



YEARLY REPORT FOR:

Suzanne and Richard Pieper Family Foundation, LTD.

SUBMITTED BY:

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1. Outcomes Baseline Data

We completed our second year of the ethnographic research initiative. It's interesting to compare the conclusions and recommendations between the first and second year, as well as the way Barb Meyer—the new Research Assistant for the office of Servant-Leadership—interpreted the data she gathered (you can visit [Appendix A](#) for a full review of Barb's report).

What the data does demonstrate is the value in conducting a longitudinal study. It's true that this is only the second year of the study—but at the same time, we have twice the data that we did a year ago. And with twice as much data, we have twice the ability to understand how the office of Servant-Leadership is impacting the overall culture at Milwaukee School of Engineering (MSOE). We now also have the opportunity to compare data from year to year. Barb wrote that *Continuing some overlap in observations from one year to the next will eventually show trends in how the program has grown or not. Therefore, I recommend that each year the researcher choose one or two observations from the previous year and expand with a second and/or third observation that was not done in the preceding year.* If we follow Barb's advice, we'll be better able to see if the recommendations coming out of the yearly ethnographic studies are being addressed or not.

This year's Conclusions and Recommendations focused on 3 aspects: [understanding](#), [time](#), and [interest](#). As Barb wrote in this year's report: *Triangulating the data from the observations, surveys, and interviews, I discovered that many students do not participate in Servant Leadership because of **time** conflicts, **interest** in the activity sponsored by Servant Leadership, and a lack of understanding of the concepts of Servant Leadership.* It's true that students attending MSOE are busy, but such is the life of a university student. We need to better integrate Servant-Leadership into the very fabric of MSOE, so our students don't have to pursue it since it will already be part of their academic experience.

2. Sound Acceptance of Servant-Leadership

For the purpose of this year's report, I'd like to focus this section on the new and ongoing academic initiatives that the office of Servant-Leadership has engaged in. We continue to integrate Servant-Leadership into courses across campus, and in doing so we enable students to cross-pollinate their academic interests with their Servant-Leadership interests. It also enables faculty to play defined roles in the work we enact across campus.

Greenleaf Institutional Membership

The office of Servant-Leadership is providing Greenleaf membership for the following leaders of MSOE:

- Dr. David Howell, Chair for Servant-Leadership
- Dr. Frederick Berry, Vice President of Academics
- Tim Valley, Vice President of Enrollment Management
- Patrick Coffey, Dean of Students and Vice President of Student Life

By providing Greenleaf membership to a number of the officers of the institution, it is likely that they will become familiar with the resources made available to them through Greenleaf—and Servant-Leadership in general.

HU 4995, Latin American History

In February of 2011, Dr. Pat Jung and Dr. Michael Carriere took a group of students to Guatemala to help build a school in the community of Cuarto Centro de Estanzuela. The project started in the summer of 2010, when Dr. Doug Stahl, an Architectural Engineering (AE) faculty member who serves as the faculty representative for our student chapter of Engineers Without Borders (EWB), expressed a fervent

interest in building a school in this village. Why this village? Because in 2008, our EWB chapter built a bridge for the community of Cuarto Centro, thus enabling them to get in and out of their village year-round. This also enabled the community to build a school, or to have the government provide a teacher for a school once the school is in place.

Once Dr. Stahl expressed interest in building a school, we thought of a way to incorporate this into a curricular initiative: have faculty in General Studies teach a course in Latin American History. At the completion of the course, the students would travel to Guatemala to see where the history took place. They would also have the opportunity to fundraise for a school in the region as well as help build the school once they are in-country; in doing so, they can actually do something—to act on the knowledge they just received about why a country like Guatemala is in need of rural schools.

Once Dr. Jung and Dr. Carriere helped get the course established in the General Studies curriculum, we started to fundraise for the building of the school. We needed to raise \$18,000.00 by January 2011 in order to get the construction underway—so the students would have a structure to work on by the time they arrived in February. Through Doug Stahl’s hard work and the cooperation of the MSOE Development Office, we were able to reach this goal, in large part due to the assistance of one anonymous donor.

We also found a new NPO to work with: the Berhorst Partners for Development (<http://www.berhorst.org/>). This organization will help provide the infrastructure needed for our students to effectively tour safely through Guatemala—all the while learning of its history from Dr. Jung and Dr. Carriere.

At the end of the week’s adventure, we coordinated a gathering between the students taking the class and the students who are traveling to Guatemala at the same time to participate in this year’s EWB initiative.



Figure 1: The school while under construction.



Figure 2: The school completed.

HU 4995, African History

Based on the success of the Latin American History course, we’ve decided to not only offer another course in Latin American History (that will once again involve a service project in Guatemala), but we’ve decided to repurpose the model in Africa. For years now, the office of Servant-Leadership has been working with Project-Kenya (www.project-kenya.org); we’ve helped build schools, helped generate school libraries, created computer labs in schools, and so on. This year, we plan on offering a course in

African History, taught by Dr. Michael Carriere, and we plan on enabling a group of students to take the course while engaging in a service initiative through Project-Kenya.

But there's more. We don't want to just go to Kenya—we want to do work in Cameroon too. Jill Moore, a professor at Alverno College, sent me an email last summer:

I'm a professor in Communication and Technology at Alverno College. From Jan-April 2011 I was on sabbatical in Bafut, Cameroon, teaching computer skills and critical thinking to girls at the St Joseph Comprehensive High School. I plan to return there in January of 2013 with two Alverno colleagues to continue this work. In the meantime, I am working to get used laptops to the school so that we can set up a major in communication technology.

She found out about our work with Project Kenya and how the office of Servant-Leadership has installed several computer labs in rural Kenyan schools. She contacted me to find out if we could do similar work for the benefit of St. Joseph Comprehensive High School. And of course, we can, by simply coordinating the class' trip to Africa so that it visits both West Africa (Cameroon) and East Africa (Kenya). In doing so, Dr. Carriere can better teach to the complexity of Africa as a continent—since he and the students can see how different African countries have similar yet unique issues to address.

Brydie Hill of Project-Kenya will help coordinate the trip, along with several students who have already participated in our previous Kenyan initiatives.

MS 4801, Project Management

For the next 3 years, Project Management courses on campus will benefit from \$180,000.00 in fiscal resources made available by the Brady Foundation grant—as well as the human resources made available through Project Management Consultants (PMCs). This initiative is detailed in [section 4](#) of this report.

TC 261, Research Methods

As is also detailed in [section 4](#) of this report, a course I'm currently teaching (TC 261) will track the implementation of the Brady Foundation grant. As is the case with the longitudinal study conducted by the office of Servant-Leadership, this ethnographic research initiative will enable the students engaged in the study to publish their findings at academic conferences. Hence, the office of Servant-Leadership will be academically showcasing 1) the ethnographic research that tracks the ongoing initiatives put forward by the office of Servant-Leadership as well as 2) the specific initiative that will be financed by the Brady Foundation.

HU 495, Independent Study

Matthew Peterson, a Junior majoring in Architectural Engineering (AE), approached me last fall regarding the Project Management course I'm currently teaching. He wanted to take it, but there was a catch: he'd already taken a course in Project Management, one offered through the AE department. I didn't want to encourage him to take a second course in Project Management, so we decided to create an Independent Study that overlaps Servant-Leadership theory with Project Management theory:

HU 499, Implementing Servant-Leadership into Project Management, is a course that builds on Project Management theory. The prerequisite for HU 499 is one of the Project Management courses offered at MSOE (CM 3011, IE 340, or MS 4801). We take the theory introduced in the PM course and add Servant-Leadership on top of it while requiring that the theory (both PM and S-L) be applied in a project that benefits the student's community. In doing so, the student can create a portfolio-quality project and subsequent documentation that demonstrates his/her mastery of Servant-Leadership, Project Management, and community awareness.

The course will also enable Matt to coordinate and implement a project he thought up while attending a church service: the construction of a building that will store a sunflower press for a community in northern Uganda. I'm excited about working with Matt on this initiative because it is exactly what the office of Servant-Leadership at MSOE is designed to do: empower students who see an explicit need and want to act to remedy it. In this case, Matt wants to leverage his AE and PM skills for the benefit of people who he met through his church. And, I get to benefit from working with these people as well, since I'm teaching the course.

OR 3000, Applied Servant-Leadership

During the winter term of 2010/11, students taking OR 3000, Applied Servant-Leadership, conducted projects in small groups that enabled them to exercise the tenets of Servant-Leadership (listening, empathy, awareness, community development, etc.). The projects took numerous forms. Here's some sample write-ups that represent the various ways Software and Computer Engineering students exercised the tenets of Servant-Leadership:

- *We were charged by this class to engage in a servant leadership project to benefit the community. We were not given a task, we had to find one! Our interest in the environment and Milwaukee County pushed us toward a project that would have a positive effect on the environment in our area. The four of us contacted Brian Russart who is the Milwaukee area parks land manager and who is in charge of 10,000 acres of the county's parks. He offered us the chance to do some teasel seed head removal at Kulwicky park. On Saturday, February 5th, we went out there and trudged through the snow to meet Brian. For four hours we searched the park for the teasel, clipping and collecting teasel seed heads.*
- *For our OR3000 servant leadership project, our group decided that a tutor session for all EECS freshmen and sophomores would be a good idea. The members of our group surveyed a decent amount of individuals around campus to find areas in which people need help. Through our search, the result showed that a large number of freshmen and sophomore EECS majors needed help in specific subjects such as digital logic, embedded systems, and high level programming. Since all of us in the group are juniors and have completed these classes we concluded that a tutor night would be a good project. Through this tutor session we were able to put into practice the tenets of servant leadership such as active listening (in which we had to be able to listen to those we helped in order to know how to help them), empathy (since we have taken these classes we were able to empathize with the fellow students), and also the idea of "couching not controlling" (in this aspect we had to be able to help the student come to conclusions on their own and not just do the work for them). By applying these tenets of servant leadership, we were able to have a successful tutor session, and we received positive feedback from those who participated. Overall the night was a great success which can hopefully carry into the future for the classes after us.*
- *Our group will be organizing and hosting MSOE's First Annual StarCraft Tournament for Charity. It will be held in the Todd Wehr Auditorium on Friday April 1st 2011. It is open to everyone. There will be a minimum \$5 donation to play. All donations will be going to Project Kenya Charity. The tournament will begin with a free play session, which will then be followed by the tournament. It will consist of one on one games that will eliminate players. There will be a trophy and prizes for the top players. Main games will be viewed on large projectors on the stage along with an announcer. We chose StarCraft because it is a fairly simple and classic game enjoyed by MSOE student and faculty alike. We were in shock that there hadn't been a StarCraft tournament in the past and felt this would be a great opportunity to make it count. We feel such a popular game along with our professional set up will attract a large audience, and the competitive touch with bragging rights and prizes, will make it a sustainable event in the future.*

- We decided to give students the opportunity to download a project client known as BOINC, which allows the user to add themselves to teams of any of a multitude of different research projects. The user contributes by running the software and letting it run, which uses unused processing power of their computer to analyze statistical data taken by other researchers and sending the information to the provider of that project. With enough people contributing to a given project, the researcher running the project can make conclusions much more quickly than if they had to analyze the incredibly large amount of data on their own. This idea is known as distributed computing, and BOINC is a client that gives users access to all of these distributed computing projects.
- We collected 70 cans of food during our week long drive. We plan on delivering the food to the Riverwest food pantry in the following week. The team found the experience very rewarding and can use the experience to help make future efforts more organized and successful.
- For our project for Servant Leadership (OR 3000) we continued the tradition of the Team Fortress 2 Tournament for Charity that MSOE students have put on in past years. We hope to raise money for Child's Play Charity (<http://www.childsplaycharity.org/>), "...a community based charity grown and nurtured from the game culture and industry. Over 5 million dollars in donations of toys, games, books and cash for sick kids in children's hospitals across North America and the world have been collected since our inception."¹. Child's Play is a game industry charity dedicated to improving the lives of children with toys and games in a network of over 60 hospitals worldwide. Not only is this event for a good cause, but also allows students to relieve stress and get to know each other in team activities. It also gives them the opportunity to give back to the community.



Figure 3: students participating in the TF2 competition.

As the Chair for Servant-Leadership, I've been teaching OR 3000 for the last 3 years. But because of the increased interest among faculty in this class, I'll be handing off this responsibility to two of my colleagues: Dr. Katie Wikoff and Sally Cissna. As more faculty grow interested in teaching Servant-Leadership, more members of the MSOE community get involved.

TC 381, Marketing Communication

The groups in my Marketing Communication class generated marketing campaigns (print, direct mailers, radio, video, and web) for live clients, all of whom represented local non-profit organizations (Our Next Generation, Project Community Computers, Festa Italiana, Sam's Hope—even the office of Servant-Leadership). The organizations benefit because they receive marketing collateral, and the students benefit from being exposed to active Servant Leaders who have daily impact in our community.

¹ <http://www.childsplaycharity.org/>



Figure 4: A brochure created for Project Community Computers.

Technical Communication Internship for Anthony Kaczowski

Anthony Kaczowski needed to conduct a Technical Communication (TC) Internship to finish his TC minor. I served as his faculty supervisor in this initiative. He created a user's manual for Project-Kenya, so the people we donate computers to in Kenya have a reference book to use as they learn how to leverage computer technology. Anthony benefited from the joint participation of Jeff Hanson's non-profit organization, Project Community Computers (<http://www.projectcc.org/>).

Servant-Leadership Mini-Grants

2011 was the second year Servant-Leadership implemented faculty mini-grants. We invite faculty and academic teaching staff to submit proposals for Servant-Leadership mini-grants. The mini-grants support faculty and academic teaching staff in the integration of Servant-Leadership theory within a chosen course. The office of Servant-Leadership awarded four (4) \$500 mini-grants in the summer and fall of 2010 as well as during the winter term of 2010/11. Recipients are expected to:

- learn and apply the key components of Servant-Leadership;
- work with the Chair of Servant-Leadership to determine which community needs parallel with the goals of the course;
- develop meaningful opportunities for students to reflect on their service and connect it to the course learning goals.
- implement Servant-Leadership theory into an MSOE class under your instruction during the summer or fall quarter;
- attend a minimum of three (3) one-on-one meetings with the Chair of Servant-Leadership during the quarter;
- present an electronic copy of the revised course syllabus;
- and complete an evaluation of the impact Servant-Leadership has had on your course, your students, and the community.

The following faculty received grants for the winter term of 2010/11:

- **Dr. Michael Carriere, Dr. Patrick Jung, and Dr. Douglas Stahl, HU 4495, Latin American History.** They integrated Servant-Leadership theory into the course by introducing students to the history of Latin America while placing emphasis on Guatemala. At the end of the quarter, they led a trip to Guatemala, where they participated in a Servant-Leadership experience that involved helping with the construction of a school in Cuarto Centro de Estanzuela.

- **Dr. Anne-Marie Nickel, CH-201, Chemistry II.** Dr. Nickel’s students continued to collaborate with Tom Kroeger, the Lakeshore State Park Manager, thus continuing their work analyzing the water in Lake Michigan.
- **Dr. Alicia Domack, TC 261, Research Methods.** Dr. Domack’s students learned how to conduct quantitative and qualitative research methods. She is designing the course so the research is conducted at Our Next Generation, a community partner that helps meet the educational needs of inner-city youth. The research focused on the “Transitions” in educational enrichment program and how students in the program define “success”.
- **Professor Kristin Shebesta, MS 3411, Leading Project Teams.** Kristin’s students learned how the tenets of Servant-Leadership overlap the leadership and mentoring skills that the students developed through a team project deliverable.

The following faculty received grants for the spring term of 2011:

- **Dr. Alicia Domack** worked with her Social Problems course (SS-472) to generate Servant-Leadership projects for the benefit of the greater Milwaukee community.
- **Dr. Anne-Marie Nickel** used her grant to acquire Nano-Venture games (tools to assist in learning nanotechnology) that were utilized by her students as well as the students at St. Joan Antida High School.
- **Dr. Michael Carriere** used the mini-grant as seed money for urban redevelopment, funding small-scale urban agriculture projects on both the North and South sides of Milwaukee.
- **Nick Seidler** used the grant to help finance his role as the MSOE liaison for a Servant-Leadership initiative heading to Elias Piña and Santo Domingo in the Dominican Republic.



Figure 5: Dr. Nickel's students at work.

The following faculty received grants for the summer and fall terms of 2011:

- **Anne-Marie Nickel, CH 2100, Honors Chemistry.** Dr. Nickel’s work at St. Joan Antida High School continued, this time through a coordination with Cindy McLinn’s high-school chemistry students.
- **DeAnna Leitzke, CM 312, Advanced Building Construction Methods and Site Engineering Issues.** DeAnna’s students designed a long-term implementation strategy for our continued work at Blue Lotus Farm and Retreat Center.
- **Nadya Shalamova, EN 432, Business Communications.** Dr. Shalamova’s students were able to exercise their communication skills by generating professional documentation for various non-profit organizations in the greater Milwaukee area.
- **Sally Cissna, EN 432, Business Communications.** Sally’s class focused on the overlap between technical business skills and soft-skills by enabling students taking her class to conduct projects that benefited the community.

- **Michael Carriere**, [GS 1010](#), General Studies Honors Seminar. The theme for Dr. Carriere's section of the General Studies' Honors Program offering for the fall was "Writing the City/Righting the City." Viewing the city itself as a "text," they explored the best ways to understand the multitude of stories that the urban landscape has to tell. The students collected oral histories from residents of Milwaukee who have lived in public housing within the city. Such histories complement the course readings, as a host of class materials examined the ways that the city is "lived" on a day-to-day level (through literature, photography, music, and film).
- **Jim Friauf**, [HU 494](#), Creative Thinking. The students in HU 494 formed teams and each team chose a project focus. The problems addressed ranged from the very practical (How to encourage resident use of the dining facilities and How to encourage resident use of outdoor plaza) to more human issues (Helping residents have more fulfilling life experiences). Jim allowed the teams to work on their projects for the first six weeks of class. During this time, the class visited the St. John's facility to tour and to talk with SJ's representatives.
- **Carolyn Kelly Ottman**, [MG 8042b](#), Cultural Immersion. Dr. Ottman cultivated a frame of mind for international servant leadership by providing her students with a way to interact with locals in a more rural area to promote a greater understanding of China outside of the urban areas.
- **Alicia Domack**, [SS 461](#), Organizational Psychology. Dr. Domack had students that were interested in working with Milwaukee Center for Independence (MCFI). The students that completed the activity not only strengthened their knowledge of organizational psychology, but they simply enjoyed the experience. One of the course texts, Kent Keith's *A Case for Servant-Leadership*, resonated with the students. Here are a couple of quotes from the reflection papers:
 - "The lesson that I really appreciated the most from my time spent at MCFI was the fact that the participants I was helping really looked up to me as a leader. I really didn't know what I was doing as I am not really trained to help those who are disabled, but they were extremely grateful for the help that I gave them. This was a perfect example of the Implicit Leadership Style, where the actions I was taking were at the direction of the participants and what they wanted to accomplish. I was just a vehicle to get them to that goal, and in doing so I was a leader to them."
 - "I left this day with an increased sense of caring and a good deal of thankfulness for the little things I take for granted in life. So far it has been awfully good compared to these poor souls. It really emphasized for me that an effective servant leader is able to accurately assess his pluses and minuses. I'm quite sure these job seekers' plus and minus evaluation was skewed by their disadvantages in life."

The faculty mini-grants have proved valuable. Not only have they generated a community of academics at MSOE who know and practice Servant-Leadership theory, but more importantly, the grants are enabling a group of faculty to evangelize Servant-Leadership across campus—a task that I am happy to share with my colleagues.

Servant-Leadership Faculty Fellows

In spite of the success of the Servant-Leadership Mini-Grant initiative, we decided to morph it into a new program: the Servant-Leadership Faculty Fellows. When I attended the Lilly North Conference on Teaching and Learning, I ran into a colleague who teaches at the University of Michigan-Dearborn. She created a Faculty Fellows program (<http://www.umd.umich.edu/678401/>). The program is a step up on the Mini-Grant initiative in that it has a community-development aspect to it that we currently lack.

Basically, this new initiative enables its participants to utilize Servant-Leadership in all their roles as a academic—rather than focusing it specifically on a single course. The program will create opportunities for faculty who are interested in experiential education—faculty who would find it rewarding to have their students gain course knowledge through a mutually beneficial partnership with a non-profit organization within the community. By sending their students into the community for some “hands-on” experience, faculty will exercise the theory they receive in class—as well as the opportunity to exercise leadership and service skills.

Those who are selected will commit to the following:

- Share and reflect on experiences in 7 monthly teaching circles
- Work with a community agency of your choice
- Revise target course syllabi to fit this paradigm
- Develop knowledge of Servant-Leadership theory
- Build relationships on campus and in the community

The office of Servant-Leadership provides support for faculty to plan, implement, and assess Servant-Leadership in their courses. The office of Servant-Leadership also helps identify potential community partners that connect with course learning goals and faculty research interests.

As the group of faculty meet over the course of the year, their growth as Servant-Leaders will be tracked not only in their work as teachers, but also in their roles as researchers and administrators. We will engender an ongoing dialogue that will better enable the participants to see how Servant-Leadership can influence a professor’s numerous commitments to the institution.

3. Outcomes Measures

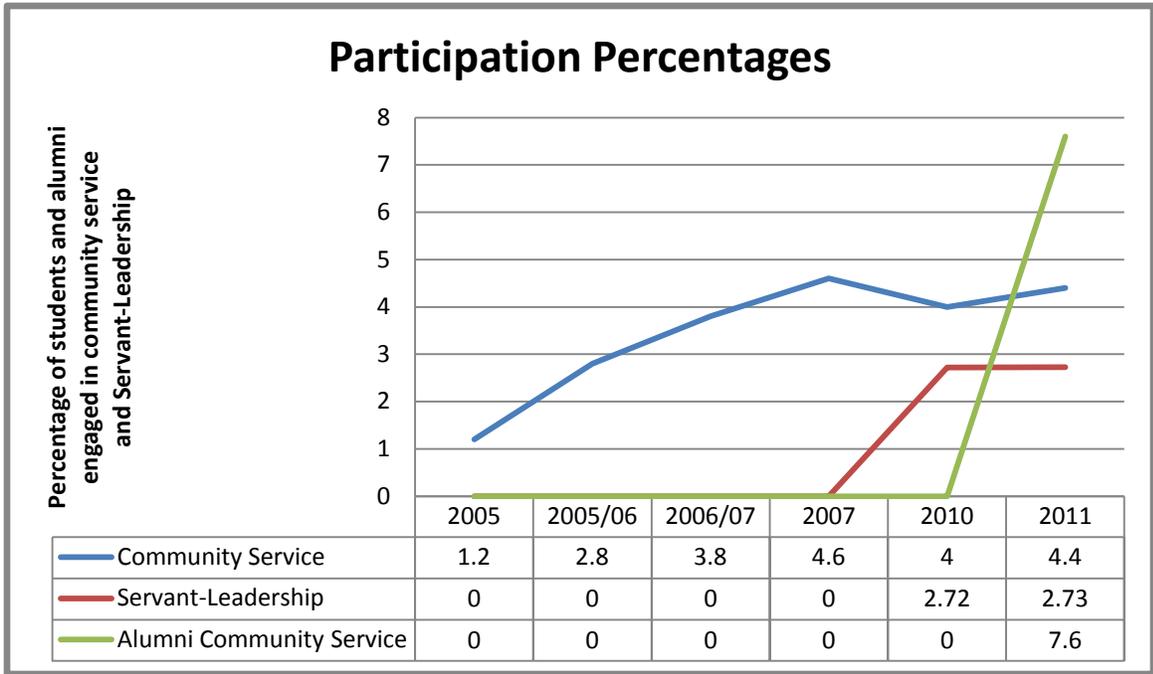
The office of Servant-Leadership completed its second year of its longitudinal ethnographic research initiative as a means of tracking the outcomes measures for Servant-Leadership at MSOE.

