



LAWRENCE UNIVERSITY  
APPLETON, WISCONSIN

**Annual Report to the Suzanne  
and Richard Pieper Foundation:  
2013**

Submitted January, 2014

Prepared by

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## Introduction

### A year of transition

In 2013 Monica Rico completed her three-year term as Lawrence's Pieper Family Professor of Servant Leadership, and Jill Beck completed a nine-year tenure as President of Lawrence University. Many of the achievements detailed in this report were accomplished under the leadership of Professor Rico and President Beck. With the 2013-14 academic year, Mark Jenike began a term as Pieper Family Professor and Mark Burstein was inaugurated as Lawrence's sixteenth president.

Monica Rico, reflecting on the past three years as Pieper Professor writes, "Serving as the Pieper Professor has been one of the most challenging and rewarding experiences of my career, and I can honestly describe it as transformative. I am most satisfied with my efforts to promote communication and collaboration across the Lawrence campus and with the broader local and global communities. I am also very grateful for all the support provided me by Richard Pieper and his family, Aimee Liepert, the other Pieper Professors particularly Dr. David Howell, and Kristi Hill of Lawrence's Volunteer and Community Service Center. I look forward to helping to foster a culture of servant leadership at Lawrence and in American liberal arts education in whatever ways I can, as well as in my own life as a citizen. I leave the chair secure in the knowledge that Professor Mark Jenike will carry on and strengthen Lawrence's commitment to altruism, engagement, and integrity."

Mark Jenike brings to the chairship a long history of community-based research and service, first in central Africa, and later in Appleton. As a leader in New York City, at Columbia University, and at Princeton University, Mark Burstein was lauded for the positive influence that his leadership had on those he served. He used his first major address at Lawrence to discuss the idea of community, one of the important themes that has guided the work of the servant leadership chairs at Lawrence.

With the transfer of the chair to Mark Jenike, the chair will have been assigned to three different divisions of the university during its first nine years. While the first holder of the Lawrence chair, Alan Parks, is a mathematician and member of the Natural Science division; and the second, Monica Rico, is a historian and member of the Humanities Division; Mark Jenike is an anthropologist and member of the Social Science division. It is our hope that this diversity of academic homes for the holders of our chair will serve to increase the breadth of contact across the university with the work of the Pieper Family Professor and with the tenets of servant leadership. We also hope to expand the reach of the chair's impact programmatically by adding new dimensions to the chair's activities while also sustaining the successful innovations brought to Lawrence by Pieper Family Professors Parks and Rico.

### Criterion 3: Outcome measures

At the time of the establishment of the chair, we presented the foundation with an analysis of baseline data. Since that time we have continued to collect, analyze and present the results of follow-up surveys and other assessments. For 2013 we discuss the results of our annual alumni survey, results from Lawrence's participation in the 2013 National Survey of Student Engagement (NSSE), and tallies of volunteer and community service activity by current students.

Our alumni survey is carried out each year specifically for this report. However, because we survey alumni at three years, five years, and ten years after graduation, most of our survey data do not yet reflect the experiences of students who were enrolled at Lawrence during the period we have had a servant leadership chair.

In addition to the alumni survey, we opportunistically analyze data that are collected as a part of broader institutional assessment efforts such as the NSSE data we present in this report. These data, though they provide valuable insights, are inherently more limited for longitudinal analyses because they are not collected every year and because the questions may change from year to year. However, because they typically sample from current students, they reflect the experiences of student who were enrolled at Lawrence during the period in which we have had a servant leadership chair.

With these challenges in mind, we endeavor here to present the outcome measures available for 2013 in longitudinal and comparative context. Our goal, as always, is to focus our analysis on characteristics defined as desired outcomes by the Pieper Foundation:

1. Graduates will be known for their moral values.
2. Graduates will enrich and lead by serving their community and profession.
3. Graduates will apply their moral values in both their professional and personal lives.
4. Graduates, according to their moral values, will serve those who are the least privileged among us.

### Measure 1: Alumni Survey

Since 2009, we have surveyed alumni on character and engagement using questions derived from the 2005-2006 Higher Education Data Sharing (HEDS) survey. While Lawrence no longer participates institutionally in the HEDS survey, we have continued to administer a selection of questions from the survey to samples of our alumni who graduated three years, five years, and ten years prior to the survey year. Because we have administered the survey for five consecutive years, we have surveyed twelve alumni cohorts at least once and can now present meaningful longitudinal analyses.

