

Ripon College Pieper Report

January 2014

Prepared by David W. Scott,

Pieper Family Chair of Servant Leadership



Table of Contents

Goals	1
Outcomes 3 &4: Outcomes Measures Compared to Demographic Norms.....	3
Ripon College Graduate Questionnaire	3
Ripon College Alumni Survey	4
Office of Community Engagement (OCE)/Center for Social Responsibility Data	5
Grit Scale Survey	5
Wabash National Study of Liberal Arts Education	6
Mary Tarling’s Doctoral Research	7
Outcomes Evaluation Process for Center for Social Responsibility	7
Outcome 5: A Breakthrough Venture that Promises a New Beginning in Acts of Goodness	8
The Center for Social Responsibility	8
Minor in Socially Responsible Leadership.....	9
TED Talks & Tea	10
Leadership Training for Student Leaders	10
Collaboration with Admissions	11
Outcome 6: An Excellent Year in Carrying Out the Elements of the Mission of the Chair	12
Learning about Servant Leadership	12
Promoting Servant Leadership	12
Service Events	13
Service Learning	14
Acceptance of Diversity	15
Engagement with the Community	16

Outcome 7: A Servant Leader that Leads at an Element or Segment of Our World	16
Martin Luther King, Jr. Week Awards	17
Conclusion.....	17
Appendices.....	18
Ripon College Graduate Questionnaire Instrument	19
Ripon College Graduate Questionnaire Results.....	23
Comparisons between 2008 and 2013 Alumni Data	25
Comparisons between 2010, 2012, and 2013 OCE Service Data.....	26
Announcement of the Center for Social Responsibility.....	27
Ripon College Center for Social Responsibility Activities.....	30
Proposal for a Minor in Socially Responsible Leadership	31
TED Talks & Tea Schedule	34
Emerging Leadership Training Survey Results	37

Goals

After having completed more than a full year as Ripon College's Pieper Family Chair in Servant Leadership, it has been rewarding to look back at the goals I set for myself last year and note the progress that I have made. In particular, I was able to accomplish three out of the four short-term (1-2 year) goals I set for myself in last year's report:

- Learn about the people, structures, and culture of Ripon College

Through personal interviews, collaborative projects, informational meetings, and literature review, I am satisfied with my familiarity with the people, structures, and culture of Ripon College. While I am still a relatively recent addition to the college, I feel confident that my knowledge of these areas meets or exceeds that of most others at the college, excepting only those in senior leadership positions or who have been at the college for multiple decades.

- Clarify organizational relationships between existing programs promoting leadership and service to the community

I accomplished this goal by leading the creation of the new Center for Social Responsibility at Ripon College, a new entity that combines previous programs for promoting leadership and service to the community. The Center is further described under the section of this report related to Outcome 5.

- Preserve a place for the study of leadership in Ripon College's curriculum in the face of the impending retirement of the Professor of Leadership Studies

I accomplished this goal by creating and successfully navigating the faculty approval process for a new, interdisciplinary Minor in Socially Responsible Leadership. That process is also described under the section of this report related to Outcome 5.

One of last year's goals remains on the list of short-term goals, joined by several new ones:

Short-term Goals (1-2 years):

- Develop systems for collecting information on service done by Ripon College students
- Establish the new Center for Social Responsibility on a firm footing
- Successfully implement the new Minor in Socially Responsible Leadership

- Develop on-going collaborations with the Athletics Department related to service and leadership

My on-going and long-term goals in the position remain as they were last year:

On-going Goals:

- Deepen my own understanding of servant leadership
- Support student leadership development opportunities
- Support student service opportunities
- Support current service-learning opportunities; encourage additional opportunities
- Develop mentoring relationships with students

Long-term Goals (3-5 years):

- Integrate academic and student activities approaches to developing students as servant leaders
- Collaborate with others to identify ways in which servant leadership can connect in rigorous, discipline-based ways to academic teaching and research
- Help develop a common language of service, leadership, ethics, and related terms; disseminate this language across the campus
- Identify areas in which Ripon College as an institution can benefit from servant leadership

I have begun to make progress on several of these long-term goals as well. The Center for Social Responsibility shows promise as an effective way to integrate academic and student activities approaches to developing students as servant leaders. Moreover, the creation of the center has led to the development of a common language of the “4 S’s”: servant leadership, service learning, social justice, and social entrepreneurship. This language is described more thoroughly in the section of the report dedicated to Outcome 5. Finally, the outcomes-evaluation project that the Center has begun to undertake (described under Outcomes 3 & 4 in this report), in conjunction with the new Minor in Socially Responsible Leadership, may lead to the identification of rigorous connections between servant leadership and academic teaching.

This report will contain much that is relevant to the list of short-term and on-going goals and some that is relevant to the long-term goals listed above as well. While these goals undergird the work of the Chair, the material of the report is organized around the expected outcomes for the Chair as defined by the Susan and Richard Pieper Foundation.

Outcomes 3 &4: Outcomes Measures Compared to Demographic Norms

The data for several of the outcome measures used in last year's report are not collected on an annual basis. Therefore, there is no update this year on measures from the College Senior Survey (CSS), National Survey of Student Engagement (NSSE), or Multi-Institutional Survey of Leadership (MSL), as there was last year. Nevertheless, there is much to report on outcomes measures. This report includes a yearly update on internal service data and the first update on alumni data in five years. In addition, the report presents a variety of new outcomes data, both data that will be collected regularly (the Ripon College Graduation Survey) and one-time data (the GRIT Survey, Wabash Study, and Mary Tarling's research). This data should provide a rich depiction of the components of servant leadership at Ripon College, even if it lacks some of the comparative power of the CSS, NSSE, and MSL. Moreover, a recently initiated outcomes assessment process for the Center for Social Responsibility promises more internal evaluation data in years to come.

Ripon College Graduate Questionnaire

One of my new data-collection instruments has proved to be among the most useful. This instrument is a yearly questionnaire given to all graduating seniors at Ripon College. The survey instrument asks a variety of questions about students' experiences at Ripon College and their plans for afterward. (See the Appendices for a full version of the survey instrument.) The questionnaire is administered to graduating seniors during their graduation rehearsal; therefore, the response rate is exceptionally high, with near universal participation by graduating students.

While the Graduate Questionnaire has been administered for many years, I was able to add a new question to the 2013 version that will remain on subsequent versions. This question asked students to identify which components of servant leadership they felt they learned at Ripon College. The components identified in the question were adapted from the six components of servant leadership identified by Dirk van Dierendonck in his article "Servant Leadership: A Review and Synthesis."¹ Van Dierendonck's six attributes are empowering and developing people, humility, authenticity, interpersonal acceptance, providing direction, and stewardship. To make the list more easily comprehensible by students, the question used the wording of empowering and developing people,

¹ Dirk van Dierendonck, "Servant Leadership: A Review and Synthesis" *Journal of Management* 37 No. 4 (2001), 1228-1261. While there are several enumerations of the components of servant leadership, I chose to go with van Dierendonck's list as representing the most up-to-date research that evaluates and synthesizes the other lists.

humility, authenticity, accepting others (interpersonal acceptance), providing directors to others/groups (providing direction), and responsibility for people, organizations and resources (stewardship). The overall results are as follows:

- 53% learned empowering and developing people
- 54% learned humility
- 53% learned authenticity
- 65% learned accepting others
- 63% learned providing directors to others/groups
- 74% learned responsibility for people, organizations and resources

This data does two things: First, it establishes a baseline against which to compare future years' graduates. This baseline comparison will be especially useful for identifying the long-range impact of the Pieper Chair position, as future graduates will have had more opportunities to interact with the Chair. Second, by combining the responses about servant leadership with data collected through the questionnaire about student participation in various activities, it allowed me to identify groups of students within the college who either did exceptionally well in terms of the practice of servant leadership or who lagged behind in their learning. This information has already led to interventions with the religious groups on campus and the Athletics Department, both of which are described later in this report.