As per the request of the Pieper Foundation, we included data gathered from the members of the MSOE Alumni Association—so we can compare rates of community service between students and alumni, and in so doing draw conclusions regarding the transference of Servant-Leadership theory and practice from academic to professional/personal environments.

Tracking Benchmark Data

The data collected from track 3 items:

1. The percentage of students engaged in community service, as depicted by the blue line
2. The percentage of students engaged in leadership initiatives coordinated through the office of Servant-Leadership, as depicted by the red line
3. The percentage of alumni engaged in community service, as depicted by the green line



The data in the preceding graphic represents data from the survey portion of the ethnographic research project—data that was cross-pollinated with interview and field data. By triangulating the data, we can get a clearer sense as to how Servant-Leadership is impacting the culture at MSOE. Please refer to [Appendix A](#) for a full report on the ethnographic study conducted in the spring of 2011.

We can draw some quick conclusions based on the data presented in the graph:

- the majority of the alumni who participated in the study engage in community volunteerism;
- the minority of MSOE students engage in community volunteerism, though we are nearing the halfway mark;
- the quantity of students who participate in Servant-Leadership initiatives stayed the same; and
- the quality of the Servant-Leadership initiatives improved—based on triangulation of the survey data with interview data and field observations.

4. Phenomenally Above Demographic Norms

We had another great year at the Milwaukee School of Engineering (MSOE) office of Servant-Leadership. It’s safe to say (as this document illustrates), we had our best year to date. This is a result of implementing the findings and conclusions that came from last year’s ethnographic research project—a research initiative that taught us that 1) we needed to place greater emphasis on Servant-Leadership theory, 2) we needed to better connect service to leadership, 3) we needed to establish highest-priority needs, and 4) we needed to place greater emphasis on the act of reflection. In fact, it was the generation of the ethnographic research initiative that caused a great deal of reflective thought—with emphasis on how to best improve the program.

The Brady Foundation

As we continue to find for new ways to improve, we receive greater visibility: more students know about how the office of Servant-Leadership is part of the overall academic institution, more faculty and staff participate in our work, and more community partners enable us to work with them for the betterment

of our community. This may be best illustrated by our recent partnership with the Brady Foundation. In the fall of 2011, the office of Servant-Leadership at Milwaukee School of Engineering (MSOE) received a grant (see [Appendix B](#)) from the Brady Foundation (<http://www.foundation.bradycorp.org>), one that enables students taking project management courses to better exercise the tenets of Servant-Leadership through the projects they generate. Brady Corporation provides both financial and intellectual capital for the benefit of the students taking the project management courses, students who will learn project management and Servant-Leadership theory—but who also enact projects that will benefit the greater Milwaukee community (and beyond). The Brady Foundation provides:

- Financial capital: the fiscal resources necessary to run projects (\$180,000.00 over 3 years)
- Intellectual capital: Brady Corporation Project Managers who serve as project consultants

By integrating the Brady Foundation resources, our students are able to 1) exercise the tenets of Servant-Leadership by working with for-profit professionals that do likewise and 2) have a greater impact in the community as a result of the fiscal resources made available through the grant (each group of project management students have an operating budget that ranges from \$1,500.00 to \$3,000.00, depending on the defined scope of a given initiative). Various community organizations provide projects that our students can enact—from designing and implementing nutritional curriculum for inner-city youth to implementing a computer lab for a non-profit that helps refugees relocate to the United States (refer to [Appendix C](#) for a full list of the projects being enacted in the winter of 2011). In short, more people are participating in our work—both on campus and off—and in doing so we are learning more about what Servant-Leadership is and what it is capable of becoming in our community.

MS 4801, Project Management

I'm having a lot of fun coordinating the Brady Foundation grant. It lets me:

- teach project management and Servant-Leadership theory in concert;
- create the infrastructure and curriculum that is necessary if we are to enable students to learn about Servant-Leadership in their course offerings;
- work with professionals at Brady Corporation that enact Servant-Leadership in their professional and personal lives;
- provide a copy of Kent Keith's *A Case for Servant-Leadership* to all the Brady Corporation employees and MSOE students who participate in this joint initiative; and
- watch MSOE students give their talents and energy to the greater-Milwaukee community.

The grant enables me to blend my role as a member of the faculty with my role as Chair for Servant-Leadership. And now that we are a month into the implementation of the grant, it's becoming apparent that students will learn Project Management—but they'll learn how to do so while benefitting those in their community.

I find this to be of most importance, not just because Robert Greenleaf wrote about it toward the end of his life, but because it's the logical thing to do. Why teach Project Management within the artificial



Figure 6: receiving this year's installment of the Brady Foundation grant.

confines of the classroom? Why not enable the students to learn both the technical as well as the socio-cultural aspects of Project Management by working with actual people who have a defined explicit need?

The above graphic illustrates what we cover in MS 4801. It's not just about teaching students how to manage the scope and schedule of a project—that's the easy part. The hard part—the rewarding part—is learning how to lead in the spirit of Servant-Leadership. By giving a group of students a real project and an opportunity to resolve the problems of the project with real people, they are able to learn the soft-skills that are so critical to finding sustainable employment in today's market.



Figure 7: teaching both technical and socio-cultural skills.

TC 261, Research Methods

In order to effectively track the first implementation of the grant's resources, I'm simultaneously teaching a section of TC 261, Research Methods, and have designed this class so that its students will conduct an ethnographic research project that focuses on how the Brady Foundation resources impact the instruction of MS 4801, Project Management. The research project will receive approval from the MSOE Institutional Review Board, will enable the students to triangulate data (survey, interview, and field observations), and will answer the following questions (and sub-questions):

- *Do post-secondary students have a richer experience when their academic work benefits the community?*
 - o *What do the community partners that students work with hope to gain from student assistance?*
 - o *What knowledge do students gain from doing service for the community? Is the knowledge more technical or socio-cultural in nature?*
 - o *Are students motivated to perform academically if they are required to engage in a service project? Are there other, more intrinsic benefits that motivate students?*

Once the study is complete, we will be better able to understand the relationship between post-secondary student academic experience and Servant-Leadership, as it is illustrated through an academic opportunity that is enhanced by both for-profit and non-profit resources.

5. Breakthrough Ventures

We had another big year in 2011, initiating a wide-variety of opportunities for students to exercise the tenets of Servant-Leadership. As these opportunities unfold, they leave a lasting impact on the culture of MSOE. They also make it easier for future initiatives to take place, now that we have growth in our infrastructure and communication delivery mechanisms.

Faculty In-Service with Dr. Nancy Stanford-Blair

As the Chair for the Faculty-Development Committee, I was able to use our committee's financial resources—along with a large financial contribution from the Vice President of Academics—to invite Dr. Nancy Stanford-Blair to speak at the 2011 faculty in-service. Nancy is Professor of Leadership Studies at Cardinal Stritch University in Milwaukee, Wisconsin; she has co-authored several books on leadership:

- *Connecting Leadership to the Brain*
- *Leading with The Brain in Mind*, and

- *Mindful Leadership*

Nancy served as the plenary speaker, thus enabling the entire faculty to hear her presentation. Here's a description of her presentation:

Professing as Leadership: Learner as Leader

Since leadership is a process of influence toward the achievement of a goal, you are, by definition, a leader in your classroom. With that role comes the responsibility to model effective leadership for the students you influence. Additionally, your students are advancing into a workplace that demands leadership, which in turn extends your role to building their leadership capacity. This session will DEFINE your role as leader, help you to ALIGN your values with your practice, and challenge you to REFINE your teaching strategies in support of leadership development for your students.

Her presentation was followed up by a panel of MSOE alumni. Here's a description of that session:

Listening to our Alumni: Leaders at Work

Who better to teach us about the need for leadership development than your former students? This panel of alumni will provide insights into leadership in the workplace as they are asked to respond to four questions:

- What is your current role in your workplace?
- Given the definition of leadership as influence, how do you influence others to the achievement of goals?
- How did MSOE help to prepare you for your leadership role?
- In hindsight, what additional preparation would have been helpful?



Figure 8: Dr. Blair leads the alumni panel discussion.

The presentation was valuable for MSOE faculty in that it jumpstarted a discussion on how we, as a community, lead our students through the very act of teaching. This message was reinforced by the alumni panel, who also gave great emphasis to the need for more Servant-Leadership in the workplace.

Big Brothers Big Sisters event, Summer Chairman's Party

The office of Servant-Leadership hosted an event for Big Brothers Big Sisters of Metro Milwaukee (<http://www.bbbsmilwaukee.org>). It occurred on the rooftop of the Grohmann Museum; I was able to give an introduction to the event that highlighted the good work our student Joseph Bosas and faculty member Dr. Michael Payne did this last year. I was also able to show off my presentation skills to my Speech class—EN 241—since we had to hold class at the same time as the BBBS event.

Project Grow

In the summer of 2011, Jared Hoffman and a group of engineering and business students (Jacob, Jared, Lars, Logan and Luca) teamed up in their Senior Design Project to build an aquaponic grower here in Milwaukee. They then shipped it to Faith Orphanage—located in Jacmel, Haiti. It took them 9 months to build and deliver the system. They call it Project Grow (<http://onprojectgrow.org/>).

Project Grow has formed a partnership with Sweet Water Organics, an aquaponic grower in Milwaukee, Wisconsin. The team also constructed an alpha test system with generous donations from the MSOE Rader School of Business and The Home Depot. The office of Servant-Leadership helped with this initiative by coordinating the fundraising and donations through the Finance Office at MSOE—for the purpose of funding the project and helping the students travel to Haiti and implement the aquaponic system.



Figure 9: the construction of the aquaponic system.

Sam’s Hope, Scholastic Books, ONG, and the Student Athletic Advisory Committee

Last year, we launched a new initiative—working with Sam’s Hope, a non-profit organization that conducts Scholastic Book Fairs to raise funds for inner-city kids who don’t have books of their own. We decided to make this a sustainable initiative, so we continued it into our second year. Cassandra Hoffman once again lead the initiative, enabling the Student Athletic Advisory Committee (SAAC) to provide the volunteers who made it all happen.

We did put a new spin on it this year. Through the initiative of Emily Black, our AmeriCorps VISTA worker, we invited Our Next Generation (www.ongkids.org) to bring 45 kids to the book fair. MSOE shuttled the kids to our campus, and each of them were invited to take a book home with them. In doing so, our students were able to see kids receive books; and, a percentage of these book sales went toward Sam’s Hope, thus enabling the goal of giving inner-city kids books to work twofold.



Figure 10: A young man from ONG shows off his new book.



Figure 11: Some of the girls from ONG received the same books and plan on reading them together.

Reflective Events with other Pieper Endowed Institutions

The Servant-Leadership programs at MSOE, Lawrence University, and Ripon College worked together to host reflective events for our students. We all met at the MSOE Murphy House, a beach-front home

located near Belgium, Wisconsin. The events enable students from these institutions to talk about the various leadership and service initiatives that take place—and how the Pieper Endowed programs play a role in enabling the tenets of Servant-Leadership to take shape in the lives of the students.

The discussions are student-centered. They decided on discussion topics, lead their own discussions, enjoyed lunch together, and ended the afternoon talking about next-steps. It's our hope to have another event like this one in the fall, to be hosted by Lawrence University at a resort center they have in Door County.

One of the MSOE students, Jeff Hanson, created a Facebook discussion forum for those who participated, so we can continue to engage in the conversations started at the Murphy House.

We held two events so far, the first in the spring of 2011 and the second in the fall. It's our hope that these gatherings continue to take place at each of the campuses, thus enabling the students to continue to communicate on how Servant-Leadership helps shape their collective community.



Figure 12: students have lunch and chat at the spring gathering



Figure 13: Dr. Monica Ricoh presents at the fall gathering

AmeriCorps VISTA

This year, we applied for and received an AmeriCorps VISTA worker through Wisconsin Campus Compact. We worked with an AmeriCorps VISTA worker two years ago, a relationship that was not successful, so it was important for the office of Servant-Leadership to learn from the mistakes of the past and ensure that this VISTA's experience would contribute to Servant-Leadership initiatives.

Thank goodness this came to fruition. We hired Emily Black, who lives here in Milwaukee and has a heart for serving the community. Emily's focus is on the relationship between MSOE and Our Next Generation (www.ongkids.org), a non-profit that we have been working closely with for the last 4 years. Located less than three miles from our campus, ONG is situated in the third district of Milwaukee, a part of town that is riddled with crime and poverty. ONG provides an after-school program that enables kids in the neighborhood to find academic support—as well as a host of outbound educational endeavors. Emily's work has keyed in on enabling MSOE students to participate in the work of ONG, as well as start new yet sustainable initiatives that will continue for years to come.

I asked Emily to write a short message for the intent of this report. She drafted the following:

My name is Emily Black, and I am the new AmeriCorps VISTA worker with Wisconsin Campus Compact at the Milwaukee School of Engineering. AmeriCorps VISTA is a national service program designed specifically to help fight poverty in America. VISTA (or, volunteers in service to America) started back in 1963, when President John F. Kennedy envisioned a national service corps to help provide urgently needed services in urban and rural impoverished areas. Less than two years later, President Lyndon B. Johnson realized Kennedy's dream by launching the "War on Poverty." Johnson welcomed the first group of 20 VISTA volunteers and since then, there have been approximately 185,000 people who have undertaken the VISTA role. I have committed to serving full-time with MSOE's Department of Servant Leadership for one year to help alleviate the effects of poverty in one of Milwaukee's poorest areas. Milwaukee has an overwhelming number of children that live in poverty and I want to help those in disadvantaged circumstances turn their dreams into reality.

My AmeriCorps VISTA program is also linked with Wisconsin Campus Compact (WiCC). WiCC is a coalition of Wisconsin college and university presidents and chancellors who are committed to fulfilling the public purpose of higher education and aspire to build civic engagement into campus and academic life. I am the first of 3 VISTA members who will serve at MSOE. MSOE and other members of WiCC share knowledge and resources with their communities and support service and service learning efforts. WiCC desires to see service and volunteerism united with educational goals to develop university graduates who are prepared not only for a career but also for life as an informed citizen at both the local and global level. The WiCC AmeriCorps VISTA Campus-Community Partnerships Project, in which I am involved, allows its VISTA members to build campus-community partnerships that engage college students in service and partner with organizations to tackle poverty related issues in the community.

I am providing leadership and coordination for a partnership that MSOE has made with Our Next Generation (ONG). ONG is located in Milwaukee's 3rd district, an area where the unemployment rate is at 27%, student mobility rate is at 50%, and graduation rates are at 40% (without intervention). This alliance was made some time ago, but I am here as a steady, full-time resource to bridge MSOE and ONG together. At MSOE, I promote awareness of and recruit volunteers for this outstanding after school community center. I strive to provide positive role models for the kids as well as behind-the-scenes help. At the beginning of the academic year, I brought together a group of MSOE students to take care of some overdue yard work and gardening. It was great to see this group of engineers get their hands dirty doing a lot heavy lifting, shoveling, and raking so that central-city youth could have a safe and clean place to play in a neighborhood that is otherwise dangerous for children.

Later in the year I started to promote tutoring at ONG. This is a countless way for MSOE students to leverage their academic knowledge and study skills for the purpose of helping an elementary or middle school student with their daily homework. Tutoring is once a week (students can chose Mondays or Wednesdays) for the duration of the school year (September through May). The MSOE students go on their own without the help of Dr. Howell or myself. It can be very rewarding for them to have the opportunity to work with the same student at ONG each week, just as it can be rewarding for the ONG student to see their same tutor return just for them.

Some other projects that I would like to see happen this year include having the ONG kids come onto MSOE's campus for outbound education opportunities. One such project currently in the works is to create a 4-H club on MSOE's campus dedicated to working with the ONG kids on a

robotics curriculum. This would be an excellent way for ONG kids to see college students in their element, getting a degree in a STEM field. By bringing ONG kids interested in these fields to MSOE, they get a chance to see first-hand what college is like and that it's not out of their reach. This would also be a great way to get more MSOE students involved, since transportation would not be an issue for them.

In January we are looking forward to celebrating Dr. Martin Luther King, Jr. Day! This will be a chance for ONG kids and their families to come onto MSOE's campus to display artwork that the kids will make in the spirit of Dr. King. With special help from Roundy's, ONG will make cupcakes to hand out in celebration of his birthday. These cupcakes will be a huge fundraiser for ONG as MSOE's Student Life Department has generously agreed to buy up to 500 cupcakes for \$1 each. This money will go toward some of ONG's ongoing expenses (perhaps transportation or supplies). The celebration will also involve MSOE students placing votes for the top three most creative paintings and the winners will receive fun educational prizes (books, art supplies, etc.). By bringing these two communities together, ONG students will be able to share their respect for Dr. King's values with MSOE students, faculty, and staff.

We were fortunate to welcome ONG kids onto MSOE's campus during the Scholastic Book Fair for Sam's Hope (youth received a book on behalf of MSOE's Servant-Leadership Department with proceeds going to promote literacy for central-city kids).

Other future initiatives involve: ONG kids and MSOE students learning about health and wellness (specifically exercise, sports, and nutrition), having a gingerbread house building contest where students from both places work together, and joining ONG kids with an MSOE sorority to help the Ronald McDonald House. I am looking very much forward to the help of the Brady Foundation Grant and the assistance I will receive from students in MSOE's Project Management courses.

In all of the initiatives listed above, it has been my goal to find MSOE students willing to lead these projects. In doing so, I am helping to establish a sustainable relationship between these two organizations and hopefully, in the future, more students from Milwaukee Public Schools will pursue an education at the Milwaukee School of Engineering. I want to lay a firm foundation for the VISTAs who will come after me as a part of the three year grant through WiCC. I also want to enable the students to engage in the Servant-Leadership model; as they serve the needs of the community it's my hope that other students will follow and become leaders themselves, recognizing that they can make a bigger impact in this life when they aren't in it for themselves. None of this would be possible without the Pieper Endowment and the Chair for Servant-Leadership. Thanks to Dr. Howell and his total dedication to making more and better servant-leaders, I am able to leverage resources at MSOE for the purpose of helping ONG. Without the Pieper Endowment and the Chair for Servant-Leadership, I would not have the privilege of working with Project Management courses through the Brady Foundation grant. Most importantly, without Dr. Howell, the VISTA position would be nonexistent at MSOE and there would be no such connection to ONG. It's a blessing for me to be a part of something so great here in Milwaukee, and I am looking forward to all that I can accomplish in 2012 with Dr. Howell.

Care packages for Kashmira Engineer's cousin's platoon in Afghanistan

Kashmira Engineer is a second-year Software Engineering major who is very engaged in the office of Servant-Leadership; she heads-up our tutoring initiative with La Cousa Middle School and St. Joan Antida

High School. In our work together, she asked if the office of Servant-Leadership could help coordinate an effort to send care packages to her cousin and his platoon who are currently serving in Afghanistan. I asked Kash to write a brief snippet about the event we enacted—an event that enabled her entire dorm floor to create and ship the needed care packages:

There are 24 people in the platoon (Marines). Sgt Matthew J Schneider (My Cousin), CWO Obong, SSGT Oullette, Sgt Brom, Sgt Dinis, Sgt Byland, Sgt Gatch, Sgt Peters, Sgt Case, Sgt Steagal, Cpl Widner, Cpl Achman, Cpl Ankerson, Cpl Rebarchak, Cpl Dryer, Cpl Councilman, Lcpl Kemp, Lcpl Rote, Lcpl Welter, Lcpl Le, Lcpl Burke, Lcpl Jones, Lcpl Sims, HM1 Boyd, and HM2 Lee.

They are part of a security detail for a tow truck that supports the main convoys. This means that if a 200 truck convoy has any issues they can't take care of on the road, my cousins platoon helps to escort the broken down or damaged truck back to base so the convoy can continue on safely and the damaged truck and the people inside get back safely.

This whole idea started when I wanted to write my cousin a letter. I asked Percy, my Resident Assistant, if she would remind me. The next thing I know, she was sending emails asking how to get care packages to my cousin's platoon. We then worked together to compile a list of items to send and information on how many people we were sending these too. We had four girls help us shop for boxes, but the real magic happened when we had to put them together. Ten girls all worked together for around 15 minutes to finish up everything that was needed to do! It was amazing how many people took the time and not only packed a box, but filled out a customs form. If we didn't do this as a floor, it would have taken hours to accomplish what we did in 15 minutes.



Figure 14: students purchasing supplies for the troops.



Figure 15: The same students organizing the shipment of the supplies--a great dorm community-building activity.

Student Chapter of The United Way

One of the successes of this year was the work we did with the existing infrastructure at MSOE. A great example was the support (and generation) of a number of student organizations. Several years ago, we started the first student chapter of The United Way in Milwaukee; unfortunately, the student who lead the initiative graduated and wasn't able to find a suitable replacement; hence, this student organization was dormant most of last year.

This year, we recruited Matt Peterson to serve as President of this organization, and he's doing a great job thus far. He was able to find other students (most of whom are in his degree track—Civil and

Architectural Engineering) and has exercised his Servant-Leadership skills by leading a number of initiatives. The most successful one to date is the creation of a light display that was used at a United Way fundraising gala. Matt worked with Professor Doug Nelson, the chapter's Faculty Advisor, to plan and purchase the necessary materials—and then construct and deliver the product to the event.

Matt has big plans for this organization—stay tuned.



Figure 16: Matt Peterson purchasing supplies at Home Depot with Professor Doug Nelson.



Figure 17: The result of this fall's "build"--a display for the United Way fundraising celebration event.

MACC fund Playhouse

For the second year in a row, Professor DeAnna Leitzke led a group of Architectural Engineering and Construction Management students to complete a playhouse for the MACC Fund during finals week of the fall term. More than a dozen students worked together over a two-week period to construct this wonderful playhouse. The playhouse will be raffled off at Candy Cane Lane in West Allis this holiday season.

