



YEARLY REPORT FOR:

Suzanne and Richard Pieper Family Foundation, LTD.

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Introduction

It's been another good year for the office for Servant-Leadership at Milwaukee School of Engineering (MSOE). In many ways, we continued to perform as we have in previous years; as a result, we have experienced success in engendering sustainable initiatives. But there have also been some distinctly new opportunities that have enabled our work to proliferate. Most notably of these is the implementation of our Brady Foundation program: as a result of the fiscal and intellectual resources made available by Brady Corporation, we were able to complete 23 distinct projects that benefited the greater-Milwaukee community. What differentiates this program from others we've enacted in the past is its unique coordination between for-profit, non-profit, and academia: students taking courses in Project Management work with Brady Corporation employees to enact projects for local non-profit organizations. It's been a great success in its first year of implementation, and we learned a great deal from our first year that will enable this year's projects to take on added success.

We also experienced success with our international initiatives. We sent students back to Kenya and Guatemala, but we also started new projects in Uganda, Cameroon, and India. I was able to participate in the trip to India, the second international trip I've been part of since serving as the Chair for Servant-Leadership; it always amazes me as to the amount of transformation that takes place when students go abroad to engage in both leadership and service roles—this year was no different in this regard.

To give texture to this report, I opted to include numerous photographs of our projects. They say a great deal that I cannot capture in words alone. It's my hope that you enjoy reading this year's report—it was fun to write it only in that it was fun to be a big part of its content. I've also tried to include the voices of my community members as they describe the work they experienced in 2012. It's my hope that you enjoy reading this report as it illustrates the work we took joy in performing.

1. Outcomes Baseline Data

We completed the third year of the longitudinal ethnographic research initiative. It's interesting to compare the conclusions and recommendations between the first, second, and third years, as well as the way Barb Meyer—the 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 yet again is demonstrate the value in conducting a longitudinal study. And what this report demonstrates is the interest people have in learning about our ongoing research. I was invited to present on this data over a half-dozen times at various conferences across the country. People are not only interested in the way we are exercising Servant-Leadership—they are also interested in hearing about the method we are using to track our progress.

2. Sound Acceptance of Servant-Leadership

Though MSOE received the full award for the second criteria in [2005](#), I think it's fitting to continually track how Servant-Leadership works its way into curriculum. We learned from the research we conducted in 2010 that MSOE students are hard-pressed for time; hence, offering them opportunities to engage in service and learning are best integrated into their coursework, as a way of enhancing the existing paradigm the students experience. Of course, we do a great deal of extra-curricular activities as well (as [Section 5](#) would suggest); nevertheless, the ongoing push to integrate Servant-Leadership into the classroom is a critical and necessary pursuit for a teaching-college.

Research Methods

In the winter of 2011/12, I taught Research Methods (TC 261). The course enables the students to learn how to engage in ethnographic research by triangulating data gathered through survey, interview, and field analysis (similar to the method used to conduct the longitudinal ethnographic study taking place by the office of Servant-Leadership). We were starting our partnership with the Brady Foundation at this time, so we decided to enable the students taking Research Methods to study the first-round implementation of the Brady Foundation grant resources. By doing so, we could best assess how the grant resources (both fiscal and human) impacted the instruction of MS 4801, Project Management. The conclusions and recommendations provided by the Research Methods students were fruitful:

As for project management, the largest change would be to take project management and separate it into two sections, one being 2 three credit class with no volunteerism component and one being a four credit class with the volunteerism component treated as a "lab". The three credit section would be composed of three one-hour class periods and the four credit section would consist of three one hour class periods and a two hour lab. This would especially be helpful to students who don't have a large quantity of labs on their educational track. However, campus officials would have to be sure to strongly advertise the educational and professional advantages of the four credit section, as college students generally prefer the path of the least amount of work. Also, the professors who teach the volunteerism section would have to be passionate about volunteerism and helping others, or the experience for all involved would be diminished. If all of these recommendations are successfully implemented, it could be assured that all students who take project management in the future would have an enriched experience that is tailored to their needs and wants.

The students were able to present their findings at the MS 4801 "final exam" poster session that took place during final's week of the winter quarter.

Now that it's the winter quarter of 2012/13, I'm again teaching Research Methods. This time around, the students will manage the 2013 longitudinal ethnographic research study for the office of Servant-Leadership. Barbara Meyer, the former Research Assistant for Servant-Leadership, has morphed her role into one of a Teaching Assistant. There are a number of advantages to this new approach:

- the students taking the class can learn from Barbara, a fellow Technical Communication major who now has 3 years experience with ethnographic research;
- the students can examine the last 3 years of data gathered in this longitudinal study in comparison to the new data they gather this year;
- by enabling a class of 11 students to gather the data, we also enable 11 students to analyze the data, thus providing more points of view as to what can be learned through the data as it applies to Servant-Leadership; and
- it again serves as an opportunity for Servant-Leadership to integrate into curriculum.

As of this moment, the class is engaged in a literature review of Servant-Leadership and is also preparing to send out a survey to the student body on their interactions with Servant-Leadership. Look forward to next year's report to learn what this class recommends for future directions of Servant-Leadership.

Latin American History

In the winter of 2011/12, Dr. Patrick Jung and Dr. Michael Carriere team-taught a course in Latin American History. They created this course because the office of Servant-Leadership previously sponsored numerous trips to Guatemala, and we wanted to enable the students to 1) get credit for the work they were doing and 2) provide more historical context for the students prior to the overseas experience. Both of these objectives were met as all 23 students traveled to Guatemala and participated

in a service project (conducting research for a proposed above-ground watering system) while learning about the history of Guatemala—from Guatemalans.

African American History

Based on the success of the Latin American History course, Dr. Michael Carriere decided to also form a new course that mirrored the other but placed its emphasis on Africa. We were already going to send a group to Kenya, so overlapping that service project (which focused on the creation of a foundation for a water cistern at a rural school) with a course again enabled the students to get a great deal of information about the history of east Africa before traveling to Kenya at the end of the quarter.

Chinel goes to Cameroon

Chinel Plunkett is one of the students participating in our [Cameroon initiative](#). She wanted to turn her experience into an academic experience as well, one that integrates into her studies in Business Management. At the writing of this report, she is just returning from Cameroon and has focused a portion of her trip gathering data for this independent study. It will be interesting to see what she learned from her experiences in West Africa—and how those experiences shape the curriculum of this course.

Managing and Implementing Projects, Leading Project Teams

David Schmitz and Patty Kramer teach graduate courses through the Rader School of Business that help students develop leadership and management skills. In the spirit of the [Brady Foundation initiatives](#), these professors enabled their students to enact projects that benefited the community:

- Fox Valley Team: planned and directed a \$15,000 project at the Neenah Animal Shelter for a cat intake processing facility
- Team Crash: raised \$600 through a “bowlathon” to support a church-sponsored mission trip
- Team Big Band: organized a dinner and big-band concert to support a foundation that provides services to veterans that need modification to their houses due to disabilities
- Team Wandani: Wandani is a community project based out of Saint Marcus Lutheran Church in Milwaukee. The project had new space in a lower level of a new addition that needed more substance. The team designed a new space and solicited donations in excess of \$15k for some flooring in the snack bar, computers, an LCD projector and sound system, and several office partitions for student quiet learning and staff offices. The team also contributed their time to clean the space, install the flooring, install the partitions, and install the projector system.

Professor Schmitz continues to encourage his students to mirror the Brady Foundation model. In fact, he’s currently enabling two groups of students taking Managing and Implementing Projects to benefit from the fiscal and intellectual resources provided by the Brady Foundation.

Project Management: The Hunger Games book discussion

The courses I teach in Project Management have greatly benefited from the financial and personal support of the Brady Foundation (as is described in detail elsewhere in this document). But there are numerous courses in Project Management taught across campus, and as a result of finding projects for these courses (based on the solicitation of our community partners), students taking other Project Management courses have asked the office of Servant-Leadership to help them find initiatives that they can enact as part of their curriculum. One such project was the Hunger Games book discussion. A group of students asked Dr. Jennifer Farrell, a professor in General Studies who is a science fiction specialist, to deliver a book discussion on [The Hunger Games](#) for the students participating in the after-school program at Our Next Generation. The project came about because we recognized the desire on the part of the students to read [The Hunger Games](#), but copies of the trilogy were in short supply at the local

library. So, the office of Servant-Leadership provided the three-book set for any student willing to read the first book and participate in the book discussion. The students taking the course in Project Management orchestrated the event, which took place in The Alumni Partnership Center and had lunch provided by Food Services Inc.

The discussion was a great success, and it's our hope to do the same project this spring with another science fiction text.

Project Management: Raised Garden Beds for ONG

Our Next Generation also expressed interest in integrating raised-bed gardens in the play-area of their facility. One of the other projects we did with ONG was a nutrition initiative that taught the kids the value of eating fresh food as well as how to use a juicer and blender; the raised-bed garden project is linked to the nutrition initiative in that the kids at ONG can now grow their own vegetables for the purpose of juicing them.



Leading Project Teams, ONG, and Birdhouses

Bryce Howard is an Industrial Engineering major who took a course in Leading Project Teams (MS 3411). He wanted to find a project that would benefit Our Next Generation, so he organized and enacted a birdhouse project. Bryce did some preliminary research online to find plans for building birdhouses; he worked with the office of Servant-Leadership to acquire the materials necessary at Home Depot and Walmart. He then organized the event: to build 25 birdhouses on a Saturday afternoon so ONG could bring the birdhouses to their community center and have the kids paint them. The MSOE students provided a quick overview of the local birds and what birds and why they would want to live in these birdhouses; the ONG kids painted them—and had a load of fun in the process.



Winter HU 499: Project Management and Servant-Leadership

I coordinated another Independent Study, this time with Matt Peterson, an Architectural Engineering and Construction Management dual-degree major. Matt approached me in the fall of 2011 with an idea:

constructing a building for a sunflower press for a community in northern Uganda. He came up with the idea while listening to some Ugandan refugees present at his church, Three Holy Women. I wanted to enable Matt to bring together his faith community and his academic community in the form of this project—so he could work with his new Ugandan colleagues while leveraging the theory he was receiving in his courses. To do this, we decided to create an independent study (HU 499) so he could combine Servant-Leadership theory with project management theory as a way of mapping out a strategy for this project.

The course was similar to MS 4801, Project Management, but it had more emphasis on Servant-Leadership theory and required Matt to read several books published by Greenleaf; he also responded to the books in written assignments and discussed the content with me in a one-to-one setting. All of the theory applied to the implementation of his plan—his trip to Uganda and everything that has resulted from this initiative (details regarding Matt’s adventures in Uganda are found in another part of this report).

Spring MS 499: Research Methods and Servant-Leadership

In the winter of 2012, I was contacted by Keith Polecastro, a member of the alumni and someone whom I taught when he was in the Technical Communication program. He now works for WheelsNow, a small family owned company outside of Pewaukee, Wisconsin. Keith’s company has doubled in size and will double again in the upcoming year. Wheels Now needed assistance assessing where they are at in terms of leadership and communication infrastructure. To meet this need, I decided to coordinate with Dr. Steve Bialek, the Chair for the Rader School of Business, to find students interested in conducting an ethnographic research project that would provide Wheels Now with information pertaining to their current leadership structure as well as recommendations for improving the leadership at this small company. The students—Steve Allen and Austin Kearns—were recruited and trained for the project as part of an Independent Study (MS 499) they opted to take under my direction.

Steve and Austin did an outstanding job surveying, interviewing, and observing the employees and managers at Wheels Now. They shared their data with Professor Kristin Shebesta’s Organizational Behavior and Leadership Development class (MS 344). The students in her class were then able to put together reports and recommendations on what Wheels Now could do to better develop a leadership model based on the tenants of Servant-Leadership.

As a result of this Institutional Review Board approved project, we now have a report on how Servant-Leadership can best be applied at a small business. It is my hope that a year from now, Kristin and I can present at a Greenleaf conference on how we integrated Servant-Leadership theory into two courses (MS 499 and MS 344) to create a cost-effective solution to a problem posed by one of our alumni.

Spring HU 499: Project Management and Servant-Leadership

Alex Rode was a Business major who wanted to have a Servant-Leadership experience before graduating in the spring of 2012, so we worked together to create an independent study that would enable him to have a capstone experience before leaving MSOE. As a result, we enacted the same course that Matt Peterson initiated during



Figure 1: A farmer using the tractor.

the winter term—a course that brought together project management and Servant-Leadership theory. Alex's project took the form of integrating an electric engine into a 1950s era tractor that's engine had been used up. The tractor belongs to a non-profit organization called Fondy Foods—they provide whole food options to those who live on the north side of Milwaukee. Basically, the tractor is used by Vietnamese farmers who work outside of Port Washington, and the food they grow is distributed at a farmer's market located on the north side of Milwaukee.

Needless to say, Alex's project was a success, and all involved benefited.

Summer HU 499: Project Management and Servant-Leadership

In the spring of 2012, I was contacted by Sharp Literacy. This non-profit organization “energizes urban school children to become confident, capable writers, readers, and researchers, using the visual arts to engage young minds and reinforcing learning” (<http://www.sharpliteracy.org>). They are in the process of publishing a book on bumblebees and the complexities involved in the bees environment—everything from ecosystem to nutrition. As part of the book launch, they asked if I could find a student to build a robotic bumblebee, one that would enable the kids receiving the books to learn about bees. I then recruited Tim Deleo, and Electrical Engineering major, to design and build a robotic bumblebee. I also recruited Dr. Leah Newman to teach an independent study with Tim so he could receive credit for his work. As of the publishing of this report, the bumblebee book is complete, and the robotic bee is nearing completion—we're waiting on a local artist to complete the construction of the bee's shell while Tim finishes the LCD display that the user will be able to manipulate in order to make the bee engage in its “bumblebee dance.”

Fall HU 499: Project Management and Servant-Leadership

I was approached by Kermiath McClendon, a Business Management student who was also about to graduate in the fall of 2012—another student who wanted to have a Servant-Leadership capstone experience before leaving MSOE. Kermiath (known to his friends as “Mack”) asked to participate in an independent study that would enable him to raise awareness for voter registration for his inner-city community. He created this project as a result of studying Servant-Leadership texts and engaging in our weekly conversations about the tenants of Servant-Leadership; it's Mack's opinion that the members of his neighborhood are not active enough politically, and they should have heightened awareness during the time of the presidential election.

As a result, Mack orchestrated an event for the voting-eligible high-school students at Our Next Generation. Mack's event enabled him to not only speak to the students at ONG about the need to participate in our democratic system, but it also provided ample information for the students so they could register and then make an informed vote based on the unbiased information provided.

I should also mention that Mack received a \$500.00 mini-grant from Wisconsin Campus Compact that focuses on election engagement (<http://www.wicampuscompact.org/?tag=civic-engagement>).



Figure 2: Mack presents to students at ONG.



Figure 3: Mack and his poster.

OR 3000, Applied Servant-Leadership

This year, Dr. Katie Wikoff took over the role of teaching OR 3000, Applied Servant-Leadership. I was happy to share this responsibility with another faculty member so that there would be other faculty (not just the Chair for Servant-Leadership) teaching this course offering. The course took the same shape as it has historically, with the exception that the two sections came together to run a Team Fortress 2 gaming tournament to raise funds for a local charity. The students were thus able to learn the theory of Servant-Leadership as it applies to their studies in Software and Computer Engineering and repurpose that theory in the form of a community-sponsored event.



Figure 4: Students participating in the TF2 Tournament.

MS 499: Financial Analysis & Budget

Markita Hughey, A Business Management major, is currently conducting an independent study with Professor Kenneth Dobbs, and the focus of the course targets the coordination of the Servant-Leadership budget at MSOE. Markita will be able to learn how to assist in the transparent reporting of funds between the Finance Office and the office of Servant-Leadership as we manage 5 different accounts as well as coordinate the dispensing of funds to students involved in our Brady Foundation initiatives.