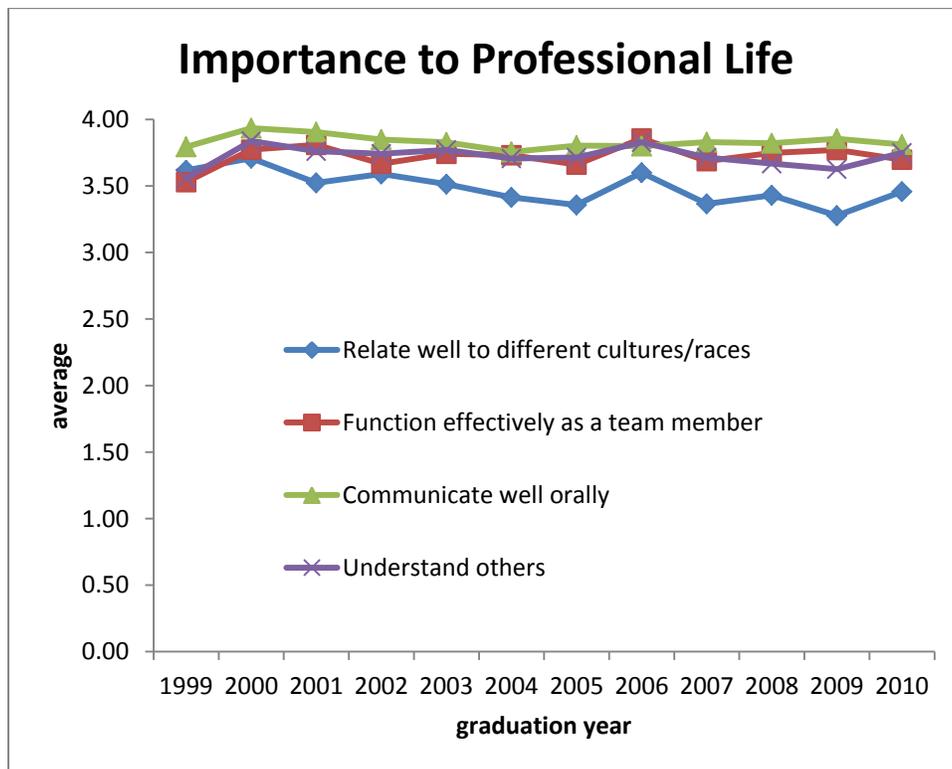
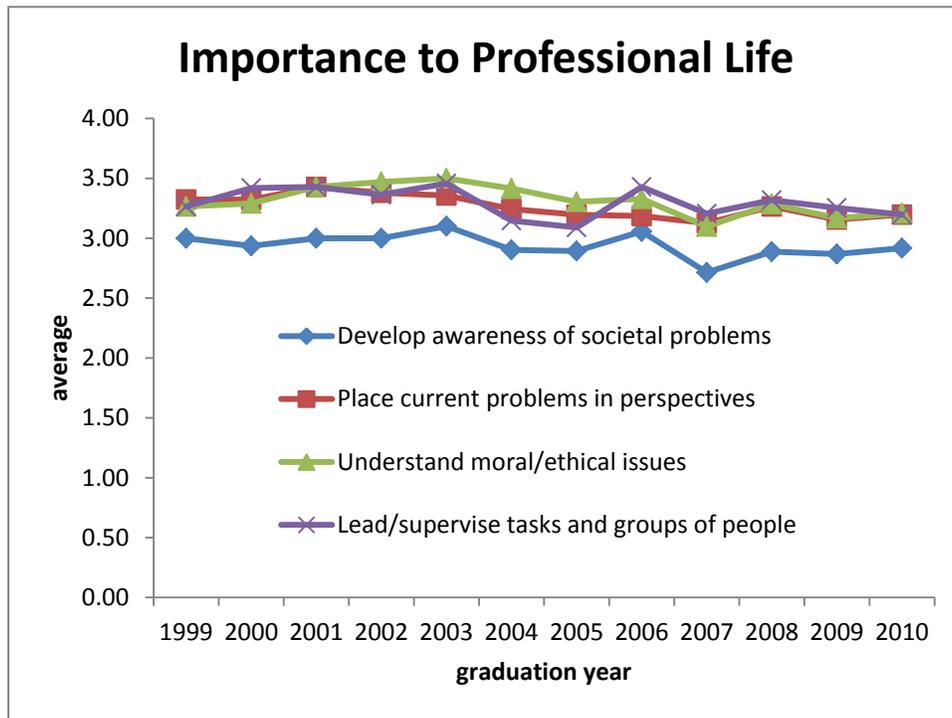
The survey asks respondents to rate the importance in their personal and professional lives of traits such as “understanding moral/ethical issues”, “functioning well as members of a team”, “compassion”, and “supportiveness.” For each question, the respondent chooses a rating from among four possibilities ranging from “not important” to “very important”. Respondents are also asked to rate the extent to which these traits were enhanced in college using four responses ranging from “not at all” to “greatly”. Finally, the survey asks respondents to evaluate their levels of involvement in community service both as an undergraduate and after graduation. For each question, the respondent chooses a rating from among four possibilities ranging from “none” to “extensive.”

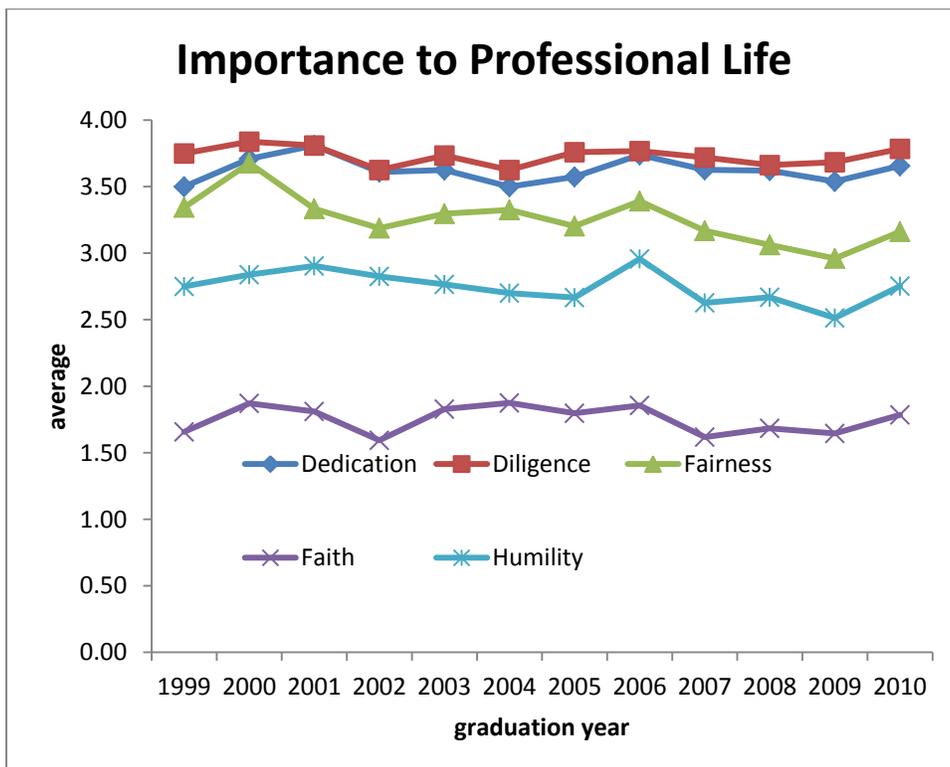
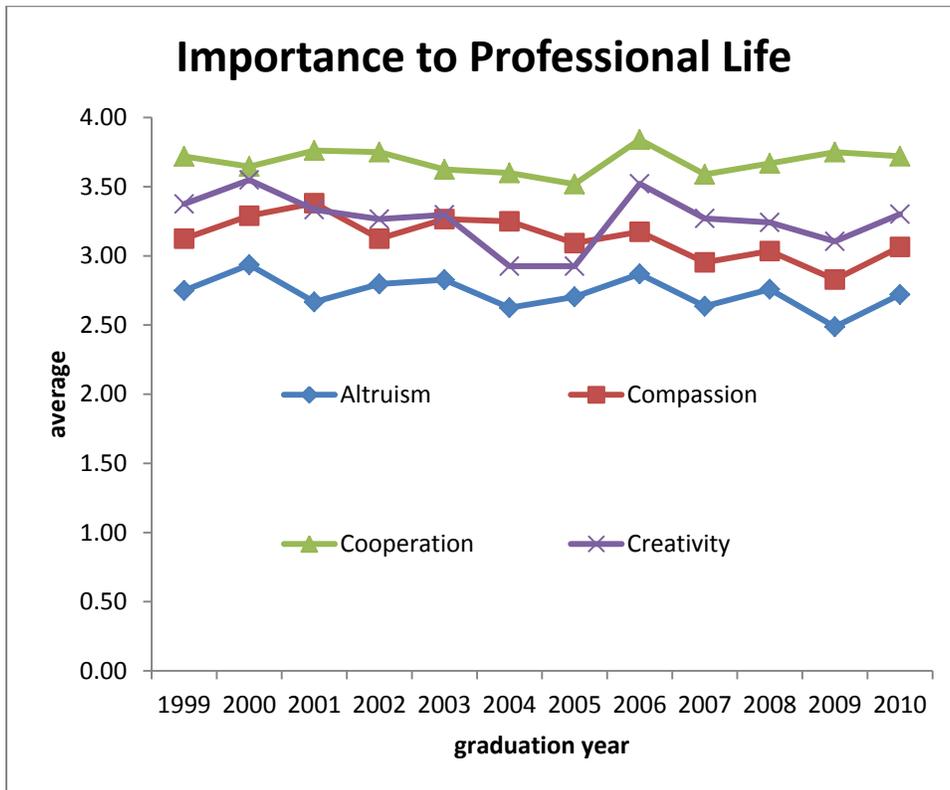
In previous years we have presented 2005-6 HEDS results for similar institutions as comparative data. Those results are now quite dated and potentially misleading, particularly since they predate the Great Recession. They are, therefore, not included in this report. Lawrence does not have access to a more recent HEDS dataset. Therefore, these surveys are now primarily a way for us to track changes in our alumni with time rather than a way for us to compare our alumni to external benchmarks.