St. Joan Antida High School and La Cousa Middle School recruitment

Last year, we established a very successful tutoring initiative at St. Joan Antida High School—an all-girls private school located several blocks from the MSOE campus. The tutoring initiative has continued into the 2011/12 academic school year with two notable enhancements:

- Dr. Fred Berry, MSOE Vice President of Academics, made a public commitment to the students of St. Joan Antida, letting them know that any student who successfully qualifies to attend MSOE can do so at the same cost of attending St. Joan Antida.
- Kash Engineer, a sophomore in Software Engineering, is leading an initiative that will enable MSOE student to tutor with St. Joan Antida High School students for the benefit of La Cousa Middle School students. Once this initiative is up and running, we'll have 9 groups of girls, each group consisting of a college student, a high school student, and a middle school student. The tutoring should be great, and the modeling should be greater.



Figure 18: the playhouse.

For more information, visit <http://saintjoanantida.org/admissions/glam/>.

Dominican Republic Initiative

Marlo Vercauteren, a second year Electrical Engineering major, led an international Servant-Leadership initiative to the Central American island country of the Dominican Republic. In June, three MSOE students as well as a staff member, a parent and two relatives travelled to the rural community of Elias Pina to deliver shoes, clothes, medicine and school supplies that had been collected by students at MSOE during the school year. Besides bring these much needed supplies to the Dominican people (which included Haitian refugees), the team also taught English classes, helped renovate and repaint the International Youth Initiative (IYI) house so that other service teams could use it, and also visited a children's refuge in the poor sector of the city of Santa Domingo to repaint it and spend time with the children of the area. This service trip allowed MSOE's students to directly engage in the international community that they were helping and also gave them a larger world view and perspective on being able to think locally but act globally.



Figure 19: MSOE students and community.



Figure 20: Working at the school.

Training Resident Assistants in Servant-Leadership Theory

Emily Black and I presented to the R.A.s during their fall training. We also helped coordinate a "Day of Service" that enabled the R.A.s to get the students on their floors to participate in a United Way "Days of Caring" initiative at the Urban Ecology Center in Washington Park.

As a result of these initiatives, we had a core group of R.A.s express interest in Servant-Leadership theory. And as a result of that, we coordinated bi-monthly meetings when we gather to talk about the tenets of Servant-Leadership as they apply to the leadership opportunities afforded to Resident Assistants.

WAICU Leadership Development Training – Session 1 and 2

The Wisconsin Association of Independent Colleges and Universities (WAICU) is coordinating a series of Leadership Development Training events for the faculty and staff of MSOE and all of the other WAICU affiliated institutions. The first of which, *The Legal Aspects of Supervision: Discrimination, Harassment & Interviewing*, took place at MSOE's Grohmann Museum on October 3, 2011. I'm attending as many of the events as I can as they will continue throughout the academic school year.

Service Learning Research Study

David Koelle is the President of the Engineers Without Borders chapter in the Department of Building Construction Management at Purdue University. He contacted Dr. Doug Stahl, a professor in MSOE's

CAECM department, regarding his interest in conducting a service learning research initiative at MSOE—as part of his Masters Degree research interests. His thesis aims to evaluate how both students and professionals perceive these groups, and how useful they really are. Ultimately my goal is to get more companies to recognize Service Learning groups, as well as get more students active in them.

We worked with the MSOE Institutional Review Board so David could survey students in the CAECM department, thus enabling him to gather the necessary data for his Masters Degree.

Habitat for Humanity Student Chapter

This September, two students—Sami Wallace and Coral Baehne—approached me to find out if the office of Servant-Leadership would help them generate a student chapter of Habitat for Humanity. I said, “You bet.” Sami thus became the first President of the newly formed student chapter, and Coral is the Vice President. Together, they attended a Habitat for Humanity college student leadership training course that took place in Indianapolis, Indiana—Habitat for Humanity funded Sami’s trip, and the office of Servant-Leadership funded Coral’s trip. The conference theme was “Local Action Global Impact,” and the conference helped its participants answer the following questions:

- How can Habitat’s mission be accomplished through our work in advocacy, disaster preparedness and recovery, and fundraising?
- Where is help needed most throughout the global reach of Habitat’s work?
- How can your knowledge and contacts from the conference be put to work in your local communities?
- Can you see the impact of your local work as part of the global picture?

Together, they learned how to lead and run a student chapter, something they’ve been successfully doing this fall/winter.



Figure 21: students loading up the work truck.

Mattresses for Boarding School

Last August, Bill Breeze, the MSOE Housing Director, sent me an email, letting me know that he was going to replace the mattresses in the dorms; hence, he needed to find someone who could benefit from receiving used mattresses. I contacted a number of our community partners, and Erickajoy Daniels from the Brady Foundation responded, letting us know that Lad Lake (<http://www.ladlake.org>), a local boarding school, needed the mattresses. We were able to make it happen—Bill donated a total of 42 mattresses.

Disability Awareness Week

Jason Goike once again worked diligently to organize MSOE’s Disability Awareness Week—an outgrowth of the Wheelchair Days event that has been sponsored these last 5 years by the CAECM department. Jason enabled many people on and off campus to assist in this initiative. The week went as follows:

- Monday October 10, 2011, 11:30am: MCTS Bus Event – CC 130/Front of CC building . *Join us for a chance to take a bus ride and explore the city in a wheelchair. We will have MCTS Buses available to take you in a wheelchair over to Chipotle and Pick n Save, where you will have a chance to try shopping and eating out in a wheelchair. This is a great way for you to take your experience to the next level. Please note that you will have about 20 minutes in the wheelchair.*

- Tuesday October 11: Wheelchair Check out – CC 130. *Come check out a wheelchair for 4 hours and get a chance to encounter some of the same challenges that a person with a physical disability goes through on a daily basis. Check out times are as follows:*
 - o AM Check out – 7:45am-8:15am | AM Check in – 11:30am-12:15pm
 - o PM Check out – 11:45am-12:30pm | PM Check in – 3:45pm-4:15pm
- Tuesday October 11: 1pm – Speaker – CC 130: Learning Disabilities & Assistive Technology: Amy Chisnell, Coordinator of Services for Students with Disabilities, MSOE TRIO Programs
- Tuesday October 11: 6pm – Wheelchair



Figure 22: students experiencing wheelchairs.

Basketball/Challenge Course/Hot Shot Challenge – Kern Center Arena. *Join us for a wheelchair basketball game and cheer on MSOE basketball players as they try playing from a wheelchair. There will be a chance at half time for some lucky fans to take make a 3-point and half-court shot from a wheelchair for a chance to win \$50 gift card. Stick around after the game for another chance to tryout wheelchair basketball, meet the players, and shoot around for chance to win a \$50 gift card. FREE soda, water, and popcorn available during the game. From 6pm-8pm, take part in the challenge course, a set of timed challenges in a wheelchair. The best individual time wins a \$50 gift card and the best MSOE Student Organization time wins \$100 for their 2011-2012 budget.*

- Wednesday October 12, Wheelchair Check out – CC 130. *Come check out a wheelchair for 4 hours and get a chance to encounter some of the same challenges that a person with a physical disability goes through on a daily basis. Check out times are as follows:*
 - o AM Check out – 7:45am-8:15am | AM Check in – 11:30am-12:15pm
 - o PM Check out – 11:45am-12:30pm | PM Check in – 3:45pm-4:15pm
- Wednesday October 12, 1pm – Speaker – CC 130. *Psychiatric Disabilities & Academic Performance: Mary Jo Wellenstein, Assistant Director & Jessica Suhr, Counselor, MSOE Counseling Services.*
- Wednesday October 12, 5pm – Art Show – Lower Level, Grohmann Museum. *Stop by the art museum and check out the artwork on display from local artists and meet them.*
- Thursday October 13, 2011, Wheelchair Check out – CC 130. *Come check out a wheelchair for 4 hours and get a chance to encounter some of the same challenges that a person with a physical disability goes through on a daily basis. Check out times are as follows:*
 - o AM Check out – 7:45am-8:15am | AM Check in – 11:30am-12:15pm
 - o PM Check out – 11:45am-12:30pm | PM Check in – 3:45pm-4:15pm
- Wednesday October 12, 1pm – Speaker – CC 130. *Multiple Disabilities & Independence: Mike Hineberg, Independent Living Skills Coordinator, & Cindi Pichler, Lead Assistive Technology Specialist, Independence First.*
- Friday October 14, 2011, 11am – Debriefing – CC 130 – GE Hour Required Event. *Join us for the final event of the week and get a chance to talk about what you experienced during the past week. We will have small group discussions setup with people that live everyday with a disability. Lunch is provided.*

Winter Fest 2011

We built a winter-façade of a winter village for the first annual Winter Fest 2011. The event took place at the Frontier Airlines Conference Center downtown. They provided the necessary construction materials and engineering consultants. Jean Lynch—our Winter Fest contact—partnered with Next Door Foundation, the non-profit division of Pecpros Professional Events. As per her email:

We are very excited to share with you the details of Winter Fest 2011 in Milwaukee, Wisconsin. This festival will be held at the Frontier Airlines Center, December 21st through December 31st 2011. Spread over 200,000 square feet, this is Wisconsin's premier family event featuring a 3,000 square foot indoor ice skating rink, an entertainment stage, rock climbing wall and ropes course just to name a few of the components. We anticipate an attendance of 30,000 plus guests over the 11 day period. I spoke with your associate Dr. Jackman, and she suggested I contact you to broaden the scope of involvement. We are looking for help with our non-profit event from your students in both design and build for our Holiday Village. We are in the planning stages of converting the Frontier Airlines Center into a Winter Wonderland and are reaching out to the students of MSOE for their expertise. We are looking for help constructing about 6-8 holiday themed homes which would be about the size of a child's play house. Thanks so much Dr. Howell. Best Regards, Jean Lync

Day of Caring

On September 17, 2011, the office of Servant-Leadership helped coordinate 3 separate service initiatives as part of our freshman Welcome Week. The Welcome Week activity was orchestrated in conjunction with The United Way of Greater Milwaukee (<http://www.unitedwaymilwaukee.org/home>) and their Days of Caring initiative. We implemented the following initiatives:

- **Urban Ecology Center at Washington Park:** members of Campus Volunteer Services shoveled bark-mulch over grass in an area of the park that will eventually grow indigenous plants in a glass-land eco-format.
- **Our Next Generation:** Emily Black, the new AmeriCorps VISTA volunteer working through the office of Servant-Leadership, coordinated an initiative to paint picnic tables and pull out shrubs for Our Next Generation (www.ongkids.org).
- **City on the Hill:** the student chapter of Intervarsity Christian Fellowship helped paint railings for City on the Hill (<http://www.cityonahillmilwaukee.org/>)—a faith-based nonprofit organization located in the heart of Milwaukee, and working as a catalyst to bring transformation to individuals, families and neighborhoods in the central city.”² The office of Servant-Leadership also contributed by providing 15 gallons of paint for the project.

As a result, numerous freshman, all new to MSOE, were able to engender a community of service at the onset of their tenure at MSOE.

² <http://www.cityonahillmilwaukee.org/content/about-us.asp>



Figure 23: student volunteers who worked at the Urban Ecology Center at Washington Park.



Figure 24: reflective event that took place after the service projects.

Festa Italiana

This year, the Italian Community Center invited the office of Servant-Leadership to coordinate an initiative for Festa Italiana 2011. Betty Puccio and I coordinated the participation of students who are part of the student chapter of the Architectural Engineering Institute—coordinated by Professor Michael McGeen. Justin Cosgrove was the student who headed up the initiative, along with Jessica Iversen, Evan Crayford, Brendan Dorschner, Jess Phillips, Elise Pinkerton, and Landon Much. We also involved Tim Kaebisch, the student who built the Miller Park LEGO structure that is on display in the MSOE Library (<http://www.msoe.edu/lego>).

In short, Mike worked with the students in the spring to build the structure which was on display in July at the festival. We then had a host of MSOE students at the festival to show kids how engineering can assist in Lego construction.



Figure 25: Justin and friends work on the construction of the tower.



Figure 26: the Leaning Tower of Pizza—on display at Festa Italiana.

Brady Hope School Library Project

In June of 2011, Dr. Kelly Ottman once again taught MG8042a, Doing Business in Asia. Included in the curriculum was work that benefited the Huxian Hope School—located outside of Beijing, China. In short,

most of the students who took the class traveled to China and visited Hope School so that they could enact the library project that was co-coordinated by Brady Corporation:

- The Library Project donates books and libraries to under financed schools and orphanages in the developing world. The organization believes education is the key motivator to breaking the cycle of poverty that exists in the developing world.
 - Over 350 libraries have been donated to China since 2007
 - Brady Corp is a primary sponsor of the Library Project
 - Provide over 90 libraries from 2010-2012
 - View a video at <http://www.library-project.org/library/index.html>
- Brady Corp is the primary sponsor of this school library
 - Donating all local books, tables, chairs, shelves, globe and CD player

Dr. Ottman’s class contributed by raising awareness and funds (\$350 raised from friends and family, \$1000 contributed by Miller Welding, a Tractor Mac CD/book set contributed and signed by author, the necessary “manpower” to assemble the library, stamp books and organize shelves, and gifts to students and teachers).



Figure 27: An MSOE student hands out books to the kids.



Figure 28: The children at Hope School.

Dr. Domack and Future Milwaukee

I wrote a letter of recommendation at the request of Dr. Alicia Domack, an Assistant Professor in the General Studies Department, so she could participate in Future Milwaukee—a leadership program organized by the University of Wisconsin Milwaukee:

Future Milwaukee is a community leadership development program with more than 1,400 graduates. For over 30 years, participants have been making an impact on the Greater Milwaukee area through their leadership positions in government, business, higher education, religious and non-profit institutions. As a measure of the organization’s success and status, beginning in 2005, Future Milwaukee became affiliated with Marquette University’s College of Professional Studies. Marquette’s leadership development programming is professionally developed, is measured on its effective outcomes and qualifies for continuing education credits in many professions. Our mission is to develop, motivate and empower diverse, ethical leaders who create positive change in greater Milwaukee through effective civic engagement.³

Dr. Domack was accepted into the program, and the office of Servant-Leadership was able to assist in the funding of her participation.

³ <http://www.marquette.edu/cps/futuremilwaukee/index.shtml>

Dr. Domack wrote me to say that her experience in the *program ...will set up many more official Servant Leadership experiences in courses like Social Problems and Sociology. Right now, many of the projects that students do in those course are run through you or another secondary person. What I have found is that the projects that I am directly involved in and have a personal relationship with the project site leader are much more effective.*

Ronald McDonald House

Samantha Herald is a sophomore and a representative of her sorority on campus. When she was a freshman, she took EN 132, Technical Composition, and prepared a report on the feasibility of funding a philanthropic group of students to prepare home cooked meals for the Milwaukee Chapter of the Ronald McDonald House (RMH) in Milwaukee

(<http://www.rmhcmlwaukee.org/html/programs/programs03-family-dinner.html>).

For the last two years, Samantha Herold has enacted that plan, working with the office of Servant-Leadership to plan the meals with the Ronald McDonald House, recruit students to help her prepare the food, and purchase the food with the assistance of the Chair for Servant-Leadership.



Figure 29: Sam purchases food for the Ronald McDonald House lunch.



Figure 30: Sam and her fellow sorority sisters volunteer at RMH.

Pathfinders and United Way Landscaping Initiative

Pathfinders (<http://pathfindersmke.org/>) helps homeless teenagers by providing them with a wide variety of resources—most notably, a safe place to stay. I worked with Samantha Herald to recruit students to help do some landscaping at their facility:

- **When:** Saturday, September 21 from 9:00 a.m. to around 1:00 p.m.
- **What:** basic landscaping (planting flowers, shrubberies, etc.—you can also be involved in the plant selection if you want)
- **Why:** so students could do something good

for an organization that makes a difference in the lives of young people. We'll be working



Figure 31: Susan from the United Way explains the project to MSOE students.

with the assistance of The United Way of Greater Milwaukee (<http://www.unitedwaymilwaukee.org/home>).

We had 7 MSOE students participate, along with 8 teens staying at the Pathfinders facility. The office of Servant-Leadership provided a pizza lunch to celebrate the work completed. Plants were donated by Tiger Lilly Floral Group (<http://tigerlilymke.com>).

Marketing Communication Service Initiatives

I taught TC 381, Marketing Communication, in the spring of 2011. As part of the class, students work in groups with a “live client” in order to generate integrated marketing campaigns. The students find their own clients; if they cannot, I provide them with clients. This term, we had groups work with Our Next Generation, The Breast Cancer Society, Sam’s Hope, and the office of Servant-Leadership. Each group did great work generating marketing campaigns for these community partners. One project that stood out is a video created for the office of Servant-Leadership, highlighting our work installing computer labs in East African schools. You can view it at <http://www.youtube.com/watch?v=Mz6VUkvY6tI>.



Figure 32: the new brand for S-L Films (not "flims").

MSOE Spring Park Clean

Ethan Sippel, a Resident Assistant on campus, asked the office of Servant-Leadership to help him lead an initiative to enable other students to pick up trash along the Oak Leaf Trail. They worked with me to order backpacks, trash bags, and gloves. They also recruited students from the dorms to participate. We then had a pizza party following the event to recognize everyone’s participation.



Figure 33: student cleaner-uppers.

Wisconsin “Servant Leader Cities” Tour Dates: May 16 and November 14

As part of the ongoing discussion series on Servant-Leadership, 44 members of the Milwaukee community gathered at the downtown campus of Cardinal Stritch University to hear people present on topics focusing on listening. In the past, presenters have included representatives from Alverno College, Cardinal Stritch University, Franciscan Spirituality Center, Greenleaf Center for Servant Leadership, La Crosse Public Schools, Northwestern Mutual, Pepsi-Cola Bottling of La Crosse, Rockwell Automation, State Bank, Viterbo University and more. This spring, one of the presenters was Ryan Smaglik, an alumni of MSOE and current employee at Rockwell Automation. Ryan talked about an experience he had while interning for Walt Disney and related it to how listening is a core quality to engender as a leader.



Figure 34: Ryan Smaglik speaks at the Servant Leader Cities event that took place in Milwaukee.



Figure 35: Discussion before the discussion at MSOE's Grohmann Museum on November 14.

United Way Soup drive

The office of Servant-Leadership worked with The United Way to get cans of soup for the homeless of Milwaukee. Linsey Fox, a Resident Assistant on campus, worked with Food Services Incorporated (FSI) so students could do a “second swipe” to donate funds to soup. The soup was provided by FSI.

Linsey did a great job leading this initiative. In the end, we collected 666 cans of soup for the homeless. That’s \$2,000.00 in soup for the homeless, or 47 cases of 50 ounce cans. The office of Servant-Leadership is hosting an ice-cream social for those who participated as a way of reflecting on the event and thanking them for their participation.



Figure 36: the soup.

As per an email from Susan at The United Way: *I put Linsey in touch with our Bay View Community Center partner agency. They have a food pantry and are really excited about this donation. They are also able to pick up the soup and are happy to coordinate this.*

Blue Lotus Farm and Retreat Center, part II

Professor DeAnna Leitzke conducted a second round of construction at Blue Lotus Farm and Retreat Center (<http://www.bluelotusfarm.org>), a non-profit that provides that “summer camp” experience for kids with mental and physical handicaps. We added onto the dock we built for them last year. The office of Servant-Leadership contributed \$3,500.00 in materials, and Blue Lotus provided more of the same. Professor Leitzke led the initiative along with a host of her CAECM students. As per her email, sent on May 22:

... the project is almost complete and it looks wonderful! The Billferts are so excited about this year’s addition. We ended up doing a lot more than we originally planned, but somehow we managed to finish it. I learned much more than I expected – managing students who don’t think they need guidance is a challenge! More importantly, the student project managers really

seemed to grow as leaders throughout the year. We celebrated by going out to lunch last week, it was nice to hear the students reflect on our successes/mistakes throughout the year. I posted a thank you note on my door, stop by to see how many students helped this year!



Figure 37: building



Figure 38: nearly complete



Figure 39: complete

Sahs Award

Every year, Student Life works with Servant-Leadership to recognize a student who enacts the tenets of service at MSOE. The student receives recognition (a plaque) at the yearly MSOE Student Leadership Dinner. A panel of representatives from across campus vote on who the yearly recipient will be. In my opinion, the health of the Servant-Leadership program is represented by who the committee selects for this award.

This year's recipient of the Daniel E. Sahs Memorial Award for Service was Kate Thompson. Kate is very active in numerous service roles throughout the MSOE community:

- President: Alpha Omega Epsilon Sorority for 3 years
- Secretary: Alpha Omega Epsilon Sorority for 1 year
- Professional Chair: Alpha Omega Epsilon Sorority
- Member: Women's Connections
- Member: Society of Women Engineers
- Volunteer: Enrollment Management department
- Volunteer: Women in Technology program



Figure 40: Kaitie shares a few words after receiving the award.

YMCA tutoring

We continue to tutor high-school students who participate in the YMCA of Greater Milwaukee (<http://www.ycamke.org>). The program has taken on a new twist this fall, due to the loss of a grant that helped pay for the transportation to and from this weekly event. So, starting this fall, the MSOE students who participate must figure out how to get to and from the YMCA's downtown facility. It's not a small issue, one that we hope to overcome by the end of the year.



Figure 41: an MSOE student tutors students from South Division High School.

Folding Project

Matt Boeck, a Software Engineering student, coordinated a “folding project” this year as part of his experience in *Applied Servant-Leadership*. We encouraged students from across campus to install a program on their computers. As Matt described in an email, the computer program enables the machines to “...program exploits the unused processing power to CURE CANCER! For a more in-depth explanation, check out the F@H homepage to see exactly why a ton of processing power is needed to fold protein molecules and cure cancer (<http://folding.stanford.edu/>).

International Infrastructure

MSOE has a variety of initiatives that take students out of the country (Engineers Without Borders, service work in the Dominican Republic, our work with Project-Kenya, etc.). Every MSOE employee that coordinates an overseas venture has historically gone about it in a different way. Dr. Kelly Ottman, the professor who coordinates the courses that go to China every summer, does an amazing job organizing her trips when she takes MSEM students on a cultural immersion and business class. We are now modeling all of our overseas initiatives after the infrastructure Kelly generated—in partnership with the Treasurer’s Office.

Blackstar Farm

Abigail Goelzer, the MSOE ESL Coordinator and faculty member, volunteers at Blackstar Farm—a horse facility in Cedarberg that works with kids that have mental and physical handicaps. They needed a wheelchair accessible mounting block for an indoor riding arena—so kids with handicaps can safely mount horses. Abby worked with Professor DeAnna Leitzke to involve the participation of Sigma Lambda Chi, the Construction Management Honor Society that is headed up by student Karlene Ellwanger. As a result of Abby and DeAnna’s guidance, the members of Sigma Labda Chi were able to build a ramp in a single Saturday afternoon—the event occurred on April 9, 2011.



Figure 42: the wheelchair ramp and mounting block.

