadership education.
4. Work with campus colleagues to re-envision the Integrity and Ignite i-Program curriculum.

The members of the Faculty Advisory Committee for the interdisciplinary Minor in Leadership Studies will participate as members of the ILCC to advance leadership education at Illinois. Dean Hauser, Dean of the College of Agricultural, Consumer, and Environmental Sciences provided the charge for Faculty Advisory Committee separately.

The first meeting of the ILCC will be Wednesday, September 14, 2016, from 3 pm to 4:30 pm in the Heritage Room at the ACES Library. We look forward to seeing you as we kick off the new academic year.

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

Sincerely,

C. Renée Romano
Vice Chancellor for Student Affairs

Edward Feser
Interim Vice Chancellor for Academic Affairs and Provost

C: Chuck Tucker, Vice Provost for Undergraduate Education and Innovation
   Kenneth Ballem, Associate Vice Chancellor for Student Affairs
2016-2017 Working Group Assignments for the Illinois Leadership Coordinating Committee

**Advancement**

Barry Dickerson  
College of ACES/Advancement  
Co-Chair

Mark Taylor  
U of I Foundation  
Co-Chair

Erin Kirby  
College of ENG Advancement

Angie Dimit  
Student Affairs Advancement

Jennifer Davis  
U of I Foundation - Research

Megan Puzey  
Office of Corporate Relations

Leslie Vermillion  
College of LAS

Deanne Johnson  
U of I Foundation, Director of Advancement

Eva Schmidt  
Assistant Director or Advancement, Illini Center Chicago

Gayle Spencer  
Illinois Leadership Center

Jeff Yacup  
Illinois Leadership Center

**Minor in Leadership Studies Faculty Advisory Committee**

Geoffrey Love  
Business Administration  
Chair

Lisa Burgoon  
Agricultural Education Program  
Ex-officio

Prasanta Kalita  
College of ACES  
Ex-officio

Beth Hoag  
Illinois Leadership Center  
Ex-officio

Janice Collins  
Department of Journalism

Kim Graber  
Kinesiology & Community Health

Kari Keating  
Agricultural Education Program

Kristi Kuntz  
Office of the Provost

Zelda Gardner  
Fine and Applied Arts

Susan Larson  
Civil Engineering

Tara Earls Larrison  
School of Social Work

**Ignite Work Group**

Lauren Gress  
Illinois Leadership Center  
Chair

John Welty-Peachy  
Rec, Sports and Tourism

Beth Hoag  
Illinois Leadership Center

Rob Klein  
Illinois Leadership Center, Student Employee

Louis Blanc  
University of Illinois Alumni

Taylor Tian  
Illinois Leadership Center, Graduate Assistant

Herb Jones  
University Housing
Integrity Work Group
Beth Hoag  
Lauren Gress  
Andrew Hohn  
Megan Lindsey  
Trish Anton  
Annie Morgan  
Brenda Lindsey  
Renee Mandelbaum  
Illinois Leadership Center  
Illinois Leadership Center  
Fraternity and Student Affairs  
Illinois Leadership Center, Graduate Student  
University Housing – Residential Life  
Office of the Dean of Students  
School of Social Work  
College of Business  
Chair

Integration Strategies for the Use of the Illinois Leadership Model on Campus
Brian Farber  
Gayle Spencer  
Gail Rooney  
Jenn Smist  
Jenni Kotowski  
Faye Lesht  
Rob Chappell  
Melissa Schoeplein  
Jim Dahl  
Rico Edwards  
Jan Erkert  
Kathy Martensen  
AVCSA/Auxiliary Services  
Illinois Leadership Center  
Career Center  
University Housing  
DGS  
CITL  
College of ACES  
College of LAS  
College of Business  
Illinois Leadership Center, Graduate Assistant  
Department of Dance  
Provost’s Office  
Co-Chair  
Co-Chair