Ripon College Alumni Survey

In 2008, Ripon College surveyed alumni from the classes of 2005, 2001, and 1996 as part of its accreditation process. Among the information collected was information related to service and civic engagement. Despite the usefulness of its data, that survey was not repeated. Nevertheless, by collaborating with Amy Gerretsen, Director of Alumni and Parent Relations, and Tom Vaubel, Director of Career Development, I was able to arrange for the survey to be re-administered last spring to graduates of the class of 2008. That survey yielded the following results:

- 95.5% of respondents agreed or strongly agreed with the statement that "Ripon College graduates are productive and socially responsible citizens of their local communities, states, nations, and the world," up slightly from 94% five years ago.
- 52.3% of respondents were or had been active in charitable organizations, on par with 52.9% five years ago.
- 25% were or had been active in civic organizations, up from 20.7% five years ago.

- 34.1% were or had been active in organizations that support education, up from 30.7% five years ago.
- 20.5% were or had been active in religious organizations, down from 32.1% five years ago.
- In addition, 25% were or had been active in organizations that support the arts, 6.8% were or had been active in environmental organization, 6.8% were or had been active in local or state government, and 22.7% were or had been active in some other sort of organization.
- Only 25% of graduates were not active in any sort of public organization.

Graphic representations of these comparisons are available in the Appendices.

While religious involvement is down, involvement with civic organizations and educational organizations is up, which is a good sign that Ripon College graduates are exerting positive leadership in their lives. This is an especially promising result, as the respondents to the 2013 survey were younger than the average for the 2008 survey and thus had less time in which to become involved in their communities. Not only are Ripon College graduates helping lead their communities, they are doing so soon after graduation.

Office of Community Engagement (OCE)/Center for Social Responsibility Data

This year, the Center for Social Responsibility will again be applying for the President's Higher Education Community Service Honor Roll. This process allowed the Center for Social Responsibility to continue to track service data whose baseline was established in 2010 under the Office of Community Engagement (OCE). Results from 2013 are below, and a comparative table is in the appendices.

- Unduplicated number of volunteers: 515
- Duplicated number of volunteers: 2160
- Number of students who engaged in academic service learning: 221
- Number of students who engaged in at least 20 hours of community service per semester: 92
- Total number of service hours engaged in by the institution's students: 5,522.5

While the number of dedicated students performing 20+ hours of service is on par with last year, the total number of student volunteers, total number of students engaged in service learning, and total number of service hours are down from last year. This result is troublesome and is a trend to be watched in future years.

Grit Scale Survey

As indicated in last year's report, Ripon College was able to participate in the GRIT Scale Survey through a grant from the Association of American Colleges and Universities (AAC&U). This survey was administered by Penn State University in the spring of 2013 and examined the impact of training to promote resilience, perseverance, and the ability to accomplish goals. While the primary focus of the survey was study skills, I believe these traits are important aspects of effective leadership as well.

Sixty total students from Ripon participated in the study. Of these, thirty received a passive study skill intervention and thirty received an interactive study-skill intervention designed to increase students' grit, i.e., resilience. The survey results show that Ripon College students who received the interactive intervention showed a significant increase in Spring 2013 GPA over students who received the passive intervention. The success of the intervention at Ripon stands in contrast to a national survey of middle school students, where the same intervention was shown to have no effect.

While the implications for leadership are inferred rather than explicit, we believe these results indicate that resilience and perseverance are important aspects of Ripon College students' ability to accomplish academic or leadership goals, and moreover, Ripon College students are more responsive to effective interventions designed to promote these qualities than national norms. We will continue in conversation with Penn State University to determine Ripon's future participation in the survey and hopefully ascertain more fully the implications of the findings for leadership.

Wabash National Study of Liberal Arts Education

Ripon College elected to participate in the Wabash National Study of Liberal Arts Education, a study designed to assess the impact of liberal arts education on seven learning outcomes, including moral reasoning and socially responsible leadership. Nationally, over 49 colleges and universities of varying sizes and levels of selectivity have participated in the study to date. At Ripon, the study followed the matriculating cohort of 2008 through their graduation in 2012, surveying them before they began their Ripon experience, at the end of their first year, and at the end of their senior year. While the primary purpose of the Wabash National Study was to identify effective teaching strategies and institutional conditions, the data do allow us to draw several conclusions about Ripon College's performance in teaching leadership to its students.

- On the positive side, Ripon College students demonstrated a statistically significant improvement in their performance on the Socially Responsible Leadership Scale from the end of

their first year to the end of their senior year. The amount of improvement was slightly ahead of the improvement at both other small institutions and higher education institutions in general.

- On the negative side, Ripon College students experienced statistically significant fewer interactions with other students from backgrounds different from their own and less exposure to course-based diversity than students at other institutions. This lack of exposure may create challenges for students who will need to accept others of diverse backgrounds and characteristics while leading them in contemporary multicultural settings after graduating from Ripon College. This finding therefore supports my activities promoting acceptance of diversity, as described later in the report.

Mary Tarling's Doctoral Research

A special opportunity to collect data related to the state of servant leadership at Ripon College presented itself this fall. Mary Tarling, Director of Servant Leadership at Aurora University and a PhD student at Cardinal Stritch University studying Leadership for the Advancement of Learning and Service in Higher Education, contacted me about Ripon College participating in research related to her doctoral work. That work sought to determine whether there was a connection between servant leadership and intellectual development. I was able to secure permission for Ripon College students to take the survey Ms. Tarling was administering. Results of this study are not yet available, but I look forward to being able to share those results in next year's report.

Outcomes Evaluation Process for Center for Social Responsibility

Another assessment project that will bear fruit for future reports is a newly-initiated outcomes evaluation process for the Center for Social Responsibility. Lindsay Blumer, Executive Director of the Center for Social Responsibility, Mary Avery, Fellow of the Center, and I have been collaborating with Soren Hauge, the Assessment Coordinator for Ripon College, to identify common outcomes and outcome indicators for the work of the Center and to implement means to measure these outcomes. This project is still a work in progress, and it extends beyond assessing only servant leadership, but it should yield additional methods to determine the effectiveness of our attempts to promote servant leadership at Ripon College. I will have more to report on this process next year.

Outcome 5: A Breakthrough Venture that Promises a New Beginning in Acts of Goodness

When I wrote this section last year, I was able to report on several prospective ventures that were in the works at that time. Therefore, it is with great satisfaction that I am able to write this year's report and describe the transformation from plan into reality of three of those ventures: the Center for Social Responsibility, the minor in Socially Responsible Leadership, and leadership training for students. Along with them, two wholly new endeavors – the TED Talks & Tea series and collaborative work with the Admissions Department – are seeking to bring the principles of servant leadership into the lives of students and others in new and exciting ways.

The Center for Social Responsibility

The most significant new initiative this year is the creation of the Center for Social Responsibility at Ripon College. Last year's report provided an overview of the proposal for this new Center as it stood at that time. Since that time, the Dean of Faculty and the President have given their approval to the new Center as envisioned in the documents accompanying last year's report, and its creation was announced by presidential proclamation at the end of the 2012-2013 school year. (A copy of that announcement can be found in the Appendices.) The Center combined the roles and resources of the Office of Community Engagement, Ethical Leadership Program, Pieper Chair, Creative Enterprise Center, and Leadership Studies program. This combination streamlines and coordinates the college's efforts to engage with its community and serve those beyond its boundaries. Moreover, the creation of the Center has led to a productive re-organization of office space and the creation of a dedicated budget category for service, ethics, leadership, and social justice activities, both of which expand the resources available for students exploring servant leadership.

Lindsay Blumer, Executive Director of the new Center, Mary Avery, Fellow of the Center, and I have been describing the work of the Center as encompassing “four S’s”: servant leadership, service learning, social justice, and social entrepreneurship. Thus, servant leadership is an explicit foundation of the new center, as well as an ethos that suffuses much of the rest of the Center's work. Along with servant leadership, service learning seeks to facilitate student academic learning through service experiences; social justice raises ethical questions of equity and equality in the world; and social entrepreneurship applies business skills to the solution of social problems. These “four S’s” play out

through a variety of curricular and co-curricular means that seek to engage students, faculty, staff, and the broader community. A full listing of the Center's activities can be found in the Appendices.