Sigma Lambda Chi held a dinner to recognize and reflect on the work conducted at Blackstar Farm. The office of Servant-Leadership helped finance the dinner as a way of encouraging dialogue about leading service initiatives through student organizations.

As a follow-up to the Blackstar Farms Servant-Leadership project, the office of Servant-Leadership sponsored the Sigma Lambda Chi induction dinner. The dinner was a perfect time for students to discuss the benefits of their involvement with the project and a time to celebrate their accomplishments. Students shared stories about the design and construction of the mounting block ramp and agreed that the project was a success for all involved. They also discussed ways to continue their work at Blackstar Farms in years to come.

Respite Event

On March 26, 2011, the office of Servant-Leadership hosted a Respite Event in the Kern Center. This event enabled MSOE students (specifically, Nursing and Biomedical Engineering majors) to spend the day with kids who spend a great deal of time at Children’s Hospital. By spending the day with these kids and their siblings, the parents of the children got the opportunity to take an afternoon off and rest. Meanwhile, our students (and nursing faculty) received the educational and interpersonal opportunity to interact with kids with extreme mental and physical challenges. The day will include the participation of student organizations such as the Student Athletic Advisory Committee (who is organizing volleyball and basketball games), the Theatre Troupe, the student orchestra, the student choral, and so on.

The event was led by Benjamin Bowe and Rebecca Ruechel. They did an outstanding job. Thank goodness they are sophomores, and they want to host the event in the Kern Center for the next couple of years.



Figure 43: A nursing student spends time with some kids.



Figure 44: Face paint!

Project-Kenya

We once again sent students to Kenya to install a computer lab in a local village school. We focused on the village of Migori, located in the western side of Kenya. It is situated just 20 km north of the Tanzanian border. The population of Migori is approx. 46,000 people. The villages are known as

Nyamome and Sagero. The work began with purchasing a cow and calf for an HIV/AIDS support group. The milk is now used to supplement their daily diet and will help the HIV medications work better.

In February, we installed a computer lab at Sagero Secondary School, providing female empowerment education and collecting science/lab supplies. We're again working with Jeff Hansen, a CE/EE double-major, and his Project Community Computers program to garner the necessary computers for this initiative (<http://www.projectcc.org/projects/project-kenya>).

Servant-Leadership is helping finance the cost of travel for the students based on their financial need:

- Nathan Enerson: \$500
- Coral Baehne: \$500
- Stephanie Miller: \$400
- Brandon Bauer: \$500
- Anthony Pleshnek: \$1100
- Matthew Barnett: \$500
- Evan Crayford: \$500

Nathan Enerson, who participated in last summer's trip, served as a spokes-person on how to fundraise—speaking to other student groups interested in other overseas ventures.

In April, we had a reflective event that included dinner and a movie (*Born to be Wild*, a film that focuses on the elephant orphanage we visited in Nairobi—<http://www.imax.com/borntobewild/>). The conversation at the event focused on what was learned in Kenya and how that knowledge is transferring into the learning communities we currently inhabit at MSOE. We also talked about everyone's desire to return to Kenya to continue to do the work.



Figure 45: students in Kenya.



Figure 46: the installed computer lab.



Figure 47: Nate does "business" with a local Kenyan.

United Way: Education Co-Chair

The United Way of Greater Milwaukee has asked me to serve as an Education Co-Chair, in place of Dr. Viets. The position involves a greater commitment to the United Way, both as a representative of MSOE and the community. The committee is made up of the following institutions, representing the following individuals:

- MATC: Dr. Means
- Mount Mary: Dr. Burke
- MPS: Dr. Thornton
- MSOE: Dr. Howell
- Suburban (including Mequon-Thiensville): Dr. Schwalbach
- UWM: Dr. Prince

As a committee, we met throughout the summer to prepare for this fall's fundraising initiatives. It's been a great learning and networking opportunity, one that I hope continues for years to come.

Proposed Protocol for Technical Servant Leadership Projects

I worked with Dr. Doug Stahl and Professor DeAnna Leitzke to coordinate with Armund Janto (the CFO of MSOE and legal counsel) to establish the necessary documentation we need to run technical-specific Servant-Leadership initiatives. The documentation and added instructional design was negotiated and drafted. This fall, Dr. Fred Berry, V.P. of Academics, approved the plan. With his approval, we can now follow an established process for initiatives that require technical expertise. In doing so, we'll be better prepared to ensure the safety of our students as well as those who benefit from their labor.

Construction Challenge

Kathleen Easton and Karlene Ellwanger led an initiative to enable high school students from local academic institutions (Illinois and Wisconsin) to compete in a Construction Challenge event (<http://www.constructionchallenge.org/>). We had somewhere between 45-50 MSOE students volunteer at the event, taking on roles such as ushers, ceremony participants, construction mentors, and so on. Dr. Berry gave the opening address. It all took place in the CC Building: opening and closing ceremonies in the Todd Wehr Auditorium, and the event itself in CC130. Servant-Leadership financed the meals for the event; Construction Challenge reimbursed after the event. We also provided t-shirts for the MSOE student volunteers. Local media covered the event—you can view the following:

- "Students engineer solutions with creativity" (<http://www.jsonline.com/news/education/113827654.html>)
- Channel 58 also aired a story on the 10 p.m. news Saturday night. "Students compete in Construction Challenge" (<http://www.cbs58.com/index.php?aid=15720>)

Big Brothers Big Sisters

Once again, Joe Bosas, a Software Engineering major, worked with Dr. Michael Payne to coordinate a series of events at MSOE for "bigs" and "littles" that participate in Big Brothers Big Sisters. The events that transpired are as follows:

- February 7 or 9 – Grohmann Museum: Bigs and littles explored the artwork at the MSOE art museum. Initially, all matches met in the first floor conference room to go over the agenda for the night. A tour was then provided that enabled all matches to quickly gain an idea for the entirety of the artwork. After that, littles were encouraged to find their favorite piece of art and write a small paragraph describing why it was their favorite.
- March 14 or 16 – Library Research: Littles were given the opportunity to explore the MSOE Walter Schroeder Library by first participating in a small tour and then selecting a topic that interested them. They were asked to come up with as much information about their subject, write a brief summary about it, and share that with the rest of the groups.
- April 11 or 13 – Theater Troupe: The MSOE Theatre Troupe performed their spring event for the Bigs and Littles.
- May 9 or 11 – Gym Activities: Matches met at the MSOE Kern Center to participate in friendly competitive sports. Some options included basketball, kickball, volleyball, etc

MLK Art Initiative

Middle-school students at Our Next Generation (www.ongkids.org) created paintings—pastels on canvas—that represent the spirit of the Reverend Dr. Martin Luther King. This took place on Monday, January 10 at ONG. Deb Daneke, who works in the Financial Aid office, went to ONG with volunteers from Student Life as well as a number of students. The works were displayed in the lower level of the

Grohman Museum on MLK Day. We invited the MSOE community and the ONG community to come visit the works. The students who created the works were present, along with their families. Servant-Leadership provided beverages and snacks for the event.



Figure 48: ONG and MSOE students view the art.



Figure 49: A sample painting.

6. An Excellent Year in Carrying out all Elements of the Missions of the Chair

Once again, I had an engaging and fulfilling year serving in the role of Chair for Servant-Leadership at MSOE. As this document illustrates, we've grown the impact of Servant-Leadership on our campus and in our community. I have been similarly impacted, as is demonstrated by the following initiatives.

Cardinal Stritch Servant-Leadership Discussion Series

We had an outgrowth as a result of last spring's Servant-Leader Cities discussion. I worked with Sean Lansing, Yvonne Lumsden-Dill, and Peter Holbrook to coordinate a discussion series. MSOE and Cardinal Stritch University thus established a Servant-Leadership discussion series between academic institutions located in Southeastern Wisconsin. So far, we've had 2 events—one at MSOE and one at Stritch. The next event will take place on January 24th; Tim Valley, the MSOE V.P. of Admissions, will speak on the topic of "Building Community."

Servant Leadership Series



The Servant Leadership Series is sponsored by the Cardinal Stritch University Leadership Center and the Milwaukee School of Engineering.

Join us for this four-part conversation as we explore four tenets of servant leadership and their practical application in organizations that represent the various business, non-profit, education and healthcare sectors. **Time:** 6-8:30 p.m. **Cost:** \$40 per workshop, \$10 for students
 ▲ Sign up for all four events for \$140

<p>Oct. 25, 2011 Servant Leadership Tenet: Conceptualization Book: "Strategic Intuition: The Creative Spark in Human Achievements" by William Duggan Speaker: DR. DAVID HOWELL, CHAIR FOR SERVANT LEADERSHIP, MSOE</p>  <p>Location: Cardinal Stritch University How do you think, and how does your thought process impact your leadership? Dr. Howell will guide a discussion around these questions and explore strategic intuition—a meta-cognitive method that enables us to create epiphany and realization.</p>	<p>Dec. 6, 2011 Servant Leadership Tenet: Stewardship Book: "Stewardship: Choosing Service over Self Interest" by Peter Block Speaker: YVONNE LUMSDEN-DILL, MANAGING DIRECTOR, CARDINAL STRITCH UNIVERSITY LEADERSHIP CENTER</p>  <p>Location: Milwaukee School of Engineering Lumsden-Dill will lead participants in a discussion on how to utilize the resources of organizations, communities, and the world in ways that are responsible and promote the common good. What is the role of the leader in promoting stewardship? How will the role of the leader be affected?</p>	<p>Jan. 24, 2012 Servant Leadership Tenet: Building Community Book: "Soul of a Citizen: Living with Conviction in Challenging Times" by Paul Rogat Loeb Speaker: TIM VALLEY, VICE PRESIDENT OF ADMISSIONS, MILWAUKEE SCHOOL OF ENGINEERING</p>  <p>Location: Cardinal Stritch University A primary and often overlooked responsibility of the leader is to build and foster community. Valley will help participants explore how good leaders help foster a community that leads to greater productivity and to positive change.</p>	<p>March 6, 2012 Servant Leadership Tenet: Commitment to the Growth of People Book: "A Hidden Wholeness: The Journey Toward an Undivided Life" by Parker Palmer Speaker: SEAN LANSING, DIRECTOR OF YOUTH LEADERSHIP DEVELOPMENT, CARDINAL STRITCH UNIVERSITY LEADERSHIP CENTER</p>  <p>Location: Milwaukee School of Engineering People have intrinsic value beyond their tangible contributions in the workplace and the community. Lansing will guide participants in a discussion on what leadership looks like that is focused not only on the task at hand, but also to the personal, professional and spiritual growth of every person.</p>
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Figure 50: the advertising flyer for the Servant Leadership Series.

ISSOTL Conference

Last October, I presented at the International Society for the Scholarship of Teaching and Learning, a panel discussion that consisted of faculty who participated in the Servant-Leadership Mini-Grant initiative: Dr. Kelly Ottman, Dr. Alicia Domack, Kristin Shebesta, Dr. David Howell, and Dr. Anne-Marie Nickel. The presentation was titled "Transforming the Academy through the Theory and Practice of SOTL" in Milwaukee, Wisconsin. Here's the submission description:

- Title: Servant Leadership: Driving curriculum integration through an institutional multidisciplinary approach - Panel
- Summary: What can Servant Leadership look like in business and humanity based classrooms? How can faculty unfamiliar with the concept embrace and infuse servant leadership into their curriculum? What influence can this have on the teaching and learning process? What type of ongoing academic infrastructure is needed to support these efforts? This session will address these questions through a panel discussion that includes administration, faculty from multiple disciplines and students.
- Description: Servant Leadership, first introduced by Greenleaf, focuses on "the natural feeling that one wants to serve" (Greenleaf, 1977). The satisfaction that comes from service has been recognized throughout the world by teachings of the respected thinkers, teachers and religions to include, Aristotle, Jesus, Taoist and Buddhist texts (Keith, 2008). In the process of service, differences in both the lives of those serving and those being served can be found. From a teaching perspective, servant leadership is grounded in service learning, which is a form of experiential learning. Dewey is often linked with experiential education, which is learning reinforced by experience (Elias & Merriam, 1995). Service learning is distinguished from other forms of experiential learning with the intention of benefiting the provider and the recipient of the services equally. Servant leadership and service learning both emphasize service to others (Williams & Gilchrist, 2004). Service learning gained popularity within public service education and has been utilized in some liberal arts programs. However this case study and panel discussion addresses the infusion of servant

leadership into the courses and across disciplines in an unlikely setting - a private, non-religious, urban university that historically has focused on developing professionals to enter technology and science-driven careers in engineering, healthcare and business. The session will address the administrative infrastructure that was created to support such an initiative. Specifically the use of faculty mini grants will be reviewed. The small-grants provided financial incentives to faculty to integrate servant leadership into their courses and provided seed money for the community based initiatives. This promoted 1) cross-pollination of Servant-Leadership theory into targeted academic courses, 2) enabled students to practice Servant-Leadership theory in their academic domains, and 3) enabled Servant-Leadership theory to connect various disciplines within a given academic institution. The network established to guide and support the efforts will also be discussed. From a faculty perspective, the session will highlight the experiences of select faculty from engineering, nursing, business, social science, and humanities. Based on six terms and fourteen courses, strategies to integrate community based service learning at the undergraduate and graduate level will be shared. Successes and barriers will be discussed. Student learning will be shared through the voice of select students that have engaged in servant leadership based courses. The session will close with discussion around the experiences of participants and will highlight transferable strategies. References and resources will be provided.

The presentation went well—though the audience was small in scale. It was a pleasure to present publically with MSOE faculty and students on our work in Servant-Leadership.

At the same conference, Dr. Michael Carriere and Dr. Douglas Stahl presented on their work in Guatemala—the course Mike taught in Latin American History and the ensuing trip to Central America that enabled the students to see where the history took place as well as engage in a service project. The presentation was titled “Engineers

Without Borders: Bringing the Liberal Arts to the STEM Disciplines.”



Figure 51: the ISSOTL presentation.

We also worked with Brydie Hill and Project Kenya so that we could sell 600 baskets for the Ongotta Rangai Women’s Works of Charity (Nairobi). This provided the women who made the baskets an opportunity to bring American dollars into their community—for the sake of feeding and clothing their children and grandchildren.

2011 Lilly North Conference

I also presented on Servant-Leadership at the Lilly North Conference on College and University Teaching (<http://lillyconference.com/tc/default.shtml>). The presentation focused on the ethnographic study Barb Meyer generated for this report (see [Appendix A](#)). The presentation was well attended and well received. The audience was interested in Servant-Leadership, ethnographic research, and enacting service initiatives at an engineering-specific institution.

I'll be sharing the same presentation at two upcoming conferences:

- The 2012 Jon C. Dalton Institute on College Student Values, taking place February 2-4 in Tallahassee, Florida (<http://studentvalues.fsu.edu/>)
- The 2012 Greenleaf Center for Servant-Leadership Leadership Institute for Educators, taking place April 5-6 in Ann Arbor, Michigan (<http://www.greenleaf.org/life/>)



Figure 52: Dr. Howell presents on Servant-Leadership.

7. A Servant-Leader that Leads at an Element of Segment of Our World

Criteria 7 asks that MSOE recognize a Servant-Leader (past student or faculty) that leads at an element or segment of our world. Examples include Nelson Mandela, Mother Teresa, Mahatma Gandhi, and William Wilberforce. It's difficult to think of anyone, let alone a member of the MSOE community, in the company of these great Servant-Leaders—they accomplished much in the time and life they were given.

It's easier, I believe, to reflect on the contribution these individuals made posthumously. Death gives finality to one's life and the impact one made on the world. The MSOE community recently experienced this in the passing of Dr. Donald Ashby, the former Director for Student Support Services. Dr. Ashby's death was a great loss to our community for the simple reason that he was a true Servant-Leader. Not only did he have the job title that enabled him to represent the under-represented, but he also had the life experience and leadership skills necessary to assist those students at MSOE that need additional support and assistance.



Figure 53: Dr. Donald Ashby

Dr. Ashby led the TRIO Programs—the branch of MSOE that specifically helps under-represented demographics. TRIO is a

...Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs. TRIO also includes a training program for directors and staff of TRIO projects.⁴

At MSOE, TRIO represents a number of resources:

- Student Support Services: counseling (academic, financial aid, career, and personal), peer tutoring, small-group review classes, peer mentoring, tours of local businesses and industries, seminars on time management and study skills, remedial support classes, and special services for those with physical and learning disabilities.
- Upward Bound: helps qualify local high-school students to find academic success in high school and prepare for success in college.

TRIO doesn't receive a great deal of visibility on campus—in large part because they represent the under-represented. That said, Dr. Ashby built the bridge that connects an institution such as MSOE to the students who benefit from TRIO, and he did it by simply being himself.

When interviewing members of his staff, all told me that he was a wonderful observer—someone who impressed you with his implicit wisdom. He modeled success to the under-represented student demographic that came through TRIO *over a 30 year period*.

I didn't work directly with Don, so I asked Amy Chisnell, the MSOE Coordinator of Services for Students with Disabilities, to write a tribute for him.

Dr. Donald Ashby was, by profession, a teacher. But I believe Dr. Ashby's true gift was the ability to teach not just through his words, but through his example. The lessons Dr. Ashby can provide for us through the approach he took to life are probably infinite - but for me, there are three major lessons I take from his life.

Dr. Ashby took immense pride in all of the TRIO students, and by extension, his entire staff. Every student success was OUR success – and he never failed to point out that we impacted our students' lives. When you work in the “helping” profession (or, as Dr. Ashby would say, when you're a “do-gooder”), you don't always get a lot of accolades. But Dr. Ashby gave accolades. He praised. He pointed out. He bragged. Each of us felt valued and recognized by him. And therein lies the lesson – you must see, and recognize, the importance in others...and you must let them know it. We all were important to Dr. Ashby. He saw us all, and valued us, and made sure we knew it.

Too, Dr. Ashby was a student of human behavior. He loved to think about why people might act or react in certain ways. He loved to watch people, and study their interactions. He never lost

⁴ <http://www2.ed.gov/about/offices/list/ope/TRiO/index.html>

his wonder about the world. This is another important lesson he taught us. Pay attention to the world around you. Before you speak, before you act, watch and listen. Dr. Ashby taught us to think about the world, not just in terms of individuals, but in terms of groups. He knew that our backgrounds and our cultures are deep and powerful influences. He understood that sometimes people acted in certain ways because of those influences. And yet, he never saw any of us as being tied down by our experiences or our cultures – in fact, he believed that each of us owed it to ourselves to recognize our own “realities” – and then, to push beyond. As he did, himself.

But what I will remember most about Dr. Ashby is his laughter. We all remember his laugh—it was unbridled, joyous, and extremely contagious. Dr. Ashby was always ready to laugh—even in the most serious conversations—he would make a joke, or would be the first to laugh at someone else’s. He saw life and human interactions as joyful. This is the most important lesson I could take from him...to enjoy life. To truly enjoy even the small moments with others. To always be ready to laugh.

For me, these lessons convey my deep appreciation for a man who was a true servant leader – who taught us all through his actions how to treat others with respect, how to be better human beings, and how to live life joyously. It is up to all of us to carry Dr. Ashby’s lessons in our hearts, so that we can ensure that his light will never leave this world.

Servant Leadership at Milwaukee School of Engineering

Submitted by: Barbara Meyer

Submitted to: David Howell, Ph.D.

22, September 2011

Introduction

During the spring term of 2010, a Technical Communications major, Matthew Stachelski, designed the first ethnographic study of the implementation of Servant Leadership at MSOE (Milwaukee School of Engineering). Stachelski was chosen, by the Chair of Servant Leadership, from a group of students taking a course in Research Methods where he learned to collect data via observations, surveys, and interviews. Working with the Chair of



55 Matthew Stachelski
Technical
Communications
Class of 2011

Servant Leadership and using the methods taught in Research Methods, Stachelski developed the questions used in the survey and interviews.⁵

Because the application of Servant Leadership would not happen overnight the Chair requested that Stachelski design the study to be longitudinal and that it can continue and evolve for several years in order gather data to answer the guiding question “How is Servant Leadership implemented at MSOE” and make suggestions to improve said implementation.

Stachelski graduated after he completed the first study and it has since been continued by another Technical Communications major, Barbara Meyer. Like her predecessor, Meyer was also chosen from a group of students in her Research Methods class for this ethnographic

study.

Meyer accepted the position of Research Assistant to prove to herself that she could do it. Remembering a quote of Ed Foreman “if you always do what you’ve always done, you’ll always get what you’ve always got” she decided to branch out and try something new. Barbara Meyer has been a cake decorator for a large WI grocery chain for several years. She has traveled the Midwest opening new stores and training cake decorators, teaching groups at store level as well as one-on-one. Servant Leadership and its concepts naturally appealed to her since she had been doing it all along by teaching and helping others.



Figure 54: Barb Meyer
Technical
Communications Class
of 2013

Methodology

Meyer used lessons she learned in class and took every possible precaution to maintain each student’s anonymity during all three phases of research – observation, survey, and interviews. Aliases were used to conceal the identity of the four students interviewed in the interview section and also utilized in the observation portion. Prior to the collection of any data, for the observations and interviews, each student involved in this project signed a consent form and wore a small sticker that identified them as consenting participants. In the email sent out to the student body for the survey was a declaration stating that submitting the form is consent to allow the answers to be used for research purposes. All paper consent forms have been kept under lock and key.

This assessment of Servant-Leadership at MSOE is in its second year of infancy. Through observing students in Servant-Leadership roles, surveying the student body about their knowledge of an involvement in Servant-Leadership, and interviewing a random sample of current student Servant Leaders, we can learn how to improve

⁵ A copy of the survey and interview questions can be found in the appendix.

our current program and possibly expand into other areas outside of MSOE. We can also learn how Servant Leadership is helping the student body by stimulating thought and providing a means to take action to build a better and more caring society.

This study collected quantitative data using a ten question survey distributed to the student body via e-mail. Knowing the survey was anonymous, because only the responses to the survey questions were collected, the students were more likely to answer honestly. Because Technical Communication students have more training, skills, and experience with personal communication, through their studies at MSOE, they are better equipped to administer the structured interview portion to gather qualitative data for the research study without intimidating the participants. And protecting the identities of the participants, through the use of aliases and the omission of specific details that might identify a student, was of utmost importance while taking comprehensive notes during the three required observations that completed the three phases of data collection.

With a record of the preceding year and the current data from this year, suggestions can begin to develop for the improvement and expansion of Servant Leadership at MSOE as well as the possible improvement and expansion of the study itself.

Ethnography

Ethnographic research is a type of qualitative inquiry that involves an in-depth study of an intact cultural group in a natural setting (Leedy & Ormrod, 2010). This study looks at how Servant Leadership has been received by and integrated into the student body of MSOE. Three methods of research have been employed for this longitudinal project – observation, survey, and interview. This project is in its second year and the methods are continuing to be refined and adjusted to produce the best and most accurate results.