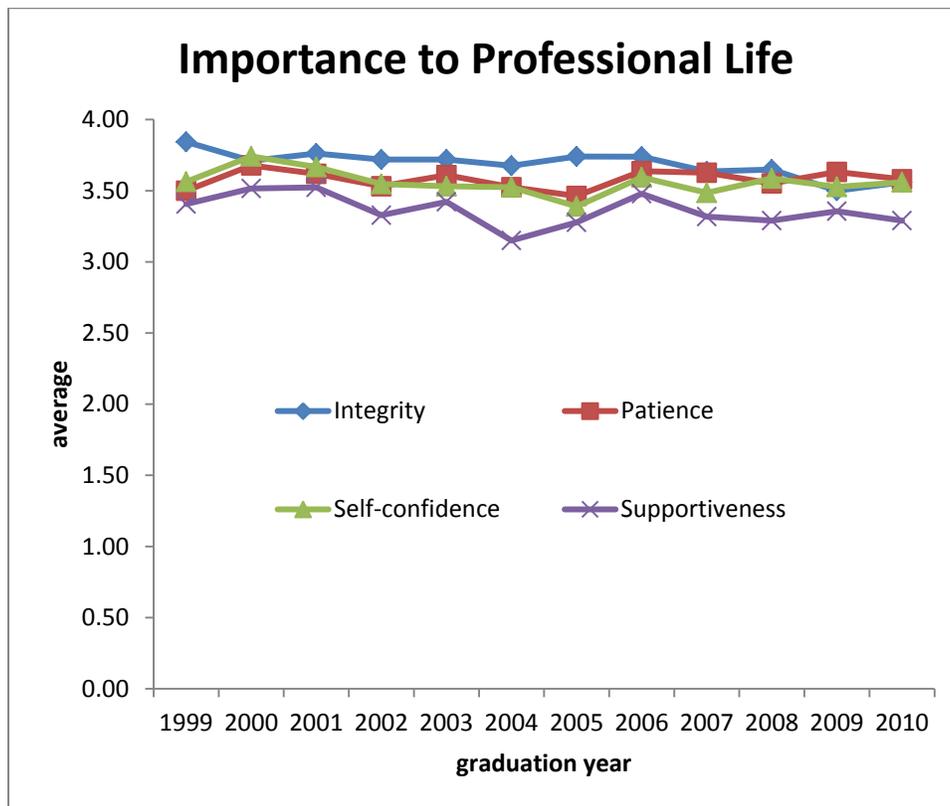
#### Professional life

The following five figures present results for the “professional life” questions. They demonstrate that the pattern of response to this survey has been consistent across the twelve cohorts sampled. There were no statistically significant differences between cohorts for any of the items.

In the “professional life” and “personal life” (next section below) figures, a score of 1 corresponds to a response of “not important”, a score of 2 to a response of “somewhat important”, a score of 3 to a response of “important”, and a score of 4 to a response of “very important”.

