



Spotlight Series

SLP KC MISSION

The mission of the Student Leadership Program Knowledge Community (SLP KC) is to serve as a resource for higher education professionals who have a professional interest in young-adult (i.e., college students) leadership training, education, and development. The Community will share best practices, provide critical evaluation of the field, examine standards for leadership programs, support national and regional efforts to develop student leadership programs, make contributions to the literature, recognize exemplary programs, and cultivate a forum for the presentation of new ideas.

SLP KC SPOTLIGHT SERIES

SLP KC recognizes the contributions of members who are transforming higher education through outstanding and innovative leadership programs and services. All NASPA members are encouraged to share successes and highlight best practices. Individuals can nominate or self-nominate exemplary college leadership programs for the SLP KC Spotlight Series. Selected programs will be highlighted on our website, in our quarterly newsletter and recognized at the NASPA SLP KC Annual Conference breakfast.

THE SPOTLIGHT SERIES CATEGORIES INCLUDE:

Research and Assessment
Influences on Student Learning in and out of the Classroom
Theory to Practice

Deadlines to submit nominations are February 20, May 22, August 21, and November 20, 2009 with more detailed information on series categories and the nomination process to be shared in the near future.

For more information or if you have questions, please contact Melissa Shehane Melissa.Shehane@baylor.edu or Sherry Early Sherry.Early@unlv.edu

Nominator Information

Nominator	Kathy Guthrie, Ph.D.	Email	kguthrie@fsu.edu
Employer & Title	Assistant Professor, Educational Leadership and Policy Studies Florida State University	Phone Number	850-645-8788

Thank you for taking the time to nominate your program or another program that is demonstrating best practices for student leadership programs. Please complete all aspects of the nomination form and feel free to include additional commentary on a separate sheet of paper.

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Nominated Program Information

Program Title	Illinois Leadership® Center
Program Contact	Sara Thompson, Acting Director
Email	sethomps@illinois.edu
Phone	217-333-0604
Website	www.illinoisleadership.illinois.edu

Program Category

Please check which category/s you are nominating this program.

Research & Assessment	This program demonstrates best practices in research and/or assessment of their student leadership program.	X
Influences on Student Learning	This program influences student learning both in and out of the classroom.	X

Theory to Practice	This program integrates leadership theory and exposes students to the application of theory.	X
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Questions

Please describe how the program exemplifies the SLP KC mission statement.

“The mission of the Student Leadership Program Knowledge Community (SLP KC) is to serve as a resource for higher education professionals who have a professional interest in young-adult (i.e., college students) leadership training, education, and development. The Community will share best practices, provide critical evaluation of the field, examine standards for leadership programs, support national and regional efforts to develop student leadership programs, make contributions to the literature, recognize exemplary programs, and cultivate a forum for the presentation of new ideas.”

The Illinois Leadership® Center (ILC) supports campus-wide leadership education and development initiatives (both curricular and co-curricular) at the University of Illinois at Urbana-Champaign. As the [mission](#) states, *“The Illinois Leadership Center is committed to developing and enhancing the leadership skills of all students through assessment, learning, and practice opportunities. In addition, the Center supports faculty and staff who are pursuing leadership-related teaching, research, and public engagement activities.”* The mission directly connects to the SLP KC mission based on the shared focus of serving as a resource for the campus, community, and other higher education institutions in the areas of leadership training, education, and development.

As one of the only interdisciplinary campus-wide partnerships between Academic and Student Affairs focus solely in leadership education, this initiative at Illinois began in 1999 when a group of motivated faculty, staff, alumni, and students formed a committee to dialogue about what leadership philosophy and skills should be taught at Illinois. The resulting [Illinois Philosophy of Leadership](#) upholds that *all students* can exercise leadership, that complement a skills-based model of leadership development. Based on these foundational elements, the Illinois Leadership® Center opened its doors in 2002, offering unique programs and services to the campus community.

ILC programs and services provide *multiple entry points* and opportunities for undergraduate and graduate students as well as faculty and staff – demonstrating how all people can learn and practice leadership in a collaborative, dynamic, and ethical environment. Their five [“i-programs”](#) (one to six-day long leadership institutes) make up the foundation of our co-curricular leadership education efforts, and focus on teaching students 11 specific [leadership skills and attributes](#) in four areas: self, interpersonal, group/organization, and transitional. They ILC offers these i-programs at multiple times throughout the year in addition to hosting an annual LeaderShape program.

For students looking for a more intensive leadership experience, they offer a [Leadership Certificate Program](#), which is a self-directed program that integrates multiple aspects of student’s collegiate experience within a leadership context. Through the program, Certificate students are paired with a Leadership Coach (professional staff, alumni, or other community member) and are required to create a Personal Development Plan that outlines their leadership improvement goals. Additionally, Certificate students must attend four leadership programs or workshops, engage in two non-classroom team experiences, complete two academic courses while reflecting on their experiences through the creation of a Leadership Portfolio – a paper or electronic-based document that highlights the Certificate student’s leadership growth and development around the 11 skills and attributes of their skills-based model.