Pioneers of Servant Leadership

Robert K. Greenleaf’s first book was published when he was 73. Prior to that he taught at Dartmouth College and was a visiting lecturer at MIT’s Sloan School of Management and Harvard Business School. After working more than 30 years at AT&T, Greenleaf retired from his position as Director of Management Research and wrote a series of essays and books based on Servant Leadership “to stimulate thought and action for building a better, more caring society (Greenleaf, *The Servant Leader Within - A Transformative Path*, 2003).”

In 1970, Greenleaf first coined the term Servant Leadership believing that a leader must first be a servant. Greenleaf expressed these ideas, based on a lifetime of experience, in an essay *The Servant as Leader* which can be read, with more of his essays, in *The Servant Leader Within – A Transformative Path*. Greenleaf writes “the servant-leader is servant first. It begins with the natural feeling that one wants to serve. Then conscious choice brings one to aspire to lead (Greenleaf, *The Servant Leader Within - A Transformative Path*, 2003).”



**3 Robert K. Greenleaf
(1904-1990)**

Greenleaf's essay was later expanded into a book and is now arguably one of the most influential management texts written. His essays have been published in dozens of languages. Servant Leadership is endorsed by



Figure 56: M. Scott Peck

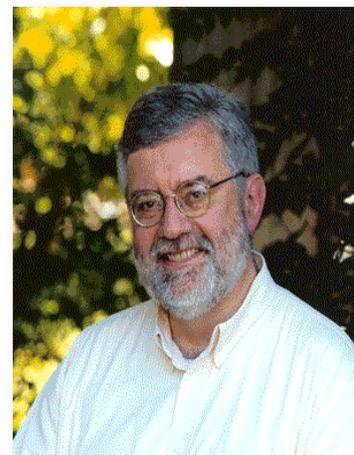
bestselling authors like Ken Blanchard *The One Minute Manager*, Steven Covey *The Seven Habits of Highly Effective People* (shown left at the FMI Show, Palestrante on June 22, 2010) , and M. Scott Peck *The Road Less Traveled* to name a few. A short, 23 page bibliography (last updated in 2006) of books and articles about Servant Leadership can be found at the Greenleaf Center for Servant Leadership website www.greenleaf.org.

In 1964, Greenleaf founded The Center for Applied Ethics which was renamed the Robert K. Greenleaf Center in 1990, just five years before his death. Its world headquarters is in Westfield, IN with branches across the globe in Australia/New Zealand, Korea, the Philippines, Singapore, South Africa, and the United Kingdom (Greenleaf & Spears, *Servant Leadership: a Journey into the Nature of Legitimate Power and Greatness*, 1977).

Larry Spears first encountered Greenleaf's work while working at a Quaker magazine *Friends Journal*. He studied under Greenleaf and was eventually named President and CEO of The Robert Greenleaf Center for Servant Leadership from 1990-2007. During that time he identified ten characteristics of an effective Servant Leader: listening; empathy; healing; awareness; persuasion; conceptualization; foresight; stewardship; commitment to the growth of people; and building community (Spears, 2009).

The purpose and goals of Servant Leadership can be accomplished by focusing on the ten characteristics of Servant Leadership identified by Spears:

1. **Listening** – actively and completely before taking action
2. **Empathy** – seeing a situation from the other person's point of view to feel what they feel
3. **Healing** – helping others become whole, e.g. helping someone find the means and motivation to stay in school.
4. **Awareness** – being in the moment; knowing your own strengths and weaknesses; being informed of what is happening around you in your organization
5. **Persuasion** – not using coercion, intimidation, power, or force; appeal to reason, convince, and lead by example
6. **Conceptualization** – seeing the big picture; visionary goals
7. **Foresight** – to visualize the future based on decisions made today and having learned from the past
8. **Stewardship** – to hold in trust for another(s)
9. **Commitment to the Growth of People** – assisting in the development of individuals
10. **Building Community** – cooperate and help each other to be better (Lichtenwalner, 2008)



5 Larry C. Spears,
President and CEO of the
Larry C. Spears Center for
Servant Leadership

Servant Leadership at MSOE

“Never doubt that a small group of committed people can change the world. Indeed, it is the only thing that ever has.”

- Margaret Mead

The Office of Servant Leadership promotes the ideals of Servant Leadership throughout the MSOE community. We are always seeking new means to create opportunities for our students to be active Servant Leaders within their branch of expertise. We also encourage students to stretch beyond their scope of experience and apply the lessons they have learned to other areas. The Office of Servant Leadership is working to create whole students by inspiring growth in social relationships, community development, and assistance to those who “aspire to be principled, innovative and socially conscious contributors to a caring and civil society.”

For the purposes of establishing benchmarks for objective, quantitative analysis, the Pieper Family Endowed Chair for Servant Leadership defines this complicated construct as follows:

Leadership: Exemplifying the qualities of moral character that enables one to inspire and improve others without force or coercion. Furthermore, we believe that leadership is not a position, but a process.

Servant Leadership: We believe that Servant Leadership means leadership whose primary purpose is to serve others by investing in their development and well-being while jointly accomplishing tasks and goals that facilitate the common good.

Therefore, we believe that leadership is bestowed upon individuals of humility and integrity. Servant Leaders have a deep-seated desire to encourage the growth of others while serving those whom they lead. They are leaders of vision that pursue their vision from a foundation of humility, empathy, compassion, and the highest standards of ethical behavior.

Planting Servant Leadership: We believe that Servant Leadership is best taught by example. We agree with Stephen Covey: “If you really want to get Servant Leadership, then you’ve got to have institutionalization of the principles at the organizational level and foster trust through individual character and competence at the personal level. Once you have trust, then you lead people by coaching, empowerment, persuasion, example, and modeling. That is Servant Leadership.”⁶



6 MSOE Student Center

⁶ www.msoe.edu/life_at_msoe/campus_activities/servant_leadership/purpose.shtml

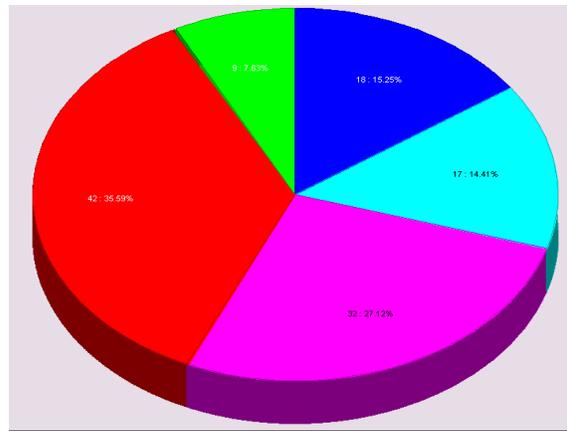
Student Body 10 Question Survey

The first study of the implementation of Servant Leadership at MSOE was accomplished in spring of 2010. Matthew Stachelski, a Technical Communications major, developed the 10 questions for this longitudinal survey. The survey was delivered via email to the entire student body using *loxphere* to distribute the survey and tally the results as both percentages and totals. The program also produced the following charts and kept the descriptive answers (along with the other data) in a password protected online database.

The 2010 survey received 66 respondents, while this 2011 survey garnered 118 participants. Below each graphic from the 2011 survey are the results from last year for comparison purposes followed by a brief analysis of the both sets of data:

1. What is your academic standing?

		Percentage	Total
Freshman		15.254%	18
Sophomore		14.407%	17
Junior		27.119%	32
Senior		35.593%	42
Other		7.627%	9
Total Respondents			118
Skipped this question			0



7 Academic Standing

2010 totals:

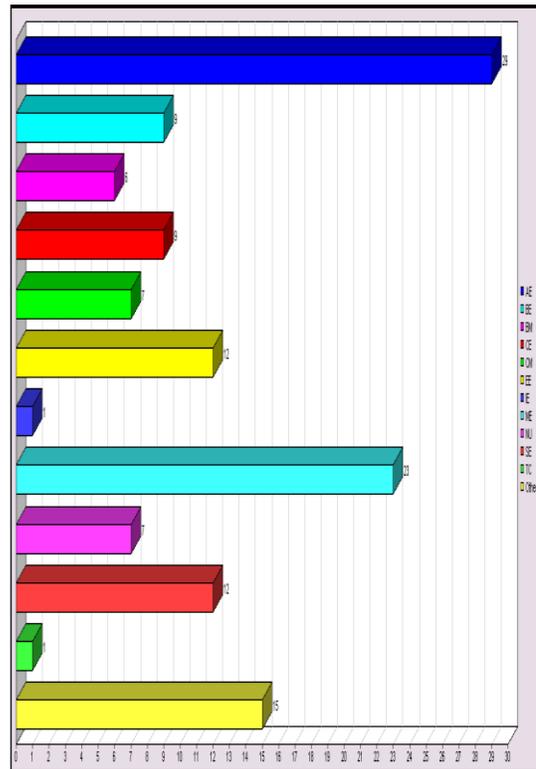
Freshmen and Other	11%	9 and 1
Sophomore	24.6%	16
Junior	27.7%	18
Seniors	32.3%	21

While the percentages are remarkably similar to last year's data, it is encouraging to see nearly twice as many respondents. This may be due to greater awareness of Servant Leadership opportunities within MSOE through MSOE's Servant Leadership web page, e-mail notices of volunteer opportunities, and word of mouth. These possibilities are explored further in question 5.

The largest gains are seen in Other and Freshmen. Hopefully these students will continue to participate in this survey each year thereby maintaining the trend of greater participation with each maturing class.

A possible reason for Seniors to out trend other class ranks is that they may outnumber the other classes. They may also be more involved in school communities like Servant Leadership. Seniors may also carry a lighter course load that would allow them to participate and be aware of community events.

	Percentage	Total
AE	24.576%	29
BE	7.627%	9
BM	5.085%	6
CE	7.627%	9
CM	5.932%	7
EE	10.169%	12
IE	0.847%	1
ME	19.492%	23
NU	5.932%	7
SE	10.169%	12
TC	0.847%	1
Other	12.712%	15
Total Respondents		118
Skipped this question		0



2. What is your major program of study⁷?

2010 totals:

Architectural Engineering	22.7%	15
Biomedical Engineering	6.1%	4
Business Management	0%	0
Computer Engineering	3.5%	7
Construction Management	6.1%	4
Electrical Engineering	3.5%	7
Industrial Engineering	3%	2
Mechanical Engineering	18.2%	12
Nursing	6.1%	4
Software Engineering	7.6%	5
Technical Communication	3%	2
Other	3.5%	7

Again, the data suggests similar trends in responses for 2010 and 2011. However, it leads to the question of why do Architectural and Mechanical Engineering students out trend all other majors by such large margins? Additionally, why are Technical Communication and Industrial Engineering students the lowest responding demographic? At this time more questions are raised than answered. More data is necessary before these questions, and others, can be satisfied. Although the data does not answer why a particular academic focus

⁷ If applicable, students were allowed to select more than one major or manually enter a response in a text box. This also applies to the 2010 data.

responds more than other studies, it does suggest that they are more involved in MSOE happenings and are willing to participate in studies such as this.

3. Are you involved in any student groups or organizations?

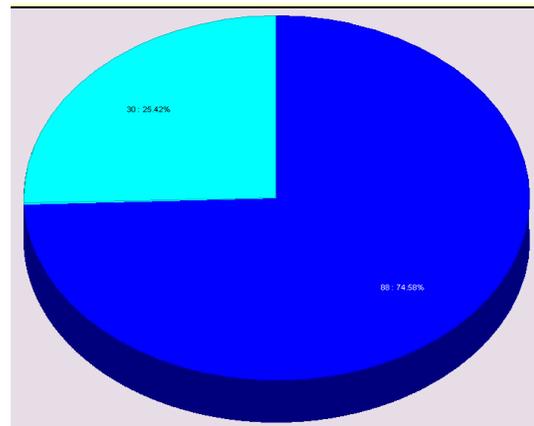
There were 86 responses to this question.

- Of the 86, one person responded with non-sport, non-service/major related activities
- Six people replied with at least one sport
- Ten people typed “no” rather than skipping the question as a sign of noninvolvement
- The remaining respondents were a combination of being involved in either service related activities or they belong to an organization that sponsors service activities, e.g. Tau Beta Pi and Women’s Connections, or they belong to an organization related to their major, e.g. SAE – Society of Automotive Engineers

Because of the variety of answers, it was difficult to cluster the answers into related groups. This is a prime example of a question than can be improved upon in next year’s survey. It can be organized similarly to question two where the subject can click as many buttons that may apply to their situation. But to analyze the current answers, it is encouraging to see that at about three quarters of the respondents are involved in the MSOE community in one way or another, through sports, clubs, volunteerism, and/or Servant Leadership.

4. Are you familiar with the concept of Servant Leadership?

	Percentage	Total
Yes	74.576%	88
No	25.424%	30
Total Respondents		118
Skipped this question		0



9 Familiar w/Servant Leadership

2010 totals:

Yes	71.21%	47
No	28.79%	19

Comparing these numbers to the data from question three, 27 participants who *are* familiar with the concepts of Servant Leadership are *not* involved in any groups or organizations. However, only 14 students who are not familiar with Servant Leadership are not involved in other groups or organizations. To look at this another way, about half of the students unfamiliar with Servant Leadership are still engaged in the MSOE community in one way or another. Otherwise, the current data shows a slight increase in familiarity with Servant Leadership over last year.

5. If you know about Servant Leadership, how did you find out about it (friend, faculty member, website, campus literature, etc)?

Last year only 47 students replied

- 12 faculty member
- 17 seminars and coursework (3 indicated previous institutions)
- 12 email, MSOE website or literature around campus
- 5 listed other sources such as other students, personal curiosity, or work outside of the university
- Only two responses referred to participation in student organizations as a source

There were 84 responses to this question this year.

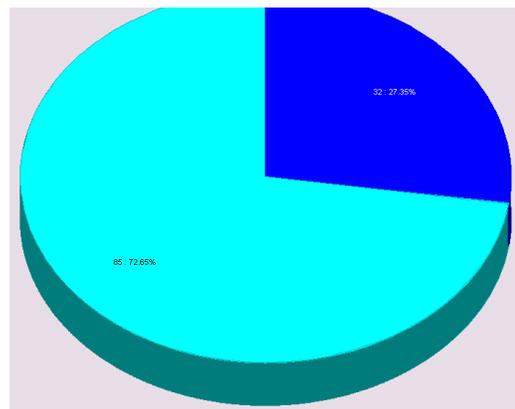
- Of the 84, 60 found out via a single source. The majority of that source was a faculty member - 22 named one Ph.D., 2 named two other faculty members, and 10 listed generic faculty as a source. Other single sources of information were - during a class (20), Boy Scouts (2), Organization Fair (1), Project Kenya (1), Engineers Without Borders (1), and one person “just looked it up in Google...Wikipedia...and Greenleaf.org
- The remaining 24 replies cited multiple sources for their knowledge of Servant Leadership – friend, email, literature, website, and the single sources listed above

Clearly, faculty outshines all other sources of information as well as Servant Leadership being a topic of discussion in the classrooms. Only two people cited website as being a source of information about Servant Leadership and five listed literature. It could be interpreted that these venues do not work and they should be discarded, or these are opportunity areas that need improvement. There is a lot of talent in this school; perhaps a student project could be created to address these opportunities and exposure to Servant Leadership in classrooms could be increased.

6. Have you participated in any Servant Leadership activities during the 2010/11 academic school year?

57 Participation in Servant Leadership

	Percentage	Total
Yes	27.35%	32
No	72.65%	85
Total Respondents		117
Skipped this question		1



2010 totals:

Yes	27.27%	18
No	72.73%	48

These numbers might initially be discouraging at first glance, but when the responses are broken down into categories by class rank some light is shed upon the data.

- Freshmen and Sophomores replied *No* at a 2:1 ratio
- Junior classmen replied *No* at a 3:1 ration
- Seniors replied *No* almost 4:1
- Other classmen were one and a half times more likely not to participate in Servant Leadership

There is a divide between being aware of Servant Leadership and participating in a Servant Leadership activity. From previous data we know the students are involved in activities outside of their course work. So being involved in something is not the issue. The disparity could be heavier or more difficult course loads as the students advance toward graduation. The answer may be a simple misunderstanding of what Servant Leadership activities are and they are confusing those activities with general volunteering. Regardless of the reasons, this is obviously an area of opportunity for growth.

7. If yes, what Servant Leadership activity(s) were you involved in?

There were 36 responses to this question. Some of the activities listed were: Feed My Starving Children, Construction Challenge, Black Star Farms, Guatemala trip, Milwaukee River Clean-up, Wheelchair Days, YMCA/South Division Tutoring, and Project Kenya.

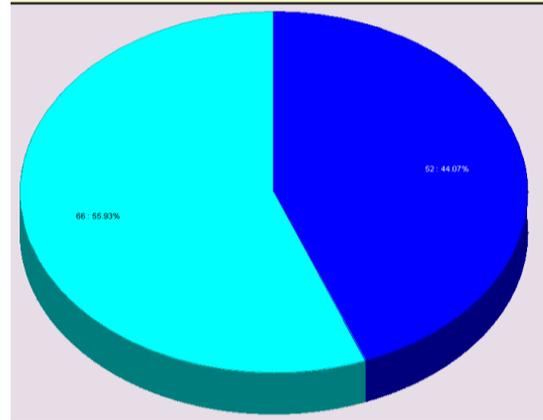
Other information interpreted from previous data in this survey:

- Respondents who know what Servant Leadership is but do not participate – 56
- Those who do not know about Servant Leadership and do not participate -30
- Respondents who do not know about Servant Leadership but do participate – 8
- Those who know about Servant Leadership and do participate – 29
- The remainder (5) did not answer the questions needed to compare data

The number of people involved in Servant Leadership seems relatively small compared to the number of respondents involved in other groups and /or organizations. The participation rate also appears disproportionate compared to the number of respondents who know about Servant Leadership. Perhaps if there were a greater number small projects that took less time to complete more students would step up and get involved. Trips to Kenya and Guatemala are certainly worthy causes but they take commitments of time and the time between trips is yawning. And the distance of the events may be a put off to potential talents fulfilling the Servant Leadership opportunities. Another idea to encourage more involvement in Servant Leadership would be to break up large projects into smaller chunks that can be completed in shorter spurts of time, like one day events, or a few hours at a time, or different times of the day. A good question to ask on the next survey would be what prevents you from being involved in Servant Leadership activities?

8. Have you engaged in any additional or alternative volunteer opportunities during the 2010/11 academic school year?

	Percentage	Total
Yes	44.068%	52
No	55.932%	66
Total Respondents		118
Skipped this question		0



11 Engaged in Other Volunteer Opportunities

2010 totals:

Yes	40.91%	27
No	59.09%	39

Volunteerism has slightly increased over last year. It is wonderful to be a part of a school that cares about others and our community. It might be possible to promote alternative opportunities at these events and make more students aware of Servant Leadership opportunities, and vice versa.

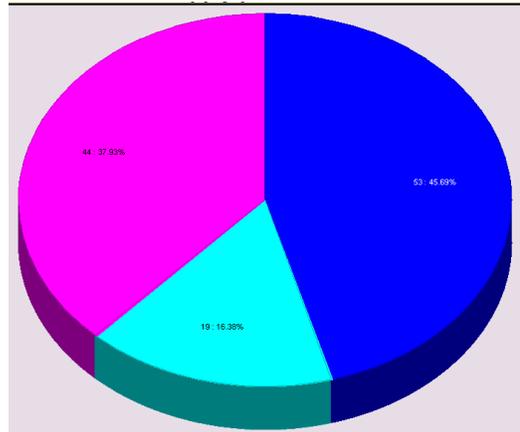
9. If yes, what activity(s) were you involved in?

There were 48 responses to this question. Some of the activities listed were: Feed My Starving Children, assorted church related events, Blue Lotus Farms, Guatemala trip, Milwaukee River Clean-up, various runs/walks, HWB & EWB; YMCA/South Division Tutoring, and cooking for various organizations.

There was some overlap in answers from question #7. This shows that some students do not distinguish between volunteering and Servant Leadership. The students already involved in volunteer activities might be the best candidates to whom we advocate the concepts of Servant Leadership.

10. Will you continue to participate in Servant Leadership opportunities?

	Percentage	Total
Yes	45.69%	53
No	16.379%	19
Other	37.931%	44
Total Respondents		116
Skipped this question		2



12 Will You Continue Participation

2010 totals:

Yes	38.4%	25
No	17%	11
Other	44.6	24

Like last year’s answers, most respondents cited time and availability as reasons for nonparticipation. Others indicated they were graduating but would like to continue. A few mentioned that they do not have an interest in Servant Leadership because the activities they receive via email do not seem fun. One person wrote "I’m generally not interested in or not able to participate in. I appreciate the ability for us students to request S-L assistance for our own projects, however – I think that’s the best value-add of S-L."

Based on “other” answers given, lack of free time is a primary reason why there is a lack of Servant Leader involvement. In spite of this, there is an almost 10% rise in those who answered that they will continue to participate in Servant Leadership over last year’s respondents.

Summary of this survey:

1. Servant Leadership is best communicated to students via faculty, staff, and in the classrooms
2. The survey questions need to be tweaked prior to next year’s research
3. Time and availability are two reasons for noninvolvement
4. Students’ understanding of Servant Leaders, who they are and what they do, is needed
5. MSOE students are involved in volunteerism and other activities. Find a way to integrate Servant Leadership
6. More research is necessary to make changes and examine the results

Field Analysis: Three Observations

Every year this study will include three observations selected by the Assistant Qualitative Researcher under the guidance of the Servant Leader Chair. Participation in the observations is voluntary and each participant must sign a consent form before being observed.

This year’s observations included a Servant Leadership meeting, MSOE students tutoring South Division High School students (in partnership with YMCA), and CVS (Campus Volunteer Services) going green with sorting and recycling. The observations were of one session of each event and lasted no more than one hour each.

Servant Leadership Meeting

The assembly consisted of 13 students and three faculty. Everyone was given release forms to read and sign if they were willing to participate in this research project. The purpose of the meeting was to brainstorm methods to improve Servant Leadership involvement at MSOE and address other concerns the students may have. The Chair gave the group 15 minutes to form smaller groups and discuss possible opportunities and solutions.

After everyone was settled the Chair joined as many of the small groups, to answer questions and/or offer advice, as time allowed. One young woman asks another student “how did [he] get started?” The student replies “[It was a] hybrid project...we wanted to do a project worth doing.” Another young man worried about help getting his project finished. He says “a lot of people I’ve tried to email and stuff... it’s getting to the point that I can’t do it by myself.” A possible solution he arrived at was to “assign everyone something little, like a pot luck. And if everyone put in like an hour of work, maybe we get something done. As of this week, I’m extremely busy.” It is the end of the school year with only two weeks before final exams.

In each of the smaller groups one or two people stood out as leading the group discussions and the others followed where the conversation led and contributed as needed. Out of everyone in the room two people stood out as being possible subjects for the interview portion. Bruce (an alias) agreed to the interview but the other candidate declined to participate in this study beyond the observation.