ILC Faculty Fellows
Kathryn Clancy  
Ying Chen  
David Rosch  
Peter Kuchinke  
Nathan Todd  
Beth Hoag  
Department of Anthropology  
School of LER & Department of Psychology  
Agricultural Education Program  
EPOL, College of Education  
Psychology, College of LAS  
Illinois Leadership Center  

Working Group Reports

Advancement

Co-Chairs: 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, Senior Director or Regional Programs/Team Lead, University of
            Illinois Foundation
         Erin Kirby, Director of Stewardship, Principal Gifts at University of Illinois
            Foundation
         Megan Puzey, Associate Director, Office of Corporate Relations
         Eva Schmidt, Assistant Director of Advancement, Office of the Vice Chancellor for
            Institutional Advancement
         Gayle Spencer, Director, Illinois Leadership Center
         Leslie Vermillion, Senior Director of Advancement Operations, College of Liberal
            Arts and Sciences
         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.

Summary of Work Completed and Key Accomplishments:
- Fiscal YTD, the ILC has received $41,953.67 in donations. Notable gifts include corporate
  support from Rolls Royce, the Petullo Foundation, Eugene Jend’s Scholarship Fund, and
  Milton Brown.
- The Office of Corporate Relations produced a one page overview of leadership
development on campus as an opportunity for corporate engagement. The Illinois Leadership
  Center is one of the main spotlights on this.
- The Illinois Leadership Center created a one page review of funding opportunities within
  the center. This is meant to provide a simple overview of low, medium, and high giving
  opportunities at the Illinois Leadership Center.
- Twenty-nine alumni coaches (graduates of eight different colleges) from diverse
demographic and employment backgrounds returned to campus to participate in the
spring Imprint program. This program was also the highest attended i-Program the ILC
has ever had, with 218 participants.
- In the fall, ILC staff conducted informational interviews with all members of the ILCC
working group to identify ideas for goals, engagement, and stewardship with ILC alumni.
• Working with Jennifer Davis, the ILC reconciled issues with TED code migration from FACTS and identified where all previous FACTS codes are now located in TED.

• In the spring, the working group met to discuss the future direction of the working group and how to give it improved purpose moving forward; highlights of this discussion include:
  o The need to clarify how the ILC needs support from the development working group.
  o The priority is to still raise unrestricted money to build the endowment, but we need to do a better job highlighting what a certain gift amount could do and then steward that gift.
  o The ILC needs to meet with deans and other upper level administration to be seen as a priority for development staff.
  o The ILC needs to develop a communication strategy to both the development community and alumni.
  o The working group needs to be engaged and meet regularly, have clear goals, be able to show impact, and needs to be active in informing the campus community about the ILC.

Next Steps:

• Develop clear goals for FY18 for the ILCC Advancement Working Group.
• Create a communication plan that identifies constituents of the ILC and when they will be contacted.
• Create an outreach plan that will include strategic meetings with deans, development officers, and other advancement professionals on campus.
Minor in Leadership Studies Faculty Advisory Committee

Chair: Geoffrey Love, Assistant Professor, College of Business

Members: Zelda Gardner, Assistant Dean, College of Fine and Applied Arts Undergrad Academic Affairs
Kim Graber, Professor & Associate Head, Kinesiology & Community Health Campus Honors Program
Kari Keating, Teaching Associate, College of ACES
Kristi Kuntz, Associate Provost, Office of the Provost
Susan Larson, Assistant Dean and Director, Civil & Environmental Engineering
Tara Earls Larrison, Teaching Associate Professor, School of Social Work
Janice Collins, Assistant Professor, College of Media

Ex-Officio: Lisa Burgoon, Adjunct Lecturer, College of ACES
Prasanta Kalita, Associate Dean, College of ACES
Beth Hoag, Associate Director, Illinois Leadership® Center

The Minor in Leadership Studies is in its sixth year of operation. It is an interdisciplinary minor administered by the College of Agricultural, Consumer, and Environmental Sciences (ACES). The minor’s Faculty Advisory Committee (FAC) is appointed by the Dean of ACES. The committee’s primary functions are to oversee the academic requirements of the minor and provide advice to the minor’s director, Lisa Burgoon.