The new Center has been very positively received on campus, already generating new collaborations with staff and faculty and leading to the receipt of a \$135,125 Career Ready Internship grant for student internships through the Great Lakes Higher Education Guaranty Corporation. The college has decided to feature the new Center prominently in its promotional literature, including both print and web resources, further emphasizing Ripon College's nature as an environment that is supportive of servant leadership.

Minor in Socially Responsible Leadership

As mentioned in last year's report, related to the endeavor to create the Center for Social Responsibility was a drive to create a new minor or minors to promote the study of leadership in general and servant leadership in particular at Ripon College. This new academic program sought to reimagine and replace the college's existing Leadership Studies curriculum, which was to be discontinued after the retirement of its program director. Last year's report included proposals for two new minors: one in Ethics, Leadership, and Service, and one in Social Entrepreneurship and Innovation. In the ongoing negotiations surrounding approval of this new academic program, these two minors were combined into one minor with two tracks or emphases.

The minor, as approved by faculty vote last spring, is in Socially Responsible Leadership, and the two emphases are in community engagement and service learning and in social entrepreneurship and innovation. The minor is built on an introductory course in Ethical and Servant Leadership, which I will teach; two classes in the student's chosen emphasis, taught by either Lindsay Blumer in the case of community engagement and service learning or Mary Avery in the case of social entrepreneurship and innovation; an ethics elective; and an additional elective relating to leadership or management. The introductory class, both of Lindsay's classes, and one of Mary's classes are new additions to the curriculum. For a full description of the minor, see the Appendices.

New classes for the minor will begin debuting this spring. I will be offering Introduction to Ethical and Servant Leadership. Enrollment is already at 24, and I expect final enrollment to be closer to the class cap at 30. Mary Avery will be offering a new course on Social Innovation and Entrepreneurship, which will also have a very full enrollment. Lindsay Blumer will begin offering classes for the community engagement and service learning emphasis next fall. In addition to the roll-out of

these classes, one student has already signed up as my advisee for the minor, bringing with her some retroactive credits from the previous Leadership Studies program.

Leadership Training for Student Leaders

Another new initiative previewed in last year's report was leadership training for students. I have had several opportunities to organize or participate in such training sessions. While many of the other activities of the chair provide students with opportunities to practice the tenets of servant leadership, these training sessions provide Ripon College students with the opportunity to reflect on their experiences of and beliefs about leadership. I have had the chance to help lead three such events thus far. The largest of these was an **Emerging Leaders Training** I organized in conjunction with the Division of Student Life last spring for freshmen, sophomores, and juniors who were going to be assuming positions of leadership as Residence Assistants, in student organizations, or in other capacities this year. Nearly thirty students participated in this event, which involved sessions run by staff including Lindsay Blumer from the Office of Community Engagement, several members of the Dean of Students' staff, and me. As indicated by surveys, students reported learning from the event and feeling more confident in their leadership abilities afterward. (See Appendices for details.)

This fall, I have also had the opportunity to conduct shorter discussions of service and leadership with **current Residence Assistants** and the **captains of the men's basketball team**. These have been good conversations, especially that with the men's basketball captains. This spring will bring more leadership training opportunities, including a partnership with the Assistant Director of Multicultural Recruitment and Programming and several of the Residence Hall Directors on a **Social Justice Leaders' Retreat**. Also on tap for the spring is an athletics leadership training event planned in conjunction with the **Athletics Department**. I initiated planning for this event after reviewing results from the Graduate Questionnaire and identifying two-sport athletes as one of the groups that lagged behind the rest of the campus in acquiring the qualities of a servant leader. Finally, I will initiate planning in the spring for another iteration of the **Emerging Leaders Training**.

TED Talks & Tea

One promising new program in the 2013 calendar year has been the **weekly TED Talks & Tea** program I have been hosting. The concept of the program is simple: I select a video of a TED Talk, speeches by leaders and experts on a variety of pressing social issues. I invite a faculty or staff member who has expertise related to that talk to be the guest. The attendees watch the talk and then have an informal discussion of the issues with the guest and each other. The whole program is conducted in a

relatively casual environment complete with tea and cookies to distinguish it from more formal, academic interactions in classrooms or lecture halls.

The program has been a success thus far. At least a dozen participants, and occasionally as many as two dozen, have generally attended the programs, including a cross-section of students, staff, faculty, and community members. The discussions have provided a way for all involved to become more familiar with some of the pressing issues of our day and to discuss how we might exert leadership to serve others in ways related to these issues. Faculty, staff, and even students have begun approaching me and suggesting topics or videos for future TED Talks. The relatively informal interactions between students on the one hand and faculty, staff, and community members on the other provide an opportunity for the latter group to model civil discussion and problem solving for students and for students to have their ideas and opinions affirmed, building the confidence necessary to lead.

In addition to the weekly talks, last May I was able to attend a day-long **TEDx Event** hosted by Lawrence University. I was able to bring two students with me to the conference as well. That conference focused on issues related to the future of liberal arts. It is my hope that Ripon College might be able to host a similar TEDx Event in a year or two, perhaps focusing on the topic of civil discourse. If that does prove to be a possibility, I will help organize that conference.

Collaboration with Admissions

Another new initiative this year has been a closer collaboration with the Admissions Department at Ripon College. I have had several goals in that collaboration: to promote servant leadership and associated values to students even before they arrive at Ripon College, to help attract a critical mass of students excited about servant leadership and associated values who can then encourage other students to pursue servant leadership, to promote the new Center for Social Responsibility, and to help with the college's on-going recruitment efforts.

That collaboration has taken several forms: The Center for Social Responsibility is featured prominently in the college's new admissions literature. The Admissions Department has begun sending me lists of names of students they have identified as potentially interested in the activities of the Center. I will begin contacting those students at the start of next semester. Lindsay Blumer and I have met with Admissions staff to discuss the work of the Center. I and other staff of the Center have also assisted in the work of the Admissions Department, including presenting to prospective students, parents, and high school counselors and participating in a "Ripon Day" admissions fair.

Outcome 6: An Excellent Year in Carrying Out the Elements of the Mission of the Chair

As I reflect on all of my activities during my first full calendar year on the job, I am amazed at all that has happened this year. In addition to the big initiatives described above, there have been many smaller projects that make up much of the day-to-day work of the Chair. What follows is an attempt to catalogue them as best I can.

Learning about Servant Leadership

In 2013, I had several opportunities to expand my own knowledge of servant leadership. In March of 2013, I made a visit to **Viterbo University** to meet with Tom Thibodeau and Matthew Bersagel-Braley about the Servant Leadership program there. It was an informative experience learning more about one of the longest-running servant leadership programs in the state of Wisconsin. June provided an opportunity to attend the **2013 Annual International Greenleaf Conference**. The sessions there provided food for thought, and the networking opportunities gave me the chance to meet such luminaries of the servant leadership world as Kent Keith and Don Frick. This summer also provided an opportunity to read up on servant leadership and other leadership theories as part of **preparations to teach the new Introduction to Ethical and Servant Leadership course**. Finally, the **quarterly meetings with the other Pieper Chairs** have provided welcome opportunities to share perspectives on servant leadership and compare approaches amongst the Chairs.

Promoting Servant Leadership and the Center

The past year has brought not only opportunities to learn about servant leadership, but opportunities to present about it as well. Many of these opportunities have come as part of the establishment of the new Center for Social Responsibility and the related Minor in Socially Responsible Leadership. The approval process for the Center and the minor both provided an opportunity to educate faculty about servant leadership and its role in the Center and the minor. In addition, Lindsay Blumer, Mary Avery, and I had an opportunity this fall to present about the work of the Center, including servant leadership, to faculty and staff as part of the **Brown Bag Lunch** series. Lindsay, Mary, and I have also had other opportunities to speak about the creation of the Center, the work of the Center, and the role of servant leadership in the Center in other venues, including a **presentation for Parents' Weekend**, a **discussion with the Greek Council**, and work with the **Admissions Department**, described above.