The Chair allows for an additional five minutes of discussion before calling an end to the mini groups.

Most of the ideas revolve around student involvement and better communication. One idea was to recruit incoming freshmen during “Welcome Week” at MSOE and give the students a “mini” Servant Leadership project. Describing the difference between a small project and a large one, a young man gives the example of “do you want to paint a house or serve soup?” A female student suggests “[keeping] it small.”

Regarding communication, someone suggests monthly information meetings “like this” should be held either “off campus or on campus.” Another student agrees with the idea mentioning “[the students have] a different mindset outside of school.” Further addressing the idea of a monthly meeting a female student says “if you can’t be there, send someone from your group to get the information out there.”

September 2011						
SU	MO	TU	WE	TH	FR	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
August 2011	Printfree.com Printable Calendars					October 2011

13 A communication tool idea

Several students brought up the ineffectiveness of emails as a medium of communication for Servant Leadership, stating “emails are deleted.” A young man adds “start another calendar, one big calendar with a plethora of information.” His idea was like a one stop shop for Servant Leadership information. Another idea referred to Facebook. However, that brought up a lengthy discussion about who would be responsible for updating and editing the site.

It appeared that there would not be a decision made about improving communication during this meeting, but many of the suggestions did have merit and warrant consideration— a unified calendar that all Servant Leader members could access; a dedicated or integrated Facebook page; improve communication within Servant Leadership as a whole, with project groups, and with students.

Other opportunities for future discussions involved: how to keep students commitment to projects - integrating academics, get academic credit for a service project; start with smaller projects; direct interaction with upperclassmen; start right away, e.g. the beginning of each term; administrative support and involvement is necessary for the success of Servant Leadership projects; invite more community partners to participate; and more pomp and circumstance to celebrate individual and team project successes. The tone of the meeting had been one of mutual respect and a genuine concern for improving Servant Leader opportunities within MSOE.

YMCA/South Division High School Tutors

In a room located behind the bookstore at MSOE six students from South Division High School (SDHS), in association with the YMCA, arrived a few minutes early for tutoring by MSOE students. The YMCA/SDHS students were being coached in a variety of subjects ranging from literature and Excel to geometry.

Len (again, all students’ names have been changed and consent forms have been signed) immediately sat down and began to work with two younger students. Vince read instructions to the student he was working with and explained how to solve the problems. Two other students were working with Tom on Excel and Sam had one student to work with in geometry. Since Beth’s student was absent, she busied herself attending to the snack table and generally made herself available to everyone.



Vince remained patient, allowing his shy student to move at a comfortable pace. As the tutorial progressed, the student became more animated and looked more comfortable with Vince. The student was working on a story about snakes. Vince read a portion of the story aloud “he reached in with a stick to check on the snake...and he got stung by the snake by accident.” Then he instructs the student to “describe the effects of a snake bite” as described in the reading.

Sam quietly talks with Len while their students were working on their respective assignments. Then Sam’s student gets stuck on a problem and asks him for help. He leaned over the table and read the problem to himself. After some consideration he asks Len for additional help. The textbook is passed between the student and two tutors as they all search for an answer in the appendix and index. The tutors decide on an answer they think applies to the subject. Then Len goes online to double check the answer. He loudly answers “yes! I knew it!” and confirms that the answer he and the other tutor decided upon was correct. Light laughter ensues. Then Len’s student smiles at

him and explains another answer to a different problem. The student is excited about understanding the topic and writes down the answer.

Meanwhile, Tom looks over the papers of one of his pair of students. He says “technically, it’s right but you should explain your answers more.” His students ask a few questions and Tom responds “how does that work in the cell? Hmm. I’m not sure of that one. I should know.” He chuckles to himself. “The point and click method,” he answers before he does a short question and answer session with the student. Tom even makes a funny game show buzzing noise when the student answered incorrectly and laughs with the student. After the Q&A, he tells the students “you need to study this again.” A short while later, Tom reviews the student’s work and exclaims “good job! I’m proud of you.” Then says “if you get the other ones right I’ll be even better.” He chuckles and the student takes the papers back while also chuckling.

Tom was working on his own homework but did pay attention to his two students whenever they asked questions or made comments. He told one student “you can lead by example,” referring to the second student. “Look at me,” Tom says, “I’m doing my homework. I’m multi-tasking!” This was followed with more chuckles by all before they settled and quietly got back to work.

This appears to be an encouraging program for the YMCA/SDHS students and it shows them that MSOE is not a scary place to be. It also demonstrates that MSOE’s students are just like them in many ways and that they can have fun while they work on their studies. The tutoring program also demonstrates the relationship between the MSOE professors and their students and the one-on-one attention available to every student. This also mirrors the tutoring program provided to MSOE students. All-in-all, the MSOE tutors were fantastic role models for the YMCA/SDHS students.

CVS Sorting and Recycling at MSOE

Clark (an alias) was the leader of this project, sorting and recycling compostable trash from non-compostable trash. Not the most glamorous job, but until a young genius from MSOE invents a better system for recycling it is a job that must be done by hand.

Keeping the safety of the volunteers, and him, in mind, Clark instructed everyone in this small group to wear large, yellow aprons made of a thick, waterproof material and thick, long sleeve, blue gloves that covered their arms for their own protection and to keep themselves clean from the unpleasant task at hand. When the team was protected against the elements Clark then explained the business of what gets recycled and how to sort.

The green bags were used for compostable items like food and biodegradables. Recyclable items, like paper, cans, and plastic bottles were placed in the clear bags. And anything not belonging to the first two groups was placed in black trash bags. Each bag was then placed in particular trash bins for removal.



15 Universal recycling symbol

Because of the unpleasant nature of the job it would be easy to assume that it would be a dull, boring task. But listening to the flow of conversation and the laughter would shatter any preconceived thoughts along those lines. There was shop talk about electrical engineering and programming. Clark tossed a bag to a young woman who

then tosses the bag into the appropriate trash bin. A young man exclaims “did you see the hang time on that?” And laughter fills the room.

Clark made the menial job fun while maintaining order and keeping the progress of the task flowing.

After the bins they were working from were empty, Clark delegates cleaning tasks to each team member. While one person cleaned the table they used for sorting, another student gathered and disposed of the heavier bags. When the table was properly cleaned and the cleaning supplies were stored, two other students folded the table and stored it. The aprons and gloves were also cleaned and put away for future use.

The atmosphere was charged with respect, purpose, and fun. And after thanking everyone for their help and praising them for a job well done, Clark’s parting words were “the last step is to wash your hands. The restrooms are down the hall.”

Clark demonstrated essential concepts of Servant Leadership during this observation. Some might think his behavior was a front considering most people are on their best behavior while being watched. Although this may be true for some, Clark was observed during the Servant Leaders event as well as this and his character shined through in both events.

Clark displayed the Servant Leadership concepts, of **listening** and **empathy** during discussions at both events. He displayed **awareness** – understanding the effects of not recycling, **persuasion** – convincing others to take part in the event and leading by example, **conceptualization** – discussing with the other how to take this event one step further and expand the green initiative, **foresight** – seeing how decisions today may affect the future, **stewardship** – taking care of our MSOE community for today’s and future students, and **building community** – with the volunteers he worked with, during the recycling event and leadership itself.

Four Interviews

A random selection of four student Servant Leaders, two men and two women, were asked to participate in a seven question interview about their experiences in Servant Leadership. The questions asked them: to define Servant Leadership in their own words; were these concepts emphasized; why did they become involved; what did they learn; what professional and personal skills were used; do they now feel more connected to MSOE; and did they evaluate their experience?

All four students were interviewed separately on different days and they were not aware of the other participants. This was to limit the chance of one student’s answers influencing another’s responses.

It was interesting to note that the men wore business attire (one formal and the other casual) to their meetings and one woman wore everyday clothing but nothing inappropriate. The other female student, the nursing student, was dressed in the expected nursing scrubs and apologized for not having the time to change.

Each student arrived early for their meeting and while eager to participate they all expressed a concern for how long the interview would take. All but one of the interviews lasted approximately 20 minutes. The exception was nearly twice as long as the others. Next year, it would be good to schedule the interviews a more than two weeks prior to finals week.

Bruce

The first interview was with Bruce (an alias is used for all students), a junior in the Mechanical Engineering program. He had a presence about him that said he was confident in his abilities, but not in a boastful way. He described Servant Leadership as “leading while volunteering...everyone is on the same level...I am [not] above anyone... [and] you encourage people.” An abbreviated definition of Servant Leadership by Greenleaf is “the natural feeling that one wants to serve. Then the conscious choice brings on to aspire to lead. The best test is: do those served grow as persons (Greenleaf, *The Servant Leader Within - A Transformative Path*, 2003, p. 13)?”

Bruce became involved with Servant Leadership because “for as long as I can remember I always wanted to help people.” He also said the concepts of Servant Leadership were “definitely” emphasized during his experience. “It can be challenging,” Bruce said, referring to his experience. He was mainly speaking about the challenge of working on a project short-staffed because the volunteers did not show up to help. He said “it’s volunteering, not mandatory.”

About using professional and personal skills, Bruce said “I got to work in groups of people which is... really important in engineering. There is always an obstacle dealing with people and this gave me the opportunity for good exposure to that.” He also said he feels more connected to the MSOE community through meeting new people and helping them feel more comfortable with their Servant Leader experience. But he did not evaluate his experiences because he did not know how to do that.

Bruce was also one of the people that participated in the observations. He understands that he is not above anyone, or any chore/project, and his personality draws others to him. He leads by example and helps those around him to be better. That is not to say he is a pushover, because he also stands firm when necessary. He listens and has fun while encouraging others. Bruce is a Servant Leader.

Wayne

The next interview was with Wayne, a sophomore in AI-AECM. Wayne was dressed in formal business attire because after participating in this interview he was attending a job fair in the Student Center of MSOE. He reeks of leader but not necessarily Servant Leader.

Wayne described Servant Leadership as “a volunteering opportunity...I feel that volunteering is the key word, because there is no personal gain from it other than feeling good about helping someone else.” He felt the concepts of were highlighted in his experience because he was getting real world experience through leading while “getting to make a difference in someone else’s life.”

“The first thing was that it was a great resume builder” Wayne said about his motivations to become involved in Servant Leadership. “It pertained directly to my degree so there was an opportunity to learn outside of the classroom.” He learned “that other people are not as privileged as [he],” and being able to help them was a way of “evening out the playing field.” He also learned “how to talk to people better...e-mails had to be better, in a professional manner, and you had to ...illustrate your ideas [to] professional workers in the organization.”

Although Wayne did not feel more connected to MSOE, for a class related assignment he had to write a report on the implementation of the project on which he worked. Wayne said that while he wrote the paper he “was able to reflect back on the experience and see how it made a difference in [his] life.”

While this case seems to have stemmed from a place of personal gain through what Wayne considered a volunteering activity, hopefully, he will continue to be involved in Servant Leadership at MSOE and help the people “not as privileged” grow and become healthier, wiser, and freer as Greenleaf advocated. Wayne has the potential to be a Servant Leader but he needs to learn more about Servant Leadership first.

Mary-Jane

Mary-Jane, a freshmen in BE, was both energetic and relaxed during the interview. She exuded youth and vitality and all the hope that implies. She defined Servant Leadership as one part “getting involved in your community and giving back to it [and] another part is getting peers involved.”

Mary-Jane took a couple of minutes to reflect on the second question “were the concepts of Servant Leadership emphasized during your Servant Leadership experience?” Then she asked if we could come back to this question. After answering another question she answered the one she skipped. She said “I don’t think they were,” talking about the concepts being emphasized. She explained “it was more a figure out how it works for you personally, because every person’s idea of volunteering is different.” This is an area at MSOE that can be improved upon with a reflection summary of the student’s experiences.

Someone very close to Mary-Jane died of cancer and she became involved with the American Cancer Society. When she came to MSOE she sought out volunteer opportunities and that led her to Servant Leadership. She learned that “one individual can make a difference in improving the quality of life in humans and animals.” She added that “finding people with the same purpose accomplishes a lot more.”

Mary-Jane said “communication, organization and compassion” were skills she used in her service opportunity. This illustrates that she was not aware that Servant Leadership concepts were emphasized in her experience. Compassion, empathy, and improving someone else’s situation are key components of Servant Leadership.

Servant Leadership did help Mary-Jane feel more connected to MSOE. She said “I got to work with the head of campus volunteer services...the Chair, and my friends got involved.” Although she did not formally evaluate her Servant Leadership experience she also took some time on her own to reflect on her experience. She said she “thought about how many families I had touched and began planning on how I could increase interest in Servant Leadership and help more families.”

Mary-Jane has a bright future ahead of her. It will be interesting to see where she leads, because she is a leader among peers. She is a shining example of people to watch grow at MSOE. Imagine what she might do after she graduates.

Penelope

The final interview was with a Nursing major, Penelope. This interview was almost twice as long as the others. She took her time to answer each question as though she was walking on eggshells. She was uncertain about how to define Servant Leadership, but finally settled on “being a successful student and being involved in projects that serve the community at large.”

When asked if the concepts of Servant Leadership were emphasized Penelope answered in circles. She kept mentioning the “goals of Servant Leadership”, but she could not define them. She did say that for her project (in Kenya) there was a lot of red tape to go through at MSOE. After a late night phone call to the Chair, while she was abroad, she was told that the success of the project was not as important as “what you got out of it.” She felt that

“the reason for doing this was for me to benefit from this project [and] I realized the goals of Servant Leadership while I was in the moment.” Without coaching Penelope into a response, it is clear that she did not know the concepts of Servant Leadership. Her responses were about herself rather than others.

Penelope became involved in Servant Leadership to develop “a new personality. Coming to MSOE allowed me to have a fresh start.” Prior to transferring to MSOE she was, in her words “heavily involved in the student’s resident’s life” and that was how she identified herself. She gravitated toward Servant Leadership to create a new identity for herself.

From the experience in Kenya, Penelope said “I learned that I am a lot stronger than I ever thought...It pushed me to the max...I found the drive within myself. This is important to me.” She continued to say that “there will be other students that will be inspired to go there too” because she was one of the first people to go there. She said “[the Servant Leadership experience] continued to spark that desire for nursing for me.”

The professional skills Penelope utilized most were prioritizing. She said learned how to distinguish “who is most sick to who can wait.” Personally, she developed the skill of compartmentalizing. After remembering an experience at an orphanage in Kenya she got choked up then continued, “learning how to separate myself from that as opposed to sitting in a corner and crying. It was something that I had to learn very quickly.” Tearing up at the end she needed a moment to compose herself.

In answer to being better connected to MSOE Penelope replied “yes and no.” She said “I feel [Kenya] set me apart from my peers in my graduating class...I sometimes feel alone...It was hard coming back and sharing with my peers and there wasn’t really a way for me to do that...So as far as continued support, it has been hit and miss.” But she also said “I was able to create some really great working professional relationships with some of the admin.”

When asked if she evaluated her Servant Leadership experience Penelope replied “there was never a formal evaluation...It was more personal.” She went on to explain that she was so deeply affected by the experience that she had to take a break from volunteering and Servant Leadership. Although she added that she “was able to work on smaller projects, one day projects, and join other committees here at MSOE.”

It would seem that while everyone learned something and grew from their experiences in Servant Leadership, some of the key aspects of it were overlooked or misunderstood. It may also be that the students simply were not aware of what they learned or did not know how to fully express their ideas. This is definitely an area that can be improved upon at MSOE – reflection. A question that could be considered for next year’s interview or survey is: what do you think the concepts of Servant Leadership are?

While the overall experiences of the four interviews were positive, some of them are missing the Servant Leader connection and mistaking it for volunteerism. While there is nothing wrong with volunteering, and volunteers are always needed, it is important that the students understand that being a Servant Leader is not a volunteer position. Greenleaf said “the best test, and difficult to administer, is: Do those served grow as persons...what is the effect on the least privileged in society? Will they benefit or at least not be further deprived?” This could be the litmus test by which the reflection paper could be measured.

Conclusions and Recommendations

Triangulating the data from the observations, surveys, and interviews, I discovered that many students do not participate in Servant Leadership because of **time** conflicts, **interest** in the activity sponsored by Servant Leadership, and a lack of understanding of the concepts of Servant Leadership.

Understanding

The majority of students at MSOE *have* either heard about or been exposed to Servant Leadership in one way or another via fliers, emails, friends, faculty, etc. However, the message of *leading by serving* is getting lost because many students do not understand the concepts of Servant Leadership and they are confusing it with general volunteering. While volunteering is always a wonderful thing, it is not necessarily leading while serving and may not develop Servant Leaders. I believe that because of this miscommunication, more students are not involved in Servant Leadership activities.

To address this issue, I recommend more student involvement in another way. MSOE should enlist the aid of its students to increase Servant Leadership participation and multiply the variety of projects that Servant Leadership supports. MSOE has an incredible business program where students learn about marketing among other things. Enlist the students' help to devise a program(s), or campaign(s), to increase awareness and educate students about the concepts of Servant Leadership. This would be real world experience for the students planning and executing the campaign(s), they would earn credits for their course(s), and more importantly, they would be creating more Servant Leaders with the increased opportunities and awareness.

Time

Time and availability were high on the list of reasons for not participating. A possible solution would be to schedule events during the "free hours" of the students' schedules and/or evenings and weekends. Of course, this would not be practical for every situation. I am merely suggesting an increase in activities at nontraditional hours and/or on nontraditional days. Another opening for Servant Leadership activities is during school breaks since not all students return home for the holidays.

Creating smaller endeavors that may last one hour, one day, one weekend, etc, or breaking a larger project into smaller pieces that can be accomplished by multiple people over a longer period may encourage more involvement in Servant Leadership. From the interviews I learned that the opportunities Servant Leadership promotes can be life altering. A school of engineering has an abundance of introverted students that may not be ready for a life altering experience like going to Kenya. However, the more they acclimate themselves to some of the smaller Servant Leadership projects, like tutoring, the more they may venture into something bigger. My recommendation is to create more occasions for smaller ventures while planting the ideas of a bigger picture of something greater, i.e. today we tutor Milwaukee high school students in geometry, but tomorrow we teach children in a foreign country how to apply geometry to improve their lives and communities.

Interest

People make time for what they want. If students are not interested in an activity it does not mean that the activity is neither worthy nor interesting. It could mean that the event is poorly promoted and this could be another exciting prospect for the students to show off the skills they have learned at MSOE – marketing, promotion, advertising, publicity, etc.

Creating a venue for current MSOE Servant Leaders and others involved in Servant Leadership to share their experiences with other students. Such reflections could be shared on the MSOE Servant Leadership webpage which could create buzz around campus and generate interest.

Considering the audience at MSOE (the students), I think it would be beneficial to the students to know what companies value Servant Leadership within their organizations. My interest was piqued when I read about *Fortune Magazine's* "100 Best Companies to Work For" list and that five of the top 10 companies value Servant Leadership. In fact, the number one company, SAS, is considered a practitioner of Servant Leadership. (Lichtenwalner, 2011)

Few people climb a mountain just because it is there. Several people need to be shown how to climb before they do it. And scores of people need to know why climbing a mountain will benefit them and others before they begin to consider climbing. MSOE has the ability, the intellect (both student body and faculty), and the means to promote Servant Leadership in ground breaking ways that can set the example for other institutions to follow.

Final Thoughts

As stated earlier, this longitudinal study is in its infancy (year two). The interview and survey questions need some tweaking before beginning the research next spring. Although the interviews resulted in some of the most interesting data while supporting claims from the survey, expanding the interviews from three to five will hopefully produce additionally compelling data for analysis next year.

Continuing some overlap in observations from one year to the next will eventually show trends in how the program has grown or not. Therefore, I recommend that each year the researcher chooses one or two observations from the previous year and expand with a second and/or third observation that was not done in the preceding year.

Another word of advice is to start the process for IRB approval as soon as humanly possible. If the researcher is not approved soon enough the whole of the project is put on hold and the research may be rushed in an effort to complete it before the school term ends.

Creating Servant Leaders is an admirable cause and one I hope continues to flourish at MSOE.

Appendices

Institutional Review Board Proposal Spring 2011

Institutional Review Board Protocol

Implementation of Servant Leadership

Date: March 29, 2011
Chair for Servant Leadership: Dr. David Howell
School: Milwaukee School of Engineering

Abstract

This proposal outlines a request by Dr. David Howell and Barbara Meyer for the Milwaukee School of Engineering Institutional Review Board to undergo an investigation that will answer the question: **How is Servant Leadership implemented at Milwaukee School of Engineering?** Parallel to answering the primary question, Dr. Howell intends this to be a learning experience for Barbara Meyer that will enable her to have a firsthand opportunity to learn the methodology and protocols for conducting primary research and possibly apply for credit towards the TC 499 Technical Communication Internship. Within this study, Dr. Howell and Ms. Meyer intend to conduct a literature review, a survey, field observations, and interviews with the utmost importance placed on the safety and anonymity of the participants. Contained within this proposal is information on researchers, procedures, timeline, a risk/deception statement, protocol for insuring participant safety, and a sample consent form.

Researchers

Dr. David Howell will serve as the principal investigator, and Barbara Meyer will serve as co-investigator.

Principal Investigator

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Assistant Qualitative Researcher (Co-Investigator)

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Guiding Question and Related Sub-questions

The question guiding the study is: **How is Servant Leadership implemented at Milwaukee School of Engineering?**

1. What guiding principles, values, or ideals make MSOE Servant Leadership unique from other forms of service learning or volunteerism?
2. What percentages of students engage in acts of Servant Leadership? Of Service? Of volunteerism?
3. How is Servant Leadership and their efforts structured?
4. How is the student Servant Leadership experience evaluated/assessed?

Delimitations and Limitations

Delimitations:

- Gathering data and conducting analysis within a single 3 month term.
- The research places emphasis on how Servant Leadership and service learning is implemented at Milwaukee School of Engineering.

Limitations:

- As Pieper Family Endowed Chair for Servant Leadership, the Principal Investigator has a vested interest in the research findings.
- The Assistant Qualitative Researcher has participated in past Servant Leadership efforts.
- The investigators must recruit human subjects to participate in the study.
- The study must first gain IRB approval before human subjects can be approached.
- The investigators are limited to the geographic region in which they reside.