3. Outcomes Measures

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

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

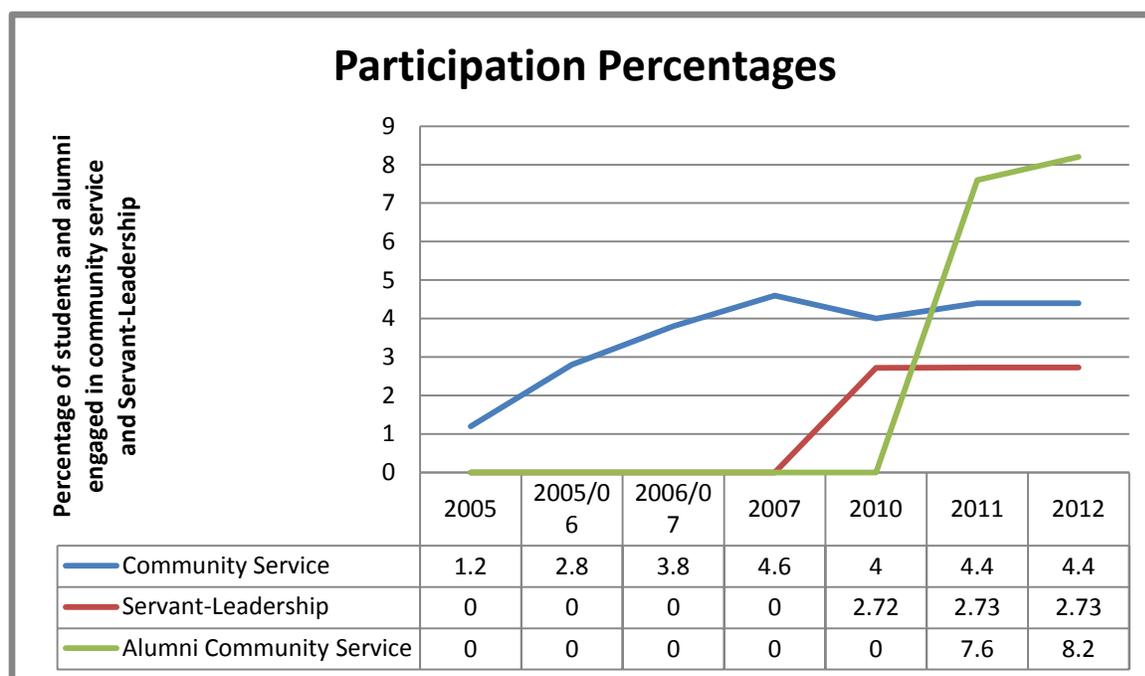


Figure 5: The data begins to reveal consistent trends.

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 2012.

The results of this year’s research is not “news”. In fact, it confirms the conclusions and recommendations drawn in last year’s report:

- 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 50% engagement;
- 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

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](#). 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 initiative enables its participants to utilize Servant-Leadership in all their roles as a academic. The program created 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, the faculty fellows exercised the theory they receive in class—as well as the opportunity to exercise leadership and service skills.

Those who were selected committed to the following:

- Sharing and reflect on experiences in 7 monthly teaching circles
- Working with a community agency of your choice
- Revising target course syllabi to fit this paradigm
- Developing knowledge of Servant-Leadership theory
- Building relationships on campus and in the community

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

We selected 5 faculty members who participated in the 2012 initiative include:

- Dr. Sherrill Leifer, Nursing
- Dr. Anne-Marie Nickel, Physics and Chemistry
- Dr. Alicia Domack, General Studies
- Dr. Matthew Traum, Mechanical Engineering
- Kristin Shebesta, Business

The candidates represented a variety of departments on campus, thus enabling our monthly conversations to take on a great deal of information-sharing as to how the different colleges get things done, how easy (or difficult) it is to integrate Servant-Leadership theory into different disciplines, and so on.

Engineers Without Borders

In February, the [MSOE student chapter of Engineers Without Borders](#) (EWB) conducted a soil investigation and final survey for a vehicular bridge on the access road to the village of Muculinquaj, Guatemala. With a backhoe and local volunteerism they excavated to bedrock to determine that construction is feasible in this steep and narrow gorge.

EWB is lead by Dr. Doug Stahl, a professor of Architectural Engineering and Construction Management. This year, Doug solicited the participation of two additional faculty members—professors who benefited from the financial support of the office of Servant-Leadership. I asked them both to write a brief response to their experience last February in Guatemala.

William Gonwa, PhD PE, Assistant Professor

I have been involved with students participating in EWB's water supply enhancement projects in the Villages of Chortiz and Chuatuj, Guatemala for two years. Students show up at MSOE's organizational meeting with just a vague idea that they want to do something for the world. Immediately, the student chapter challenges each new student to step out beyond the teacher-student relationship into a new paradigm of student servant leadership assisted by guidance from professors and professional mentors. The students must determine what projects are culturally appropriate and sustainable while being feasible for the chapter logistically and financially. Students grow tremendously as they put together planning and design documents based on minimal on-site data that meet professional standards. Students face ethical issues as they anguish over competing requirements of EWB-National standards, our in-country non-governmental organization partner's capacity and desires, and the Villages' expressed needs. The culmination of all the preparation involves the trip in which the travel team works hand-in-hand with villagers to accomplish the construction. For every participant, it is an unforgettable experience that opens their world to the life of the marginalized population and the realities of development projects

Todd Davis, PhD PE, Assistant Professor

A key reason that I was attracted to MSOE was the interest among students and faculty, as well as support from the administration, in service learning and cross-cultural programs. I have always aimed to be a wise steward of my education and professional experience in the service of others. That has taken the form of both full-time service and short-term volunteer activities. I served in Guatemala for eight years as a civil/structural engineer with a non-profit engineering development organization (Engineering Ministries International) which provided architectural and engineering services to organizations such as children's homes/orphanages, schools, medical clinics, churches, and natural disaster survivors throughout Mexico, Central America and the Caribbean. During my tenure in Guatemala, our office hosted over fifty engineering and architecture interns from both North and South America as well as Australia. One of the most satisfying aspects of my work in Guatemala was working with and mentoring these interns as they were gaining the professional and cultural skills for global service. I am extremely pleased that I will be able to continue to be active in servant leadership while mentoring college students to do the same through the very active EWB program here at MSOE.

Brady Foundation Grant and Project Management Courses

As was discussed in last year's report, we initiated a new program in the office of Servant-Leadership that brought together for-profit, nonprofit, and academic participants in the form of a [Brady Foundation](#) grant. As this three-year grant was defined, 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. 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.



Figure 6: A Brady PMC works on a project with his students.

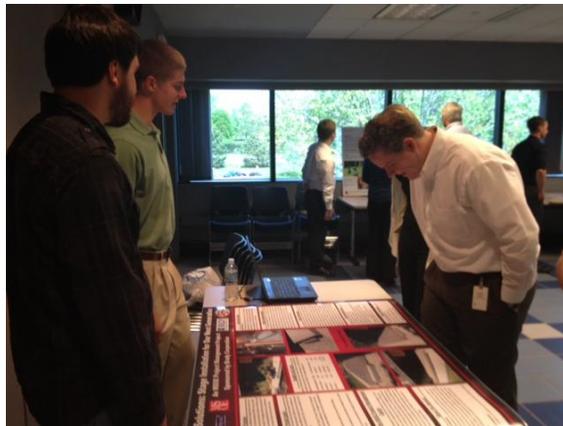


Figure 7: The poster session at Brady Corporation.

The following information details the various initiatives we enacted in the courses during the first year of the grant cycle.

Rainwater Collection System for The Guest House

The staff at [The Guest House of Milwaukee](#), including Eric Collins-Dyke—a lead case manager for Capuchin and Prairie Apartments—created the Cream City Gardens project which built an urban garden across the street from the Guest House. The Guest House is a resource that served the homeless community of greater Milwaukee; the garden they've created provides fruit and vegetables to the residents of the Guest House as well as Friedens Community Food Pantry. It also provides work experience that will help the men staying at The Guest House to potentially learn some of the skills needed to enter the work force.

The MSOE project management team assisted the Guest House of Milwaukee with their Cream City Garden project by planning a rainwater collection system to save water costs so the program could continue and expand. The water collection system consisted of a 250 gallon tank. The system was built by architectural engineering students from MSOE for GE hour credit.



Figure 8: The rainwater collection system.

Major milestones of the project consisted of the following:

- tour the Guest House of Milwaukee and Cream City Garden to receive a better understanding of their purpose and learned Eric's (the contact from the Guest House) expectations of the project management students as well as the project as a whole;

- contact Dr. Deborah Jackman (department chair for Civil and Architectural Engineering and Construction Management) to find out if volunteer labor hours for designing and building the collection system could be counted as GE credit hours for the AE students;
- Create the Specification Document;
- Meet with the AE Students and discuss specifications that needed to be met with the project as well as budget constrictions;
- Create a preliminary design for the rainwater collection system;
- Meet with Eric again to deliver a project update, presented the preliminary design, discussed potential changes that needed to be made to the design, and set a build day;
- Finalize the Design Plan; and
- Build the Rain Collection System.

Panafrican Community Association

The [Pan-African Community Association](#) is “...a non-profit community organization unites all people of African descent in the Greater Milwaukee area and beyond with the motto of *Many Faces, One Strength!* It brings resources and expertise together and matches them with the needs of our community; especially recent African Immigrants and Refugees, helping them transition and integrate smoothly into a new society and economic structure.” The Association needed a computer lab so that the relocated refugees they service could engender computer skills—in the process of pursuing gainful employment. With the assistance of a Brady Project Management Consultant, the MSOE students assigned to this project located computers—and printers—donated by Brady Corporation, along with the necessary headphones and phonics software.

Colleges Against Cancer

Rebecca Nisbet is an MSOE student who approached me one day with an idea: hold a [Colleges Against Cancer](#) fundraiser for The American Cancer Society. She participated in a similar initiative while attending a different university and wanted to work with the MS 4801 students to do the same at MSOE. We did just this—bringing awareness and fundraising to the MSOE community for this cause. The students organizing the week-long event were responsible for coordinating the activities, purchasing promotional materials (including t-shirts, food, beverages, etc.), secure donated baked goods and raffle prizes, and so on.

Our Next Generation: Robotics

Our Next Generation worked with a local 4-H club and the MSOE Robotics Team to enable inner-city youth to engage in robotic development. By coordinating this weekly, sustainable initiative, the project management students enabled the ONG students to apply their academic backgrounds into the application of robotic development.

Because this project was so successful, we decided to recreate it this winter at Rufus King International Middle School.



Figure 9: Students working together on robotics.

Urban Ecology Center: Washington Park

Campus Volunteer Services (CVS) proposed a project in Washington Park to clean up the trails around the park—or participating in any of the other various volunteer opportunities that are available at the center. The Urban Ecology Center, located in the heart of the park, made itself available to facilitate the initiative. The project thus promoted sustainable living and the recycling and composting programs that exist on the MSOE campus.

The project management students worked with CVS and The Urban Ecology Center to recruit 38 students from MSOE. They promoted the event with the help of several student organizations. By reaching out to other student organization leaders, they were able to reach out to a diverse crowd of students throughout the MSOE campus.

BUDGETS FOR EACH WORK PACKAGE

Current Total Available Budget - \$2480.00

- Original Budget – \$1500.00
 - \$100.00 - Final poster; this is a rough cost but the hard actual cost will be below this due to a connection that team member Nathan has
 - \$512.50 - Trees for Hardwood Savannah; trees need to be purchased for the group to be planted for the hardwood savannah
 - \$125.00 - Tools for planting the trees, hauling chips, water containers – still need to work on the purchase of these items
 - \$150.00 - Signage (education and park map); start planning the Map and educational signs so we can get pricing and a better timeline for them
 - \$175.00 - Transportation for volunteers; we need to arrange transportation for our volunteers from CC building MSOE to the park and back
 - \$150.00 - Perk for volunteers \$5.00 each; Purchased perk for the volunteers and to reward them for volunteering and helping out our cause
 - \$150.00 - Food for UEC sponsored luncheon; We are providing funding to the UEC for their provided luncheon to help reduce the burden of that and allow our volunteers to eat with the rest of the earth day group
- Extended Budget items - \$980.00
 - \$250.00 – Tree protection to ensure they have a better chance of survival
 - \$250.00 – Purchase of additional supplies, Gloves, wheel barrow better quality tools
 - \$30.00 – Additional transportation cost for adding extra travel time
 - \$400.00 – Park map and signage, materials to mount and cost of signs

Figure 10: The group's status reports that details the initiative's budgetary requirements.

P2D2

The P2D2 project focused on collecting and safely disposing of medication—to ensure that the medications wouldn't make their way into the ecosystem. The idea came about from an MSOE student who enacted a similar initiative at his high school; because we had a successful model to work with, we

were able to leverage the lessons learned and transfer that knowledge to a similar initiative that would benefit the MSOE community.

The project ran into problems at the onset, once the students learned that the DEA and the police department are the only organization/agencies that can collect controlled substances. However, pharmacies and special designated locations can collect non controlled substances like: cough syrup, Tylenol, allergy medicine, and so on. As per the project's postmortem document:

The project scope quickly changed due to the aforementioned legality of the situation and upon further clarification with our project lead, Jacob Smith. At that juncture, it was decided that the drop-box idea would be completed after this quarter because we could not accept any forms of medication, controlled substances, etc. By this time, it was late in the quarter and we didn't want to rush through things and complete the project prematurely.

AmeriCorps, ONG, and Nutrition

This initiative helped Our Next Generation develop a nutrition event that was simple in its implementation. The program provided healthy snacks to the children of Milwaukee's 3rd district and provided an education about the importance of eating healthy. The initiative was volunteer-based and focused on helping children learn about nutritional strategies. The group provided ONG with a juicer/blender that was then used to juice a variety of fruits and vegetables. With the assistance of Emily Black, the AmeriCorps VISTA that facilitates initiatives between ONG and MSOE, the project management students were able to successfully teach nutritional strategies—for their own benefit as well as the benefit of ONG.



Figure 11: MSOE students organizing the nutrition event.



Figure 12: ONG's new juicer/blender.

Betty Brinn Children's Museum

We had two projects proposed by [Betty Brinn Children's Museum](#): the generation of a "track contraption" and a "wind power" contraption. Unfortunately, both projects were out of scope for the timeframe and fiscal resources provided by the MS 4801 class. Due to the initial lack of scope awareness, neither project was completed. What was generated was discussion with Betty Brinn's Children's Museum regarding what is possible, and what is not possible, when inviting college students to work in conjunction with the museum.

These projects served as learning resources for the entire class: not all project management initiatives are successful in the field. And at the end of the term, it's this professor's opinion that the students who learned the most about project management were the ones that participated in these initiatives.

United Way and the Family Enrichment Center of Ozaukee

The objective of this project was to redesign the United Way's Family Enrichment Center (FEC) community kitchen in Grafton, WI. The goal of the redesign was to make the kitchen handicapped accessible and add a doorway from the kitchen to an existing conference room. The project experienced a great deal of scope-creep in terms of budget and time. As per the group's final status report:

- **The largest anticipated problem is time.** *There is only a few weeks remaining to start construction, and many of the necessary requirements to start remodeling have not been acquired or are not ready yet.*
- **Money is the second major concern.** *While we believe that the current budget will be enough to complete the project satisfactorily, there are many possible obstacles that we haven't planned for that may raise the costs.*

In spite of these challenges, the group was able to complete the project—in large part due to the leadership of a key team player, Barb Meyer. Barb was able to recruit the volunteer services of several professional electricians, carpenters, and plumbers. She was also able to negotiate the overall scope of the project with the leadership team at FEC and incorporated a grant she received from Home Depot.



Figure 13: The kitchen before the project.



Figure 14: The plan for the redesign.



Figure 15: Celebrating the project's completion.