Some of the opportunities to promote servant leadership have involved arranging for others to speak about it. Last spring, I organized a **panel by Ripon College alumni/ae who have served in - AmeriCorps or Peace Corps**. The panel was designed to provide current students with an opportunity to learn more about this avenue to exert servant leadership. I also arranged this fall, in conjunction with Prof. Brian Smith, for **Father Wally Kasuboski**, a Catholic missionary to Panama who has extensive ties to the college, to give a talk about servant leadership and his community development work in Panama. Finally, I helped provide resources to **Prof. Brian Smith** as he prepared a talk about servant leadership for the local Prairie Lakes Unitarian Universalist Fellowship.

Yet other opportunities to promote servant leadership have taken different forms. After reviewing the data from the Graduate Questionnaire, I had a conversation with **Luke Hatfield**, staff member for His House, an independent ministry group that works with religious organizations on Ripon College's campus. The data had shown students who participated in religious organizations lagging in some aspects of servant leadership, so Luke and I discussed how he might help promote those areas within these groups. In addition, the Greek organizations at Ripon College present annual **Greek awards** to individuals and chapters. Last spring, I was invited to be a judge for the chapter awards. This opportunity provided a chance for me to help uphold the standards of servant leadership as I applied the award criteria in evaluating the work of all of the Greek chapters on campus.

Service Events

I also helped organize a number of service events for students to help encourage their desire to serve, which Greenleaf identifies as the root of servant leadership. Last spring, these included two **iPads & Apps** events in February and April, building on a program by the Wisconsin and Upper Michigan District of the Kiwanis Club. At these events, students assisted children with autism and their parents who had been given iPads by the Kiwanis. These iPads help those children with autism learn and improve their social skills. In February, I helped the student coordinator recruit for the college's **Reading Buddies** program operated in conjunction with one of the local elementary schools and the **Read Across America** program run by the Ripon Public Library. Working with the Environmental Group of Ripon (EGOR, a student group) and the college's Sustainability Coordinator, I coordinated an entire week's worth of service and informational events in celebration of **Earth Day 2013** in April. These events included tree planting and a clean-up of the woods on campus. Finally, I led a group of students to participate in a **Habitat for Humanity build day** in Oshkosh in early May.

This fall, I continued leading groups of students to work on **Habitat for Humanity build days**, taking groups to Oshkosh in September and November. In addition, working with Paul Osterholm, Executive Director of the Fond du Lac County Habitat for Humanity, I have recruited students to participate in a cooperative **Habitat spring break trip to Chicago** this coming March. This trip will include students from Ripon College, Marian University, UW-Fond du Lac, and Moraine Park Technical College. Around a half dozen Ripon College students will participate. I have also continued my work with the **Reading Buddies** program, overseeing the program coordinator as an intern. In October, I was able to arrange some local service opportunities for the **women's basketball team** at a local assisted living facility. In November, I assisted another student intern who was putting together a volunteer event to assemble **maternal birthing kits** during the **Wellness Fair** at the college. Finally, I oversaw students running the **annual food drive** at the college, a project that spanned November and December and included further participation in the Wellness Fair.

This semester has also seen groundwork laid for an exciting joint service, service-learning, and leadership development project with MSOE. For many years now, Ripon College has had a relationship with the **Blue Mountain Project**, a non-profit development organization in Jamaica, and the people of **Hagley Gap, Jamaica**, whom the Blue Mountain Project serves. Prof. Joe Hatcher leads a yearly Maymester class to Hagley Gap and the surrounding area, and the Student Volunteers for the Blue Mountain Project organize an additional student trip over the summer. By collaborating with Dr. Dave Howell, Pieper Chair at MSOE, we have arranged for students and a faculty member from MSOE and MSOE graduates now running the non-profit organization Project Community Computers to travel to Hagley Gap as well to upgrade and install computers in two to three computer labs there. The MSOE team and the Ripon group will overlap for part of their time in Jamaica, and there will be an opportunity for them to meet prior to the trip to discuss leadership and cross-cultural experiences. This exciting project should be a great opportunity for students from both schools to learn about servant leadership together. Dr. Howell and I believe this collaborative approach will foster learning that would not be possible with the students of just one of our schools.

Service-Learning

The collaboration with MSOE and Prof. Hatcher's Jamaica Maymester class has not been the only way in which I have sought to bring the principles of service and leadership into the classroom over the past year. As mentioned in last year's report, I have been working with **Prof. Rafael Salas** to develop a service-learning component of his **painting course** for Spring 2014 that will involve students

interacting with residents of Maplecrest Manor and producing art for that assisted living facility. I have also continued my collaboration with **Prof. Mollie Oblinger** and her ceramics classes on the **Empty Bowls** project, also mentioned in last year's report. This year, Prof. Oblinger's students again produced bowls for the Empty Bowls project, some even voluntarily electing to produce multiple bowls. These bowls were sold, and the proceeds were donated to the Ripon Community Food Pantry. As part of that collaboration, I also presented in Prof. Oblinger's classes about food insecurity, and Prof. Oblinger was a guest for one of my TED Talks & Tea programs, which was focused on the global problem of hunger.

I have been involved in a number of new service-learning and other curriculum projects over the past year as well. I chaperoned a service-learning trip by **Prof. Barbara Sisson's Biology of Cancer class** to attend the Fox Valley Leukemia/Lymphoma Society Walk. This trip provided students an opportunity to learn in greater depth about how cancer research is funded. Prof. Sisson was also a guest at one of my TED Talks focused on cancer fundraising. Along with Lindsay Blumer, I helped **Prof. Marc Eaton** identify speakers for his **Social Movements and Sociology of Deviance classes**. Prof. Eaton also served as a TED Talks guest because of that collaboration. Finally, Lindsay Blumer and I assisted several science faculty members in incorporating greater consideration of ethical issues into the curriculum for the **science senior seminar courses**. Prof. Joe Scanlon, Chemistry, and Prof. Leah Simon, Physics, consulted with us last spring, and they along with Prof. Sisson and Prof. Bob Wallace, Biology, consulted with us again this fall.

This fall I conducted a service-learning project of my own in my History of Religion in America class. The project was connected to the Higher Education Diversity Initiative Team (HEDIT) conference on religious diversity held at Ripon College. HEDIT is a joint project of the four institutions of higher education in Fond du Lac County: Ripon College, Marian University, UW-Fond du Lac, and Moraine Park Technical College. My students designed posters to educate the public about the history, beliefs, and practices of minority religious groups as part of an interfaith celebration.

Acceptance of Diversity

Since one of the characteristics of a servant leader is accepting others, part of my work over the past year has sought to promote the acceptance of diversity on the Ripon College campus. Ripon is a relatively homogenous community, and there have been documented incidents of minority students experiencing harassment. While diversity programming may not be a primary responsibility of the chair, it has been clear to me that some such work, performed in collaboration with others, is appropriate because of the connection with the qualities of a servant leader.

Martin Luther King Week 2013 was the occasion for several diversity activities. I served on the planning committee for the week's activities, helping identify speakers and panelists. I also led a reflection activity on the Friday of MLK Week. Furthermore, I was the guest for an **"All About Ethics" radio show episode** discussing King's life, work, and leadership, hosted by student intern Nathan Davidson. Last spring, I also served on the planning committee for **Women's History Month** at Ripon College, helping identify service opportunities related to the month. In addition, I was one of the few faculty and staff invitees to a **diversity dinner** hosted by President Messitte to strengthen community among ethnic, racial, and sexual-orientation minority students on campus. Finally, I helped led a session at the **HEDIT Conference on religious diversity** held at Ripon College in October. The session promoted personal sharing and interaction among students of varied religious backgrounds.

Engagement with the Community

One opportunity to help contribute to servant leadership in the wider Ripon community was my service on Ripon College's United Way campaign committee. Ripon College was the pacesetter organization for the Ripon Area United Way drive this year. The Ripon Area United Way supports many local organizations, including those that teach leadership to youth, such as the Boys Scouts of America and the Girls Scouts of America. I helped coordinate some of the college's fundraising efforts. Overall, the college's participation was a success. It contributed \$8,142.29 to the organization's \$70,000 goal, far surpassing its target of 10% of the total.