Procedures – Observations & Interviews

The study will follow the ensuing procedures:

1. The investigators will work with the IRB to determine appropriate survey questions; the Assistant Qualitative Researcher will then work with the MSOE Computer Communication and Service Department (CCSD) to submit the survey. The investigator(s) will submit questions for IRB approval; with IRB approval, they will contact Student Life to gather the undergraduate email distribution list. With Student Life approval, the investigator(s) will work with CCSD to instigate the anonymous surveys.
2. The Principal Investigator will request the participation of the student body to take part in a survey via email. Clicking through to the survey serves as consent to participate in the survey.
3. The Assistant Qualitative Researcher will conduct two field observations to examine the behavior of Servant Leadership participants. The Assistant Qualitative Researcher will look for information that applies to answering the guiding research question and related sub-questions: nature of involvement, skills and behaviors utilized, desired outcomes, and so on. Prior to the observation the investigator(s) will ask the students to sign an informed consent form if they have not already done so via email.
4. The Assistant Qualitative Researcher will look for 4 students to participate in the interviews from the pool of students observed (see line 3).
 - Two (one of each) Freshman and Sophomore students who have in the past or are currently participating in Servant Leadership activities.
 - Two (one of each) Junior and Senior students who have in the past or are currently participating in Servant Leadership activities
5. Students interviewed will have already signed a consent form from the field observations.
6. Once the survey, field observation, and interview data is gathered, the Assistant Qualitative Researcher will triangulate the data, looking for identifiable patterns.
7. The Assistant Qualitative Researcher will write a report summarizing her/his analysis of the data and conclusions.
8. The Assistant Qualitative Researcher will present her/his report findings and conclusions to the MSOE community.

Data Analysis

The Assistant Qualitative Researcher will compile all of the data gathered and write a research report addressing the guiding question. The data will be analyzed and incorporated into the report. The report will then go back to the Principal Investigator/Pieper Family Endowed Chair for Servant Leadership and the Suzanne and Richard Pieper Family Foundation, Ltd. During the fall of 2011 the Assistant Qualitative Researcher will give a presentation on the findings at the MSOE Faculty In-service.

Timeline

The research project will follow an established timeline.

Activity	Deadline	Comments
Investigators receive IRB approval	Monday, April 4	It is to be determined whether or not the proposal receives exempt status.
Assistant Researcher conducts field observations.	Weeks of April 4 and 18	Interview candidates will be determined from field observations.
Dr. David Howell solicits potential students and alumni for participation.	Week of April 25	Dr. Howell will ensure that the students represent different class standing.
Assistant Researcher develops and employs an online survey.	Week of April 25	Consent may take the form of completing the online survey.
Assistant Researcher conducts interviews.	Week of May 2 & May 9	
Assistant Researcher analyzes and triangulates the data.	Week of May 16	
Assistant Researcher writes a report based on her/his analysis and conclusions.	Week of May 23	Deadline correlates with end of the term, prior to final's week. The analysis/ conclusions may extend into finals week, or further, depending on the implementation of the schedule.
Investigators present research findings to The Suzanne and Richard Pieper Family Foundation, Ltd.	End of Spring Term	

Risks/Deceptions

There are no risks posed to the subjects.

Safeguarding Participants' Identity

Participant anonymity will be protected through the use of number/acronym. The number/acronym will be utilized through the entire data collection and data analysis process. The investigators will assign such aliases to the student participants during the first field observation, and they will continue to use these aliases for the duration of the study.

The survey will include language that provides the investigators with consent to use the gathered information. Interviewees will be asked to sign a consent form indicating participation in the study prior to the interview. The consent forms will be kept in the Principle Investigators secure filing cabinet.

After the data is analyzed, the results will be written up in report format. At this time, the participant names will be replaced with generic pseudonyms.

Any informal interviews will be taped, and then transcribed, and the tapes then destroyed.

The principal investigator and co-investigators will have access to all of the data.

Consent Form for Student Participation Servant Leadership Survey

Subject: Participation in Servant Leadership Research Study

My name is Dr. David Howell, and I am the Chair for Servant Leadership at Milwaukee School of Engineering (www.msOE.edu). I am conducting a primary research project that focuses on the guiding question: **How is Servant Leadership implemented at Milwaukee School of Engineering?**

The survey is a series of 10 multiple-choice questions with additional comments, and text boxes at the end of some questions. It will only take 5 to 10 minutes of your time. Your participation is voluntary, and you may withdraw at any time before you submit the survey. Once you submit the online survey, your data will be included into the project's data-pool. This survey has been reviewed and approved by the MSOE Institutional Review Board.

As a participant, you will remain anonymous. No personal/identifiable data will be collected or saved.

Note that students must be 18 years or older to participate. If you are not 18 years of age, please do not continue.

Thank you very much for your participation in this survey. Please begin the survey by clicking on the link below. Your completion of this survey serves as consent to participate in this study and affirms that you are 18 or older.

Thanks,

Dave

Dr. David Howell
Pieper Family Endowed Chair for Servant Leadership
Assistant Professor
Milwaukee School of Engineering
(414) 277-7373
howell@msOE.edu

If you have any complaints about your treatment as a participant in this study, please call or write:

Loretta Krenitsky
Institutional Review Board
Applied Research and Grants
Milwaukee School of Engineering
1025 North Broadway
Milwaukee, WI 53202
414-277-2835
krenitsk@msOE.edu

I have read the above explanation and agree to participate. I understand that my participation in this study is strictly voluntary and confidential.

Consent Form for Field Observations and Interviews

My name is Dr. David Howell, and I am the Chair for Servant Leadership at Milwaukee School of Engineering (www.msoe.edu). I am conducting a primary research project that focuses on assessing how Servant Leadership is implemented at Milwaukee School of Engineering. The investigators will attempt to answer the following question: **How is Servant Leadership implemented at Milwaukee School of Engineering?** Assisting me in my research is Technical Communication Undergraduate and Co-Investigator/Assistant Qualitative Researcher Barbara Meyer (meyerbm@msoe.edu).

We would like to ask you to participate as a subject in our study. Should you agree to participate in the study, your participation would include field observations that will last the duration of the Servant Leadership activity and may also include an informal interview:

- **Field Observations:** You would be observed by an investigator while you are participating in Servant Leadership. We will be observing interactions between you and other participants in a Servant Leadership activity.
- **Informal Interviews:** You may be asked to participate in an informal interview during the course of the spring 2011 academic term.

As a participant, you will remain anonymous, and all personal/demographic data will not be evident as you will be referred to only by number/acronym. The investigators record data with typed notes. Any informal interviews will be taped and transcribed; after the transcriptions are completed, the audio tapes will be destroyed. Note that you will be assigned a unique number/acronym, and the master list of number/acronym and names will be kept under lock and key and will only be available to myself thereafter. All the gathered data (observations and interviews) will identify you only by your acronym.

Note that students must be 18 years or older to participate. If you are not 18 years of age, please notify the investigator(s). Your participation in the study is considered entirely voluntary, and you are free to withdraw at any time without penalty. Once the study is completed, the investigators will be glad to give you the results. Feel free to contact me with any questions or concerns you may have. **All complaints will be maintained in confidence.**

Dr. David Howell, Chair
Servant Leadership
Milwaukee School of Engineering
1025 North Broadway
Milwaukee, WI 53202
howell@msoe.edu

If you have any complaints about your treatment as a participant in this study, please call or write:

Loretta Krenitsky
Institutional Review Board
Applied Research and Grants
Milwaukee School of Engineering
1025 North Broadway
Milwaukee, WI 53202
414-277-2835
krenitsk@msoe.edu

I have received an explanation of the study and agree to participate. I understand that my participation in this study is strictly voluntary.

Name _____ Date _____

This research project has been approved by MSOE Institutional Review Board for the Protection of Human Participants for a one-year period.

Servant Leadership Student Survey

Please answer the ten questions below. For the multiple choice questions please select the letter of the answer to the question. Several questions have text boxes in which you will enter your answers. Thank you very much for your participation in this survey.

1. What is your current academic standing?
 - A. Freshman
 - B. Sophomore
 - C. Junior
 - D. Senior
2. What is your major program of study?

A. AE	E. CM	I. NU
B. BE	F. EE	J. SE
C. BM	G. IE	K. TC
D. CE	H. ME	
3. Are you involved in any student groups or organizations?
4. Are you familiar with the concept of Servant Leadership?
 - A. Yes
 - B. No
5. If you know about Servant Leadership, how did you find out about it?
6. Have you participated in any Servant Leadership activities during the 2010/11 academic school year?
 - A. Yes
 - B. No
7. If yes, what Servant Leadership activity(s) were you involved in?
8. Have you engaged in any additional or alternative volunteer opportunities during the 2010/11 academic school year?
 - A. Yes
 - B. No
9. If yes, what activity(s) were you involved in?
10. Will you continue to participate in Servant Leadership opportunities?
 - A. Yes
 - B. No

Servant Leadership Student Interview Questions

This interview is being conducted for research on the implementation of Servant Leadership, and you have been selected for this interview because of your participation in a Servant Leadership activity. The interview is a series of seven questions with and will only take about fifteen to twenty minutes of your time; your responses are completely confidential and are be greatly appreciated.

Your participation is voluntary, and you may withdraw at any time. The information you provide will be included into the project's data-pool. The interview questions have been reviewed and approved by the MSOE Institutional Review Board.

Thank you very much for your participation.

1. How would you define Servant Leadership?
2. Were the concepts of Servant Leadership emphasized during your Servant Leadership experience?
3. What made you decide to become involved in Servant Leadership?
4. What did you learn from your Servant Leadership experience?
5. What personal and professional skills did you utilize in your service opportunity?
6. Did your Servant Leadership experience better connect you to the MSOE community?
7. Did you evaluate your Servant Leadership experience? If so, how

MSOE Alumni Survey of Servant Leadership 2011

Answers to Questions Servant Leadership survey

As of: 3/31/2011 11:35:20 AM

Page: Page 1

Question: Did you participate in a form of community volunteerism in 2010?

Number Who Answered: 29

[View Details](#)

Yes	No
22	7
76 %	24 %

Question: If so, what did you do?

Number Who Answered: 22

[View Details](#)

Page: Page 2

Main Question: How frequently do you volunteer?

Question: Daily

Number Who Answered: 12

[View Details](#)

Yes	No
3	9
25 %	75 %

Question: Weekly

Number Who Answered: 17

[View Details](#)

Yes	No
11	6
65 %	35 %

Question: Monthly	
Number Who Answered: 16 View Details	
Yes	No
10	6
63 %	38 %
Question: Annually	
Number Who Answered: 12 View Details	
Yes	No
7	5
58 %	42 %
Question: Other	
Number Who Answered: 8 View Details	
Yes	No
1	7
13 %	88 %
Question: If you answered "Other," please explain below.	
Number Who Answered: 2 View Details	
Main Question: In what types of service do you participate?	
Question: Community School	
Number Who Answered: 13 View Details	
Yes	No
4	9
31 %	69 %
Question: Church	

<i>Number Who Answered: 17</i>		View Details
Yes	No	
10	7	
59 %	41 %	
Question: Non-profit		
<i>Number Who Answered: 21</i>		View Details
Yes	No	
18	3	
86 %	14 %	
Question: Health Care		
<i>Number Who Answered: 13</i>		View Details
Yes	No	
4	9	
31 %	69 %	
Question: Political		
<i>Number Who Answered: 16</i>		View Details
Yes	No	
6	10	
38 %	63 %	
Question: School		
<i>Number Who Answered: 15</i>		View Details
Yes	No	
11	4	
73 %	27 %	

Question: Environmental Causes

Number Who Answered: 14

[View Details](#)

Yes	No
6	8
43 %	57 %

Question: Other

Number Who Answered: 12

[View Details](#)

Yes	No
7	5
58 %	42 %

Question: If you answered "Other" in question 5, please explain below.

Number Who Answered: 8

[View Details](#)

Page: Page 3

Question: Would you be interested in volunteering with MSOE alumni and/or students in a service project in your community - not only in Wisconsin, but nationwide?

Number Who Answered: 28

[View Details](#)

Yes	No
17	11
61 %	39 %

Question: Are you familiar with the concept of Servant Leadership?

Number Who Answered: 28

[View Details](#)

Yes	No
20	8
71 %	29 %

Question: If yes, does Servant Leadership impact your professional and/or personal life?

<i>Number Who Answered: 22</i>		View Details
Yes	No	
15	7	
68 %	32 %	
Page: Page 4		
Question: Please provide us with your name, class year and e-mail address (not required).		
<i>Number Who Answered: 20</i>		View Details

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<http://www.spearscenter.org/about-larry/larry-a-robert-greenleaf>

Appendix B: Brady Foundation Grant Proposal



Brady Corporation Foundation
investing in tomorrow's leaders

GRANT APPLICATION

GENERAL INSTRUCTIONS

GRANT APPLICATION FORM

PART ONE:

GRANT AND ORGANIZATION INFORMATION

Grant Request

- Total Amount Requested: \$30,000.00 to \$50,000.00 per year for 3 years, to be determined by scope of projects
- Funder applying to: Milwaukee School of Engineering, office of Servant-Leadership Date Submitted: 17 May 2011
- Name of Project: Benevolent Business: Enacting Servant-Leadership through Project Management Curriculum
- Duration of Project: from January 2012 to May 2015 When are funds needed? January 2012
- Nature of Request: capital project operating program endowment
- Other Project Management subject-matter experts
- In what geographical location will the funds be used? The Greater Milwaukee area, targeting downtown Milwaukee

Organization Information

Name: Milwaukee School of Engineering, office of Servant-Leadership

Address: Kern 240, 1025 N. Broadway Ave.

City: Milwaukee State: Wisconsin ZIP: 53202

Phone Number: (414) 940-4961 Fax Number: (414) 277-2897

Email: howell@msoe.edu Federal ID #: 39-0477970 Date of Incorporation: 1903

Chief Staff Officer (Name &Title):Dr. Herman Viets Phone number: (414) 277-7100

Contact Person (Name &Title):Dr. David Howell Phone number: (414) 940-4961

Board Chairperson (Name &Title):Dr. Alan Ruud Phone number: (262) 884-3617

Dates of Organizations fiscal year: July 1 – June 30

Organization’s total operating budget for past year \$62,162,260 and current year \$62,200,196

Please list the organization’s staff composition in numbers:

Paid full time 367 Paid part time 140 Volunteers n/a Interns n/a

Total staff (both professional and volunteer) 507

Has the governing board approved a policy which states that the organization does not discriminate as to age, race, religion, sex, disability, sexual orientation or national origin? Yes X No

If yes, when was the policy approved? 1964

Does the organization have federal tax exempt status? Yes X No If no, please explain on separate sheet.



Population Served

Please check the **primary** service category of organization (check only one):

Arts/Culture Health Human Services Civil/Economic Development Education Environment

Other (specify)

Provide percentages and/or descriptions of the populations the organization serves:

African American 40 employees Caucasian 433 employees Native American 1 employee Asian American 24 employees

Hispanic/Latino 9 employees

What is the primary age group of the population the organization serves? n/a

Authorization

Has the organization’s chief executive officer authorized this request? Yes X No

An officer of the organization’s governing body (such as a board member) must sign this application:

The undersigned, an authorized officer of the organization, does hereby certify that the information set forth in this grant application is true and correct, that the Federal tax exemption determination letter attached hereto has not been revoked and the present operation of the organization and its current sources of support are not inconsistent with the organization’s continuing tax exempt classification as set forth in such determination letter.

Signature

Print Name/Title

Date

Remember to enclose all required support materials with the application (see Part Three).

PART TWO:

GRANT PROPOSAL NARRATIVE

The office of Servant-Leadership at Milwaukee School of Engineering (MSOE) is applying for a Brady Corporation Foundation grant so we can better exercise the tenets of Servant-Leadership through our Project Management ([MS 4801](#)) courses. We request that Brady Corporation provide both financial and intellectual capital for the benefit of the students in the Rader School of Business, students who need to learn project management theory—but who can learn this theory while engendering projects that will benefit the greater Milwaukee community.

- **Financial capital:** the fiscal resources necessary to run project that will benefit the greater-Milwaukee community
- **Intellectual capital:** Project Managers that work at Brady Corporation who can serve as guest-speakers as well as project consultants

This proposed collaboration between Brady Corporation and MSOE is about empowerment. The objectives for the course are outlined in the proposed course syllabus (see Appendix A), but more specifically, the objectives for a course in Project Management with Servant-Leadership emphasis will enable us to meet the needs of numerous audiences:

- **Brady Corporation:** Create the necessary infrastructure and alliances with both academic and non-profit organizations so Brady Corporation can better the community they serve.
- **MSOE:** Enhance the instruction of students on the implementation of project management theory by providing them with fiscal resources as well as subject-matter experts who have an investment in their success
- **The United Way:** Create an alliance with The United Way of Greater Milwaukee (<http://www.unitedwaymilwaukee.org/home>) to effectively target inner-city communities who have explicit needs
- **Milwaukee's inner-city:** Generate projects that will benefit the community, especially in regard to issues relating to poverty/disempowerment.

Dr. David Howell, the Chair for Servant-Leadership at MSOE, will teach at least half of the courses offered over the 3 year period. As a former Project Manager at Microsoft, Write Stuff, and Lindsay Communication, Dr. Howell is well versed in project management theory. He is also well versed in Servant-Leadership theory and sees the inherent overlap between these two disciplines. By combining them, with the assistance of Brady Corporation, it is his sincere hope that the objects of the office of Servant-Leadership will be enacted.

Servant-Leadership espouses concepts such as teamwork, participant focus, growth, and developing the values of its student demographic. As a concept, Servant-Leadership does not fit the neat, straight-angle fabric of conventional management principles but rather is a rich tapestry of variegated hues and subtle patterns. The multi-dimensional and wide-ranging complexities of the practice of Servant-Leadership, however, do not preclude quantitative and qualitative analysis of its development, progress, and impact. Measurement rests, of course, upon a clear and comprehensive definition of the subject.

The challenges we face are not unique. MSOE, like universities in general, has the tendency to stay to itself. In spite of our metropolitan location, it's "easy" for our students to live within the triangle of the

dorm, the cafeteria, and the classroom. Enabling them to step outside of this artificial paradigm is not only the challenge put forward for the office of Servant-Leadership—it's our responsibility. By enabling our students to experience service and leadership, they are better able to understand how the very tenets of Servant-Leadership can impact their lives (as well as their future professional lives). In short, we encourage our students to exercise their humanity by developing their active listening skills, their ability to be empathetic, learning how to grow community, and develop a sense of self-awareness as they learn how their own needs intersect with the needs of others.

How this takes shape varies depending on the students who come forward to lead our service initiatives. It's also based on the needs we see in our local and global communities. To illustrate this point, I can provide a variety of examples that took place during the 2010/11 academic school year:

- Sarah Meyers, a Resident Assistant on campus, organized student groups who participated in local athletic events that raise awareness and funds for worthy causes—the AIDS Walk (<http://www.aidswalkwis.org>), Al's Run (<http://www.alsrun.com>), etc.
- Laura Schumacher, an Admissions Counselor, teamed up with Feed my Starving Children, MSOE Housing, Concordia University, and Palermo's Pizza to organize an event that helped meet the needs of hungry kids. 118 MSOE students packed food that was then shipped to starving children in developing nations.
- As a faculty representative, I accompanied 3 students, along with a librarian and two carpenters, to help do electric wiring and door/window framing on a school in Ribe, Kenya.
- Jeff Hanson, a Computer & Electrical Engineering Double Major, created his own non-profit organization, Project Community Computers (<http://www.projectcc.org/>), so he and his fellow Computer Engineering majors can refurbish computers and create needed computer labs—in downtown Milwaukee, in rural Kenya, and in a host of other locations.
- Ryan Christie, a recent graduate of our Electrical Engineering program, helped organize the second biannual Midwest Service Leaders Conference so that MSOE, in conjunction with Marquette University, could enable students from across the Midwest to share their service experiences with each other (<http://www.marquette.edu/servicelearning/MSLC2010.shtml>).

The examples provided above are just a sample; for a complete list, you can review the yearly reports published on the Susan and Richard Pieper Family Foundation website, which is available at <http://www.srpieperfamilyfoundation.com/CharacterEducation.asp>. A specific list of last year's initiatives are available at <http://www.srpieperfamilyfoundation.com/PDF/1-25-11%20MSOE%20Pieper%20Annual%20Report.pdf>.

Servant-Leadership at MSOE is about empowerment. In this time of dwindling fiscal resources, our office is able to provide the students, staff, and faculty of MSOE the necessary tools to make an impact. We provide infrastructure in the form of established relationships with local community partners (the YMCA of Downtown Milwaukee, Our Next Generation, The United Way of Greater Milwaukee, etc.), so our students can work hand-in-hand with local leaders in our community for the common cause of meeting the needs of Milwaukee's varied demographic. We provide faculty with grants as a way of encouraging them to integrate Servant-Leadership theory and projects into their curricula. We listen to students when they come forward with ideas on how to make a difference—and teach them the necessary project management skills so they can take their ideas and make them reality.

The Brady Corporation Foundation thus becomes a critical component in the success of this proposed initiative in that can provide the necessary financial and intellectual resources needed. Specifically, each group taking MS 4801, Project Management, will work with a Project Manager who is employed at Brady Corporation. The Project Manager will act as a consultant to the group, helping them through the design and delivery phases of the project. The Project Manager will also help the group determine the overall scope of the project—which will then assist the students as they determine the necessary financial needs of their given initiative.

If The Brady Corporation Foundation cannot provide the necessary funding, it is the hope of the office of Servant-Leadership that they would continue to support the intellectual capital—the Project Managers—so that the student groups can effectively pursue alternative forms of revenue to enact their projects.

The office of Servant-Leadership tracks its progress through numerous tools:

- Weekly document tracking of various Servant-Leadership projects.
- Integrating Servant-Leadership into courses enables us to better track and measure the implementation of the program’s goals.
- Faculty who receive Servant-Leadership mini-grants are required to integrate Servant-Leadership goals into their course objectives and meet with the Chair of Servant-Leadership to track the implementation of those goals.
- Yearly assessment reports to the Suzanne and Richard Pieper Family Foundation for Servant-Leadership.
- Yearly ethnographic studies that track the implementation of Servant-Leadership.

Projects created by these Project Management (MS 4801) courses will benefit from the above-listed measurement tools. Because this specific initiative is integrated into an academic course, the project evaluation process will be in large part determined by the course assignments. Each group must generate a number of deliverables: a specification document, gantt chart, status reports, and a postmortem document (see Appendix A for details). The course instructor will work with each of the Brady Project Managers to best deliver the written feedback and grades for each groups’ assignment.

Also, Dr. Alicia Domack, a faculty in the General Studies Department who teaches courses in Research Methods (TC 261), has offered to participate as an outside researcher who would leverage existing resources (both academic and student initiated) to offer both qualitative and quantitative tools to track and assess the implementation of this initiative.

By the end of the 3 year funding period, it will be possible to create, plan, and enact 27 projects:

- 3 years of implementation
- 3 courses per year
- 3 groups of 5 per class
- **Total:** 27 projects

At the completion of the 3-year cycle, the office of Servant-Leadership will work with the MSOE Development Office and the Susan and Richard Pieper Family Foundation to secure ongoing funding for the program.

Appendix C: Brady Grant Initiatives, Selections for Winter Term 2011/12

Panafrican Community Association

Applicant Information

Name: Michael Grochowski, After School Program Coordinator

Organization/Department: Pan-African Community Association/After School Program for African Immigrants and Refugees (ASPAIR)

Contact Information: 414-380-0381, mgrochowski@panafricoma.org

Company Mission Statement

PACA brings together all people of African descent to preserve and enrich African cultural values through education, empowerment and dialogue; serving the needs of African immigrants and refugees and of the greater Milwaukee community.