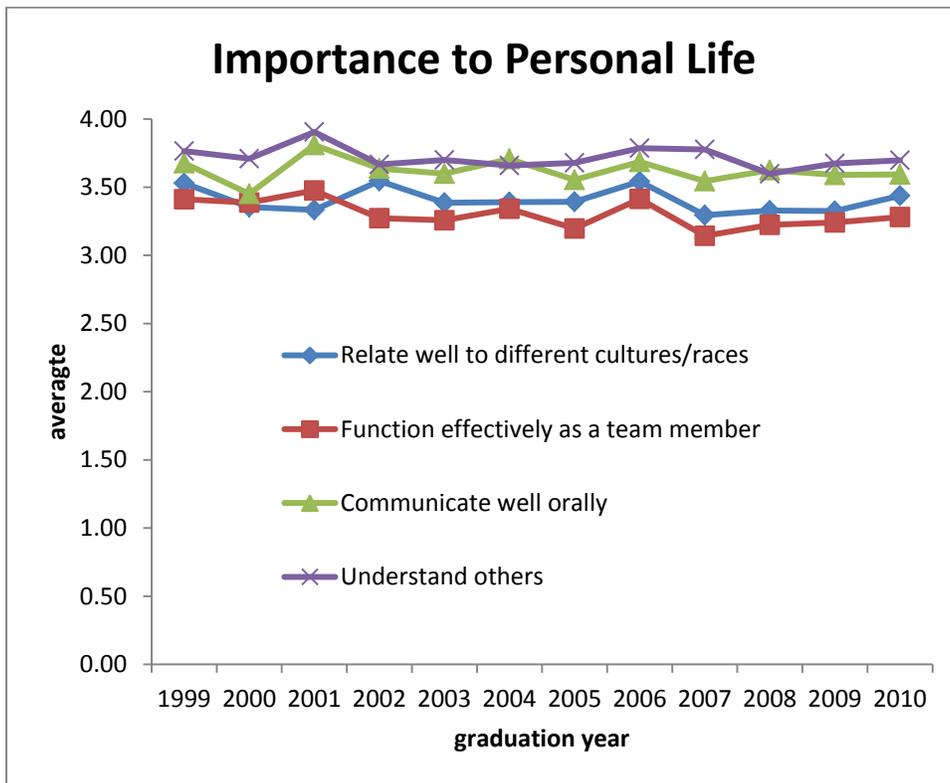
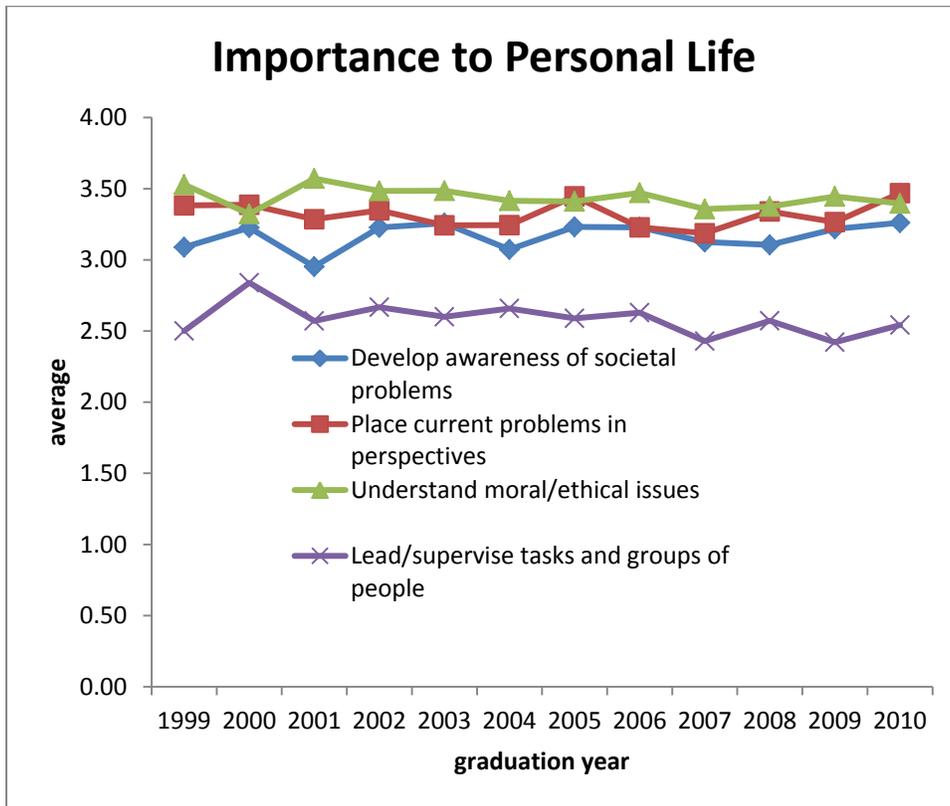


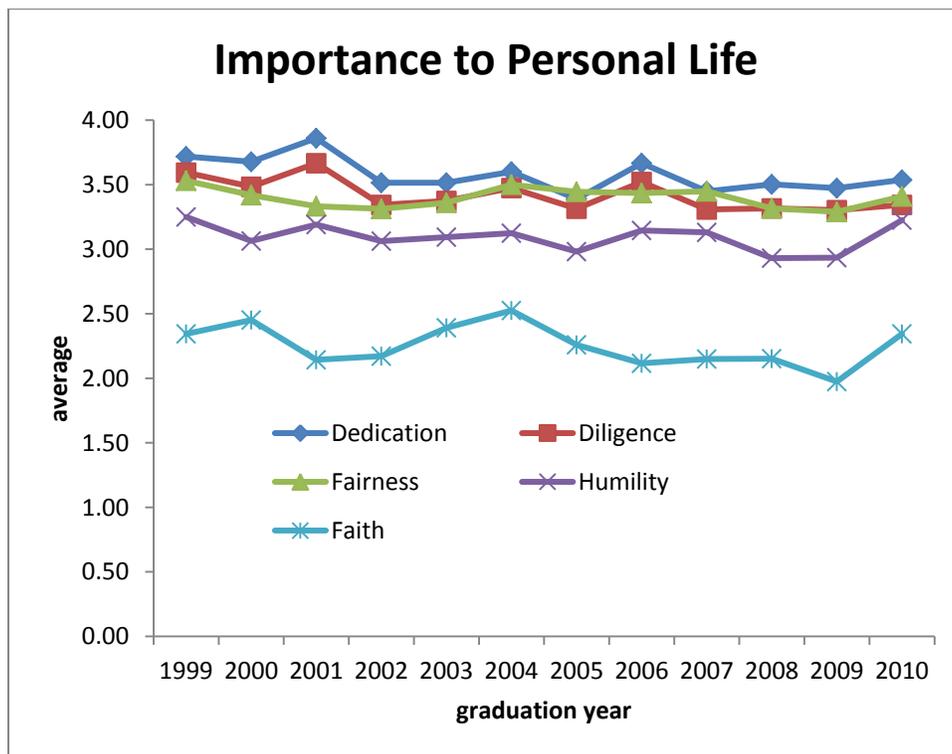
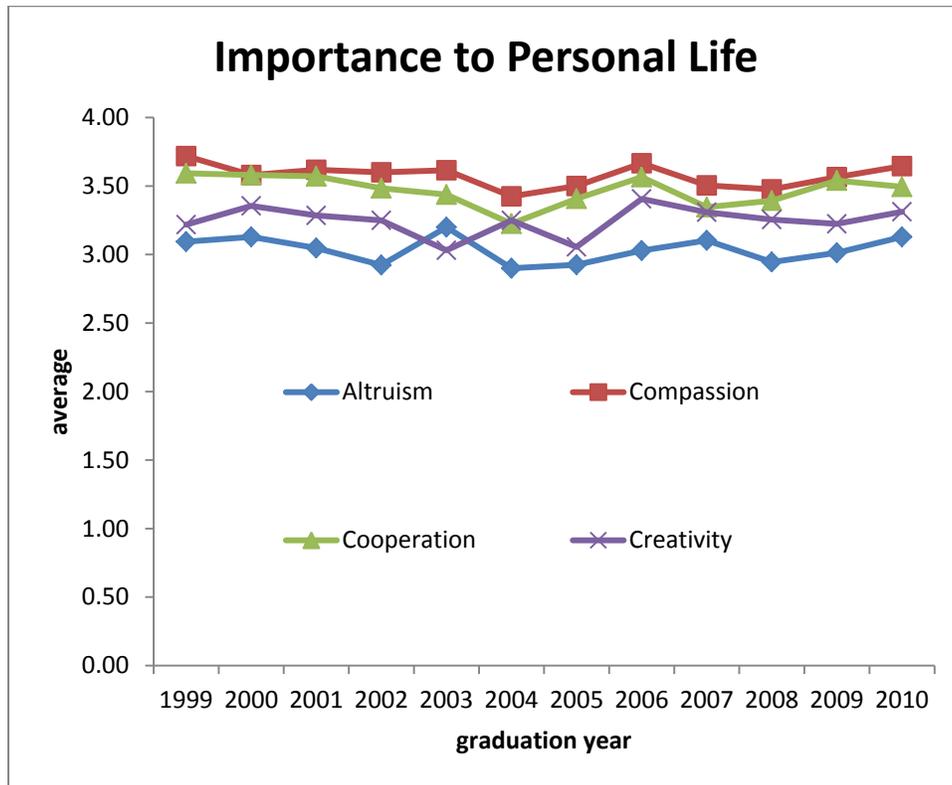