Outcome 7: A Servant Leader Who Leads at an Element or Segment of Our World

The efforts of the chair are designed to make a difference in how students, faculty, and staff live their lives. Most of these differences, while important, happen on the personal level and are unheralded in the wider world. Nevertheless, the position also includes the quest to produce a servant leader who will make a significant and noticeable contribution in a particular area of society. It is unlikely, however, that we will know the true worth of our students' achievements until many years down the road. Yet Ripon College is seeking to recognize outstanding students, staff, and faculty now. While none of these individuals are yet at the level of a Nelson Mandela, a Mother Theresa, or a Gandhi, identifying and affirming them now creates a group to watch in the future.

Martin Luther King, Jr. Week Awards

As noted in last year's report, the committee for Ripon College's Martin Luther King, Jr. Week, chaired by Assistant Director of Student Activities Kyonna Withers, established annual awards as part of Ripon's MLK Week celebrations. The three awards recognize a staff member, a faculty member, and a student. Last year, I was among the panel of judges for the awards. The "Drum Major Award" goes to a faculty member who has been "a drum major for justice, peace, and righteousness." Last year, it was awarded to Brian Smith, Professor of Religion, who has helped lead alternative breaks and has been an outspoken voice for justice, peace, and service on campus. The "Continuing the Dream Award" goes to a staff member who "has been at the forefront of inclusion of everyone and believes in equality of all." Last year, it was awarded to Lindsay Blumer, Executive Director of the Office of Community Engagement and Ethical Leadership Program and a strong advocate for social justice on campus.

The "Living the Dream" award goes to a student who has "contributed nonstop to the dream of equality" at Ripon College. Last year, it was awarded to Dulce Andrade, a student who helped initiate and run a variety of tutoring and educational programs for low-income, limited English, and immigrant students in the Ripon area. Dulce also helped advocate for immigration reform and participated in other forms of service. Since graduating last spring, she has been helped to lead social justice and leadership training retreats at a camp in California. Dulce is definitely one of the students we will be watching for a great contribution in the future.

This year's winners of these awards will be announced at a celebration on January 23rd. I am pleased to say that I am one of the nominees this year.

Conclusion

When I began at Ripon, there was much expectation for the potential of the Pieper Chair, but little concrete definition of the position's roles and responsibilities. More than a year into this position, I feel it has taken firm shape, aided in large part by the creation of the Center for Social Responsibility and the Minor in Socially Responsible Leadership. Collaborative relationships with others across the campus have also allowed the Pieper Chair to become integrated into campus life in ways that it would have been hard to imagine when I began my work in 2012. My work and the work of others over this last year have established the Chair and its role on campus, and it is my expectation that the framework so established will continue to serve the position well for years to come.

Appendices

Ripon College Graduate Questionnaire Instrument

2013 RIPON COLLEGE GRADUATION QUESTIONNAIRE & EXTRA-CURRICULAR ACTIVITY SHEET

Full Name _____

Preferred First Name _____

Permanent Home Address _____
Street, City, State, Zip

Home Telephone Number _____ Cell Phone _____

Address after Graduation (if known) _____
Street, City, State, Zip

Non-Ripon E-mail _____

Spouse's Name (intended) _____ Marriage (planned date) _____

Major(s) _____

Minor(s) _____

Greek/Theme Floor Affiliation _____

Are you a Wisconsin resident? _____ Yes _____ No

I grant permission to publish graduate school and employment information in:

- My Class Letter
- Ripon Magazine

GRADUATE SCHOOLS YOU APPLIED TO (if applicable)

Accepted at:

_____	_____
_____	_____
_____	_____

I will be attending graduate school at _____

Area of study and degree you're seeking _____

EMPLOYMENT PLANS (if applicable)

A. I will be employed immediately upon graduation by _____

1) Job title _____

2) Business location _____
City, State

3) This position is (circle one): Part-time Full-time Temporary

- B. I will be seeking employment after graduation_____
- C. I will be going into the military (branch/rank)_____
- D. I will be going into AmeriCorps, VISTA, Peace Corps, or a mission-related program. Please specify_____
- E. I will be teaching/student teaching (circle one) after graduation.

Location _____

Subject(s) _____

- F. If you are not attending graduate school this fall, do you intend to pursue a graduate degree within the next 5 years? Yes___ No___

If so, in what area of study?_____

- G. If you have no specific plans immediately after graduation, please check here. ___

OTHER

- A. Did you participate in an internship in the last four years? Yes___ No___

If so, when and where?_____

How did you get the internship?_____

Did you find your internship beneficial to your college experience?_____

- B. What leadership skills, if any did you learn at Ripon College (through classes, athletics, Greek life, a student organization, or other opportunity) that you feel will be most useful after you graduate?

Circle all that apply:

- Empowering & Developing People Humility Authenticity
- Accepting Others Responsibility for People, Organizations and Resources
- Providing Direction to Others/Groups

Name _____

Your transcript represents only a portion of your collegiate record. Employers and others wishing to evaluate your experiences at Ripon frequently ask about out-of-class activities. Please mark with an "X" those extra-curricular activities you were involved in during your college career. List any on-campus employment, Maymester, Off-Campus study or research opportunities. If you were an officer of any organization, please note the name, office, and year(s) of service in the space below. Also, please add awards and other activities in the space at the bottom.

Athletics

___ Varsity-Sport(s): _____

___ Junior Varsity-Sport(s): _____

___ Intramurals: _____

___ Cycling Club

___ Equestrian Club/Team

___ Lacrosse Club

___ Men's Volleyball Club

___ Red Hawks Dance Team

___ Ripon College Cheer and Stunt Squad

___ Rugby Club

Community Outreach/Activism

___ American Red Cross Club

___ Amnesty International

___ Avon Army of Women

___ Bonner Program - next year

___ Circle K

___ Community Service Activities

___ Miss Ripon Charity Pageant

___ St. Jude Up 'til Dawn

___ Student Volunteers for the Blue Mountain Project

___ Students for Animal Welfare

Campus Life

___ Book Club

___ Communicating Plus Mentor

___ EGOR

___ Ethical Leadership Program

___ Fencing Club

___ Forensics

___ Martial Arts Club

___ Orientation Committee

___ Paintball Club

___ Paranormal Science Society

___ Peer Contact

___ Ripon Outdoor Club

___ ROTC

___ rRRumba

___ SMAC

___ Student Ambassadors

___ Table Top Games

___ Ultimate Frisbee

___ Women's Boxing Club

Diversity

___ Black Student Union

___ Cultural Diversity Club

___ Fuerza Alliance

___ Hablamos

___ Network

Fine Arts

___ Art Opening Jamboree Enthusiasts

___ Arts Appreciation Society

___ Chamber Singers

___ Choral Union

___ Collegium Musicum

___ Drama/Theater Productions

___ Drumline

___ Jazz Ensemble

___ Music Appreciation Society

___ Orchestra

___ Symphonic Wind Ensemble

Greek Life

___ Greek Council

___ Greek Membership: _____

___ Interfraternity Council

___ Panhellenic Council

Politics

___ Democrats

___ Greens

___ International Relations Club

___ Republicans

___ Young Americans for Liberty

Professional

___ Anthropology Association

___ Armchair Association (Philosophy)

___ Phi Beta Lambda (FBLA)

___ Pre-Law Society

___ Pre-Prof. Society of Medical & Health Sciences

___ SIFE (Enactus)

___ Society of Physics Students

___ Student Education Association

Residence Life

___ Residence Hall Council

___ Residence Hall Staff Member

Spirituality

___ Campus Christian Fellowship

___ CRU

___ Secular Student Alliance

___ Spirituality Association

Student Government

___ Student Senate

___ Judiciary Board

___ Committee Representatives

Student Media

___ Cinemaniacs/RCTV

___ College Days

___ Crimson

___ Parallax

___ WRPN/FM

On Campus Employment

Maymester

Off-Campus Study

Research Experience

Activity/Organization

Office Held

Year(s)

Honors/Awards/Other Activities (Year)

Ripon College Graduate Questionnaire Results

On this year's senior class survey, I inserted a question asking whether students had learned six traits associated with servant leadership: empowering and developing people, humility, authenticity, accepting others, responsibility for people, organizations and resources, and providing direction to others/groups. The overall results are as follows:

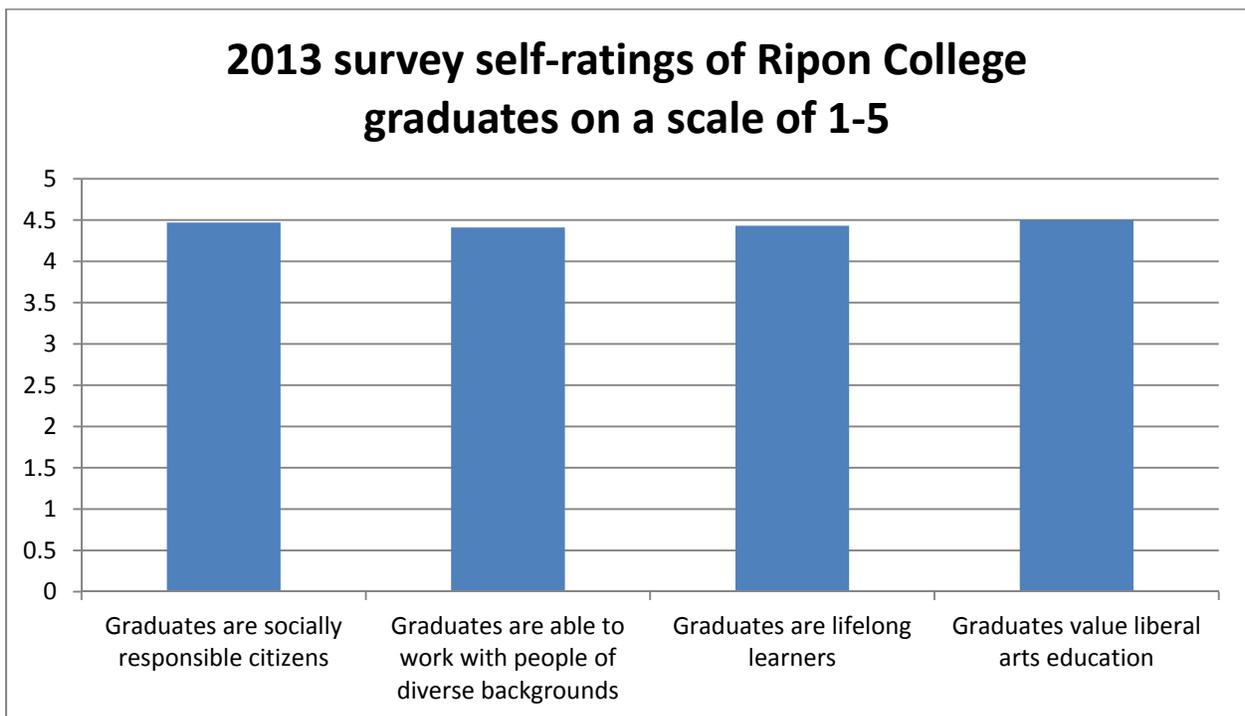
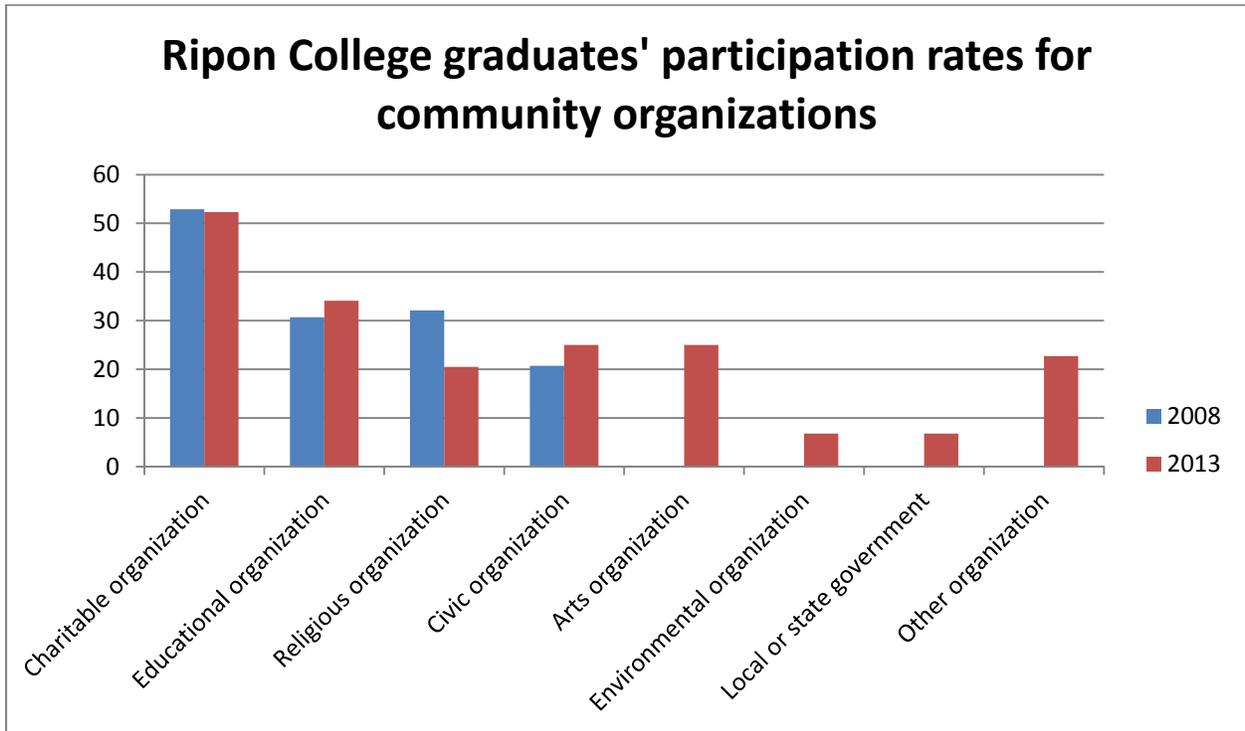
- 53% learned empowering and developing people
- 54% learned humility
- 53% learned authenticity
- 65% learned accepting others
- 74% learned responsibility for people, organizations and resources
- 63% learned providing direction to others/groups

Since the survey also asked about student involvement, I was able to use the survey to look for correlations between learning these servant leadership principles and various forms of student involvement. I have not performed a sophisticated statistical analysis of these results, and therefore cannot vouch for their significance. Nonetheless, after going through the data, I have noticed the following trends:

- Off-campus study was a huge boon to learning servant-leadership principles. It correlated very highly with all areas, especially accepting others and providing direction to others.
 - Maymesters were also a boon to learning these principles, though a smaller one and only for the latter three servant leadership skills.
- In general, more student involvement on campus meant greater learning of servant leadership principles. There are a few types of involvement were particularly strongly correlated with learning these principles:
 - Student media, perhaps surprisingly, was the group most strongly correlated with learning these principles.
 - Residence life was also very strongly correlated across the board. Director of Residence Life Jessica Joanis should be commended for her good work in this area.
 - Diversity-related student organizations were strongly correlated with all principles except for humility.
 - Professional societies stood out as above average on four of the six measures (all but developing people and accepting others).
 - Political organizations were highly correlated with more traditional aspects of leadership (developing people, responsibility, providing direction), though not above average for humility or authenticity and notably below average for accepting others.
 - Community service, extensive involvement with Greek life, and student government all correlated with two or three of the six principles.
- For campus life and fine arts student groups, there was little to no correlation between participation and learning the principles of servant leadership.

- A couple of types of student involvement were negatively correlated with learning servant leadership principles:
 - High participation in athletics (two or more activities, varsity and intramural combined) correlated poorly with accepting others and providing direction.
 - Religious groups (I am sad to report) correlated poorly with developing others, humility, and authenticity.
- Those with two or more leadership roles on campus were the most likely to learn servant leadership principles, though they were not more likely than the average student to learn humility or authenticity.
- Those reporting having received/participated in four or more awards/additional activities were also more likely to report having learning the servant leadership principles.
 - Oddly enough, though, students who reported two or three awards or additional activities were MUCH less likely to report having learned these principles than the average (or those reporting one or no awards and additional activities). It was a small sample (15 out of 142 students), so that may explain the anomaly.

