

HUSKY LEADERSHIP INITIATIVE

ANNUAL REPORT
2014-2015



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In this increasingly complex and rapidly evolving world, we need leaders who are knowledgeable, skillful and hopeful to respond to social, political, scientific and moral dilemmas of our time.

CULTIVATING LEADERSHIP POTENTIAL

The Husky Leadership Initiative was established in 2012 to respond to this imperative by making leadership education at the University of Washington accessible, explicit and comprehensive.

Serving as a hub, catalyst and facilitator, we create, deepen and expand transformative student leadership education opportunities inside and beyond the classroom.

We believe that leadership is not conferred by titles and position. Solutions to problems arise only when all individuals have the capacity and desire to lead. Thus, it is critical for all UW students to cultivate their leadership potential.

Our paramount duty is to equip University of Washington students with the habits of the mind and heart to engage in ethical and effective leadership that promotes the common good and benefits the people of Washington state as well as our greater global community.



OVERARCHING PRINCIPLES THAT GUIDE OUR WORK:

- Leadership can be taught and grows out of experience, practice and reflection.
- Leadership is not about position; everyone can engage in leadership.
- Students are partners and co-creators of the University experience.
- Collaboration among the many leadership education efforts across campus is critical for knowledge generation, student learning and organizational functioning.
- Our community partners are our co-educators.
- By building upon the diverse strengths across the UW, we strive towards fostering an integrated culture of leadership development.

BASIC TENETS OF LEADERSHIP FOR STUDENTS TO EMBODY:

HUSKY LEADERS ARE...

- **CRITICAL:** Graduates are willing and able to think critically about themselves and their social environment.
QUESTION THE ANSWER
- **RESPONSIBLE:** Graduates acknowledge their commitment to the communities that they build.
BE A WORLD OF GOOD

HUSKY LEADERS VALUE...

- **CHANGE:** Graduates do not simply accept the status quo; they motivate themselves and influence their communities towards better futures.
DARE TO DO
- **RELATIONSHIPS:** Graduates understand that leadership derives from relationships, not position. Graduates share leadership to create more leaders.
TOGETHER WE WILL

Husky Leadership Initiative programs are designed to support students as they develop the leadership competencies necessary to lead themselves, lead a team, lead an organization and lead change. The end goal is to develop a new generation of self-aware, reflective, creative, collaborative and ethical leaders.

U LEAD WE LEAD



A large, interactive event featuring local leaders who give compelling talks that inform and motivate students to learn more about leadership.

- “I resonated with the idea of failure and its importance as much as succeeding. One can learn a lot from triumph; yet one can learn even more from a failure.”
— *U Lead We Lead student participant*
- “I learned that leaders are students as well and should openly acknowledge and pursue learning within their leadership roles.”
— *U Lead We Lead student participant*

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516 STUDENTS
65 FACULTY/STAFF/ALUMNI VOLUNTEERS
92% OF STUDENT PARTICIPANTS AGREED OR STRONGLY AGREED THAT THEY GAINED NEW PERSPECTIVES ON LEADERSHIP

LEADERSHIP FIRESIDES



A diverse range of civic, corporate and campus leaders share their personal journeys and perspectives on leadership, becoming momentary mentors for students. The informal setting provokes conversation.

- “One way I will change my behavior as a result of attending this Fireside is to more fully embrace all of my emotions so I become more whole and aware and better able to help create the transformation I want to see in the world.”
— *Leadership Fireside with Chris Jordan student participant*
- “I am taking away the idea about the importance of character. I will now hold myself more accountable for my own mistakes.”
— *Leadership Fireside with Lieutenant General Stephen Lanza student participant*

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8 FIRESIDES
200 STUDENTS
16 VOLUNTEERS

HUSKY LEADERSHIP CERTIFICATE



Through the support of mentors, students refine their leadership philosophy and articulate the knowledge, values, abilities and behaviors they have cultivated both in and outside the classroom through a leadership e-portfolio. Students said...

- “The most important thing I am taking away is a better understanding, articulation of, and comfort with my personal leadership philosophy, values and goals.”
- “Reflection is a process and something that needs to be learned in order to do it meaningfully, and this process provided me the tools to do that.”