The minor has become popular among UIUC undergraduates. Currently there are 281 students actively pursuing the minor with approximately 100 anticipating graduation in May 2017. Enrollment in the minor is relatively stable and is at a level that appears sustainable for the next several years.

Faculty Advisory Committee highlights for this past year include:

- Required course change. Requested and received Provost’s Office approval to replace PSYC 455 with PSYC 245 as the required psychology course in the minor. The change better aligned the required courses with student needs and capabilities. We implemented this change in Fall 2016.

- Elective Course Reviews. The course vetting sub-committee reviewed several existing courses that are on the minor’s electives list, as part of our charge to periodically review such courses. GE 361 (now SE 361) Emotional Intelligence and AHS 365 Civic Engagement in Wellness will remain on the list. PS 453 Ethics, Leadership, Democracy and PHIL 304 are still under evaluation. We also reviewed several candidate courses offered through the military sciences (ROTC) program for addition to the elective list. The motivation was to help ROTC candidates complete the leadership minor. We found six courses that met our criteria regarding leadership content. However, some ROTC courses do not count towards
graduation credit at some colleges, and so further work is needed before we can actually add ROTC courses to the electives list.

- **Learning Outcomes.** The metrics/assessment sub-committee finalized twelve Learning Outcomes for the minor that were adopted by the full committee in November. Kari Keating created an infographic to summarize enrollment, graduation and attrition rate data.

- **Senior Survey.** The online Senior Survey instrument was revised and will be administered the week of April 24, 2017, to the May, August and December 2017 graduates. Discussions have been started with Dr. Peter Kuchinke, Professor in the College of Education, to potentially have minor students be a part of a study he is conducting to assess the impact of college student leadership programs/courses on early employment status.

- **Future plans.** The Committee will continue to periodically review electives, work to approve military sciences courses as electives and gather learning outcomes and other data (e.g., post-graduate leadership effectiveness) from leadership studies minor students and alumni.
Ignite

Chair: Lauren Gress, Assistant Director, Illinois Leadership® Center

Members: Beth Hoag, Associate Director, Illinois Leadership® Center
Jon Welty-Peachey, Associate Professor, College of Applied Health Sciences
Herb Jones, Assistant Director, Housing Division
Taylor Tian, Graduate Assistant, Illinois Leadership® Center
Rob Klein, Leadership Paraprofessional, Illinois Leadership® Center
Louis Blanc, University of Illinois Alumni

Charge: Review the current Ignite curriculum and assessment data. Investigate potential new curriculums, activities, theories, or models. Provide a direction for a new and revised Ignite Program.

Summary of Activities:

During the 2016-2017 academic year, the Ignite working group met three times. During the fall semester, the group reviewed the assessment data and current and past curriculum. Specifically, the group analyzed the 2008 Ignite curriculum which consisted of a two-day, overnight program. Additionally, they explored various resources, theoretical frameworks and potential activities that could be included in the revised curriculum. The group reviewed systems thinking, change management, coalition building, and transition.

During the spring semester, the group proposed a finalized structure for Ignite and developed learning outcomes for the program to align with the concepts and framework the group discussed in the fall.

Ignite Learning Outcomes:

- Describe the difference between change and transition.
- Introduce concepts and tools that can be used in leading change within their communities and organizations.
- Work in teams to create a shared vision and action plan for a change initiative.
- Understand the purpose of identifying stakeholders, forming coalitions, and building community.