Comparisons between 2008 and 2013 Alumni data



Comparisons between 2010, 2012, and 2013 OCE service data

	<i>2010</i>	<i>2012</i>	<i>2013</i>
Number of students who engaged in academic service learning	114	282	221
Number of students who engaged in forms of community service other than academic service learning	791	698	515
Total number of students who engaged in community service of any kind	905	890	
Number of students who engaged in at least 20 hrs of service per semester	150	89	92
Total number of service hours engaged in by students	8,117	5,840	5522.5

Announcement of the Center for Social Responsibility

Dear Faculty, Staff and Students,

Our college has a long tradition of providing meaningful opportunities with which to gain educational and personal enrichment both on-campus and beyond. We believe these opportunities, whether volunteering with Service Corps, conducting research for local businesses, interning at a nonprofit or exercising one's civic rights, help to further connect our community with the world and serve as catalysts for positive change.

With input and support from our campus community, I am pleased to announce the formation of a new Center for Social Responsibility at Ripon College.

This new center combines the best of existing programming, and formalizes the curricular role of community engagement, service learning, social entrepreneurship and interdisciplinary studies in the development of ethical, sustainable and socially responsible leaders.

In addition, the faculty has approved an innovative new minor in socially responsible leadership, which we envision will garner interest among a broad pool of current and prospective students. This minor comes with two emphases: social entrepreneurship and innovation, and community engagement and service learning.

The new Center and associated academic programming will benefit from resources made available through the Pieper Chair of Servant Leadership, and will harness existing resources and expertise formerly connected with the Office of Community Engagement and the Creative Enterprise Center.

Lindsay Blumer will serve as the Center's executive director. In this role, she will provide instructional support for the minor in socially responsible leadership, and continue to oversee faculty and student development grants and alternative breaks, coach/advise the Ethics Bowl and Enactus (formerly Students in Free Enterprise, or SIFE) student teams, and supervise service and ethics consultants, among other duties.

David W. Scott, Pieper Chair of Servant Leadership, and Associate Professor Mary Avery will serve as fellows of the Center and will teach courses offered as part of the SRL minor. In addition, David will serve as academic advisor to students enrolled in the SRL minor, and will be responsible for coordinating leadership and service learning training for faculty and student groups, and assist in the supervision of service and ethics consultants. Mary will continue to supervise the Creative Enterprise Consultants (CEC), and serve as a mentor to faculty, alumni and community members interested in innovation and entrepreneurship.

Over the summer we will work on our new web presence and print communications, and rearrange space on the second floor of the Harwood Union for the new offices of the Center for Social Responsibility.

Please join me in thanking Lindsay, David, Mary, and Dean Jerry Seaman, who contributed to this new strategic direction. I am confident this structure will go a long way towards providing all members of our campus community with opportunities for growth and professional development.

I encourage you to view our FAQs to help answer any questions you may have.

Best,

Zach P. Messitte
President

Center for Social Responsibility FAQs

- Why the change—each program seemed to be just fine?
 - Each program is doing very well and that is why we've decided to combine the best of each program into the Center. We've been able to offer many opportunities and now we've outgrown our programs and mission—a good problem to have! By combining these elements into a Center we are able to offer more opportunities and be more efficient in their operation. Also, our research tells us that creating a Center or central location is an innovative way to demonstrate how Ripon College meets and exceeds our students' needs and expectations.
- Where will the new Center be located?
 - On the second floor of the Harwood Union. We will work over the summer to rearrange this space. Visit us at any time!
- Who do I call if I need something?
 - We are working on a collective email address and phone number but in the interim you can contact Lindsay, David or Mary with any questions.
- Will there still be student and faculty grants available?
 - Yes. There will still be a variety of grant opportunities for both students and faculty through the Center.
- What will be the impact on community partners?
 - Community partners will now have a "one stop shop" for their projects, whether they need volunteers or help with a specific project.
- What if I currently have an ELP student or faculty grant for the summer?
 - Nothing will change about the current 2013 summer grants.
- What happens to the ELP certification?
 - The ELP certification will be discontinued in May 2014. That is the expected graduation date of the remaining students in this program. Almost all students indicated that they would be more interested in the SRL minor if it had been available so we anticipate advising students interested in ethics and leadership to consider the new minor.
- What happens to the Leadership Studies minor?
 - No more classes for the Leadership Studies minor will be offered with the retirement of Professor of Leadership Studies Jack Christ in May 2013. Students who have already completed the requirements will still graduate with the Leadership Studies minor. Students who have not yet completed or declared a minor in Leadership Studies will have the opportunity to earn a minor in Socially Responsible Leadership.

- What happens to the Creative Enterprise Center?
 - The work of the Creative Enterprise Center will continue under the new name of the Creative Enterprise Consultants. The CEC acronym will remain the same. The CEC will become a program of the Center for Social Responsibility.
- What happens to Ethics Bowl?
 - The Ethics Bowl program will continue, even without the larger structure of the Ethical Leadership Program.
- What happens to the current Service Corps (former Bonner) students?
 - This program will be discontinued in May 2014. That is the expected graduation date of the remaining students in this program.

Ripon College Center for Social Responsibility Activities

The Ripon College Center for Social Responsibility combines the best of existing programmatic resources to provide an innovative space for students, faculty, staff and the community to examine and experience service, ethics, leadership and social innovation/entrepreneurship.

Students

Study

- SRL Minor
- Credit/non-credit bearing alternative breaks
- Student development grants
- Conference support

Experience

- Service opportunities (ongoing and events)
- Alternative breaks
- Leadership training for student groups
- Enactus (formerly SIFE)
- Ethics Bowl

Work

- Creative Enterprise Consultants Program
- Service & Ethics Consultants Program

Discuss

- Student mentoring
- Structured conversations
- CSR Speakers Series
- Conferences & Workshops

Faculty

Teach

- Faculty development grants
- Service-Learning technical assistance
- Curricular development assistance

Learn

- Faculty learning opportunities
- CSR Speakers Series
- Conferences & Workshops
- CEC work for departmental projects

Serve

- CEC faculty mentoring
- Service & Service-Learning
- Support/Technical Assistance for promotion & tenure

The College

Promote

- College branding
- Public relations resources

Grow

- Prospective student outreach
- Grant writing/funding

Connect

- Student surveys
- Faculty surveys
- Alumni surveys
- Community surveys
- CEC alumni mentoring

The Community

Collaborate

- Community partner relationship-building
- Ongoing service and events
- Alternative breaks
- Creative Enterprise Consultants Program
- CEC community mentoring

Learn

- Community presentations
- CSR speakers series
- Conferences & Workshops



Proposal for a Minor in Socially Responsible Leadership

Learning Objectives:

This minor includes two emphases: one on social entrepreneurship and innovation and one on community engagement and service learning. Students in both emphases should learn how to

- Elaborate ethical and moral frameworks;
- Analyze issues of service, justice, common good, and social problems using disciplinary tools;
- Integrate ethical and moral frameworks with analysis of communities and associated issues of service, justice, common good, and social problems;
- Identify specific academic and practical issues related to leadership or management in a variety of real-world settings (non-profit, educational, private, and public) related to above topics; and
- Apply knowledge of ethics and service to these real-world settings.

For a complete description of program requirements, see description on following sheets.

Rationale:

- Fits with college's mission of "[preparing] students of diverse interests for lives of productive, socially responsible citizenship."
- Fits with the liberal arts tradition of producing intellectually well-rounded graduates capable of pursuing not only their own individual good, but the common good of society.
- Meets social need for ethical and responsible leaders with an orientation toward serving others.
- Prepares students for careers related to social problem-solving in the non-profit, educational, private, and public sectors. Non-profit careers in particular have been increasingly popular with Ripon College students and have grown faster than private-sector careers in recent years.
- Addresses research-identified superficial or deficient understandings of ethics, leadership, and service among young adults.