Brady Education and Donation Garden

The Brady Foundation requested that a project revolve around the implementation of a sustainable irrigation system installed which will include raised-bed gardens. The students worked with Brady employees to build the gardens—but all of this happened at the end of the project. As is the case with all these Brady Foundation initiatives, most of the time was spent planning the project through the implementation of project management theory and the generation of a specification document, Gantt chart, status reports, postmortem document, and poster for two poster sessions (one at Brady and one at MSOE).



Sweet Water Organics

To further its mission to teach the public about sustainable urban agriculture, the Sweet Water Foundation (SWF) creates small, self-contained aquaponic systems, which serve as centerpieces for outreach and education programs with partner K-12 schools. Aquaponic agriculture is a sustainable food production system that combines raising fish (aquaculture) with plant cultivation in water (hydroponics) in a symbiotic environment where the fish nourish the plants while the plants cleanse the water for the fish. To function correctly, aquaponic systems must precisely balance flows of energy and mass as well as their exchange between the system and its surroundings.

The MSOE Mechanical Engineering (ME) Department offers in both the fall and spring quarters a senior-level course, ME-416 “Thermodynamics Applications”, which is required for degree completion. “Thermodynamics Applications” is an advanced energy-thermal-fluid sciences course in which students synthesize their expertise with energy and mass transfer gleaned from prerequisites to complete a capstone design-and-build project, which is a major component of the course.

In the Spring 2012 quarter, we leveraged the existing ME-416 design-and-build project curriculum to enable twenty-five MSOE ME seniors to work with the SWF to design, build, test, and deploy numerous aquaponic demonstration units for local K-12 schools to support the SWF education and outreach missions. Simultaneously, the MSOE ME students will satisfy their ME-416 course project requirement, take part in a community-focused servant-leadership activity, and participate in MSOE outreach and recruiting in K-12 schools by presenting and sharing their aquaponic systems with K-12 students.

St. Baldrick’s Day

St. Baldrick’s Day is a national cancer awareness charity event organized by the St. Baldrick’s Day foundation. Events organized in the name of St. Baldrick’s day are driven by five principles: integrity, efficiency, transparency, pioneering spirit, and sense of fun.

Head shaving is the cornerstone of this event, where the participants symbolically take on the appearance of a cancer patient in chemotherapy. Participants recognize the social struggles endured by cancer patients by changing their own appearance drastically. In doing so they show their support to the survivors of the disease. On April 27th, MSOE held its first event, allowing numerous students, faculty, staff, and administrators to shave their heads to raise funds and awareness for this charitable organization. It was most entertaining to see our Vice President of Academics, Dr. Berry, get his head shaved for this good cause.

SHARP Literacy

SHARP Literacy asked us to develop a book project that will enable students to expand their global knowledge and see how people working together can make a difference. In the 2010-2011 school year, SHARP introduced our latest *We Love to Learn* book project titled *Pat the Great Cat*, a down-on-his-luck jaguar who beat the odds to bridge nations. Through the story of Pat’s journey from the forests of Belize to the Milwaukee County Zoo, children won’t just be told that people can make a difference in their own lives and the lives of others – they will participate in it. In today’s troubled times, Pat’s tale is real-life evidence that tough circumstances don’t always mean a bad ending. SHARP’s core literacy program incorporates visual tools for learning the required Social Studies curriculum. For this special project, teacher lesson plans have been developed which highlights the new vocabulary terms, as well

as research and interview techniques. Students learned about geography, science, ecology and the balance of nature. Each school will be offered a unique topic for their students to research and write about not only the life of Pat the Cat and his journey, but also the endangered jaguar species, similarities and differences between Milwaukee and Belize, the importance of zoos, and the Jaguar Corridor Project to bring the big cat back to the Americas.

CVS and the Urban Ecology Center

The Urban Ecology Center at Washington Park is an environmental education organization with two community centers adjacent to Milwaukee County parks. On any given day you'll find classes of students from local schools engaging in hands-on learning about science, nature and how to live more sustainably. The Urban Ecology Center also offers the community a multitude of different outdoor activities. Community members can be found using the array of resources they offer, borrowing their outdoor recreational equipment, climbing the rock-wall in Riverside Park, canoeing in the lagoon in Washington Park, or just visiting the center, its staff and volunteers.

A student organization at MSOE, Campus Volunteer Services (CVS), suggested that we design a project in collaboration with The Urban Ecology Center. As a result, we collaboratively created an initiative that enabled volunteers to clean up the trails around the park or participating in any of the other various volunteer opportunities that are available at the center.

Our Next Generation: Alternative Prom

Our Next Generation asked us to create a social and etiquette training for their High School Connection (HSC) members. Students will receive proper preparations to enable their confidence and social skills during community gatherings. At the end of training the High School Connection members will partake in their first major societal event- Our Next Generation's Prom 2012. This will be an official prom outing for our High School Connection Members with a full prom court. The majority of our students will never be able to experience events such as the prom due to their lack of resources. We would like to make the impossible become a reality for our students.



Figure 16: Dresses donated for the prom.



Figure 17: The students at the dance.

Our Next Generation: Outdoor Stage

Another project that we did in conjunction with Our Next Generation was the construction of an outdoor stage. ONG needed the stage to help facilitate many of the events that take place at their facility. It was a good project for the Mechanical Engineering students taking IE 340 (the "engineering" project management class) because they enjoy building stuff. Though there were some difficulties getting the necessary permits to do the project, the students successfully found the human resources to pull off a successful project.



Figure 18: Building the stage.



Figure 19: Stage complete.

Music Stand for student with special needs

Ethiel Padilla is a high-school student at the Milwaukee Center of the Arts who majors in Jazz. He has Arthrogyrosis Multiplex (<http://www.angus.org/pub/AM/AMInfo.aspx>). This condition is rare and limits development to the bone and muscles. Due to this, Ethiel has very limited mobility with both hands and legs. A trumpet rig needed to be upgraded to make it easier for him to play the trumpet—his instrument of choice. Through a great deal of planning and research/development, the group of project management students were able to rebuild Ethiel's stand so he can now perform at his best.



Figure 20: Ethan performs prior to the stand's redesign.



Figure 21: The redesign.

2012/1013: Brady Foundation Winter Term Projects

In the winter term of 3012/13, following projects will unfold in Project Management courses at the undergraduate (MS 4801) and graduate (MG-795) level. These initiatives will continue to benefit from the fiscal and intellectual capital provided by The Brady Foundation.

Redeveloping a section of the King Drive business district

For this MSOE/Brady Foundation collaboration, we will focus on in-house, mobile studio units that will provide working spaces within ReciproCITY. More specifically, we will focus on the design and construction of a single prototypical unit. The one unit will be a part of the 8-10 total units that will provide both the space and tools necessary for the type of work that will be done at the site.

COA Youth & Family Centers

The project targets the reconfiguration and design of a new multi-use space in the lower level of [COA's Riverwest Center](#). Currently, the Riverwest Center is operating at near capacity and is in need of additional space for after-school and summer programming. They need to reconfigure a space that is currently used for office and storage purposes into a classroom for pre-teen programming office for program staff, staff lounge, and a library.

Violin for the hearing impaired

The project facilitates the creation of music for people with deafness. Together with project managers and mechanical engineers, we will create a new type of violin—one which is accessible to people with partial hearing loss ranging to profound deafness. Some ideas include the electrification of the chin rest itself, to add frets to the fingerboard and electrify that as well, and to potentially use visual cues, like colored light. Once we have a working prototype, we hope to then create a violin choir with participants from Milwaukee's hearing impaired community, and eventually evolve into a larger ensemble.

Sam's Hope: Word Jar

Sam's Hope is a non-profit organization that procures books for inner-city youth. This project will include building a huge "Word Jar" taller than the tallest Milwaukee BUCKS player. This should be a task in and of itself! It is hoped that this "Word Jar" project will be built by engaging younger children (grades K thru 8) and MSOE students. We will use this "Word Jar" to work interactively with these younger students in perhaps some robotic plan. It will house entries from the "Words Matter" Initiative.

ONG Website Redesign

[Our Next Generation](#) (ONG) is in need of upgrading their website. The current site is old, outdated, and a challenge to update in house. ONG is aware that the first place people go to learn about an organization is the website, and the current website does not effectively represent the quality of this organization. There are numerous reasons as to why updating a website on a regular basis; that said, many non-profit organizations operate on budgets that are too small and mostly dedicated to direct programming; hence, little is left for things like the website.

Lego Robotics at Rufus King

Rufus King International School is interested in creating an initiative that enables students to work with LEGO robotics. The curriculum will place heavy focus on getting the students involved in the community. This year's mission involves the students getting to know elderly people and asking them more about their lives and what would make things easier. The focus of the program would be working on team work, as well as being able to successfully compete with a robot.

YMCA Camp

One of the current needs within [the Sponsor-A-Scholar program](#) is the creation of a curriculum for a two-week summer pre-college program or "camp" focusing on STEM-related studies. Creating an internal curriculum on which to build a summer pre-college program would allow Sponsor-A-Scholar to meet the needs of these remaining students, thus slowing and potentially reversing summer learning loss for Milwaukee teens.

Meta House

Meta House offers three treatment settings to meet the needs of women on their road to recovery. The Housing Program is for clients who have successfully begun recovery and are ready for independent living with supportive services. The project focuses on revitalizing a basement room in Meta Housing, creating a welcoming environment for client meetings. Having a revitalized meeting space will support efforts to promote a sense of community amongst the residents.

Unicycles

The MSOE Unicycle Club approached me in the fall and asked if they could somehow use unicycles as a vehicle of service for the community. Through the assistance of The United Way, we found an interested community partner—The Boys and Girls Club. We are currently creating curriculum that will enable MSOE students to teach the kids at the Boys and Girls Club about the design and engineering of unicycles—as well as teaching them how to ride these fun-filled machines.

Project Community Computers

Over the past 4 years, Jeff Hanson and a group of Computer Engineering students have refurbished desktop and laptop computers for our various technology-related service projects. We created a small makeshift space in the storage area of the office of Servant-Leadership where they store and refurbish donated computers. Unfortunately, this space is woefully undersized and not nearly as secure as it needs to be. To meet this need, a group of Project Management students will find a more suitable space on campus where Project Community Computer can work out of; they will also design the space and build it out for the benefit of this unique student organization.

5. Breakthrough Ventures

International Initiatives

We did more work overseas than we have done in previous years, so I decided to highlight these initiatives in the Breakthrough Ventures portion of this report.

Installing a computer lab in India

This spring, Abigail Goelzer, the ESL Coordinator for the Learning Resource Center, lead an initiative to install a computer lab in the Shugseb Nunnery located near Dharamsala, India. It's a Buddhist nunnery that houses Tibetan nuns in exile. The group consisted of Abbie, her husband Zack, two students, a member of the alumni, and myself; it was a great group in that different facets of the MSOE community were represented. As is the case with international initiatives, just getting to the final destination was most of the trip—it actually took us 4 days to get from Milwaukee to Dharamsala. But once there, the experience was nothing short of amazing. On a personal note, we were able to hear the Buddhist nuns sing their Sunday night prayers, an experience that few westerners have the opportunity to witness.

The group learned a great deal about the life of Tibetans, living in Tibet and outside of it. We were able to see the Dalai Lama on several occasions since Dharamsala is the location of the Tibetan government in exile.

The trip was made possible because Abbie previous spent half a year at the Shugseb Nunnery. We were fortunate that they wanted a computer lab. Now that the lab is in place, the nuns can learn how to use computers as part of their ongoing life as expatriates.



Figure 22: Installing the lab with the help of Tibetan nuns.



Figure 23: Brett (An Architectural Engineer major) and Dave at the Taj Mahal.

Installing a computer lab in Cameroon

Two years ago, Jill Moore, a faculty member of Alverno College, emailed me because she heard that MSOE installs computer labs in developing countries, and she was interested in installing computers at an all-girls school in Cameroon—a school she spent three months at years ago. The school needs computers because (as you can imagine) growing up female in Cameroon doesn't afford you much opportunity to rise out of poverty. Learning how to use a keyboard, or an online computer for that matter, dramatically impacts one's ability to pursue gainful employment, thus altering the socioeconomic status of an entire community.

Sharyn Warren, the Institutional Research Manager for the Information Technology Center at MSOE, has been providing laptop computers for us to refurbish for the last 4 years. Whenever we needed to install a computer lab in a developing country, we'd solicit Sharyn's assistance. Sharyn was the leader for this initiative, which made it all that more special, given her role in so many of our previous success stories. She did a great job recruiting the right students for the trip—including Jeff Hanson, a student who participated in 2 previous Kenya initiatives and leads our Project Community Computer programs.



Figure 24: Students, faculty, and community partners meet to discuss overseas initiatives.



Figure 25: Students wheel laptops across campus—then off to Cameroon.

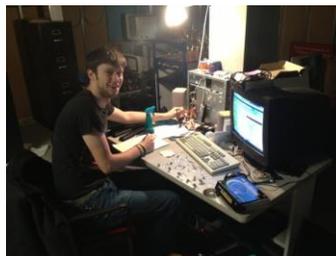


Figure 26: Jeff refurbishes computers at MSOE.



Figure 27: Skyping with the group from the newly installed computer lab in Cameroon.



Figure 28: The computer lab.



Figure 29: Blessing the lab.



Figure 30: Sharyn teaches in the lab.

Installing a Computer Lab and Building in Uganda

There are some students whose names keep reappearing in this report. One of those students is Matt Peterson—the President of [the student chapter of The United Way](#) and one of the students who participated in a [Servant-Leadership related independent study](#). Matt attends Three Holy Women, a catholic church in town that has a relationship with a community in northern Uganda. Matt went to church one night about a year ago and heard a group of Ugandan missionaries talk about their need for a sunflower press—if they could acquire a sunflower press, then they could grow sunflowers (which apparently grow easily in Uganda) and press the oil from the seeds as a way of 1) acquiring a green and renewable source of fuel as well as 2) a product they can sell to neighboring communities.

Matt introduced me to Rob Goodman, a leader in Matt's church and the person who saw Matt as a great resource—given Matt's education in Architectural Engineering. I asked Rob to write a brief synopsis of the project, and he shared the following:

Through fundraising with multiple community partners, in addition to the parish, such as St. John's on the Lake, an international shipping agency, the Center for Global Peace, select individuals interested in development in third world countries, the Archdiocese of Gulu in Uganda, and the local parish mission weekend activity, we have managed to reach our financial goal for the foundation and building, a sunflower press and large generator from India, and shipping and transport from Punjab Province, India to Padibe, Northern Uganda. This will allow MSOE student, Matthew Peterson, the opportunity to see the project through from site selection, to design, to finished construction, and actually participate in each phase of the project. Hopefully, he and a professor will travel to Uganda with us in the next nine months to assess the finished product and witness the new business in operation.

The office of Servant-Leadership sponsored the trip to Uganda last spring. Matt was accompanied by Rob as well as Andrew Moore (a Computer Engineering major who helped install a computer kiosk for the Padibe community) and Dr. Pat Jung (a professor on campus who has previously participated in our Guatemala initiatives). The trip was a great success in that Matt was able to learn how buildings are constructed in northern Uganda; he also determined the appropriate location for the structure that will eventually house the sunflower press.

Matt and Andrew also worked together to install the computer kiosk. The office of Servant-Leadership donated a dozen refurbished computers for the project. Here's a message Andrew wrote to summarize the work he did in Uganda:

On our trip in April 2012 our group brought twelve laptop computers with us to give to the people in Padibe, Uganda. The computers now serve two purposes. First, we re-instituted what they refer to as their "internet café" (it had recently been vandalized). We installed seven of the new laptops here, so that the people in the community could come and use them as they please for a very small fee. We also made sure that these seven computers were more adequately secured than the previous ones. The remaining five are being used for training purposes. On these five computers, people are being taught basic computer skills and how to use the internet to their advantage.