Summary of Initial Recommendations:

- Create a six hour curriculum for the program integrating interactive activities, small group discussions, videos, and lectures.
- In addition, explore the possibility of splitting Ignite into two separate three hour programs. One could introduce systems thinking and change, and the other could be focused on taking action and developing visions.
• The curriculum should encompass the following topics:
  o Change and transition
  o Mental models
  o Creating a vision/Start with why
  o Systems thinking/Stakeholders
  o Coalition building
  o Development of vision statements
• The hope for the program would be for students to develop a shared vision for change within their small group.
• Assign students to small groups based off of passion areas and interests. Possible interest groups could be: social justice, environmental issues, personal change, organizational change, etc.
• Include more community building activities.
• Re-design the Illinois Alumni Narratives to a more interactive activity such as a video or just lessons learned from alumni or fellow students.
• Remove the Traffic Jam activity and replace with an activity that highlights systems thinking in a clearer and more understandable way.
• Consider adding the “Win As Much As You Can” game into the curriculum.
• Change the speed pitching activity to be vision statement sharing.
• Add video vignettes before each of the different concepts.
• Review mental models and consider various activities that could highlight the concept.

Key Resources and Framework


Proposal for Going Forward: Lauren Gress, Beth Hoag, and the new Visiting Assistant Director will work collaboratively this summer to develop a curriculum that aligns with the working group’s recommendations.
Integrity

Chair: Beth Hoag, Associate Director, Illinois Leadership® Center

Members: Lauren Gress, Assistant Director, Illinois Leadership® Center
          Ann Marie Morgan, Assistant Dean of Students, Office of the Dean of Students
          Andrew Hohn, Assistant Director, Fraternity and Student Affairs
          Trish Wolf Anton, Senior Assistant Director, University Housing, Residential Life
          Renee Mandelbaum, Associate Director, College of Business
          Megan Lindsey, Graduate Student, Illinois Leadership® Center
          Brenda Lindsey, Clinical Associate Professor, School of Social Work

Charge

Review the current Integrity curriculum and assessment data. Investigate potential new curriculums, activities, theories, or models. Provide a direction for a new and revised Integrity Program.

Summary of Activities:

The Integrity working group met twice during the 2016-2017 academic year. During the fall semester, the group reviewed the assessment data and current curriculum. Then, members of the committee reviewed a variety of new resources available on integrity/ethics to guide the curriculum. The resources are listed below. We concluded that we could utilize more case studies from ethics core, Giving Voice to Values (GVV). Additionally the curriculum would incorporate GVV videos and clips from popular TV shows. Additionally, we supported continuing to use the ethical decision/moral temptation framework provided by Kidder.

- Justice by Michael Sandel - Trish
- Ethics Core & 2 min Challenge - Annie
- Leadership in Action - Brenda
- Giving Voice to Values - Lauren
- Institute of Ethics - Megan
- How Good People Make Tough Choices by Rushmore Kidder - Andrew
- UIUC MOOC – Professional Identity - Renee

Integrity Learning Outcomes:

- Identify personal values and their impact/influence on decision-making.
- Distinguish an ethical dilemma from a moral temptation.
- Apply an ethical decision making framework to various case studies, and justify your decisions.

Summary of Initial Recommendations:
• Create a blended learning experience that includes pre-work that must be completed before arriving and a follow up reflection (2 hour pre work on Compass, 3 hour in-person program, 1 hour reflection).
• Keep the ethical dilemma/moral temptation framework by Kidder.
• Values should be more of a focus and more interactive. Replace current values activity with values bartering exercise and begin the program with a values/ethics discussion. Remove the ethical/non-ethical framework completely and think individual vs. communal (greater good).
• Expand the What Would You Do Activity to allow for more discussion in small groups and large group.
• Remove the ending charge activity.
• Program has seemed disjointed with a lot of going back/forth between small and large group.
• Add more ethical situation scenarios such as Tegan.
• Remove concept mapping activity.
• Add in Giving Voice to Values videos and components.
• Replace movie with a TV show, possibly West Wing.
• As part of the pre-work for the program, students must submit an ethical situation that have witness or been a part of. These can be used to guide discussions. This will also allow more time for students to tell their story.