- 119** STUDENTS (80 students completed)
- 119** FACULTY/STAFF/ALUMNI MENTORS
- 95%** OF STUDENT PARTICIPANTS WHO SUBMITTED AN EVALUATION REPORTED THAT THEIR PARTICIPATION IN THE HUSKY LEADERSHIP CERTIFICATE PROGRAM WAS MODERATELY, VERY OR EXTREMELY VALUABLE FOR THEIR PERSONAL LEADERSHIP DEVELOPMENT.
- 83%** OF STUDENT PARTICIPANTS WHO SUBMITTED AN EVALUATION REPORTED THAT THEY EXTREMELY OR GREATLY VALUED THE MENTORSHIP COMPONENT OF THE HLC PROCESS.

HUSKY SPRING TRAINING LEADERSHIP CONFERENCE



Students better understand theoretical underpinnings of leadership and build practical skills to make a difference in the context that speaks to them.

Students learned...

- “...that we can make failure part of our journey instead of the destination. I will now use any failure or fork in the road as a tool for growth.”
- “...to articulate my top 5 core values. I will now use these to guide my decision-making.”
- “...that conflict is good. I will now engage with people I disagree with to improve growth and learning.”

- 194** STUDENTS
- 47** VOLUNTEER WORKSHOP FACILITATORS

These student spotlights showcase excerpts from the culminating e-portfolios of two of the 2014-2015 Husky Leadership Certificate participants, Daniel Yusupov and Mayowa Aina. The e-portfolio component of this program allows students to demonstrate their growth and accomplishments as leaders during their University of Washington experience.

DANIEL YUSUPOV

MAJOR: Neurobiology

MINOR: Bioethics, Humanities

HOMETOWN: Redmond, WA

"My chosen identities reflect my core values. Creative Hard-Worker reflects the creativity and diligence that I believe a leader must bring to the table. Leaders work hard to accomplish their goals because they are genuinely passionate about them, and they want to ensure their success. Open-Minded Listener perfectly illustrates the importance I place on keeping an open mind while listening to others. This goes along with Knowledgeable Team Player; a leader should be aware of the people they are working with and the unique skills they possess. Leaders are knowledgeable and integrate a team into a well-functioning machine. Finally, the importance of looking inward is shown in my identity Inquisitive Self-Reflector. One can learn and grow when they reflect on their experience."



MAYOWA AINA

MAJOR: International Studies, Informatics

MINOR: Music, Comparative History of Ideas

HOMETOWN: Tacoma, WA

"I hope to continue to build upon what I have learned, challenge myself, and grow as a person through new experiences so that I can make my mark on this university and my community. I intend to use both of my degrees and my experiences to increase access to education and civic and economic participation for the most underserved and underprivileged populations in both the US and abroad through public policy and community organization.

I believe that external leadership is best received when a person can lead themselves internally in their own lives. Through a leadership philosophy that focuses on personal growth and cultivation, I am better able to recognize and celebrate others on their leadership oriented journeys."



- 1,100** TOTAL STUDENTS SERVED
- 112** MAJORS REPRESENTED
- 15** OF 17 COLLEGES AND SCHOOLS REPRESENTED
(minus Dentistry & Nursing)
- 117** STUDENTS SERVED THROUGH CLASSROOM AND PROGRAM WORKSHOPS
- 31%** OF STUDENT PARTICIPANTS ARE UNDER-REPRESENTED ETHNIC MINORITY, ECONOMICALLY DISADVANTAGED OR FIRST-GENERATION STUDENTS
- 13%** INTERNATIONAL STUDENT PARTICIPANTS
- 4%** TRANSFER STUDENT PARTICIPANTS
- 8,731** UNIQUE VISITORS TO HLI WEBSITE
- 875** FACEBOOK LIKES

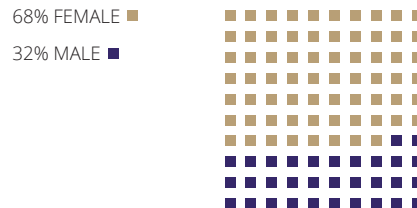
PARTICIPATION BY RACE, ETHNICITY



PARTICIPATION BY ACADEMIC YEAR



PARTICIPATION BY GENDER



Four new programming efforts in 2015-2016 designed to continue the integration of leadership into the UW experience - both inside and outside the classroom:

COLLEGIUM SEMINARS

The Husky Leadership Initiative and First Year Programs are co-sponsoring the 2015-2016 Collegium Seminars, faculty-led discussion-based seminars designed to introduce first year students to the excitement of ideas and the richness of academic discovery. The 34 seminars offered this pilot year will feature leadership as a core theme woven throughout the diverse seminar offerings. Faculty will integrate and make leadership competencies and tenets explicit in their curriculum. Target participation is 680 first-year students.