When we went to observe the currently operational sunflower seed press in Kitgum, I had the opportunity to see how they managed the "business". Their entire system depended on a notebook with page after page of illegible writing. I saw this as a chance to provide the people in Padibe with a much better way to manage the business when the new press is installed. I decided then that I wanted to build some sort of point of sale software program, so that they are able to track all the aspects of day to day business at the new press (who is coming, how much seed they're bringing, how much oil is being output, etc.). One of my fellow software engineering students and I have begun this project and are currently in the design phase. Our goal is to make the program extremely user friendly as well as provide a powerful and useful tool for them to use for years to come.

This upcoming year, Matt will return to Uganda, this time accompanied by DeAnna Leitzke, one of his Architectural Engineering faculty members. DeAnna will help Matt—and other MSOE students—design and build the structure that will house the sunflower press. It's an exciting initiative, and it's had a major impact on all that are participating in this initiative.

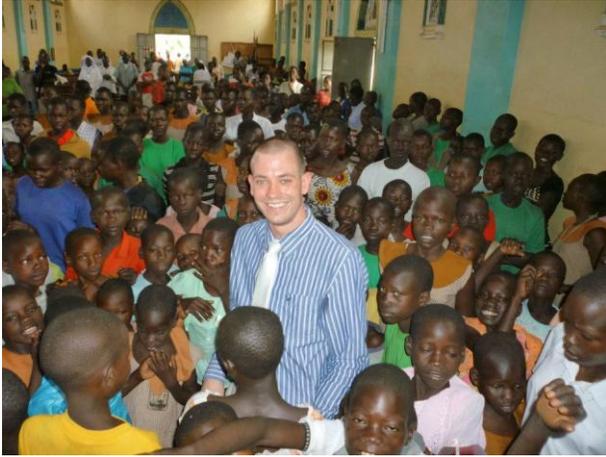


Figure 31: Matt attends a church service in Pedibe.



Figure 32: Back at MSOE, Matt leads a discussion with guests from Uganda.



Figure 33: The foundation construction for the building begins.



Figure 34: Matt and Andrew set up the computer kiosk.

Researching Above-Ground Irrigation in Guatemala

The office of Servant-Leadership continues to do work with the MSOE student chapter of Engineers Without Borders. This year, we integrated a class experience that overlapped with the EWB initiative so that students could learn about Central America before going there ([as is detailed earlier in this report](#)).

I asked Dr. Jung to write a synopsis of the trip:

The trip was conducted as a part of course, SS 4795 Latin American Society. The trip was required for all students enrolled in the course, and in addition to learning more about Guatemalan history and society, they also did a service learning component in the village of La Pila. The village is populated by about 200 Kaqchikel Maya families. Behrhorst Partners for Development was the non-governmental organization that assisted us in our work in La Pila. Behrhorst Partners for Development founded in the 1960s by a physician from Wauwatosa who worked in Guatemala for many years. BPD does many public health projects in Guatemala. They did much of the initial coordination for us to work in La Pila, and if EWB goes ahead with this project, EWB will work with BPD to make this project reality.

In La Pila, the students worked with selected families and asked questions regarding their water needs. They also did some basic surveys of these families' homesteads and farm fields to examine the feasibility of building water catchment systems that would collect rain water in the rainy season that could be stored for the dry season. The students also examined the possibility of using PVC pipes and other tubing to create drip water systems that could distribute this water to the families' fields during the dry season. This would allow them to grow a second crop during the dry season, which would provide them with a significant infusion of cash into their households.

The information we collected in La Pila has been given to MSOE's Engineers Without Borders chapter so they can examine the possibility of building both the catchment and drip systems. Dr. Doug Stahl, the EWB advisor, asked us to do this work so EWB can begin looking at the feasibility of doing this as a future project.



Figure 35: Gathering survey data from local residents.

Installing a Water Cistern in Kenya

As was previously mentioned in this report, [Dr. Carriere created a class in African History](#) that gave added relevance to this year's work in Kenya. In Africa, Dr. Carriere and his students partnered with the non-profit organization Project Kenya (www.project-kenya.org) to tour Kenya and to lay the foundation for a water tank at Nyamome Primary School. The water tank will come to provide access to clean water—for the first time—to more than 600 students. MSOE students also helped install rainwater catchment systems that will capture the water to be collected in the tank. For more information, please visit the [Project-Kenya website](#).



Figure 36: Dr. Carriere, the students, and Mofat.



Figure 37: Evan Crayford and Kenyan students.

I should mention that we will not send groups to Kenya until the political unrest there subsides. This is unfortunate, given our strong connections to the Kenyan communities we have worked with over the last 5 years; nevertheless, we cannot send students into a developing country unless it is safe. Fortunately, we now have alliances with people in Uganda and Cameroon and will continue to work with African communities—we'll return to Kenya when the opportunity once again presents itself.

AmeriCorps VISTA, Our Next Generation, and Wisconsin Campus Compact

For the second year in a row, Emily Black served as the AmeriCorps VISTA, coordinating initiatives between the office of Servant-Leadership and Our Next Generation (www.ongkids.org). Emily had a very successful year creating sustainable projects between MSOE and this non-profit, inner-city after-school program. I asked Emily to write a brief message regarding her year of service, and here's what she has to share:

My name is Emily Black and I'm the AmeriCorps VISTA volunteer serving at Milwaukee School of Engineering with the Department of Servant Leadership. August marked the start to my second term with AmeriCorps and MSOE. I decided to commit to another year of service with MSOE and Our Next Generation so I could continue forming a strong relationship between those two organizations. Our Next Generation is an after school program in Milwaukee's 3rd district that serves hundreds of Milwaukee's impoverished kids each year (assisting with homework, arranging educational programming, offering a safe place for the kids to go after school). As a VISTA I provide MSOE students as volunteers (mentors) for various initiatives. The partnership goes beyond just tutoring, but expands into other fun programs. Thanks to solid support from the Chair, Dave Howell, I've been able to follow through on all of the goals that ONG set a year ago and I look forward to building on the foundation I've set.

It's been a great experience to see MSOE students take positions of leadership on campus through their service at Our Next Generation. I love to see an MSOE student passionate about a particular subject get excited about teaching that topic to kids. A great example would be robotics! In January, a group of MSOE students started a 4-H robotics club with the sole intention of teaching the science of robotics to middle schoolers at Our Next Generation. Another similar example is rocketry -- a program started and led 100% by an MSOE student that has become successful and sustainable.

Although some MSOE students only hear about Our Next Generation through mandatory class projects, many of these students come back to volunteer on their own free time. That's when my

job is most rewarding, seeing students come back to serve after summer break or invite friends to come with them to help out. I'm grateful for my position as a VISTA with the Department of Servant Leadership and I look forward to making more progress on campus as well as in the community of the 3rd district in the next year!

Emily was able to help coordinate a number of initiatives. Several of them overlapped with the needs that Our Next Generation (ONG) has in regard to the facility they manage in the 3rd district of Milwaukee.



Figure 38: Landscaping at ONG.



Other projects enabled the ONG students to come to MSOE and interact with our college students, thus continuing to enable college students to have contact with inner-city youth.



Figure 39: MLK Day preparation.



Some of the projects, such as the Scholastics Book Fair for Sam's Hope, provided resources that encourage the kids at ONG to continue to pursue their academic goals. The book fair was a particularly special project for me given my background in literacy—it was good to see MSOE students reading books with ONG students, books that the ONG students were able to take home with them at the end of the event.



Figure 40: ONG kids acquire books at the bookfair.



Figure 41: An MSOE student reads with an ONG student.

We also capitalized on various holiday events. Designing and building gingerbread houses was especially festive and fun (it's good to focus on academic initiatives, but sometimes it's just good to create events that are simply a pleasure to participate in).



Figure 42: Making gingerbread houses at MSOE.



At the end of the spring term, Emily worked tirelessly to help orchestrate a cleanup effort. Teams of students from around Milwaukee (including teams of MSOE students) arrived at MSOE on a Saturday morning to help clean up the neighborhood. Usually, when we go to ONG, we go inside the building they reside in rather than venturing into the community they are part of; this was an especially beneficial project in that our students were able to walk around the 3rd District and meet the people who live there—while picking up trash.



Figure 43: Cleaning up trash in the inner-city.

Emily also coordinated efforts with MSOE faculty. One example of this is the nanotechnology event that she enacted with the direction of Dr. Anne-Marie Nickel (from Chemistry) and Dr. Jennifer Farrell (from General Studies—a science fiction specialist).



Figure 44: Students learn about nanotechnology.

Last summer and again this fall, Emily helped organize a rocketry event, one that was coordinated by Cameron Schultz, a Mechanical Engineering major who has a passion for rockets. It wasn't the easiest of initiatives to work on—and not everyone involved was overly enthusiastic about rockets. Nevertheless, it turned out to be yet another in a long list of co-beneficial educational initiatives.



Figure 45: Cameron works with a student from ONG on rocketry.

Most recently (mid-December), Emily helped coordinate a field-day in the Kern Center for the students at ONG. Not only did the kids get to participate in a variety of athletic activities (over a 5 hour span of time), but they capped off the event by watching the MSOE men's basketball team in action.



Figure 46: Playing basketball.



Figure 47: Watching the men's b-ball team.



Figure 48: Dancing with university cheerleaders.

Domestic Initiatives

Disability Awareness Week

In October, the student chapter of AEI (Architectural Engineering Institute) once again organized a Disability Awareness Week—the outgrowth of the Wheelchair Days initiative. The program still enables students to check out wheelchairs, so they can experience what it is like to navigate MSOE in a wheelchair for a day, but it goes beyond that. The leader of this initiative, Eric Rybold, also organized a wheelchair basketball scrimmage with the Milwaukee Thunder, a wheelchair obstacle course, a wheelchair three-point shooting contest, and a wheelchair free-throw contest. The last day of the week also included a mandatory debriefing for all who participated as a way of enabling those who checked out wheelchairs during the course of the week to reflect on the experience as well as share information with others who had similar learning experiences.



Figure 49: a student does homework from a wheelchair.



Figure 50: more students play "Life" in wheelchairs.

Campus Volunteer Services

Throughout the year, the office of Servant-Leadership supported Shannon Jones, the President of Campus Volunteer Services (CVS). As chair for Servant-Leadership, I create leadership opportunities that students can enact—based on what they learn from their service opportunities. In this regard, I don't go out of my way to create service opportunities but instead enable others do so. Shannon is a great resource for creating service initiatives as well as reflective events for the members of CVS—so they can better understand what they are learning by serving the needs of others.

There are times, though, when the office of Servant-Leadership directly supports a given service initiative, based on requests put forward by Shannon. One such activity was the generation of Thanksgiving gift-baskets for the [Milwaukee Rescue Mission](#): Cans of cranberry sauce, boxes of instant potatoes, jars of turkey gravy, boxed stuffing mix, canned vegetables (corn or green beans), boxed macaroni and cheese, boxed cake mix or brownie mix, canisters of frosting, applesauce, Jell-O or pudding mix (boxes), pickle, peanut butter, jam/jelly, cans of soup, kid friendly snacks (fun fruits, raisins, crackers & cheese, granola bars, etc.), oatmeal, boxed cereal, pancake mix, and Poptarts.

Student Athletic Advisory Committee, Sam's Hope, and the Scholastics Book Fair

For the third year in a row, the office of Servant-Leadership is teaming up with the Student Athletic Advisory Committee (SAAC) to coordinate a Scholastics book fair that will benefit 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. Josh Avery is the student leading this initiative. He, along with the other members of the MSOE soccer team, are coordinating the volunteers and orchestrating the event that takes place over 4 days in two different locations on campus. In the spirit of collegiality, the book fair will also coincide with a United Way sponsored MSOE hockey game, thus enabling Markita Hughey, the new President of the student chapter of The United Way, to provide the crowd at the hockey game an opportunity to serve by simply purchasing a book at the fair.

It is the coordination between different student organizations that best illustrates the development of Servant-Leadership on our campus.

Spring Respite Event

Last March, the office of Servant-Leadership once again 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 interacting 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 included 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. He did an outstanding job. Thank goodness he's a junior who wants to coordinate the same event next year.

Dominican Center

We have a new community partner—The Dominican Center for Women (<http://www.dominican-center.org/>). The DCW is an anchor in Milwaukee's Amani neighborhood, located in Milwaukee's 53206 zip code. Over 95% of the Amani neighborhood is African-American and more than 80% of employed families in the area live in poverty or near poverty. This is ground zero for the male black unemployment rate of 55.3% (according to the UWM Center for Economic Development). We plan on coordinating an initiative in the spring wherein we will install and synchronize cameras along the 1700 to 2700 corridor of W. Locust Street that will loop to the 5th District Milwaukee Police Station where video can be monitored. The ultimate goal is to discourage crime, protect their neighbors and make the streets safer.

In the meantime, we are repurposing used cell phones, digital phones, laptop computers, and wireless hubs for the benefit of the DCW—hardware that MSOE has since upgraded and no longer uses.

Completion of the Cardinal Stritch Servant-Leadership Discussion Series

Last year, we initiated a discussion series with Cardinal Stritch, one that enabled us to create events that focused in on specific tenants of Servant-Leadership such as conceptualization, stewardship, building community, and the commitment to the growth of people. In the spring of 2012, we wrapped up the series with presentations delivered by Tim Valley, the Vice President of Admissions at MSOE, and Sean Lansing, the Director of Youth Leadership Development at Cardinal Stritch.

Ethan Casey speaking events—spring and fall

Ethan Casey (<http://www.ethancasey.com>) is an author who has published books on his travels through Pakistan and Haiti. We had the opportunity to invite Ethan to speak at MSOE in both the spring and fall of this year. Ethan is a journalist who attempts to share the point of view of the people who live in the countries he writes about—information that is not filtered through governments, military groups, or the media. He thus raises a number of social issues that are not necessarily on the radar of MSOE students.

Though we invited any and all from our campus to hear Ethan speak, I did require students taking my Ethics class and Humanities class to attend his discussions. The students were very engaged and made a point of purchasing his books at the conclusion of his presentations.

  	
<small>The Servant Leadership Series is sponsored by the Cardinal Stritch University Leadership Center and the Milwaukee School of Engineering.</small>	
<small>ical application in organizations Time: 6-8:30 p.m. Cost: \$40 per workshop, \$10 for students ▲ Sign up for all four events for \$140</small>	
<p>Jan. 24, 2012 <i>Servant Leadership Tenet: Building Community</i> 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>March 6, 2012 <i>Servant Leadership Tenet: Commitment to the Growth of People</i> 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: 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>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>



Figure 51: Ethan's fall presentation.

MLK Day

Once again, we worked with the kids from Our Next Generation (ONG) to celebrate the memory of the Reverend Doctor Martin Luther King. This year, we did it through the vehicles of art and cake:

- First, we recruited student volunteers to go to ONG and create water colors that depicted the spirit of MLK;

- Next, we organized an event at MSOE wherein MSOE students could view the works of art while talking to the ONG student artists that created the paintings;
- Meanwhile, we had on display Barb Meyer's cake/statue that replicated the new MLK memorial in Washington D.C.

And, we decorated cupcakes with both MSOE and ONG kids, just to keep have fun.

The event was a great success. At its completion, Pat Coffey, the Dean of Students and Vice President of Student Life, judged the art contest and handed out awards to the ONG top 3 student artists.

It should be noted that Channel 6 News showed up and did a story on Barb's cake, and we received financial assistance from both Student Activities and Metro Market.



Figure 52: Students celebrate MLK Day.



Figure 53: Decorating cupcakes with the kids.



Figure 54: Barb Meyer and the MLK cake.



Figure 55: An ONG student discusses Dr. King with an MSOE student.

Habitat for Humanity student chapter

Samantha Wallace is the President of the student chapter of Habitat for Humanity. She leads numerous events that assist Habitat for Humanity and the work they do throughout Milwaukee. Because this is a student chapter, Samantha is able to also leverage her relationship with the American Institute of Constructors. For details on their ongoing work, visit their [Facebook website](#).