Key Resources and Framework


Proposal for Going Forward: The following members of the working group have agreed to work during the summer on the new curriculum (Lauren Gress, Ann Marie Morgan).
Integration Strategies for the Use of the Illinois Leadership Model on Campus

Co-Chairs: Brian Farber, Executive Assistant, Vice Chancellor of Student Affairs
Gayle Spencer, Director, Illinois Leadership® Center

Members: Gail Rooney, Associate Dean, Leadership & Career Development
Jenn Smist, Program Director, Housing Division
Jenni Kotowski, Assistant Director of Admission, Division of General Studies
Fay Lesht, Associate Director, Center for Innovation in Teaching & Learning
Rob Chappell, Office Support Specialist, College of ACES
Melissa Schoeplein, Career Development Specialist, College of Liberal Arts and Sciences
Jim Dahl, Associate Dean, College of Business
Rico Edwards, Research Assistant, Illinois Leadership® Center
Jan Erkert, Head, Department of Dance
Kathy Martensen, Assistant Provost, Provost's Office

Committee Charge:

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

Background and Context:

Our Leadership Model, with four levels of practice and 21 competencies, has now been shared with campus, and is the underpinning for much of the work we do in promoting leadership education. Our task is to seek strategies that will integrate the model across the campus in academic and extracurricular settings.

The workgroup met three times to review the work of previous workgroups and make recommendations for making the model ubiquitous. Much of our conversation centered on the good and ongoing work of the ILI Assessment developed and refined by the Illinois Leadership Center which provides participants with individual feedback about their strengths and areas for growth on the competencies. This tool was seen by our workgroup as the most effective and primary strategy for integrating the model across student and faculty audiences. The assessment can be used by individual students, student employee groups, student organizations, advisory boards, by academic advisors, in the classroom, and in many other ways to advance and integrate the model. These opportunities are well documented in workgroup notes.

Our workgroup agrees that, for some of these audiences, we may have only one opportunity to convince and engage them as partners in our efforts. For this reason, the workgroup recommends that the rollout of these integration strategies be strategic and when we are fully
confident in the accuracy, completeness, and functionality on at least one, but ideally two levels of practice. That may not be until the summer of 2017.

Recommendations:

Once the ILI Assessment is complete and reliably functional on two levels of practice, the work group recommends the following approaches:

1. Identify 10-15 faculty, who are allies of the ILC, and who would agree to somehow incorporate the model into their spring 2018 courses.

2. Prepare canned programs of different focus and lengths on the model that can be delivered to students, academic advisors, and faculty. Members of the workgroup would volunteer to co-present as in-group members to those groups and conferences in which they are involved. These groups, meetings, and conferences are well documented in the workgroup minutes.
Faculty Fellows

Fellows:
Dr. Ying Chen, Assistant Professor, Labor and Employment Relations
Dr. Kathryn Clancy, Assistant Professor, Anthropology, PEEC, Beckman Institute
Dr. K Peter Kuchinke, Professor and Director of Graduate Studies, Department of Education Policy, Organization, and Leadership.
Dr. Nathan Todd, Assistant Professor, Department of Psychology
Dr. David Rosch, Assistant Professor, Agricultural Leadership Education

ILC Representative:
Dr. Beth Hoag, Associate Director, Illinois Leadership® Center

Overview:
This was the second year of the faculty fellows program. The program is designed to encourage leadership scholarship and interdisciplinary collaboration at University of Illinois. Each year, tenured, and tenure-track faculty are selected based on their scholarly interest in the field of leadership. Fellows were provided with $5,000 to support their leadership scholarship. This year, we had three returning fellows, and held an open call for new fellows. We had 7 applicants, and were able to accept two new fellows: Dr. Nathan Todd, and Dr. Peter Kuchinke. The fellows meet three times during the academic year including hosting a Faculty Conversation on Leadership Scholarship at the end of the fall semester. Additionally, individual fellows met periodically with the ILC to assist in the advancement of their research or for consultation regarding leadership education. Over the summer, Fellows will film a short video about their work for the ILC website. Below is a synopsis of each fellow’s research projects:

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, Associate 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 Utility of University-Based Leadership Development in Early Employment

Dr. K Peter Kuchinke, Professor and Director of Graduate Studies, Department of Education Policy, Organization, and Leadership.