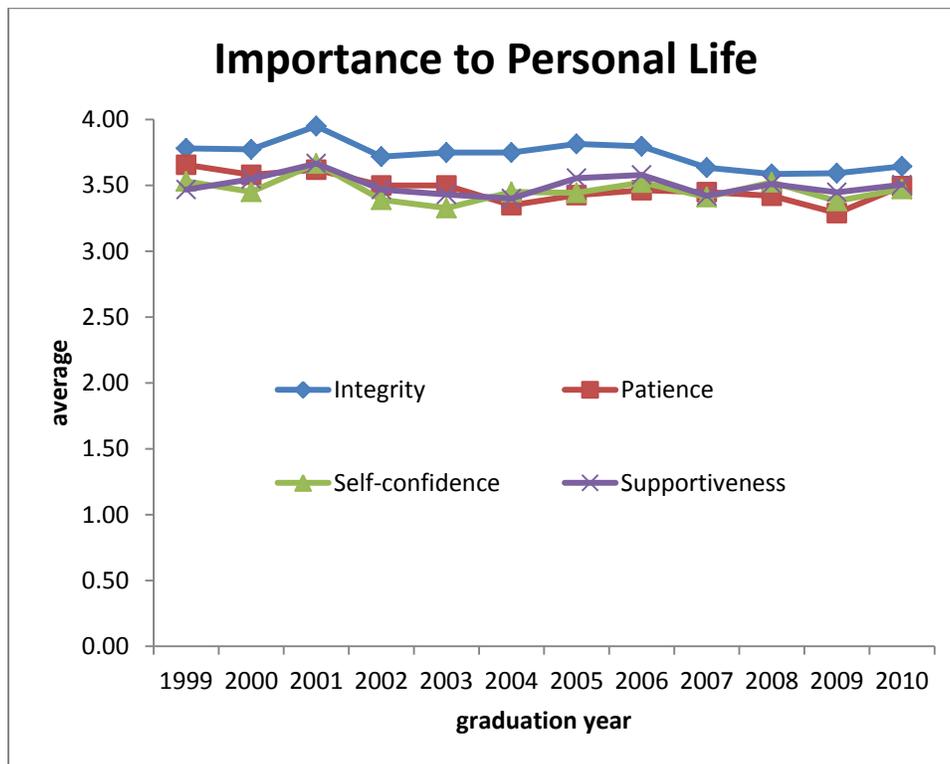


### Personal life

With respect to personal life, it is also the case that the reported importance of most items remains stable across the cohorts. The only statistically significant differences between cohorts involved the class of 2001, well before the establishment of the servant leadership chair. However, we note that the highest values in two series – “developing awareness of societal problems” and “placing current problems in perspective” occurred with the class of 2010, the first class for whom the majority of its time at Lawrence would have occurred with the servant leadership chair in place. We hope that as more data are added in future years, these items will trend further upward and reach statistical significance. For the class of 2010, both of these items, along with “altruism,” “compassion”, “fairness”, “humility”, and “supportiveness” are considered to be significantly more important in graduates’ personal lives than in their professional lives.