United Way student chapter

The student chapter of The United Way was lead by Matt Peterson at the start of the calendar year. Matt did a great job coordinating a number of projects—most notably was the construction of a sign that can be utilized at United Way events.



Figure 56: Building a sign for the United Way event.



Figure 57: The finished product.

As of this fall quarter, Matt had to step down as President so he can attend to his academic commitments. We thus recruited Markita Hughey to serve as President; Markita is doing a solid job on a number of new programs, most notably is a hockey game sponsored event that will give The United Way greater visibility on campus.

Ronald McDonald House

One of my favorite initiatives that has grown from year to year is meal preparation initiative for the Ronald McDonald House. The Ronald McDonald House Charities Eastern Wisconsin “is dedicated to easing the burden of families whose lives have been disrupted as a result of their child's illness or injury. We provide a home away from home and caring outreach initiatives.” Once again, Samantha Herold, a Bimolecular Engineering major, lead this initiative—inviting friends and members of her sorority to plan and prepare the meals. The office of Servant-Leadership contributes by purchasing the food for these monthly events.

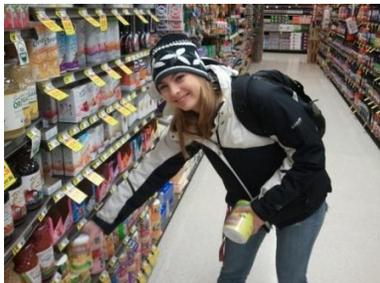


Figure 58: Samantha in her 3rd year of providing healthy meals for the RMH.



Figure 59: Cooking the food.



Figure 60: Leading fellow students.

YMCA

We continue to provide after-school tutors for the Sponsor a Scholar program at The Downtown United Way. This initiative provides the necessary infrastructure for inner-city middle-school students to receive tutoring and mentoring throughout their high-school tenure, ensuring that they then continue their educational pursuits into post-secondary learning environments. Our tutors do a great job helping the Sponsor-A-Scholar students with their homework (an initiative that is coordinated by Stephanie Igbinijesu, a Bimolecular Engineering degree major). Like many of our initiatives, the one has grown in new directions:

- we coordinated one of our Brady Foundation projects with the Sponsor-A-Scholar program, enabling a group of Project Management students to develop and test curriculum for the Sponsor-A-Scholar recruiting events;
- I was invited to mentor Abraham, a sophomore at Ronald Wilson Regan College Preparatory High school.

Fleece Blankets for the Homeless

Jossie Wollenhaupt, the faculty advisor for the MSOE Student Nursing Association (NSA), put me in touch with the leaders of this student organization so that the office of Servant-Leadership could sponsor an event where students make blankets for the homeless. As per an email from Jossie:

Just wanted to let you know that the tie blanket activity was a success. The nursing students worked on them during their regular SNA meeting on Monday and then opened it to anyone on campus from 5-7 pm on Monday. They made approximately 25 blankets.

In the evening session there were about 25 students (some nursing and others from different programs), 2 faculty and 4 staff who worked on them together, kind of like an old fashioned quilting bee, and from the comments I heard in the room, they had a fun time doing it. We are in the process of arranging a meeting with the Hospitality coordinator at the shelter to have them SNA officers give them the blankets.



Figure 61: One of the SNA blankets.

It's our hope to continue this event so that it becomes annual. As of the writing of this report, we are currently purchasing materials for the next event which will take place in January 2013.

Lego Car Race Project

A group of German exchange students—coordinated by Ingo Kolln—took a course in Leading Project Teams (MS 341). They worked with the office of Servant-Leadership to coordinate and implement a project with Our Next Generation where kids learned about engineering by building cars out of LEGOS and racing them. The office of Servant-Leadership, in conjunction with Emily Black (AmeriCorps VISTA), purchased the LEGOs; Emily acted as the cite coordinator for this initiative. One of the hidden successes in this event was that three young women (not young men) created the best car designs and participated in the final race—an outcome that gleefully surprised them.



Figure 62: The Lego car race at ONG.



Figure 63: Designing Lego cars with student engineers.

Al's Run, sponsored by the Student Nursing Association

We once again sponsored a group of students through the Student Nursing Association (SNA) who wanted to participate in Al's Run, an event where over 14,000 individuals participate to raise funds for Children's Hospital. Brittany Kent, the current President of the SNA, worked to recruit MSOE students who then ran as a group and had a great time.

United Way Days of Caring

For the 4th year in a row, we organized a service event early in the academic school year as a way of introducing Servant-Leadership to the new freshman class (as well as other members of the MSOE community). Laura Schumacher was the event coordinator—even though she left MSOE to take a new job at Mount Mary College (we're sad to see her go but are thrilled that we still work with her in this capacity). We coordinated two events on the United Way Days of Caring:

1. a ping pong event at [Spin Milwaukee](#) that enabled MSOE students to have fun playing ping pong with kids from Our Next Generation;
2. a clean-up event at the lighthouse at Lakefront Park.

At both events, we were able to introduce the concept of Servant-Leadership and how their role as community servants prepares them for future leadership opportunities.



Figure 64: Playing table tennis with kids from ONG.



Figure 65: Cleaning up Lakefront Park.

Kente Ceremony

Alverno College has a long history of coordinating Kente Ceremonies for their African American graduates. During the ceremony, African American students receive Kente clothes from those that gave significant support to their journeys toward graduation. Mary Spencer (Director of the Placement Office) and Sharyn Warren (our Institutional Research Manager) decided to start our own Kente Ceremony at MSOE—an event that took place this fall. They invited Dr. Michael Barber from GE Healthcare to serve as the keynote speaker at the event, along with participate from Pat Coffey (who bestowed the Kente cloths) and myself (who provided closing remarks). It was a great event, honoring these students and their family members.



Figure 66: Students, family members, and others who participated in the Kente Ceremony.

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. My personal journey took on greater emphasis in terms of managing the Brady Foundation initiatives, participating in one of our overseas projects, serving as a Title IX Investigator, and investing in a new role as Academic Dean for World Affairs Seminar.

Campus Engagement Co-Chair for the United Way of Greater Milwaukee

I am continuing to serve as the Campus Engagement Co-Chair for The United Way, an opportunity that overlaps well with the work we do through our student chapter. This administrative role also enables me to develop effective strategies and objectives with staff and volunteers for growing and cultivating campus engagement, reach out to schools, Greek organizations, college sporting teams and other related student groups to discuss starting a Student United Way Chapter, be a contact and/or resource for the student organizations that engage with United Way and attend their events when possible, attend and report at Campaign Cabinet meetings. Promote and attend Campaign Kickoff and Celebration Events, and speak at selected campaign events on behalf of United Way and the Campaign Cabinet.

Primary Institutional Liaison for Wisconsin Campus Compact

Wisconsin Campus Compact (WiCC) has proven itself once again as a great resource for the office of Servant-Leadership. Not only do they provide us with our AmeriCorps VISTA, but they also coordinate a variety of service learning opportunities. As the Primary Institutional Liaison, I am encouraged to act as an ambassador for WiCC, coordinate relevant grant applications and nominations (such as the grant that we received for our voter registration initiative), build awareness of WiCC activities among the MSOE faculty and staff, and so on.

Sponsor-A-Scholar Scholarship Committee for the YMCA of Downtown Milwaukee

I once again enjoyed participating in the Sponsor-A-Scholar Scholarship Committee, a committee that reviews finalists who are eligible for academic scholarships provided through the YMCA: the Schwartz Named Scholar, the McCray Scholarships, the Dawson Scholarships, and the Zolin Scholarships.

Title IX Investigator

Title IX investigation has taken on greater visibility at MSOE. As the Chair for Servant-Leadership, I think it's important that I serve as one of the investigators—individuals who pursue models of resolution for campus sexual misconduct complaints. As an investigator, I was able to participate in a number of ongoing sexual misconduct trainings as well as work with colleagues to determine institutional responses to sexual misconduct hearings. This has been a challenging learning experience, but it's one that is critical as MSOE continues to best serve the needs of our students.

Diversity Scholarship Committee

The Enrollment Management and Financial Aid departments launched a new scholarship for incoming freshmen students. The Diversity Scholarship is geared toward attracting students of different races and ethnicities toward MSOE for their college education. In order to qualify for consideration for the scholarship, the students need to be accepted to MSOE and need to submit an essay. We have decided that in order to be unbiased it would be in the students' best interests to have a selection committee made up of a current student and a current faculty member. I was able to serve as the faculty member. We had 80 scholarships of \$4,000 per year for each award.

Presentations

Because I'm the only "Chair for Servant-Leadership" in Milwaukee, I'm asked to give presentations on Servant-Leadership on and off campus. This is becoming more commonplace—which seems to speak to the growing interest in Servant-Leadership in our community.

True Success TEDtalk video with basketball coach John Wooden

Last February 26th, I was asked to present at Waukesha Public Library in response to a [TED talk that was delivered by John Wooden](#), the famous basketball coach at UCLA. Members of the Waukesha community came to the event, watched the TED talk, listened to me respond to the talk with information pertaining to the tenants of Servant-Leadership—and then we had an engaging dialogue. It was a good group; we had over 70 participants, many of which were willing to ask questions and make comments throughout the event.

World Affairs Seminar

In June, I was invited to serve as a keynote speaker for the 2012 [World Affairs Seminar](#) (WAS). As per their website, WAS gives the high school participants "an opportunity to build leadership skills, collaborate with peers, and prepare to become one of the leaders of tomorrow." The theme of the seminar was how technology impacts global issues; hence, the presentation focused on the work we do implementing computer labs in developing countries.

The presentation was well received. As a result of the presentation, I was asked to serve as the [Academic Dean for future World Affairs Seminars](#).

Brady Foundation Lunch and Learns with Matt Williamson

Because of the partnership between the office of Servant-Leadership and the [Brady Foundation](#), I was asked to share several presentations at Brady Corporation with Matt Williamson, the President of the Americas for Brady. I presented the first half of the presentations, which focused on the tenants of Servant-Leadership, and Matt followed up with how the tenants are implemented at Brady Corporation. It was a great opportunity to serve as a Servant-Leadership subject-matter expert; Brady truly is a Servant-Leadership company, one that introduces its core concepts to its employees and backs it up with ongoing discussions as to how to best exercise the tenants in real-time.

AmeriCorps VISTA training

Wisconsin Campus Compact (WiCC) is a great partner for a number of reasons, but primarily they are a benefit in that they provide us with Emily Black, our AmeriCorps VISTA workers. Because of Emily's good work and continued service, WiCC asked me to give a presentation on Servant-Leadership to the 2012 VISTA training for new and returning AmeriCorps VISTAs that are funded through WiCC. The presentation was part Servant-Leadership and part implementation of Servant-Leadership, using Emily's work as exemplification of both service and leadership.

University of Wisconsin Milwaukee Scholars' Leadership Organization

A new student leadership organization at UWM asked me to present on Servant-Leadership. The group is comprised of students who have leadership roles on campus that overlap with service organizations. I delivered by basic Servant-Leadership presentation, and we then engaged in some great discussion about how to best implement Servant-Leadership at UWM.

Whitefish bay High School Key Club

One of the high school students who participated in World Affairs Seminar also attends Whitefish Bay High School—the same school my kids attend. They asked me to talk about Servant-Leadership, which I was happy to do since the high school is an important part of my community.

Medical College of Wisconsin

Kimara Ellefson, the Director of Faculty Affairs and Diversity at the Medical College of Wisconsin, asked that I present to the Medical College community on Servant-Leadership. As per her email: “Two of our faculty committees here on campus have joined forces to put on a lectureship series on Leadership. In discussing the various topics to include in this six-part series, it was suggested that Servant Leadership be a topic that is explored.” In fact, the presentation on Servant-Leadership was the final presentation in the series.

In September of 2012, my daughter, Kait, was admitted to Children’s Hospital due to a bout with acute pancreatitis. The staff at the Medical College did a great job helping Kait get back on her feet, in large part because they listened to our needs, were empathetic with Kait’s pain, included us in the ongoing dialogue regarding her recovery plan, etc. As a result, I was able to use Kait’s case as an illustration of how Servant-Leadership is exercised in this medical community.



Figure 67: The Attending physician included us in their discussions of Kait’s case.



Figure 68: A nurse explains Kait's "vitals".



Figure 69: Kait and her student doctor.

We Energies CS Summit, BizTimes BizExpo

David Gapinski asked Dr. Pieper, Dr. Yvonne Lumsden from Cardinal Stritch, and myself to present at the We Energies CS Summit. It was a great opportunity to talk about Servant-Leadership to managers at We Energies, and it enabled us to also present at the BizTimes BizExpo—since we already had the presentation coordinated, it was easy to deliver.

MSOE Courses that incorporate Servant-Leadership initiatives

Throughout the course of the year, I was asked to present on Servant-Leadership to various courses across campus. Many of the courses have been referenced in this document—the curriculum that has Servant-Leadership included within it. Though there have been other classes that cover leadership theory, and the faculty teaching those courses thought it best to include Servant-Leadership into the discourse since we are growing the Servant-Leadership presence on campus.

Conference Presentations

Servant-Leader Cities Events

The Servant-Leader Cities events once again enabled MSOE to participate in this ongoing initiative. on May 23rd and November 14th, Dick Pieper and his colleagues spoke to those in Milwaukee who want to learn more about Servant-Leadership from members of our community to enact its tenants in their professional communities. The office of Servant-Leadership was able to assist in terms of coordinating the catering, the room reservations, technology needs, and so on.

Dalton Institute Presentation

In January of 2012, I was invited to present at the [Jon C. Dalton Institute on College Student Values](#). It was a great conference to participate in—all of the presentations covered aspects of Servant-Leadership, even though this wasn't explicitly stated as such. My presentation focused on our longitudinal research project.

Several students who attend Gustavus Adulphos College attended the presentation; I was able to strike up a conversation with them regarding a new Servant-Leadership office at their institution. I brought this information home with me and shared it with my daughter, Kait; as a result, we visited the college, Kait applied to the college, was accepted, and she received the Dean's Scholarship! So, I'm glad I presented at the Dalton Institute.



Figure 70: Presenting at the Dalton Institute Conference at Florida State University.



Figure 71: Presenting at the Greenleaf LIFE conference at The University of Michigan.



Figure 72: Presenting at the Midwest Service Leadership Conference at Marquette.

Greenleaf LIFE Conference

I also delivered the presentation on our longitudinal ethnographic research project at the [Greenleaf LIFE Conference](#) that took place at The University of Michigan. The presentation was well received; its emphasis on application was a good balance to most of the presentations that discussed more theoretical content.

I was disappointed to find out that this conference is not scheduled to take place in 2013. It was a great opportunity to share ideas with fellow academics, and I hope that Greenleaf decides to reintroduce it in the future, possibly with the assistance of MSOE.

Wisconsin Campus Compact Southeast Regional Conference

I also delivered the presentation on our longitudinal ethnographic research project at the [WiCC Southeast Regional Conference](#). Again, it was well received—people seem to be acutely interested in how we implement this leadership model.

Midwest Service Leaders Conference

I also delivered the presentation on our longitudinal ethnographic research project at the [Midwest Service Leaders Conference](#)—which was organized by the office of Service Learning at Marquette University. This is a student-run, student-attended conference. The colleges that attended include: Madison Tech College, Coe College, Cornell College, Iowa Wesleyan, MSOE, UW-Whitewater, St. Norbert, Mt. Mary, DePaul, Wartburg College, Marquette University, Dominican University, Carroll University, Drake College, and University of Southern Indiana.

Midwest Service Leaders Conference: MSOE and The United Way

At the same conference, I was able to present with Susan Smieja from The United Way. This presentation focused on the relationship between MSOE and The United Way, how our United Way student organization helps facilitate our joint initiatives, and how my various roles with The United Way of Downtown Milwaukee benefit both organizations. I greatly enjoyed sharing the presentation with one of our favorite community partners.