Dr. Kuchinke has worked as a researcher and as a consultant in corporate settings in leadership development for some 20 years and has observed the complexities of leadership practice and the challenges of effective leadership development first hand. His appointment as a Faculty Fellow is providing the opportunity to provide an ‘outside-in’ view of university-based leadership development that is to better understand how the skills, knowledge, attitudes and other characteristics gained through involvement in Leadership Center activities transfer to early employment, defined as the first two years of full-time work after graduation. In a first study, Dr. Kuchinke will contrast the expectations that university juniors and seniors who are involved in various levels of intensity in formal levels of leadership development with the actual experiences of recent graduates with similar leadership preparation in their first two years of employment. This study involves UIUC and the University of Minnesota, with hopes of contrasting two leadership development models and settings and two different settings, one college-town based, the other in a major urban environment. In a second phase, employers will be surveyed to gain an understanding of the importance ranking of different leadership competencies from the organizational perspective and to learn how the transfer of leadership behaviors in college graduates can be maximized.

Leading for Social Change

Dr. Nathan Todd, Assistant Professor, Department of Psychology

Leaders work for social justice and change in their larger communities. His research examines how and why individuals and groups work together for social justice. In particular, we examine the role of religion and spirituality in shaping social justice attitudes and actions. We focus on religious settings, such as congregations and interfaith groups, as places that may provide opportunity for social justice action. We also investigate how to engage people from privileged groups (e.g., people who are White in the U.S.) in social justice with an interest in how religious beliefs and religious settings may facilitate such engagement.
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.
Illinois Leadership Center Updates and Accomplishments

ILC Programs

- Successfully added two i-Programs, Inclusion and Innovation to our suite of programs.
- Continued the Faculty Fellows Program, with five faculty members in the cohort. There are: Ying Chen, Assistant Professor, Labor and Employment Relations; Kathryn Clancy, Assistant Professor, Anthropology, PEEC, Beckman Institute; Peter Kuchinke, Professor and Director of Graduate Studies; Department of Education Policy, Organization and Leadership; Nathan Todd, Assistant Professor, Department of Psychology; and David Rosch, Assistant Professor, Agricultural Leadership Education.
- This year’s The Institute by LeaderShape had 63 student participants, with 17 colleges and departments sponsoring students.
- There are 307 students enrolled in the Certificate Program, with 57 students completing the program this year.
- There are 256 faculty, staff and alumni who serve as leadership coaches for the Certificate Program.
- Gerald Wilson, Vice President of Technology Development at Automatic Materials in Savoy, Illinois, received the 2016-2017 Outstanding Certificate Coach Award.
- 13 i-Programs were held this year, with 1246 student participants.
- 177 Workshops took place; serving 4785 students, and 250 faculty and staff.

Presentations by ILC Staff


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 Big Ten Leadership Network Planning Committee. We will be hosting our annual meeting on the Illinois campus from August 1-3, 2017.

• Beth Hoag serves on the NACA Educational Advisory Group.

• Beth Hoag serves as the Co-Chair for the National Leadership Symposium.

• Beth Hoag serves as a NACA assessment coach.

• Gayle Spencer and Beth Hoag served as educational session reviewers for the 2017 NASPA Convention.

• Jeff Yacup serves as the Vice President for Communications for the American College Personnel Association (ACPA) Commission for Administrative Leadership Directorate.

Awards

• Jeff Yacup received the (ACPA) Commission for Administrative Leadership Distinguished Service Award.
• The ILC received the 2017 Student Affairs Exemplary Assessment Project Award for the assessment of Leadership Capacity and Experiences of Fraternity/Sorority Students at Illinois.