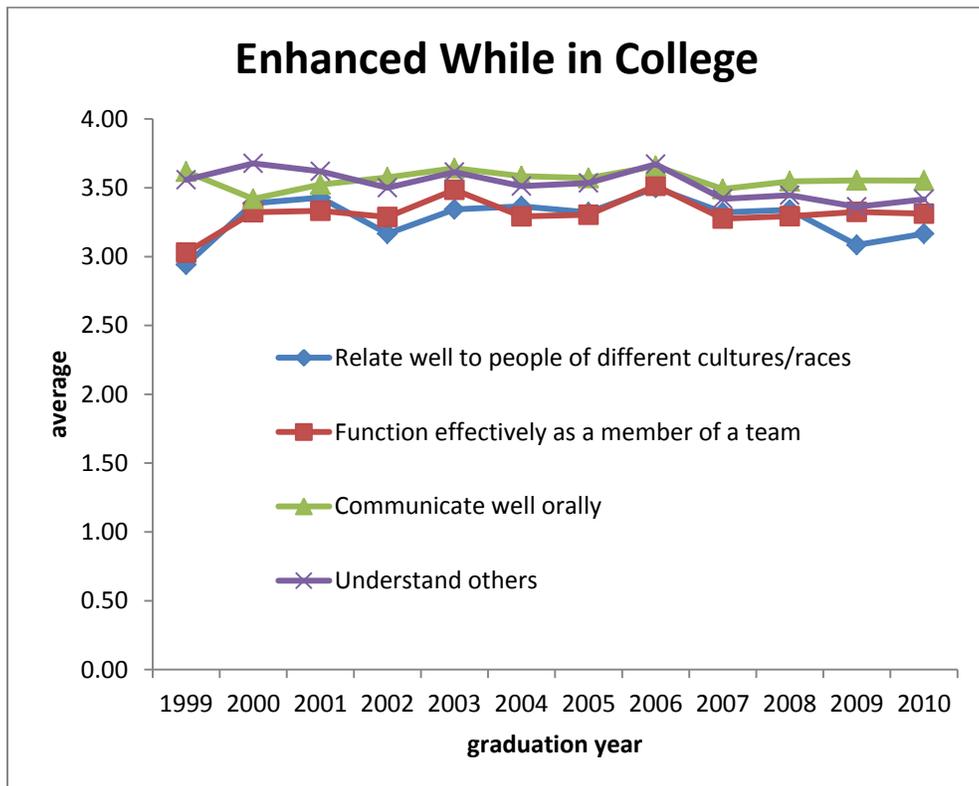
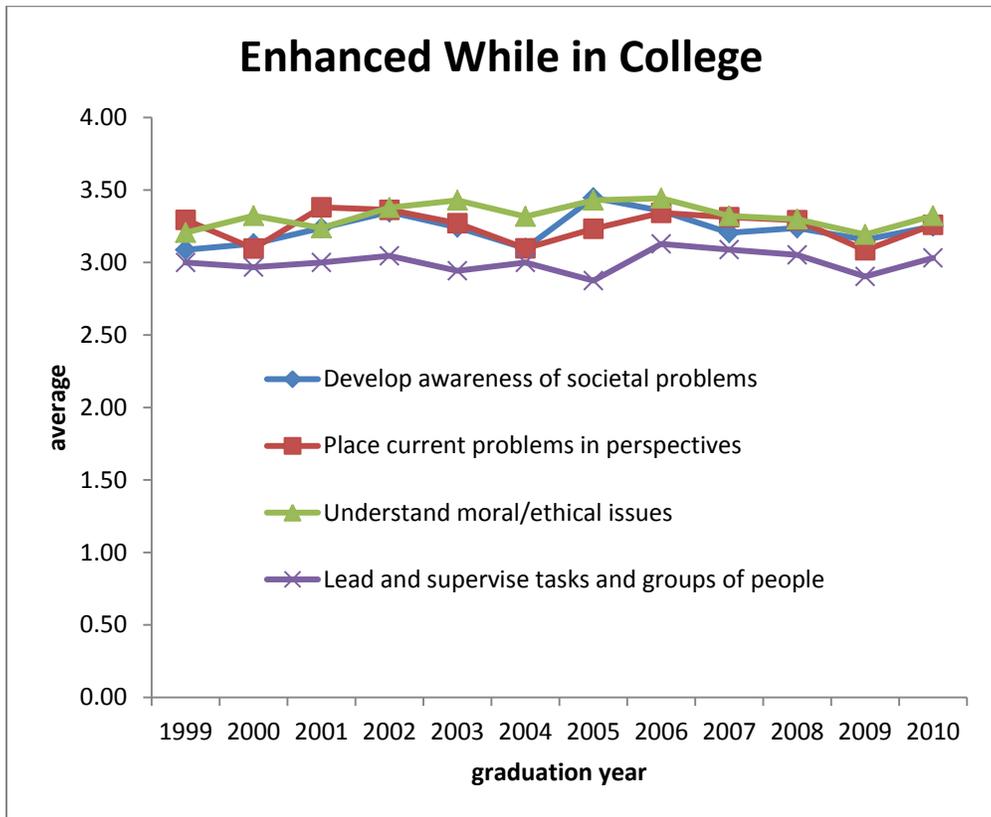






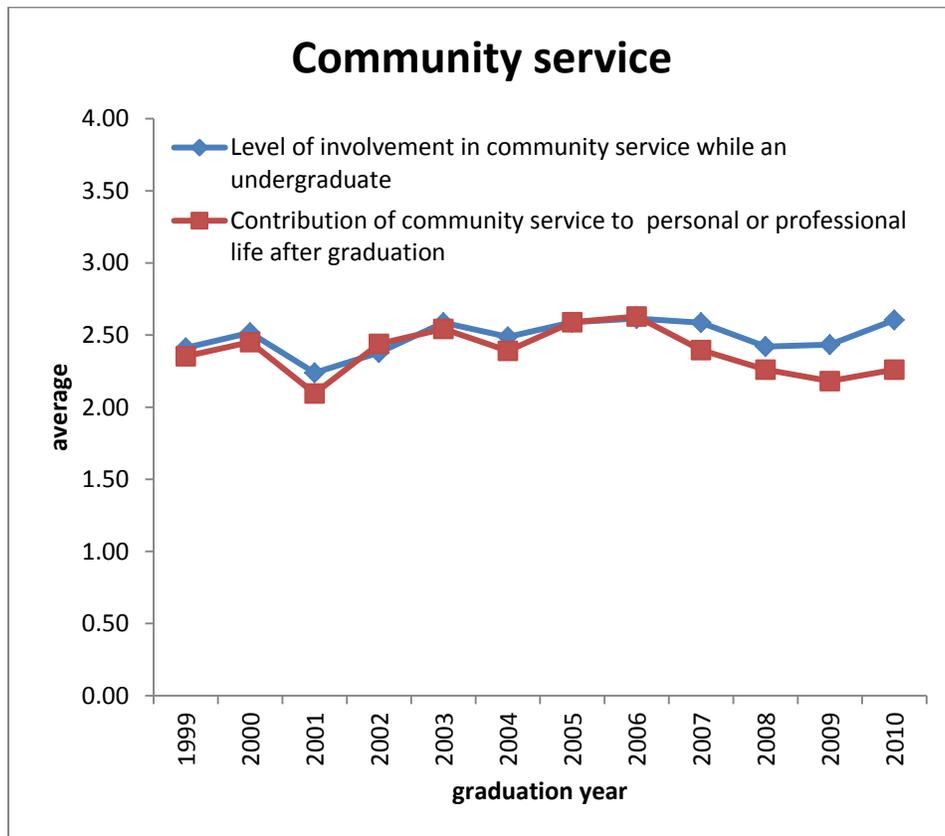
### Impact of undergraduate experiences

The results that we expect to be most reflective of our campus community are the responses to questions about whether specific capacities were enhanced by our alumni's undergraduate experiences. For these questions, a score of 1 corresponds to a response of "not at all", a score of 2 to a response of "somewhat", a score of 3 to a response of "moderately", and a score of 4 to a response of "greatly". None of the differences between cohorts are statistically significant. The grand means for the entire sample (all twelve cohorts) are between 3 (moderately) and 4 (greatly) for all eight items, suggesting that students see the development of their abilities in all of these areas to have been a significant outcome of their Lawrence educations.