STUDENT LEADERSHIP RETREAT

A multi-day intensive leadership development retreat for emerging student leaders involved with student organizations geared toward building self-awareness, developing interpersonal interaction competencies and empowering students to become change agents in their communities.

“LEARNING LEADERSHIP IN THEORY AND PRACTICE” COURSE

The Husky Leadership Initiative and the Foster School of Business are offering a new introductory leadership course designed to increase students' knowledge of leadership theory and principles, develop students' leadership potential, and serve as a learning laboratory for the advancement of leadership education. Christina Fong, Principal Lecturer in the Foster School will instruct this 2-credit course, which will be open to 240 students. Twelve small group sections will be co-led by UW staff and student leader pairs.

SUMMER LEADERSHIP INSTITUTE

An interdisciplinary and immersive opportunity for undergraduates to explore leadership concepts while applying their learning to real-world experiences.

THANK YOU TO ALL OUR PARTNERS FOR CHANGING STUDENTS' LIVES!

HLI is founded on the belief that leadership education is a collaborative effort that happens in multiple contexts. More than 400 UW faculty, staff, students, alumni and community members have supported the Husky Leadership Initiative through:

- Facilitating group conversations at U Lead We Lead
- Mentoring students pursuing the Husky Leadership Certificate
- Providing feedback to students on their leadership e-portfolios
- Leading a Husky Spring Training Leadership Conference workshop
- Serving on a HLI project committee



MEET THE HLI STAFF



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Director



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Design & Print Production
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OUR WEBSITE
huskyleadership.uw.edu

OUR FACEBOOK
facebook.com/huskieslead

HLI COMMITTEE MEMBERS

Thank you to the 2014-2015 HLI Committee, comprised of dedicated UW students, faculty and staff members committed to advancing student leadership education opportunities. HLI committee members develop programming and provide logistical support for one of the major HLI efforts.

Ali Albrecht, First Year Programs
 David Alvarez, junior, pre-major
 Aram Ambartsumyan, senior, biology & political science
 Kirsten Atik, Undergraduate Academic Affairs
 Chelsa Ayers, senior, political science
 Krista Bennitt, Fraternity and Sorority Life
 Juliana Borges, senior, sociology & public health
 Robin Chang, Office of Merit Scholarships, Fellowships & Awards
 Eric Chen, sophomore, pre-major
 Mary Clevenger-Bright, College of Education
 Jodene Davis, Undergraduate Academic Affairs
 Rachel DeCordoba, junior, biology & environmental science
 Courtney Dill, senior, sociology
 James Ehrmann, Fraternity and Sorority Life
 Dan Feetham, College of Engineering
 Sean Ferris, Student Life
 Christina Fong, Foster School of Business
 Sarah Hamilton, Jumpstart
 Malika Garoui, senior, mathematics
 Cassady Glass Hastings, College of Education
 Jessica Hennessy, Housing and Food Services
 Marisa Herrera, Kelly Ethnic Cultural Center
 Jacqueline Holmes, sophomore, pre-major
 Chad Ikeda, senior, biology & microbiology
 Chris Jaehne, Residential Life



Lincoln Johnson, Student Life & HUB
 Eddie Jones, Athletics
 Michaelann Jundt, Undergraduate Academic Affairs
 Julie Larsen, Undergraduate Advising
 Savannah Ledgerwood, senior, psychology
 Eleanor Lee, Graduate School
 Gary Leonard, Recreational Sports Programs
 Jinkun (Cathy) Li, sophomore, biology & entrepreneurship
 Fran Lo, Husky Leadership Initiative
 Amanda Lobsinger, UW Alumni Association
 Jiayao (Clara) Lu, senior, nursing
 Joy McVicker, sophomore, business
 Haylee Millikan, junior, English & philosophy
 Ky Ngo, senior, biology
 Wayne Parrilla, senior, environmental science
 Fabio Pena, sophomore, pre-major
 Cassie Petz, senior, sociology; education, learning & society minor
 Jennifer Pope, HUB
 Kathryn Pursch Cornforth, Carlson Center
 Clay Schwenn, Foster School of Business
 Toka Valu, Kelly Ethnic Cultural Center
 Rachel Vaughn, Carlson Center
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 Aley Willis, Honors Program
 Drew Zimmerman, Housing & Food Services



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