World Affairs Seminar

As a result of presenting at the 2012 World Affairs Seminar (WAS), I was asked to serve as their Academic Dean—an opportunity that will enable me to design and implement curriculum that has its roots in Servant-Leadership. To date, I believe that the office of Servant-Leadership has served as an effective retention tool for MSOE, providing meaningful leadership opportunities and community-building activities that have given added relevance to the lives of our students. But retention is only part of the need that our institution has—we also place equal emphasis on enrollment. I see WAS as a great opportunity to not only introduce the tenants of Servant-Leadership to the high school students attending the conference (as well as the college students who serve as peer-counselors), but I view it as a vehicle for introducing MSOE to the students, so they can consider us in their post-secondary institutional selection process. The WAS experience has been rich thus far:



- it's enabled me to participate in a number of local Rotary events, and Tom Plantenburg, the Director of WAS, is encouraging me to become a Rotarian;
- I've developed a specification document outlining the core-curricular changes for this year's conference and successfully presented it to the WAS Board of Directors;
- I recruited potential counselors at the Midwest Service Leaders Conference and engaged in numerous conversations with college students about the merits of this week-long event;
- and so on.

Needless to say, I look forward to writing about the experience of helping facilitate the seminar in next year's report.

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

Every year, the Chair for Servant-Leadership is asked to recognize a Servant-Leader in our community that leads by example. It's been an interesting task, from year to year, to select representatives—a process that becomes more difficult as I continue to act as the Chair because I become more aware of those that model this leadership paradigm to our students. So this year I decided to take it easy on myself and write about the one person who has had the greatest impact on me since I came to MSOE, the individual who truly enables me to do good work: Pat Coffey, our Vice President of Student Life and Dean of Students.

Student Life is comprised of a number of departments: Athletics, Servant-Leadership, Health Services, Counseling, Women's Connections, TRIO, the Learning Resource Center, and the Mentor Program. These departments provide the necessary services and support so that our students can pursue their academic accomplishments. It's no easy task to enable these programs to continue their ongoing success; it takes the type of leader that encourages the various elements of Student Life to work synchronistically, rather than in competition or opposition. Pat is this type of leader. He listens to our collective voices as a way of understanding how to best meet our ongoing needs. More importantly, he sees the "big picture" because he sees MSOE from the student's point of view—the student who needs the resources his department provides.

Pat also serves as the Dean of Students, the person who is responsible for creating a culture of care for students, faculty, staff, and other members of the university community. When I think of Pat's role as Dean of Students, I think of 4 guiding principles: student support, student advocacy, student engagement, and student success. To enact these principles, the Dean needs to have strong soft-skills, the type of interpersonal approach that students can connect to. In this regard, he takes on the role of a counselor to his student body.

At this school of engineering, we are fortunate to have a Dean that comes from the Liberal Arts, someone who understands the English language (and its Latin roots) and can use that language to clearly communicate to his community. Whether Pat is addressing thousands of people at a commencement ceremony or confiding with a student within the privacy of his office, he is able to connect—through the very tenants of Servant-Leadership that Larry Spears defined.

I don't want to be the only voice that recognizes Pat's leadership, so I asked a handful of peers to also speak to his qualities:

- Joe Meloy, Director of Counseling Services:

I have worked for and with Pat for 36 years at MSOE and consider him not only my boss but a friend, mentor and colleague as well. He epitomizes the term servant leadership for me. As Pat has many times said "I hire good people and then I get out of their way." He allows me to run and build my department as I see fit and if possible, gets me the resources to do so. He is not only an advocate for the student body but advocates for the members of our Student Life department. I do not think I would be here if not for the leadership of Pat Coffey. He empowers

others and creates an atmosphere of cooperation and dedication. I do truly believe that he has created a team of leaders that understands our mission and strives everyday to achieve our goals.

- Dan Harris, Athletics Director:

Pat Coffey has been an ardent supporter and advocate for the growth of the MSOE intercollegiate athletic program during the years that we have worked together. He has constantly valued the many benefits that students get out of this program and has validated it as a genuine contributor to the overall educational experience at MSOE. In my career at 4 different universities, I have never dealt with a more committed and supportive leader.

- Nick Seidler, Assistant Director of Student Activities and the International Student Advisor:

Pat Coffey has been a champion for students at MSOE. He has served the International student population as International Student Advisor, served as the Dean of Students, and done all he can to promote wellness and success for all the students he has worked with.

- Kayla Sell, Women's Connections Coordinator:

Patrick Coffey is a great man. He is of strong conviction, firmly committed to MSOE and its students. He extends fairness and kindness to all. He is widely respected and held in great esteem by the students, staff, and faculty of MSOE. His style of leadership is one of great understanding and empathy. He possesses a willingness to fight for what is right and unending patience. Working with Pat has inspired me to lead with greater compassion and even greater conviction in what is right. I believe Pat is a quintessential example of what the philosophy of servant leadership expects from its leaders.

If it were not for Pat Coffey, I do not believe we would have an office of Servant-Leadership at MSOE. Pat helped create the culture that enabled the Suzanne and Richard Pieper Family Foundation to recognize the potential growth for Servant-Leadership at our institution. He is what our institution strives to become.



Figure 73: Pat interacting with students from Our Next Generation.

Appendix A

2012 Servant-Leadership Longitudinal Ethnographic Research Project

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 and tally the results as both percentages and totals. The program, *loxphere*, also produced the following charts and kept the descriptive answers (along with the other data) in a password protected online database. See Appendix X, Servant Leadership Student Survey.

The first survey in 2010 received 66 respondents, while this 2012 survey garnered 100 participants. Below each graphic, from the 2012 survey, are the results from 2010 and last year for comparison purposes followed by a brief analysis of the both sets of data:

1. What is your academic standing?

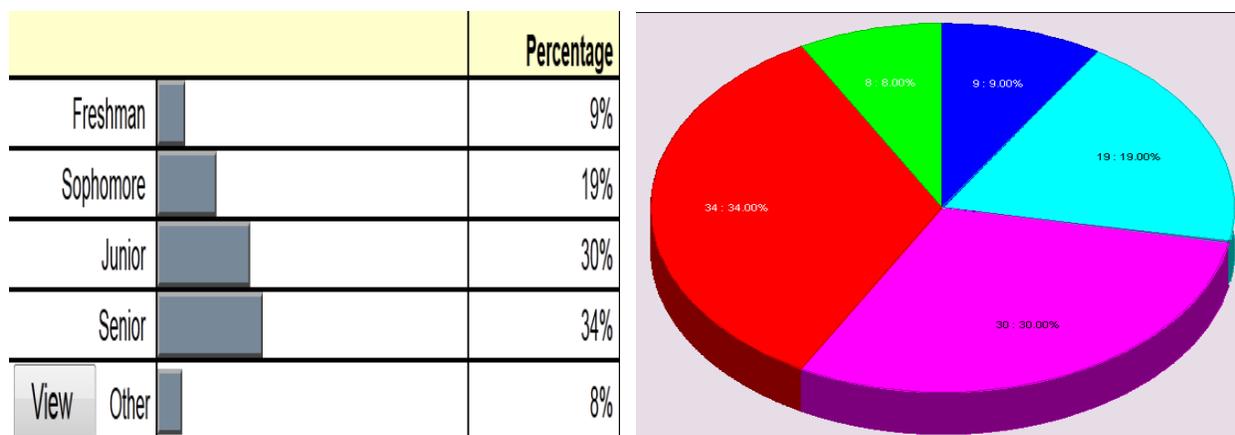


Figure 74: Academic Standing

Question 1 percentage totals for 2010 and 2011*¹:

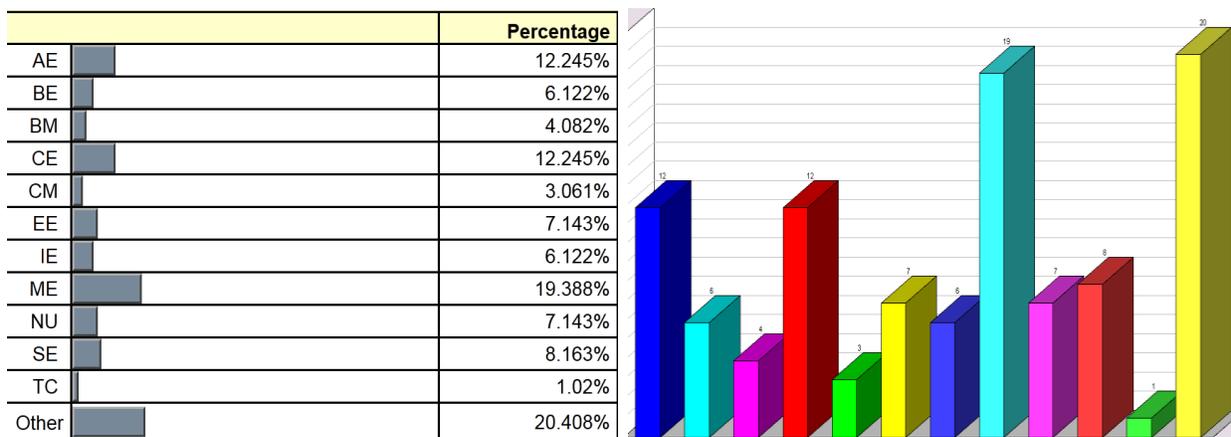
	2010	2011
Freshmen (and Other, for 2010 only)	11%	15%
Sophomore	25%	14%
Junior	28%	27%
Seniors	32%	36%
Other	n/a	8%

While this may seem like a simple question, it defines a potential target audience that may be under performing within the area of Servant Leadership. The trend suggests that freshmen do not respond to the Servant Leadership survey in similar quantities as upperclassmen. The timing of the survey, which is distributed at the end of the school year in spring, may be inconvenient for freshmen. The students are preparing for their midterm exams and

¹ Totals are rounded to the nearest whole number.

responding to the survey may not be a priority for an overwhelmed freshman. Assuming that the upperclassmen have been through at least one full year at MSOE, they may have found a rhythm to their workload and are more comfortable replying to this survey. It could also be inferred that as the students progress through the years at MSOE, they become more aware of Servant Leadership and choose to participate in the study.

The largest gain this year is in the sophomore group, while there is a slight drop in participation from seniors, there is a larger percentage drop in the freshmen group. The majority of students in the “other” category are graduate students. Once again, seniors out trend other class ranks. Their course load may be lighter and they may have more time to participate in Servant Leadership events. Of course, they may also realize that their school career is coming to an end and that they may want to use Servant Leadership, or other volunteer activities, to enhance their resumes.



2. What is your major program of study²?

Question 2 percentage totals for 2010 and 2011³:

	2010	2011
Architectural Engineering	23%	25%
Biomedical Engineering	6%%	8%
Business Management	0%	5%
Computer Engineering	4%	8%
Construction Management	6%	6%
Electrical Engineering	4%	10%
Industrial Engineering	3%	1%
Mechanical Engineering	18%	20%
Nursing	6%	6%

Figure 75: Program Major

Software Engineering	8%	10%
Technical Communication	3%	1%
Other	4%	13%

² 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.

³ Totals are rounded to the nearest whole number.

It appears that the participation rates of the different majors are evening out compared with past years. But Mechanical Engineering students are still leading all other majors by a large margin. This year there is a drop in Architectural Engineering and in increase in Computer Engineering, placing both majors at a dead heat. Technical Communication majors have the fewest students at MSOE and they have the lowest participation in this study. Although the data does not answer why a particular academic focus responds more than other studies, it does suggest which fields are more active in the MSOE community and that they are willing to participate in studies such as this.

An honorable mention needs to go out to Management Information Systems. They comprise the majority of the other category.

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

There were 74 responses to this question:

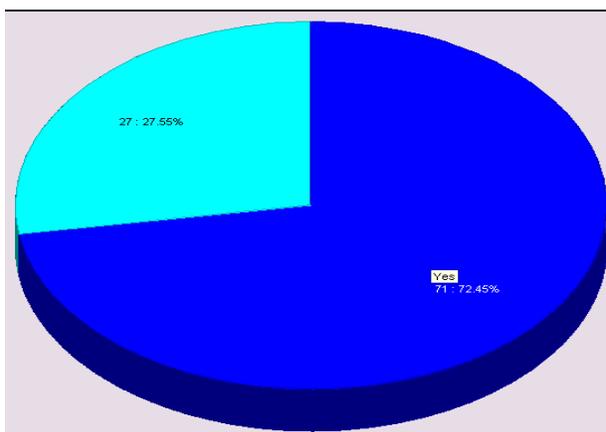
- Freshmen engage in student groups or organizations at a rate of 70%
- Juniors participate at a rate of 80%
- Sophomores are actively involved at a rate of 81%
- Seniors have the lowest involvement rate of 60%

The responses were a combination of being involved in service related activities, belonging to an organization that sponsors service activities, e.g. Tau Beta Pi and Women’s Connections, or belonging to an organization related to the student’s major, e.g. SAE – Society of Automotive Engineers.

It is wonder to see that a large portion of students are involved in the MSOE community through sports, clubs, volunteerism, and/or Servant Leadership and very few students responded with sports only groups, although a combination of sports and service activities were common.

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

		Percentage
Yes		72.449%
No		27.551%



Question 4 percentage totals for 2010 and 2011*⁴:

2010

2011

⁴ Totals are rounded to the nearest whole number.

Yes	71%	75%
No	29%	25%

Comparing these numbers to the data from question three, 71% of the respondents are familiar with the concept of Servant Leadership. Of the 29% who are not familiar with Servant Leadership, only 10 students are not involved in any sport, group, or other organization. Otherwise, the current data shows a slight drop 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)?

There were 78 responses to this question this year. One student’s response was “[Servant Leadership’s] been crammed down my throat for the past decade.” This student is not involved in any MSOE (or other organization) community activities, sports, groups, or organizations.

The main source spreading the word about Servant Leadership is through courses taken at MSOE, many of them listed as being taught by Dr. David Howell. Faculty personnel are the second most popular source of information regarding Servant Leadership and Dr. Howell is listed more than any other faculty member. This is followed by MSOE’s website, emails, and campus literature. Friends bring up the rear with the least amount of votes.

Clearly, faculty outshines all other sources of information as well as Servant Leadership being a topic of discussion and course work in class. Last year only two people cited MSOE’s website as being a source of information about Servant Leadership. This year that number has increased five times.

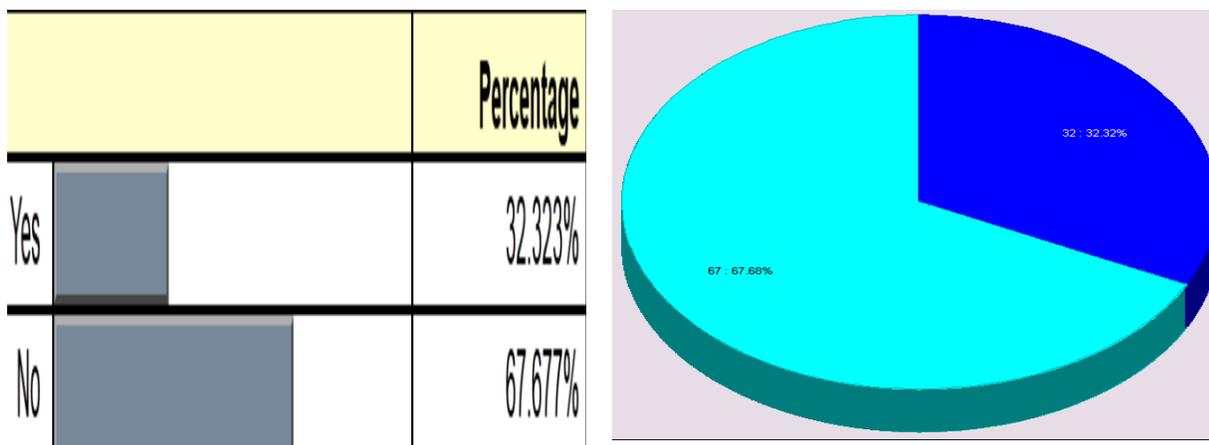


Figure 76: Servant Leadership Participation

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

Question 6 percentage totals for 2010 and 2011*⁵:

	2010	2011
Yes	27%	27%
No	73%	73%

⁵ Totals are rounded to the nearest whole number.