### Community service

With respect to community service, the class of 2010 represents a near-maximum for the series (2.60 in 2010 vs. 2.61 in 2006) in reported involvement in community service while an undergraduate. With the class of 2010, we also see the beginning of a rebound in the contribution of community service to our graduates' personal or professional lives after graduation following a steady decline in the results for the three previous cohorts. For these questions, a score of 1 corresponds to a response of "none", a score of 2 to a response of "somewhat", a score of 3 to a response of "moderate", and a score of 4 to a response of "extensive". None of the differences between cohorts are statistically significant.



### Comments from survey respondents

The alumni survey also offered respondents the opportunity to include “additional comments”. Some of those that reflect on our capacity for developing servant leadership are included here.

From the class of 2003:

- “Lawrence provided excellent service opportunities with community partnerships and programs like Habitat for Humanity. I also benefitted from relationships with other students that led me to multiple opportunities to serve other people while spending time abroad.”
- “When I think back on my time at Lawrence, I definitely remember an environment that fostered a sense of altruism, encouraged the understanding of others, engendered kindness to and respect for others, and cultivated a curiosity for the world around us.”

From the class of 2008:

- “Lawrence provided excellent opportunities to develop the skills discussed in this survey. The community engagement that is available to all students is excellent and should be continued in its highest capacity!”
- “What I learned at Lawrence about understanding and working effectively with people who are different from me has been beyond valuable in my personal life and work life.”

From the class of 2010:

- “Lawrence was a defining experience in my life that set me on a path to lead high impact projects and pursue intellectually rigorous endeavors. I will always consider it the principle reason that I am able to do well as a research project manager at Northwestern University's Medical School and concurrently pursue a master's degree in Health Policy. The academic and social structure at Lawrence primes students with a broad yet adaptive set [of] skills that apply across disciplines and translate into valuable assets in the "real world" outside of Lawrence. From both an economic and personal development perspective, Lawrence was the best investment I have ever made.”
- “My classes in philosophy and government were integral to expanding my thought path in my day to day life and work. I served for 2.5 years as an AmeriCorps VISTA and am now back in school to receive a Masters in Social Work.”

### Summary

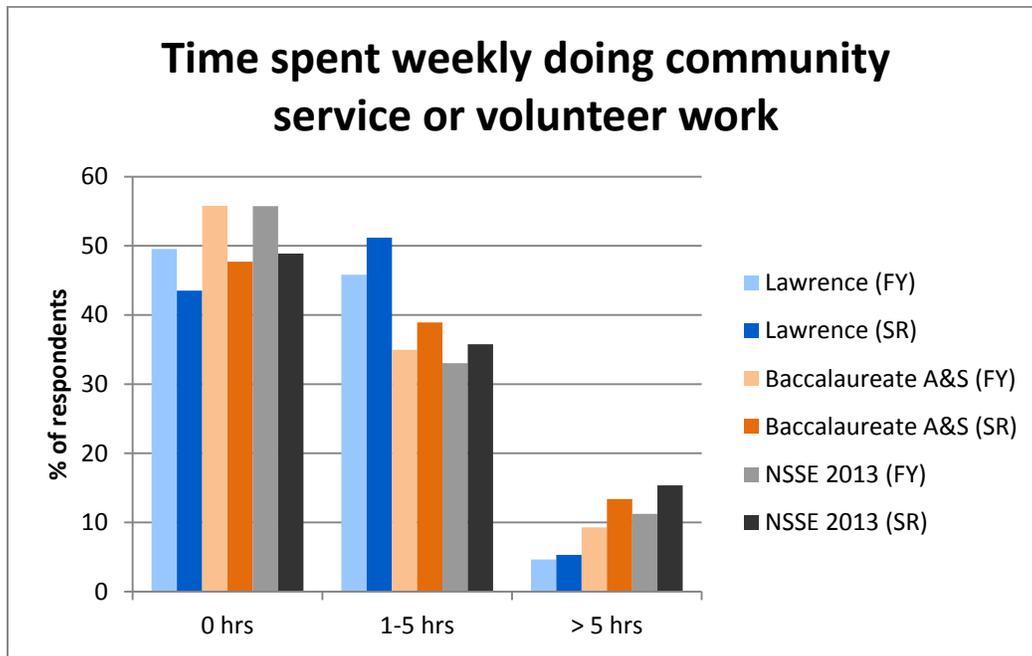
Our alumni consistently attribute high levels of importance in both their professional and personal lives to the skills and traits that we assessed in this survey. Also, in both the quantitative results and the additional comments, the respondents assert that their experience at Lawrence enhanced these skills and traits. While there is a long-standing commitment to community service among our alumni both during their years at Lawrence and after, we are encouraged that there are signs of an uptick in that commitment with the class of 2010, the first cohort that matriculated after the establishment of the servant leadership chair.

## Measure 2: National Survey of Student Engagement (NSSE)

The National Survey of Student Engagement (NSSE) is designed to assess student participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. The NSSE is administered to first year students and seniors toward the end of our spring term. The timing of the survey allows us to determine the engagement of students at the conclusion of their first year at Lawrence. The data from seniors is viewed as a source of information that summarizes their engagement across all years at Lawrence. Here we present results in two different forms. First, we present the results from the most recent survey in which Lawrence participated (2013). Second, for two questions in the 2013 survey that were also included in earlier surveys, we present longitudinal results from each year of Lawrence's participation in the survey. In both cases we are able to compare Lawrence's results with results from two external benchmarks: 1) the other four-year liberal arts colleges that participated in the survey (Carnegie classification Baccalaureate/Arts & Sciences) and 2) the entire NSSE sample. We focus here on survey items that are most relevant to servant leadership.