Certificate students and faculty have shared the following with us about their experiences:

“I came in as a freshman not knowing where to start. I was told that the Leadership Center has a great program to develop real world skills. I hoped to become more independent and gain abilities that I will need in the business environment for my future. More importantly, the Certificate Program has taught me a lot

about myself: my strengths, my weaknesses, and most of all, my potential." Certificate Graduate, Speech Communication Major

"I think you all are doing just great work at the Illinois Leadership Center - every one of the leadership students who are in my classes really excel - primarily because they are so much more mature and thoughtful about their impact upon others." Education Professor

In addition to offering leadership programs, the ILC also partners with faculty in Illinois' academic colleges to support interdisciplinary leadership classes and presentations, offers [Consulting](#) services on leadership topics to student organizations, provides access to [Richard Cavanaugh Leadership Library](#), and presents various [volunteer opportunities](#) for campus and community member to serve as program facilitators and Leadership Certificate Coaches.

One of the most collaborative initiatives is the [Illinois Leadership Coordinating Committee](#), a group of academic faculty, campus administrators, staff, and students who serve in various working groups to advise how leadership education and development is actualized at Illinois. One of the primary charges of this group is to help with the planning and implementation for an interdisciplinary academic minor in Leadership Studies that will be launched in Fall 2010.

Overall, the ILC strives to promote a strong, academically focused leadership initiative to support students, faculty, and staff in their leadership education and development. Through multiple collaborative partnerships, innovative programs, and comprehensive services, Illinois Leadership continues to make advancements to serve the campus and community in valuable ways that directly connect to the mission of SLP KC.

What category/s are you nominating the program for and why? (Research & Assessment, Influences on Student Learning, and Theory to Practice) Please describe what qualities and best practices make the nominated program an exemplary program.

The Illinois Leadership® Center supports many programs and services that demonstrate best practices in the three areas of *Research and Assessment*, *Influences on Student Learning*, and *Theory to Practice*. A short description of each of these areas is presented in the following section:

Research and Assessment

The ILC also has developed a comprehensive program evaluation process that accounts for how students' experiences at programs impact learned leadership skills. After each i-program, students are asked for immediate feedback about how their learning connected to the identified skills and attributes targeted in the curriculum. Three months later, participants are given a follow-up survey to gauge their impression of their leadership learning based on their program experience. This longitudinal assessment design allows them to assess the impact of the program on students' learned leadership skills. They also have participated in the MSL in 2006 and 2009 to collect additional data on their students and their experiences with leadership at Illinois.

Additionally, through benchmarking analyses of peer institutions, the ILC is able to identify the ways in which Illinois Leadership serves students across campus regardless of leadership position compared to leadership programs across the nation. Through the most recent benchmarking study completed in spring 2009, they have found that Illinois is the *only* institution surveyed that offers comprehensive leadership programs multiple times each academic year to ensure these programs are accessible to all students; in this way, Illinois outdistances other institutions in the ability to provide specific skill-based leadership training to all students. Moreover, Illinois is able to involve multiple stakeholders in the campus-wide leadership initiative through collaborative partnerships they have established cross campus units and academic colleges. The interdisciplinary nature of Illinois Leadership remains a strong example of a nationally recognized co-curricular program.

Influences on Student Learning in and out of the Classroom

Through the curricular and co-curricular leadership education efforts, the Leadership Center strives to provide students with a quality experience that is driven by their campus philosophy that every student can learn leadership. Because of the unique dual-reporting structure to both Academic and Student Affairs, the ILC engages students through offering academic courses in various disciplines on topics ranging from leadership theory to emotional intelligence to social change and civic engagement. They have developed strong partnerships with each academic college on campus in addition to collaborating with many student services units to offer specialized leadership offerings for different populations. Specifically, they have established partnerships with the career services offices, the international student office, technology programs, as well as many of the cultural houses on campus, among others. Due to the size of the Illinois campus (~41,000 students), they have found that by establishing and maintaining a variety of partnerships with Academic and Student Affairs units is essential to provide all Illinois students with the best quality of programs and services.

Theory to Practice

The program curricula and course content developed at the ILC is grounded in current leadership theory and related research paradigms to link theory to practice in consistent and comprehensive ways. The program curricula and structure for all five i-programs was created from a student developmental perspective and tied to current leadership theories and activities. For example, the [INSIGHT](#) program that focuses on developing students' self-awareness, emotional intelligence, and personal values, integrates interactive modules on understanding social identities with the [Emotional Competencies Inventory – University Edition](#) (ECI-U). This format and focus allows students to apply theoretical perspectives of leadership to their personal lives as they reflect on their individual development.

Moreover, within their "Introduction to Leadership" undergraduate course (AGED 260), they present numerous theoretical perspectives of leadership (e.g. Trait Approach, Skills Approach, Style Approach, Situational Leadership, Transformational Leadership, etc.) along with presenting related components such as multicultural competence, emotional intelligence, ethics, and group dynamics to provide students with a comprehensive understanding of leadership. This course is offered as one of the foundational curricular components of the Leadership Certificate program.

Additionally, the [Richard Cavanaugh Leadership Library](#) is open to staff, faculty, and students on campus and helps the ILC be a resource for leadership development at Illinois. Faculty and staff have used the library to find content for their leadership courses or programming, student organizations have come to their office to find activities and check out materials for leadership training within their group, and Certificate students have used the library to develop personal improvement goals.

Overall, the Illinois Leadership® Center strives to excel in all three areas of *Research and Assessment*, *Influences on Student Learning*, and *Theory to Practice* in order to remain current and innovative in the ways they engage students, faculty, staff, alumni, and volunteers to reach new height of leadership education and excellence.

Signature of Nominator: Kathy L. Guthrie Date: July 25, 2009