After two years of stagnant results there is an increase in student participation in Servant Leadership. The responses are broken down into categories by class rank.

- Freshmen - 30% participate, with 50% of *No* respondents participating in other volunteer activities
- Sophomores participate at a rate of 20% with 25% of the *No* respondents participating in other volunteer opportunities
- Juniors participation level is 32% and 45% of *No* replies are involved in other volunteer activities
- Seniors have a 40% *Yes* response and 23% of *No* replies are involved elsewhere

The divide between being aware of Servant Leadership and participating in a Servant Leadership activity is getting smaller; however, the divide still remains too great. 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 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 continued for growth.

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

There are 35 responses to this question; one less than last year. Some of the activities listed are: the Uganda initiative, tutoring, various projects at Our Next Generation, nanoscience/nanotechnology presentations at the Milwaukee Public Museum, Sweetwater, Aquaponics demonstrations, and LAN Party Fundraiser, Urban Ecology Center, and Colleges Against Cancer.

Other information interpreted from previous data in this survey:

- Respondents who know what Servant Leadership is but do not participate – 2012 – 41 (2011 -56)
- Those who do not know about Servant Leadership and do not participate -2012 – 18 (2011 -30)
- Respondents who do not know about Servant Leadership but do participate – 2012 – 6 (2011 -8)
- Those who know about Servant Leadership and do participate – 2012 - 29 (2011 -29)

Thirty-nine percent of those surveyed are neither involved with Servant Leadership nor outside organizations or volunteerism. Of the 39%, 41% of them are unfamiliar with the concepts of Servant Leadership. Better marketing for Servant Leadership, and other volunteering organizations, could increase awareness and participation. Understanding why students do not participate is a key to increasing involvement.

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

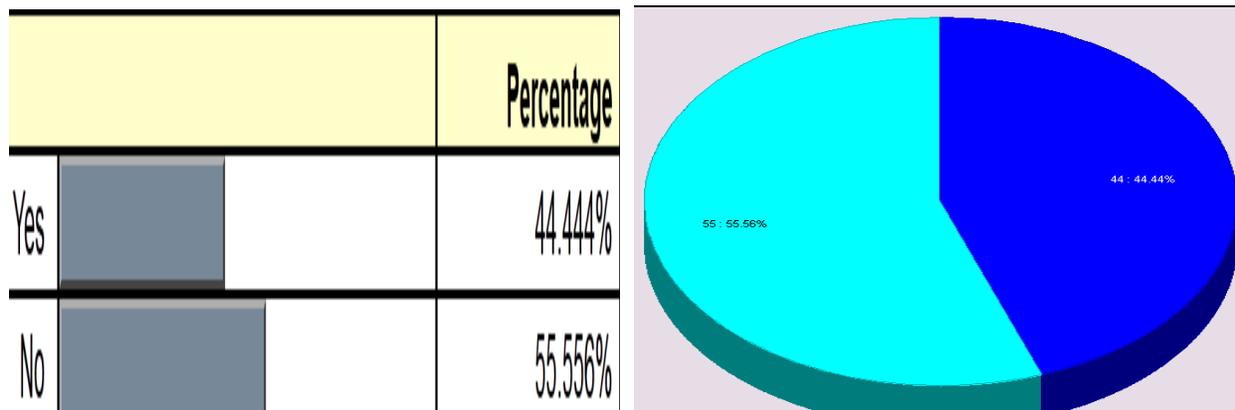


Figure 77: Alternative Volunteerism

Question 8 percentage totals for 2010 and 2011*⁶:

	2010	2011
Yes	41%	44%
No	59%	56%

While the data hasn't changed in this category, it is encouraging to note that in Question 6, participation in Servant Leadership activities has increased five percentage points over last year. This increase could be the result of greater awareness of Servant Leader opportunities or a possible increase in classroom assignments revolving around Servant Leadership. Either way it's a win/win for everyone.

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

There were 45 responses to this question. Some of the activities listed were: Big Brother/Big Sister, assorted church related events, Children's Hospital, 4H, various runs/walks, Salvation Army, Ronald McDonald's House, Milwaukee Rescue Mission, Circle K, ONG tutoring, Blue Lotus Farm, coaching youth sports, and cooking for various organizations.

Like last year, there was some overlap in answers from Question 7. This shows that some students do not necessarily distinguish the difference 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.

⁶ Totals are rounded to the nearest whole number.

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

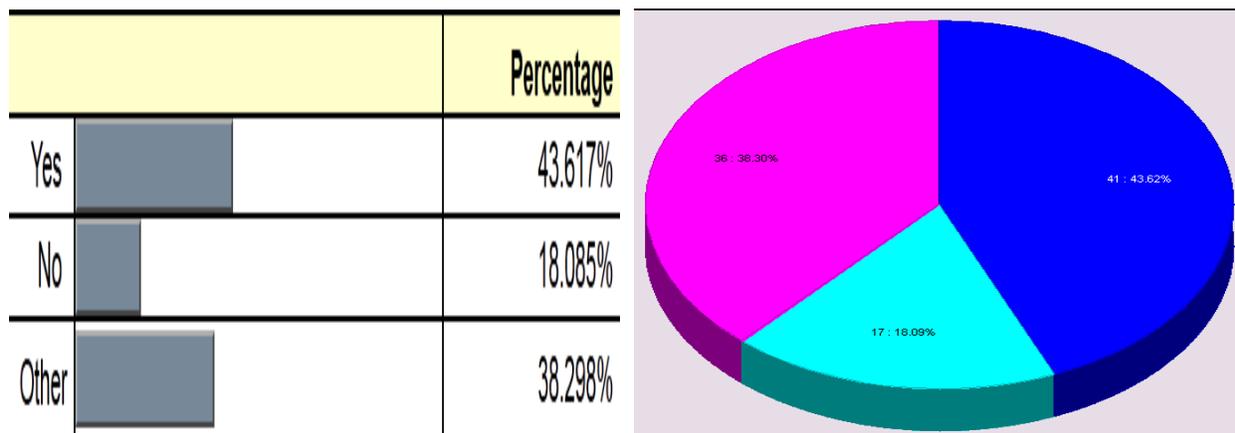


Figure 78: Continuing Participation in Servant Leadership

Question 10 percentage totals for 2010 and 2011*⁷:

	2010	2011
Yes	38%	46%
No	17%	16%
Other	45%	38%

Like last year's answers, the number one reason most respondents do not participate in Servant Leadership opportunities is time/availability. Others indicated they were graduating but would like to continue. A few mentioned that they have not done any Servant Leadership activities because they do not know what it is. None of the responses were out of the ordinary, but there is a two-point drop in affirmative responses to continued participation.

Summary of the 2012 survey:

The results of the 2012 survey confirm the results from last year's survey. Servant Leadership is best communicated to students via faculty, staff, and in the classroom. This avenue could be explored for further Servant Leadership integration into class materials and outreach to increase awareness of upcoming opportunities.

Time and availability continue to be the top two reasons for noninvolvement and third place is reserved for unawareness of Servant Leader opportunities. However, students continue to maintain involvement in other volunteer or sports activities. Integrating a sports activity and a Servant Leadership opportunity could increase awareness and participation.

Reworking the base questions of the survey to focus on why students do and do not participate could generate results that lead to workable solutions to increasing awareness and participation in Servant Leadership.

⁷Totals are rounded to the nearest whole number.

Three Field Observations

Each 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 were of an MSOE Nanoscience and Nanotech class giving presentations about nanotechnology to grade school aged children at the Milwaukee Public Museum, an MSOE Chemistry II class working on their lab reports based on water samples they collected in conjunction with the Department of Natural Resources, and presentations for an MSOE Project Management class. The observations were of one session of each event and lasted no more than one hour each.

Nanoscience and Nanotech

Dr. Anne-Marie Nickel incorporates Servant Leadership concepts such as building community, stewardship, and commitment to the growth of people into her science classes. For her Nanoscience and Nanotechnology class, her students gave presentations at the Milwaukee Public Museum to increase awareness, teach, and generate interest in young, grade school aged children about the advancements in science in the area of nanotechnology. The target audience for the presentations was kindergarten through third grade (four year old to eight year old children).

Eight presentation displays were placed near the entrance/exit of the IMAX theatre and the museum. Four were end to end to form a long row on one side of the foyer. The other four tables were spread apart on the other side of the foyer. This was the entrance visiting students used after being dropped off from their school's busses, which made it a prime location for the MSOE students' presentation. Children and their groups entering or leaving the museum would be able to view the displays and interact with the presenters. Although the children's teachers and chaperone's continued to direct their groups toward the exits they slowed down enough that many parents, teachers, and children were able to stop and interact with the students at the displays.

The MSOE presenting students were in groups of three to four per table. Most of the students were very engaging and enthusiastic about sharing their work with the museum patrons and children. A few students remained shielded by their tables and only spoke when spoken to. However, when they had to speak, they were as animated as the rest of the group of students. The arrangement of the long row of tables was prohibitive to the students of the center tables to easily walk around and interact with their audience, so they would bend forward over the table to engage small children.

Each of the tables had a little something extra to charm children into viewing the displays such as interactive games, toys, and candy, or all of the above. The students demonstrating the interactive elements of their presentations with the children were warm, friendly, and engaging. At some tables it appeared that one student was designated to represent their presentation, and that person did the majority of speaking to the public. It is unclear if that was decided amongst the team or if that student stepped up because the other team members did not feel comfortable with public speaking.

At one table a male student described magnetic fluid to a wheelchair bound woman and its applicable use in a magnetic resonance imaging (MRI) machine. The same student then touched a magnet to the container of magnetic fluid and to demonstrate its pliability and allowed his listener to do the same. Nearby, a male student showed a young girl, about six years old, how to use his computer to learn about his project and the young girl's excitement drew in four more children which allowed more team members to engage with the children.

On the other side of the hall, a student did not have any luck engaging a group of small children, but he did not give up and was successful in drawing in a group of 10 young teenagers (approximately 13 years old) to explain his

presentation about nanotechnology and its applications. He went on to explain the size of a nanomolecule to the teens using examples that they could understand as he progressively worked down from larger objects to the submicroscopic level. He began with an image from his PowerPoint presentation of two men and continued with: a grain of rice, a grain of salt, an amoeba, a skin cell, a blood cell, a bacteria, a virus, a ribosome, a tRNA, and a hemoglobin “which is in our blood,” he explains. He continued showing images that appeared to zoom in on sequentially smaller objects and told his audience “and way down here we reach the carbon atom.” He continued to explain that carbon atoms are made up of very small atoms and are extremely strong with a size to weight ratio that makes it the strongest material on Earth. “If you had a strand of carbon atoms the size of a human hair, you could lift a rhino with it,” he said. It was apparent that some of the teens were attempting to imagine picking up a rhino with a strand of hair when one teen pulled a piece of hair from another teen’s head.

Another presenter from this group continued to explain the current uses for nanotechnology such as reinforced aircrafts, pipes, various sporting equipment, and long-lasting, light-weight, powerful, windmill propellers. A third student jumped in to explain experiments with chickens and that chickens were injected with carbon nanos that attach themselves to cancer cells. The initial speaker of this group continued to explain that the nanos’ primary use is to make objects stronger and lighter, and that research is also being done with carbon nano tubes that conduct electricity for use on solar panels.

One of the presentation groups was working with Legos to demonstrate a DNA sequence. In this group, a male student crouched in front of a curious child and helped her build while talking about a DNA sequence. In contrast, at a nearby table, an uncomfortable looking group of all male students stood straight with their arms crossed while speaking to a small group of little children. After the children moved on, the men dropped their arms, relaxed, and smiled as they spoke amongst themselves. They appeared to be out of their element around small, young children because they did not tense up around a group of older children.

There was one presentation table with two women and a man at their display. The women were very cheerful with the children and used marshmallows to describe their concepts. The male team member stood in the background until the children left, and then he would step forward and organize their area for the next round of children. The table nearest to the entrance had the most engaging group of presenters. Their group was smiling and using hand gestures while making explanations. They also crouched down or leaned over while assisting the children. Although an enterprising young man from the table at the opposite end walked around the hall speaking to the museum’s patrons, as well as grade school children, and directed them to the presentations.

The MSOE students' engagement levels ranged from outgoing and comfortable to shy and inhibited. There was only one student that was not observed engaging anyone outside of his team members. As the time elapsed most of the students became more energetic and comfortable captivating their audience. The students clearly put a lot of hard work and effort into their projects and they did a wonderful job with their explanations of nanotechnology, using visual aids and props, and explaining it in terms that small children and older, non-scientific adults could understand.

Water Sample Lab

The second observation was of a CH-201 Chemistry II class's lab, where they discussed the results from an excursion to Lakeshore State Park to collect water samples to examine the quality of health of the lake. This was done in conjunction with the Department of Natural Resources. This is also a class taught by Dr. Anne-Marie Nickel who incorporated the Servant Leadership elements of stewardship, awareness, and conceptualization into the project.

Dr. Nickel began the lab by asking her students to think about the skills they will need when they enter the workforce or go on to graduate school. She explained that there was something in writing lab reports that was to help them when they leave MSOE and enter the workforce. This exercise was to help them identify those qualities. As each student voiced a quality, Dr. Nickel would project the growing list on a screen for all to see. Some of the qualities given were:

- Professionalism
- Presentation of data
- Identification of errors
- Peer to peer leadership
- Budget management
- Time management
- Resource management
- Graphical analysis
- Data interpretation
- Computer skills (Word and Excel)
- Critical thinking
- Technical writing
- Group thinking
- Scientific process
- Audience awareness
- Problem solving
- Data Analysis
- Organization
- Communication
- Connect theory with experiential design
- Interpretation of vague instructions
- Aesthetics

The students were then asked to list their top five skills, most important to success in the workplace, and then star their top three qualities. There were four tables with three to four students per table. All four groups listed *time management* among their top five skills. Two groups had two common qualities listed other than time management; they were, *problem solving* and *data analysis*. *Connects theory with experiential design* was another common skill among two groups. The remaining lists of skills, needed to succeed in the workforce, were unique to each group.

The students were encouraged to use the skills they listed each time they wrote a lab report, because after four years of practicing those skills, they will be ahead of the competition when they begin searching for a career. Dr. Nickel told her students to practice critical thinking, problem solving, and communication, and that they should begin with examining the water sampling data. Having said that, the students were further instructed to improve their tables of data that they put together earlier and to come up with bullet points to explain the results or add comments. With a final reminder that all data points should be added, that they did not have to understand to interpret the data and that they could extrapolate their own interpretation of the data, the class teamed up, in pairs or groups, and they began to work on their tables.

One moment the classroom was humming with activity while everyone discussed a list of skills to use while examining the water samples and the excitement of not knowing where the data would lead them and the next moment the room is silent with brief moments of murmuring while the class was busily putting those skills to work.

Overseeing and protecting our waterways is a worthy cause and partnering with the Department of Natural Resources provided not only a learning opportunity for this group of MSOE students, but also a networking prospect for future employment. Understanding how our ecosystem works and maintaining a balance between the health of our waterways and the economic advancement of our communities is not an easy task. But the work done by this class, and hopefully carried on in future classes, could one day lead to a healthy coexistence of both.

Class Presentations for Project Management

Whether he is teaching or learning, or bridging the gap between someone in need and someone in a position to offer assistance, Dr. David Howell sees a Servant Leadership opportunity in almost every situation. He has an infectious zeal for the subject that draws others to him as though he were the pied piper. He pours this enthusiasm into his project management classes. In his class, the students do not start and finish random projects. The projects have a purpose. They have meaning.