Advantages:

- Continues the work of the Ethical Leadership Program and Leadership Studies minor.
- Formalizes the curricular role of community engagement and provides a new curricular focus on service that goes beyond current service-learning offerings.
- Leverages new resources available through Pieper Chair of Servant Leadership.
- Provides another curricular option for students who have thus far enrolled in the Leadership Studies and/or Nonprofit Business Management minors or designed their own minors in social justice or related topics.
- Establishes a distinctive academic program that can be leveraged to produce a competitive advantage in attracting students on a national basis. Other similar academic programs exist, but they are not common.
- Requires few new courses to be added to the curriculum.
- Includes possibility for additional emphases in the future (e.g., peace and justice emphasis)
- Integrates humanities and social sciences approaches to understanding effective leadership.

- Similar in structure to other interdisciplinary programs (Chemistry-Biology, Environmental Studies, Global Studies, Latin American and Caribbean Studies, Law and Society, Museum Studies, National Security Studies, Psychobiology, and Women's and Gender Studies)

Socially Responsible Leadership

Associate Professor Mary Avery;

Assistant Professor David Scott;

Instructor Lindsay Blumer

The minor in Socially Responsible Leadership provides students with the specific leadership, ethical, and technical skills necessary to effectively contribute to solving social problems in ethically responsible ways. The interdisciplinary approach recognizes that leadership is a concern in all areas of life. It also integrates moral and ethical frameworks with the analysis of communities from a variety of disciplinary perspectives and in various real-world scenarios. Two different emphases in social entrepreneurship and innovation and in community engagement and service learning allow students to specialize in particular approaches to this integration. The minor is designed for students who desire to contribute to the social good in the non-profit, educational, private, and public sectors.

Requirements for a minor in Socially Responsible Leadership:

Core requirements for a minor in Socially Responsible Leadership: SRL 110, one ethics elective, and one leadership and management elective.

In addition to the core requirements, students must choose one of two emphases:

- Social entrepreneurship and innovation emphasis: SRL/BSA 309 and SRL/BSA 310
- Community engagement and service learning emphasis: SRL 330 and SRL 340

Ethics electives:

Philosophy 202: Business Ethics

Philosophy 241: Ethics

Philosophy 245: Professional Ethics

Philosophy 353: Human Rights

Politics 346: Morality and Public Policy

Religion 231: History of Christian Theology and Ethics

Religion 321: Ethics and International Affairs

Religion 332: Comparative Religious Ethics

Leadership and management electives:

Anthropology 312: Activist Anthropology

Arts 377: Arts Management

Business Management 310: Nonprofit Organization Management

Business Management 315: Strategic Management

Business Management 413: Entrepreneurship and Small Business Management

Economics 354: Managerial Economics

Psychology 225: Human Resource Management

Psychology 226: Organizational Behavior

Psychology 300: Departmental Studies – Personnel Selection

Religion 235: Religious Models of Servant Leadership: Mohandas K. Gandhi & Martin Luther King Jr.

Sociology 201: Social Problems

Sociology 301: Social Movements

Sociology 304: Sociology of Inequalities

Sociology 308: Public Sociology and Activism

Notes: A course may not be used to meet the emphasis requirement and the leadership and management elective. Please be aware that some electives may have prerequisites.

Emerging Leadership Training Survey Results

The following questions were included in an evaluation survey given to participants in the Emerging Leadership Training event in April 2013.

1. Do you feel like you learned something from your participation in this event?

100% of students answered "Yes, definitely" or "Probably yes."

2. Do you feel more confident in your abilities as a leader because of your participation in this event?

91% of students answered "Yes, definitely" or "Probably yes"; 9% answered "Maybe."

3. Identify any leadership skills you learned from this event:

77% of students identified communication.

27% of students identified working with diverse people.

18% of students identified honesty.

Students also identified other skills, but such answers were mainly given by one or two people.

TED Talks & Tea Schedule

Spring 2013:

Jan. 23 – Race and incarceration

Talk: Bryan Stevenson – “We need to talk about an injustice”

Guest: Professor of Psychology Joe Hatcher

Feb. 13 – Beauty and genetic disorders

Talk: Rick Guidotti – “Seeing beauty for a change”

Guest: Assistant Professor of English Mary Unger

Feb. 20 – Democracy and government

Talk: Rory Stewart – “Why democracy matters”

Guest: Ripon College President Zach Messitte

Feb. 27 – Internet access and education

Talk: Aleph Molinari – “Bridging the Digital Divide”

Guest: Assistant Professor of Education Herve Some

Mar. 6 – Gender and marketing

Talk: Johanna Blakley – “Social media and the end of gender”

Guest: Post-Doctoral Fellow of Sociology David Hutson

Mar. 20 – Journalism and the internet

Talk: Markham Nolan – “How to separate fact and fiction online”

Guest: Assistant Professor of Communications Deano Pape

Mar. 27 – Leadership and the military

Talk: Stanley McChrystal – “Listen, learn ... then lead”

Guest: Professor of Leadership Studies Jack Christ

Apr. 3 – Aging and happiness

Talk: Laura Carstensen – “Older people are happier”

Guest: Executive Director of the Office of Community Engagement and Ethical Leadership Program
Lindsay Blumer

Apr. 10 – Entrepreneurism and development

Talk: Ernesto Sirolli – “Want to help someone? Shut up and listen!”

Guest: Professor of Business Management Mary Avery

Apr. 24 – The environment and activism

Ted Talk: James Hansen – “Why I must speak out about climate change”

Guest: Professor of Mathematics and Coordinator of Environmental Studies Program Karl Beres

Fall 2013:

Sept. 3 – The liberal arts and civic engagement

Talk: Liz Coleman – “A call to reinvent liberal arts education”

Guest: Ripon College President Zach Messitte

Sept. 10 – Creativity and the liberal arts

Talk: Brian Pertl – “Music education, improvisation, and dancing across the disciplines”

Guest: Professor of Music Kurt Dietrich

Sept. 17 – Technology and social influence

Talk: Andreas Ekström – “Google knowledge, Google money, Google power”

Guest: Assistant Librarian Kate Moody

Sept. 24 – Campaign finance reform

Talk: Lawrence Lessig – “We the People, and the Republic we must reclaim”

Guest: Assistant Professor of Politics and Government Henrik Schatzinger

Oct. 1 – Religious diversity, scheduled to coincide with the HEDIT Conference on Religious Diversity

Talk: Karen Armstrong – “My wish: The Charter for Compassion”

Guest: Professor of Religion Brian Smith

Oct. 8 – LGBT History Month

Talk: iO Tillett Wright – “Fifty shades of gay”

Guest: Assistant Professor of Sociology Marc Eaton

Oct. 15 – Vocation, scheduled to coincide with Major Fest

Talk: Eunice Hii – “Don't Just Follow Your Passion: A Talk for Generation Y”

Guest: Associate Professor of Philosophy Paul Jeffries

Oct. 29 – Domestic Violence Awareness Month

Talk: Jackson Katz – “Violence against women—it's a men's issue”

Guest: Residence Hall Director David Polizzi

Nov. 5 – Movember and cancer research

Talk: Adam Garone – “Healthier men, one moustache at a time”

Guest: Assistant Professor of Biology Barbara Sisson

Nov. 12 – **Global awareness**, scheduled to coincide with Rally Around the World

Talk: Ethan Zuckerman – “How to listen to global voices”

Guest: Assistant Director of Student Activities Kyonna Withers

Nov. 19 – **Hunger**, scheduled to coincide with Empty Bowls 2013

Talk: Ellen Gustafson – “Obesity + hunger = 1 global food issue”

Guest: Assistant Professor of Art Mollie Oblinger

Nov. 26 – **Native American Heritage Month**

Talk: Winona LaDuke – “Seeds of Our Ancestors, Seeds of Life”

Guest: Assistant Professor of Art History Travis Nygard

Dec. 3 – **Shakespeare and the prison system**

Talk: Laura Bates – “Shakespeare in Shackles: The Transformative Power of Literature”

Guest: Assistant Professor of English Ann Pleiss Morris

Dec. 10 – **Leadership and greatness**

Talk: Simon Sinek – “How Great Leaders Inspire Action”

Guest: Instructor of Business Management David Sakrison