Summary

In a world where education and technology are increasingly integrated, PACA's after school program is currently limited to one working computer and no printer. Our goal is to expand computer access for three main purposes:

1. To provide students with the ability to complete assignments that require research, computer composition and printing.
2. To strengthen English and literacy skills with educational web sites and language-learning software.
3. To work with a group of MSOE servant leaders to provide computer skills instruction and tutoring.

PACA's After School Program Coordinator, Michael Grochowski, will (to the extent that is requested by the students) be available to meet and act as the main contact and resource for the project.

Goals of the Project

The goal of the project is to build a fully functional (English as a Second Language) ESL computer lab where PACA's refugee learners can complete homework assignments, develop English and literacy skills, and engage in whole group and one-on-one computer skills instruction.

A fully functional ESL computer lab for PACA includes: 5 working computers, each with monitor, keyboard, mouse and Ethernet cord; a printer connected to all computers; and a version of a language-learning software on each computer. Desks and chairs are available, but more may be necessary.

Customers and Partners who will Benefit from the Project

PACA's growing population of immigrant and refugee children will benefit greatly from this project, as many are recently resettled refugees with limited resources and limited exposure to English at home. Increased access to technology, as listed in the Goals of the Project, will provide them with the opportunity to improve the skills necessary to be successful students in the United States.

In addition, MSOE servant leaders will have the opportunity to manage and work on a project that will have transformative effects for our refugee children, families and community. Servant leaders will also be able to share and utilize their skills while increasing their knowledge of and awareness of African culture and history, as well as Milwaukee's growing refugee population.

What May Make the Project Challenging

The biggest challenge is access to functioning computers, printers and software, as well as the financial resources to purchase them. In addition, there is a space available for the computer lab with a few desks and chairs, but the current set-up will need to be re-designed and potentially refurbished.

Budgetary Requirements

Budgetary requirements may be flexible, but the goal is to furnish the space with 5 functioning desktop computers with monitor, keyboard, mouse and Ethernet cord; a printer; English language-learning software (such as Rosetta Stone); and furniture to complete the space (if needed).

Colleges Against Cancer

Applicant Information

Name: Colleges Against Cancer

Organization/Department: MSOE Student Organization

Contact Information:

Rebecca Nisbet

nisbetr@msoe.edu

(847)525-1871

Company Mission Statement

Colleges Against Cancer is a collaboration of college students, faculty, and staff dedicated to eliminating cancer by initiating and supporting the American Cancer Society in college communities.

Summary

I am currently working with nine other students to set up a chapter of Colleges Against Cancer at MSOE. I would like to have the students of MS 4801 to help secure the area for the event, advertise the event on campus using multiple resources, encouraging other student organizations to participate in the event, seek out fundraising opportunities to support the event in order to reach a financial goal for donations, plan activities for during the event, and planning the kickoff event. All of these tasks will allow the students to learn the project management theory in the process for time management, marketing, financing, organization, and execution.

Goals of the Project

The goals of this project would be to advertise the event to the campus, encouraging individuals, teams, other student organizations, etc. to create teams. Explore different possibilities for fundraising. Reserve the space needed for the event and plan activities for Relay for Life. Plan the kickoff event, securing survivors and caretakers to honor at the ceremony.

Customers and Partners who will Benefit from the Project

Everyone in the community will benefit as a result of contributing to cancer research. Colleges Against Cancer also educates students, faculty, and staff on cancer prevention. Relay for Life allows others to become educated on lifestyle changes that will hopefully save them from the devastating illness in the future.

What May Make the Project Challenging

The main challenge of the project is recruiting enough volunteers. In order for it to be a successful event there need to be multiple teams that are committed to fundraising for cancer research. Marketing the event and educating other MSOE students and faculty the benefits, not only for cancer research, but for themselves will provide Colleges Against Cancer the support it needs to continue.

Budgetary Requirements

This event will require \$1000.00 in order to pay for security, marketing materials, t-shirts, catered food for participants, activity materials for during the event, and materials from the American Cancer Society, such as “caretaker” and “survivor” sashes and luminaries.

ONG: Robotics

Applicant Information

Name: Codi Alger

Organization/Department: Our Next Generation, Inc.

Contact Information: 3421 W. Lisbon Ave, Milwaukee WI 53208

414-344-2111

calger@ongkids.org

Company Mission Statement

Our Next Generation focuses on helping inner city children in school years kindergarten through 12th grade develop essential academic, interpersonal and life skills leading to self-sufficient, responsible and productive adulthood.

For each child, the primary objectives of Our Next Generation are to build self-confidence, an entrenched sense of belonging and a strong sense of personal value and self-worth through academic success and character developing programs. To achieve these goals, the agency provides a physical and psychologically secure environment, employs developmentally appropriate programs that support learning, growth and character development, and sets clear expectations for behavior. Our Next Generation seeks to facilitate strong links among the children, their families and schools and works to connect students with the broader community.

Summary

Our Next Generation is looking to form a 4-H Club with a focus on engineering and robotics on MSOE’s campus with MSOE students and ONG youth. The focus of the program would be homework/academics followed by a robotics curriculum outlined by 4-H.

Goals of the Project

ONG’s goals for the project are to get ONG youth excited about the field of engineering while building their excitement about robotics. Another goal is to have ONG youth and MSOE students show their work at the end of the program year.

Customers and Partners who will Benefit from the Project

MSOE students, ONG youth and 4-H.

What May Make the Project Challenging

Transportation. ONG has a 19 passenger bus but a driver is required to have a CDL to operate and only one staff has one to date. ONG and looking to have another staff get their certification and suggesting perhaps an MSOE student gets theirs as well.

Budgetary Requirements

Robotics curriculum and equipment, transportation costs and healthy snacks for weekly meetings.

Urban Ecology Center: Washington Park

Applicant Information

Name: Willie Karidis

Organization/Department: Urban Ecology Center, Washington Park Branch

Contact Information: Willie Karidis, Branch Manager, 1859 North 40th Street, Milwaukee, WI 53208, 414-344-5460 work, 907-388-6194 cell

Company Mission Statement

The Urban Ecology Center fosters ecological understanding as inspiration for change, neighborhood by neighborhood. Our Environmental Community Centers:

- Provide outdoor science education for urban youth.
- Protect and use public natural areas, making them safe, accessible and vibrant.
- Preserve and enhance these natural areas and their surrounding waters.
- Promote community by offering resources that support learning, volunteerism, stewardship, recreation, and camaraderie.
- Practice and model environmentally responsible behaviors

Summary

Remodel of the Washington Park Pavilion ceiling into a highly energy efficient, functional and aesthetically pleasing ceiling

Goals of the Project

Develop 3 conceptual design options for remodeling of current ceiling of Washington Park Pavilion:

- Challenge students to work with Branch Manager of the Urban Ecology Center to develop plans and models which include, drawings, budget, timeline, labor analysis, consultants, and permissions.
- Insure design elements include- Energy efficient lighting, R40 insulation, HVAC design, natural lighting, painting scheme, educational displays to demonstrate and highlight ceiling construction techniques and efficiency standards
- Develop phased renovation schedule to allow for continued educational programs of the Urban Ecology Center while remodel construction is taking place.

Customers and Partners who will Benefit from the Project

Visitors, program participants, volunteers, approximately 10,000 people annually with anticipated doubling in visitor visits within three years.

What May Make the Project Challenging

- Developing and coordinating for the removal of the current ceiling while insuring continued educational programs capacity.
- Developing a safe, efficient, ceiling tile and insulation removal process.
- Anticipating a realistic timeline needed for all aspects of project.

Budgetary Requirements

\$1500: Consultant fees, educational display, conceptual design drawings, ceiling models

P2D2

Applicant Information

Name: Jacob Smith

Organization/Department: Mechanical Engineering student

Contact Information: smithjac@msoe.edu, (815) 822-8945

Summary

The MSOE Prescription Pill and Drug Disposal Program (<http://www.p2d2program.org/about>) is designed to usurp the resources available at Milwaukee School of Engineering for the purposes of enacting a P2D2 initiative:

The Prescription Pill and Drug Disposal Program is a collaborative effort between communities, local pharmacies, police departments, hospitals, city officials, students, and more. The purpose of the program is to educate the public about the hard done to the environment, and the misuse and abuse of pharmaceuticals due to the current prescription and non-prescription drug disposal practices worldwide. The mission of the program is to provide communities with a proper method of pharmaceutical disposal that effectively reduces the misuse and abuse of pharmaceuticals, as well as, ensures the quality of our water and wildlife for future generations.

Design Goals and Justification

Jacob's intent is to leverage the resources made available in the Project Management course (a group of MSOE students enacting project management theory as well as the intellectual and fiscal resources provided by the Brady Foundation) to enact a P2D2 program in Milwaukee, Wisconsin.

Target Customers/Partners

- Milwaukee School of Engineering students who want to participate in the initiative
- Local pharmacies willing to participate
- The Milwaukee Police Department
- Safe and Sound, a non-profit organization that may be able to assist in the implementation of this initiative

Risks and Dependencies

The scope of the project may be too large for the time period afforded the Project Management course. Hence, the project may need to be generated on a series of steps—the first step being a set of deliverables that can be enacted during the course of a single quarter of study.

Budget

To be determined.

AmeriCorps, ONG, and Nutrition

Applicant Information

Name: Emily Black

Organization/Department: AmeriCorps *VISTA/Servant Leadership Department MSOE

Contact Information: Office: Kern 224, Email: blacke@msoe.edu

Company Mission Statement

To help alleviate the effects of poverty in Milwaukee and to maintain a strong, lasting partnership between MSOE and Our Next Generation (ONG), a non-profit after school program in Milwaukee's 3rd district.

Summary

One in seven children in Milwaukee lives in poverty. In the 3rd district, that number is even higher. In this area, there is no access to healthy food. The nearest grocery store is not within walking distance and parents and children are left with compromised nutritional choices like convenience stores and fast food. MSOE can use this as an opportunity to teach children at ONG about health and wellness, specifically nutrition and exercise.

Goals of the Project

MSOE students and ONG students will come together monthly to discuss health/wellness.

Using a provided curriculum, MSOE students will travel to ONG to teach about nutrition and the importance of eating a balanced diet. MSOE students will work with the children on recipes for healthy snacks, making fresh juice with a juicer, etc.

ONG students will come to MSOE's Kern Center to participate in exercises/sports/physical activities such as running on the track, basketball, tennis, etc. and how exercise contributes to a healthy lifestyle.

Other outbound learning opportunities include touring Growing Power (5500 W Silver Spring Dr., Milwaukee) and Standard Process (1200 W Royal Lee Dr., Palmyra).

Customers and Partners who will Benefit from the Project

- Our Next Generation
- AmeriCorps
- Youth of the 3rd district of Milwaukee
- MSOE students interested in nutrition and service

What May Make the Project Challenging

- Transportation has always been a challenge, whether it's bringing MSOE students to ONG or vice versa. There are small buses/vans available for use however hardly anyone has the required license to drive them.
- It may be difficult to reserve the Fieldhouse in the Kern Center because the Athletics department has first dibs.
- Recruiting volunteers from MSOE.

Budgetary Requirements

Travel expenses, purchasing food/snacks, purchasing blender or juicer.

Betty Brinn Children's Museum: Wind

Applicant Information

Name: Betty Brinn Children's Museum

929 E. Wisconsin Avenue Milwaukee, WI 53202

Contact Information: Fern Shupeck, Executive Director fshup@bbcmkids.org 414-390-5437 x214

Company Mission Statement

The Betty Brinn Children's Museum is dedicated to providing interactive exhibits and educational resources that promote the healthy development of children in their formative years - from birth through age ten. The Museum encourages hands-on learning and the development of social skills, providing fundamental early learning experiences that prepare children for school readiness and success throughout life. Caregivers use the Museum as a resource that provides information on early childhood brain development, learning styles, and effective parenting skills. The Museum maintains a strong commitment to providing access to all children and families in the community, including low-income and special needs families.

Summary: The Wonder of Wind

The Betty Brinn Children's Museum (BBCM) invites MSOE students to use biomimicry (principles borrowed from nature) as their inspiration for the design of an educational exhibit component that features wind as a source of energy.

Goals of the Project

A student team(s) will produce the concept for an interactive exhibit component (not to exceed a footprint of 8H x 4W x 4D) based on the following parameters:

- The component concept must capture/store/produce usable energy from wind
- The component may be designed to work either indoors with a source of pretend wind (fan/blower) or outside using actual wind
- The component must demonstrate the actual/potential capacity to address a real problem or need (e.g., generating electricity, moving water, etc.)
- The component must be visually engaging and have an interactive quality that helps children explore the principles at work

Customers and Partners who will Benefit from the Project

- The Project will support the creation of a Museum exhibit that helps visitors understand the value of wind as a renewable source of energy
- The Project will help visitors explore the concept of biomimicry
- The Project will help illustrate the importance of collaboration between business, higher education, and nonprofits to educate and serve the greater community

What May Make the Project Challenging

Students will be required to keep installation/exhibition challenges in mind, including:

- Installation sites that are available at BBCM
- How to provide wind if the installation is indoors

- Security, visibility and the impact of weather if the installation is outdoors
- Use of the object by young children in a family-friendly environment, with consideration of visitor safety
- As part of the project, students will be required to develop process boards for the exhibition that explain the challenge being addressed and illustrate the design stages, from initial concept to final exhibit product.

Budgetary Requirements

Expenses for the conceptual design of the component, purchase of sample materials, and the creation of a mock-up/proof of concept should not exceed \$1,500.

Course instructors, along with BBCM and Brady representatives, will evaluate the team project(s) and may select one or more designs for actual fabrication and installation at BBCM. Any actual installation will be announced through a joint media release and an opening reception at BBCM. In addition to recognizing the participation of MSOE faculty and students, exhibit signage and all BBCM promotional materials that reference the component would recognize Brady Corporation as a sponsor of the project. Following installation of the exhibit, BBCM will evaluate opportunities to reproduce *The Wonder of Wind* as part of the Museum's exhibit product line (exhibits that are reproduced for purchase by schools, children's museums, and other family-friendly environments). The cost of actual fabrication/reproduction of a selected design will be the responsibility of BBCM.

Betty Brinn Children's Museum: Track Contraption

Applicant Information

Name: Betty Brinn Children's Museum

929 E. Wisconsin Avenue Milwaukee, WI 53202

Contact Information: Fern Shupeck, Executive Director fshup@bbcmkids.org 414-390-5437 x214

Company Mission Statement

The Betty Brinn Children's Museum is dedicated to providing interactive exhibits and educational resources that promote the healthy development of children in their formative years - from birth through age ten. The Museum encourages hands-on learning and the development of social skills, providing fundamental early learning experiences that prepare children for school readiness and success throughout life. Caregivers use the Museum as a resource that provides information on early childhood brain development, learning styles, and effective parenting skills. The Museum maintains a strong commitment to providing access to all children and families in the community, including low-income and special needs families.

Summary: Track Contraption

The Betty Brinn Children's Museum (BBCM) invites MSOE students to design a plexi-enclosed Rube Goldberg-like contraption that permits children to launch a golf ball onto one of four descending tracks.

Goals of the Project

A student team(s) will produce the concept for an interactive exhibit component (not to exceed a footprint of 8H x 4W x 4D) based on the following parameters:

- The component must include four independent launch points for a golf ball; launch points may, but need not require, simple movement to initiate the descent of the ball on the track (e.g., push, pull, turn)
- The tracks for each launch point must be distinct, so that four balls may descend concurrently
- The tracks must be plexi-enclosed, and each descending track should have an engaging special feature (e.g., sound, a flipper/pop-up, a spiral), or an opportunity for children to influence the descent of the ball from the outside of the plexi enclosure (e.g., a lever that changes the balls' direction)
- The component must connect the movement of the golf ball to the function of simple mechanical devices (e.g., the work of a gear, pulley or lever)

Customers and Partners who will Benefit from the Project

- The Project will support the creation of a Museum exhibit that helps visitors explore the science of objects in motion and the operation of simple mechanical devices
- The Project will help illustrate the importance of collaboration between business, higher education, and nonprofits to educate and serve the greater community

What May Make the Project Challenging

Students will be required to keep installation/exhibition challenges in mind, including:

- Installation sites that are available at BBCM
- Ensuring that the component requires no maintenance (e.g., removing stuck/dropped balls)
- Repeated use of the object by young children in a family-friendly environment, with consideration of visitor safety
- As part of the project, students will be required to develop process boards for the exhibition that explain the challenge being addressed and illustrate the design stages, from initial concept to final exhibit product.

The Museum will provide examples of two existing activities that this project is expected to replace.

Budgetary Requirements

Expenses for the conceptual design of the component, purchase of sample materials, and the creation of a mock-up/proof of concept should not exceed \$1,500.

Course instructors, along with BBCM and Brady representatives, will evaluate the team project(s) and may select one or more designs for actual fabrication and installation at BBCM. Any actual installation will be announced through a joint media release and an opening reception at BBCM. In addition to recognizing the participation of MSOE faculty and students, exhibit signage and all BBCM promotional materials that reference the component would recognize Brady Corporation as a sponsor of the project. Following installation of the exhibit, BBCM will evaluate opportunities to reproduce *Track Contraption* as part of the Museum's exhibit product line (exhibits that are reproduced for purchase by schools, children's museums, and other family-friendly environments). The cost of actual fabrication/reproduction of a selected design will be the responsibility of BBCM.

United Way and the Family Enrichment Center of Ozaukee

Applicant Information

Name: Renie Rathke, Executive Director

Organization/Department: Family Enrichment Center of Ozaukee, Inc.

Contact Information: fecrathke@sbcglobal.net, 262-376-5272, 885 Badger Circle Grafton, WI.

Company Mission Statement

Our mission is to promote the advancement and collaboration of community organizations through shared resources and leadership development within a centralized facility.

Summary

Designed to reduce overhead costs and increase services to the community, the Family Enrichment Center, 501(c)(3), is a collaboration of nonprofit, human services agencies serving Ozaukee and surrounding communities. Currently, 9 agencies are housed at the center and over 30 outside agencies regularly use the facility. Agencies share common space areas, conference rooms, a workroom, bathrooms, a kitchen and more. The member agencies dream of renovating the shared kitchen to accommodate daily use and make it handicapped accessible for programs to disabled clients. Realizing this dream will also allow development of additional programming opportunities to disabled clients. The Family Enrichment Center (FEC) continues to be a place for collaboration and good work for the community. As the expert on the Ozaukee community, the FEC is committed to be a showcase, setting an example for others locally and nationally.

Goals of the Project

Goals include a handicapped accessible redesign of kitchen; replace the current bar sink with a full size handicapped accessible sink, create a doorway to the adjacent conference room, install cabinets and appliances in a handicapped accessible layout.

Customers and Partners who will Benefit from the Project

The short answer is everyone; the longer answer is member organizations and the people whom they work with on a daily basis, prospective members, current and potential donors and volunteers, the general public, the media, and anyone else who is interested. Member agencies include; Advocates of Ozaukee, Big Brothers Big Sisters of Ozaukee, COPE Services, Independence First, Ozaukee Family Services, Ozaukee Works, Volunteer Center of Ozaukee, and Youth & Family Project. Over 30 additional community agencies use the building as well. Staff, volunteers, and clients of these organizations will benefit from the project.

What May Make the Project Challenging

Awareness of handicapped building guidelines and recommendations may be seen as challenging. However implementing these guidelines should become best practices for design and construction.

Budgetary Requirements

To be determined

United Way: Cream City Gardens

Applicant Information

Eric Collins-Dyke

Lead Case Manager—Capuchin and Prairie Apartments

Guest House of Milwaukee, Inc.

(414) 430-7722

Summary

Cream City Gardens is a relatively new project initiated by the Guest House of Milwaukee, Friedens Community Food Pantry and students from the Medical College of Wisconsin. Through a self-sustaining urban garden program, the co-lead agencies along with the community seek to provide opportunities for the acquisition of skills and experiences that will make our clients more desirable as employees, as well as improve the nourishment of the clients we serve and of those in the greater community, while building a neighborhood that will be more attractive to residents, community organizations, and businesses alike.

We, the co-lead agencies, desire to expand on our long-standing commitments to serve and empower our clients and the Milwaukee community by creating an urban garden on the abandoned plots of land next to the Guest House. Over many years, we have concentrated on meeting the most basic needs of our community, including food. However, we also desire for our community to have access to healthy, nutritious food that does not come from a corner store or out of a can. Last year carried out a preliminary survey of our Guest House residents, and less than one percent of our clients claimed to eat the recommended number of servings of fruit and vegetables per day. Unfortunately, the majority of them (85%) said they ate between zero and two fruits or vegetables each day. However, these same clients expressed a desire to eat more fruits and vegetables, given the opportunity (84% responded positively). We currently have 45 raised beds and have been able to give our clients at the Guest House and Friedens the fresh produce that had been lacking in their diets before the installation of the garden. Our vision is that that garden will include a combination of greenhouse gardens and fish farms, together yielding a constant harvest of fresh produce and fish for our clients, as well as for other pantries and meal programs in the area. Eventually, we hope to yield enough produce to market to downtown stores and restaurants, contributing to the self-sustainable nature of the gardens.

In addition, our clients are in need of relevant job skills that will help them end the cycle of poverty and launch themselves into the next phase of their lives. We recently started the Cream City Gardens Job Skill Training Program- the goal of the program is to provide training and education so that by the time they graduate, they will have the tools they need to look for employment in the green industry. As a part of the program, our clients are able to gain skills that are increasingly desired by the emerging green economy and urban agriculture business, and also develop a sense of independence and self-worth by learning how to grow their own food. Through their work on the gardens, our clients are also provided with a meaningful way to give back to their community and the organizations that have supported them. Additionally, we feel that gardens have provided an opportunity for community members to volunteer and engage with our organization, and have strengthened the ties between organizations and individuals alike. We hope that the gardens can also be a venue for educating our communities and children about nutrition, urban agriculture, and self-sustainability. By utilizing the barren land around the Guest House, we hope to make the neighborhood a more beautiful environment to make a home in and also visit.

We believe this project, Cream City Gardens, has the potential to bring life and attention to a neighborhood that has hibernated in the shadows of downtown Milwaukee, and also to awaken and transform individuals who are in need of new opportunities for purpose in their lives.

Our interest in the MSOE/Brady funding lies in the fact that we are in need of a rainwater collection system and thought that MSOE students would be the perfect group to design/build one for our project. During the most recent growing season we had to use a hose and drag it across the street. By using the water from the Guest House, it started to cost us quite a bit of money each month. We have decided that we won't be able to continue with our current watering system and need to figure out another alternative, so when we were informed that MSOE/Brady were looking for projects in the community, we were thrilled! Having a rainwater collection system for our garden would not only save us money, it would allow us to carry out the garden duties in a sustainable and environmentally friendly way.