Dr. Howell solicits local charities to submit a project that will assist them in a way that not only benefits the charity but also the students of a mainly engineering based college. The submitted projects should be able to be completed within eight to ten weeks and fit into the budget allotted each project. This gives the students realworld experience while also incorporating the principles of project management.

Because true project managers do not work alone, neither do the students of this class. Each project has a team of three to five students and a volunteer subject matter expert (SME) from the Brady Corporation (Brady Corp.) (most of the funds for the completion of the projects is made possible by grants from the Brady Corp.) that the students must contact within the first week of class.

The spring term of projects for this class included:

- Planting 30 trees and recruiting 38 volunteers for the Urban Ecology Center
- Rebuilding a tractor's engine to run on electric power for a Sheboygan farmer
- Organizing a prom event for the students at Our Next Generation (ONG), an organization that provides after school tutoring and activities to a local impoverished community
- Building a stage for ceremonial speeches, or a small band, at ONG to celebrate the continued success of their students
- Constructing a decorative flower bed at ONG to make the premises more welcoming for their students
- Constructing raised garden beds in a lower-income area to help support the local community, with a large Burmese population, grow their own vegetables and flowers
- Reconstructing an irrigation system for the Brady Corp. who has a garden on their property that is tended to by employee volunteers and local food pantries benefit from the harvest
- Remodeling an area of the basement of the Grand Avenue Club (GAC) to make it functional for use in offering pro-vocational, employment, education, housing, cultural, and recreational opportunities for the local community
- Reengineering a trumpet for a musician with a debilitating disease that attacks his joints and makes him incapable of using his hands to play

Each group was required to create a poster that detailed their project's goals and objectives and to present their project (completed or not) at the poster presentation. Because the main goal of the class was to learn the principles of project management, teamwork, and communication while serving the community, a project not completed for whatever reason (usually because the project was out of scope financially or it required a full term

to organize a plan and another term to implement construction) was acceptable as long as the team made enough progress that another team could pick-up the project during the next term.

Representatives from ONG were truly grateful for the work that the MSOE students did for them and they stayed to show their support for the groups that supported them. Although Brady Corp. hosted its own poster session at their main headquarters prior to the MSOE session, representatives for Brady Corp still made an appearance and circulated the room, interacting with each group.

The Brad Corp. poster presentation allowed the students a chance to run through their presentations before their final MSOE presentation. It also gave the students the opportunity to thank a major benefactor of the projects and practice their networking skills. Employee attendance at the Brady Corp. session was highly encouraged and well attended. Most of the employees looked forward to learning about the creative and innovative projects worked on by the MSOE students.

The poster presentation was a large portion of the students' final grade for that class and they were required to be there. While the beneficiaries of the projects were invited to attend, it was not required that they do so. The same applies for the volunteer SMEs of the Brady Corp. and MSOE faculty and administrators. However, this particular poster session had an underwhelming show of support from the MSOE community as well as many of the benefitting charities' leaders. Planning was already beginning for promoting higher attendance for the next round of poster presentations before that session was over.

It was discouraging to see the groups' enthusiasm plummet as the evening progressed. They worked hard to complete their projects and they were proud to show what their teams had accomplished. It was disheartening to know that some of the students were graduating the following weekend and were leaving MSOE on a disappointing note.

The completed projects were amazing and will be enjoyed by the recipients for years to come. Congratulations to all of you.

Four Interviews

A random selection of four students participating in Servant Leadership activities were approached to partake in a seven question interview about their experiences in Servant Leadership. The questions were to determine: how do they define Servant Leadership, were the concepts of Servant Leadership 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 experiences?

All four students were interviewed individually. The interview times and days varied to lessen the chance that they would learn identities of the other participants. This was to limit the chance of one student's answers influencing another's responses and to maintain their anonymity.

Before each interview commenced, the participants were informed of their right to withdraw at any time during the meeting and they were reminded that aliases would be used to protect their identities.

An interesting little tidbit was that two of the men interviewed wore business attire (one formal and the other casual) to their meetings. The other two interviewees, one woman and one man, wore casual, everyday clothing but nothing inappropriate. Each student arrived early for their meeting and all but one of the interviews lasted approximately 15 minutes. The exception was a fast speaker whose interview was completed within seven minutes.

Wally W.

Wally was a freshman in the Mechanical Engineering program. He spoke about Servant Leadership as a means of promoting leadership and the concepts of being a leader, and as training for being a leader. He said "I think it puts people in positions...to get them more comfortable [being a leader]."

His Servant Leader experience was to help teach and tutor students at a nearby high school. It was part of a class requirement for him so, initially, it was not his choice to become involved in Servant Leadership. However, once the assignment was explained, he said he was "actually really excited." He also mentioned that it was a good experience for him and it became something that he looked forward to doing. Because of his experience with Servant Leadership he expressed an interest in continuing to be involved similar activities.

How to handle the pressure of responsibility was the primary lesson Wally learned while working with the high school students. They looked up to him as a leader and relied on him for guidance. Until coming to MSOE, he had always been on the other side of that fence so that was the first time he had been in such a situation. But his confidence in his abilities grew and he learned how remain calm and manage the pressure of being bombarded with questions from teenaged students.

Although he said his experience better connected him to the MSOE community, what he described was that developed better communication skills with his classmates involved in the assignment. Wally was a freshman at the time of his service activity. Wally either defines the MSOE "community" as his classmates from the Servant Leadership assignment or he misunderstood the question because the only people he mentioned becoming better connect to were the individuals involved in the assignment.

One of the requirements for the activity was to write an analysis of his experiences in Servant Leadership. He believed it was an important step. He had to reflect on his performance and examine what he did wrong and what could have done better. He recognized some of his mistakes and what he might do differently if faced with a similar situation in the future.

It appears that Wally's first experience with Servant Leadership has improved his self-confidence and that he learned how to better communicate with his fellow students. He has some maturing to do but he is open to new experiences and he is eager to help others who may benefit from his limited expertise. With practice, he can become a wonderful Servant Leader. More classes should incorporate an element of Servant Leadership into their curriculum to assist students like Wally to become involved in Servant Leadership activities and become Servant Leaders.

Diana P.

The next interview was with a mechanical engineering sophomore, Diana. She defined Servant Leadership as a volunteer project where "you head up the project and completely organize it yourself."

Diana has been involved in service through volunteering since she was in grade school and was a server at mass where she attended church. In high school, she continued serving through her involvement with the student counsel where she participated in food drives and toy drives. At MSOE, she became involved with Servant Leadership through a project management course where, as part of a team, she reengineered a trumpet for a disabled young man to play without his arms. Diana stated that the concepts of Servant Leadership were emphasized "throughout the entire project."

The importance of communication was Diana's primary lesson from her service experience. She learned that she had to maintain contact with both her team and her client (the young trumpet player) so that she, and her team, would understand what their client needed, and so her team would stay on task and make any necessary adjustments to the trumpet based on their client's needs. Diana's communication skills were also necessary to maintain a project schedule with several deadlines for multiple people and creating specific designs based on a client's needs.

Additionally, Diana was improving her skills to work with a team and exercising her brainstorming dexterity before beginning the reconstruction process of the trumpet. Some of the pieces needed to make the playing apparatus for the trumpet move smoothly were personally machined by Diana.

After evaluating her team's performance, Diana noticed that her group did not experience conflicting egos like previous teams she had worked with encountered. She said her team "respectfully argued [their] opinions with each other and didn't really have any conflicts."

Throughout her project management class, Diana has worked with several different professors, an assortment of employees in the financial department, and a few people in the industrial engineering department. Because of these interactions she truly considers herself to be a part of the MSOE community.

Arthur C.

Another Mechanical Engineer, Arthur, was also a sophomore. His understanding of Servant Leadership consisted of taking part in an activity or project "where not only are you put in a position where you are in charge of something, either a group of people or project, but also responsible for helping other people." He said, "The responsibility of leadership...occurs simultaneously [and] evolve from whatever you're doing."

If the concepts of Servant Leadership were promoted during his activity, he thought it was subtle. However, he also thought that Servant Leadership was subtle in that it's not something that was forced upon someone but rather something that is asked of someone. Arthur said, "It's not like 'here go be in charge of something.' It's 'here, can you do this for me?'"

A class activity was how Arthur became familiar with Servant Leadership and he enjoyed the experience so much that he, and several of his classmates, would like to do it again. Arthur was part of the class that was previously mentioned in the water sampling experience and worked with the Department of Natural Resources (DNR) to gather data about a lake so they could have a better chance of keeping it healthy.

While he learned a lot about the DNR, policing the outflow of the lake, water levels, and the composition of the water he did not feel that he necessarily learned anything closely related to Servant Leadership. Perhaps he didn't know that stewardship is one of the tenants of Servant Leadership and the preservation of our resources would fall under the umbrella of stewardship.

A skill Arthur learned during his service opportunity was how to delegate. He explained that a hierarchy emerged within his group and he had to figure out who would collect the data and who would record it. The group was on a small boat on the lake collecting the data and someone had to be delegate to be in charge of positioning the boat where it needed to be. Math, science, creative thinking, and problem solving skills were also used to perform the data collection correctly.

Arthur felt that his experience definitely connected him to the MSOE community. The project didn't just take place in a lab or with a small group. He had to meet people and go places. He said, "It gave me a better sense of how integrated MSOE actually is with Greater Milwaukee."

At the end of the class project, Arthur had to evaluate his Servant Leadership experience by completing a worksheet and filling out a survey. The worksheet detailed what was done and what was learned. The survey asked him to grade his experience about what he did and how he felt about it. He repeated that he would like "to go back and do it again."

Steve R.

The final interview was with another Mechanical Engineering major, Steve. Steve was the first person to be interviewed for this research project that has done an independent study about Servant Leadership and he has written four or five papers about the subject. Steve said, "Servant Leadership...can be summed up as acting as leader but using servant to enact your leadership." He went on to explain that there are two primary methods to lead people. One method was to exploit your power to manipulate others into doing what you want them to do. But the Servant Leader approach was to lead through service to earn authority with people and through service and sacrifice you would gain respect and build the relationships necessary to influence others to willingly follow you because of you have helped them in some manner. Aside from the technical side of management, Steve also talked about the socio-cultural elements. Building relationships and maintaining them as well as balancing past accomplishments were how a person becomes an effective Servant Leader.

Steve said that there was an element of service in his project but that it wasn't clearly defined as being Servant Leadership, but at the same time he felt that the elements applied to Servant Leadership. Sustainability was emphasized during every meeting he had with others involved in the Uganda project. That once he and the others left for home, that the Uganda natives would be able to maintain the systems set in place and that the village would have the knowledge to use items available in their area to maintain the system. Being aware of the situation he faced and listening were other elements of Servant Leadership that were utilized during his assignment. Building community was one more Servant Leadership tenant highlighted during the process of developing the Uganda project. Steve illustrated how the community was growing because he was a part of a parish in Milwaukee that had ties to a parish in Uganda and that he brought MSOE into the picture. So not only were the communities of Three Holy Women's parish expanding, but so were the communities of Uganda and

MSOE. Steve emphasized “that community building and a sense of community is one of the most important ideals of Servant Leadership.”

It was through a friend that Steve initially became involved with Servant Leadership. He was introduced to the Chair of Servant Leadership (Chair), who at the time was looking for someone to open a chapter of the United Way at MSOE and Steve agreed to do it. He said originally started because he felt he needed to expand his resume with extracurricular activities, but then representatives from Uganda came to Milwaukee and Steve heard them speak. He approached the Chair and asked if he could help the Uganda project and he has been involve with Uganda and United Way, as well as other smaller projects, ever since.

Through his work with Servant Leadership, Steve has learned more about the different approaches to leadership. He said, “You can say to somebody do this or you’re fired or you can take the time to get to know people and build those relationships.” He also learned that as a leader it is necessary to differentiate between a team’s needs and their wants. That recognizing those needs, such as fixing a problem for them, would strengthen the organization as a whole and help them move forward toward their goals. Not only would you enable your team to move forward, but you would also solidify your team’s confidence in your authority. As a result, your team would want to work harder to attain the organization’s goals faster, not because you’re the boss, but because they enjoy working for you.

Through his service opportunity, Steve has gotten to know several professors from different departments, at MSOE, that he may not have had the opportunity to interact with without having been a part of Servant Leadership.

While Steve was leaving Uganda, on an 11 hour trip to the airport, he discussed with the others in his team, how they were happy with the overall projects as well as elements that could have been done differently. Upon his return, he had a meeting scheduled with his parish to discuss the details of the Uganda trip. He said, “I actually really like when you’re done with a project and sitting down with people and really talking about what could have been done differently and what was done well.”

Three of the four interviewed were involved in Servant Leadership activities because it was a part of their course’s curriculum, while the fourth person initially sought it out as means to round out their resume. All of the interview participants seemed to be richer because of their experiences and three of them said that they would continue their work with Servant Leadership. Excluding Steve, there still seems to be a misunderstanding about what Servant Leadership means. Although three out of four could not articulate what Servant Leadership means when they were asked about it directly, they expressed the ideals of Servant Leadership when they described what they did, and learned, during their service opportunity.

Conclusions and Recommendations

The conclusions and recommendations have not been altered much from last year’s results. The primary reason respondents listed for not participating in Servant Leadership opportunities is due to **time** conflicts, lack of **interest** in the activity sponsored by Servant Leadership, and a **misunderstanding** of the concepts of Servant Leadership.

Understanding

Since numerous students are not aware of the tenants of Servant Leadership, or do not understand the concepts, it is recommended that the Office of Servant Leadership organized a marketing campaign to increase awareness of the tenants and opportunities of Servant Leadership. Additionally, since one of the most effective means of learning about Servant Leadership is through class involvement, it should be woven into more courses at MSOE.

This would increase student participation and awareness, and the students would earn credits for their participation and acquire real world experience.

Time

Time and availability were still high on the list of reasons for not participating. Again, it is suggested that events could be scheduled during the “free hours” of the students’ schedules and/or evenings and weekends. Of course, this would not be practical for every situation. It is merely suggested that opportunities could be made available during 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.

Once again it is suggested that smaller endeavors could be created to last one hour, one day, one weekend, etc, or breaking a larger project into smaller pieces that can be accomplished by multiple people for short periods of time. From the interviews I learned that working with local subject matter experts like the DNR not only provides Servant Leader opportunities but could also generate future employment connections for our students.

Awareness

If students are not aware of the opportunities provided by the Office of Servant Leadership they will not participate. During a discussion of Servant Leadership, I discovered that too many students were not aware of service opportunities offered at MSOE. Again, this could be addressed through a focused marketing campaign. The survey data illustrates that few freshmen are involved. Freshmen could be the first target audience for leadership opportunities. They will be at MSOE for three (or more) more years and could become ambassadors for other class ranks and the next wave of incoming freshmen.

A new multimedia course had been added to the list of courses available at MSOE. This course, with assistance from the Chair, could promote Servant Leadership via Podcasts created for the MSOE website. The Podcasts could be promotions of upcoming service events and/or retrospectives of past participants discussing their experiences as Servant Leaders.

Final Thoughts

While maintaining the majority of the original survey and interview questions would generate consistent data for the study, it is important to revise some questions and add others to truly understand the culture of Servant Leadership at MSOE. For example, the current data suggests that most students do not understand the tenants of Servant Leadership; it would be a good idea to ask the students what Servant Leadership means to them.

Again, continuing to overlap observations from one year to the next will eventually produce trends about how a 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 previously. An expansion on this idea is to have two or more researchers do the observations. Each researcher could observe different activities, document their findings, and submit them to the Chair. Another idea would be to assign one researcher to do all of the observations, another for the interviews, and a third for the survey analysis. Once more, the researchers would document their findings and submit them to the Chair.