

Leadership and Service



ILLINOIS STATE
UNIVERSITY

Illinois' first public university

Foundation

- **Our vision** is a world of active citizens engaging in ethical leadership.
- **Our mission** is to facilitate the development of ethical leaders and engaged citizens through unique experiences grounded in the discovery of individual and group potential, understanding of local and global issues, and promotion of community.
- **We believe:**
 - All individuals have the capacity to be leaders and active citizens (as defined by the Active Citizen Continuum).
 - Service and leadership are best learned through experience, reflection, and application.
 - Civic engagement is an effective method for developing or refining personal passion.
 - Leadership is a complex, interactive process with behavioral, relational, and situational elements.
 - Leadership fosters an inclusive environment where differences are celebrated and diverse opinions are valued.
 - It is important for individuals to understand the effects of their decisions from various perspectives.



Foundation

- **Leadership** is the process of initiating, guiding, and working with others to accomplish positive change.
- **Leadership development** is the process of assessing and progressing one's ability to lead.

History

■ Leadership and Service

- 1993 leadership programs offered; more coordinated effort began in 1997
- 1998 open Student Volunteer Center
- 2005 merged areas with creation of Dean of Students Office

■ ISULeads Leadership Certificate Program

- Piloted Leadership Pillar in Spring 2012
 - 16 students completed
- Launched full program fall 2012
- May 2013 graduates
 - 11 Certificates
 - 19 Leadership
 - 11 CE
 - 13 GP

Programs

- Alternative Breaks
- Camp LEAD
- ISULeads Leadership Certificate Program
- LeaderShape®
- Leadership & Service lifestyle floor
- LeaderShops
- Leaders of Social Change
- Peer Leadership Team
- Service Projects
- Fall & Winter Leadership Conferences



ISU LEADS

LEADERSHIP CERTIFICATE PROGRAM

- One certificate, three pillars
 - Civic engagement
 - Global perspectives
 - Leadership
- Components
 - Orientation
 - Foundation session for each pillar
 - Small group (per pillar)
 - Learning Logs (12)
 - Mentor meetings (1/mo)



ISULEADS

LEADERSHIP CERTIFICATE PROGRAM

- **Participant Demographics (applicants; n=243)**
 - **Females - 78%; Males - 22%**
 - **Native - 74%; Transfer - 26%**
 - **Race**
 - **Caucasian - 70%**
 - **African American - 14%**
 - **Hispanic/Latino - 7%**
 - **Asian/Pacific Islander - 4%**
 - **Multi-Racial - 3%**
 - **Other - 1%**

ISULEADS

LEADERSHIP CERTIFICATE PROGRAM

■ Class Standing

- Freshmen - 21%
- Sophomore - 26%
- Junior - 42%
- Senior - 11%

■ Pillar Involvement

- Three Pillars - 158
- Two Pillars - 41
- One Pillar - 44

■ Major/College

- Business - 17%
- CAST - 14%
- CAS - 40%
- Education - 21%
- Fine Arts - 3%
- Nursing - 2%
- Undecided - 4%

■ Students Dropped from Program - 32

ISULEADS

LEADERSHIP CERTIFICATE PROGRAM

- **27 Graduates by December 2013**
 - **18 Females; 9 Males**
 - **3 Juniors; 24 Seniors**
 - **33% transfer**
 - **Race**
 - **Caucasian - 15**
 - **African American - 6**
 - **Hispanic/Latino - 1**
 - **Asian/Pacific Islander - 2**
 - **Multi-Racial - 3**
 - **Majors - varied**



The Learning

■ Mentors

- Career guidance
- Career mentorship
- Personal support and encouragement

■ Pre & Post- Development Worksheets (rubrics)

■ Small groups

- Guided discussion
- Consistent sense of community
- Shared readings, videos, etc.

The Learning

■ Logs & Reflection

- Direct learning from actual event
- Summative perspective on involvement
- Connection of learning
- Preparation for interviews, applications & personal statements

■ Others:

- Connecting curricular & co-curricular
- Volunteering
- Challenged to select new experiences
- Independent process



MENTORS
&
STUDENTS

Assessment

■ Development worksheets

- Goal = “Executing” for over 50% of outcomes
- Reporting well under 50% on pre-worksheet
- Reporting about 75% “executing” on post-worksheet

■ Anecdotal (at this time)

- Preparation for graduate school applications
- Validation of co-curricular experiences & learning
- Integration of curricular and co-curricular learning

DISCUSSION