### Participation in community service or volunteer work

Lawrence students' rate of participation in community service or volunteer work exceeds our benchmarks, though in comparison to the benchmarks more of our students spend 1-5 hours per week and fewer spend more than five hours per week in community service or volunteer work. *Lawrence students have the desire to serve.*

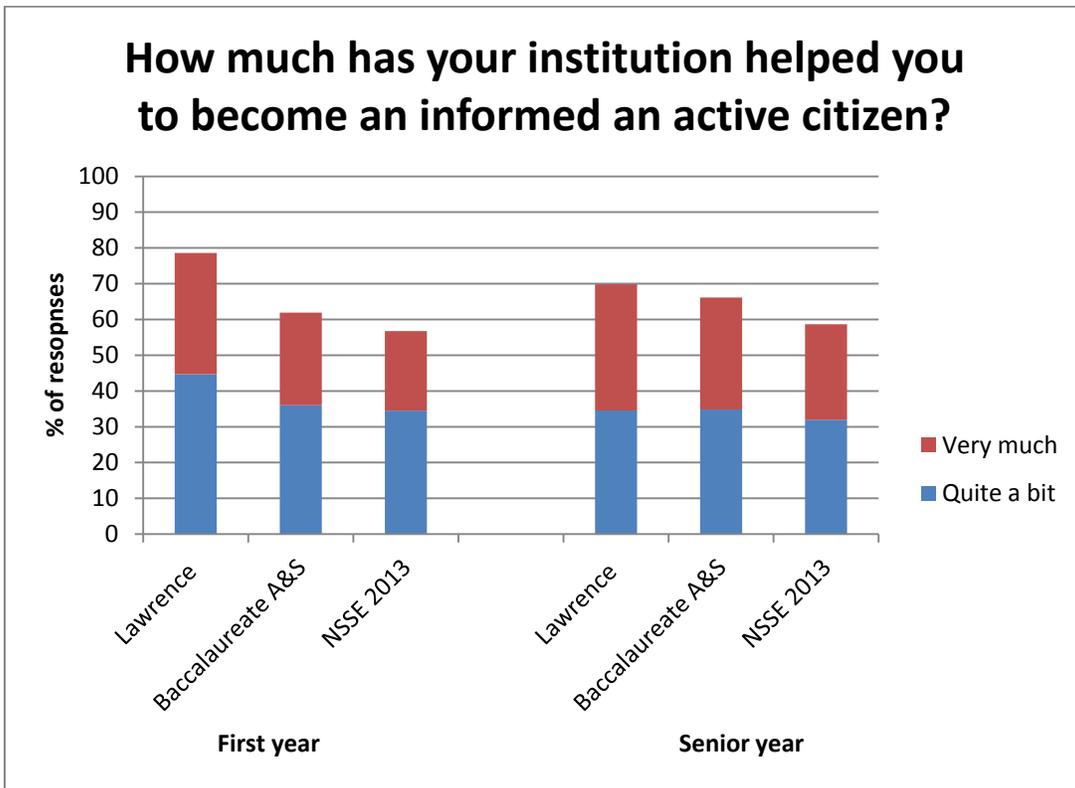
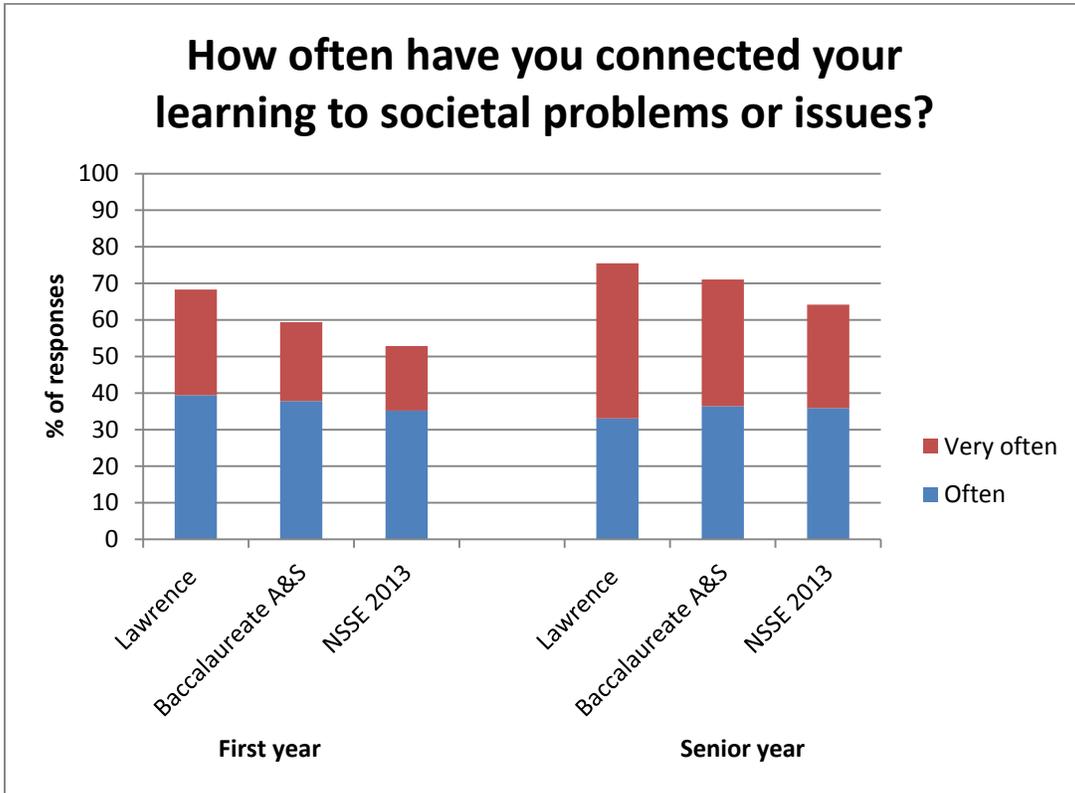


FY - first year students SR - seniors

Because this was a new item in the 2013 survey, we do not have longitudinal results to present. However, the baseline data that we presented to the foundation in 2006 included HEDS survey results showing that in 2004, 49% of our seniors reported spending some time volunteering in a typical week. By the time of the 2013 NSSE survey, that figure had risen to 56%.

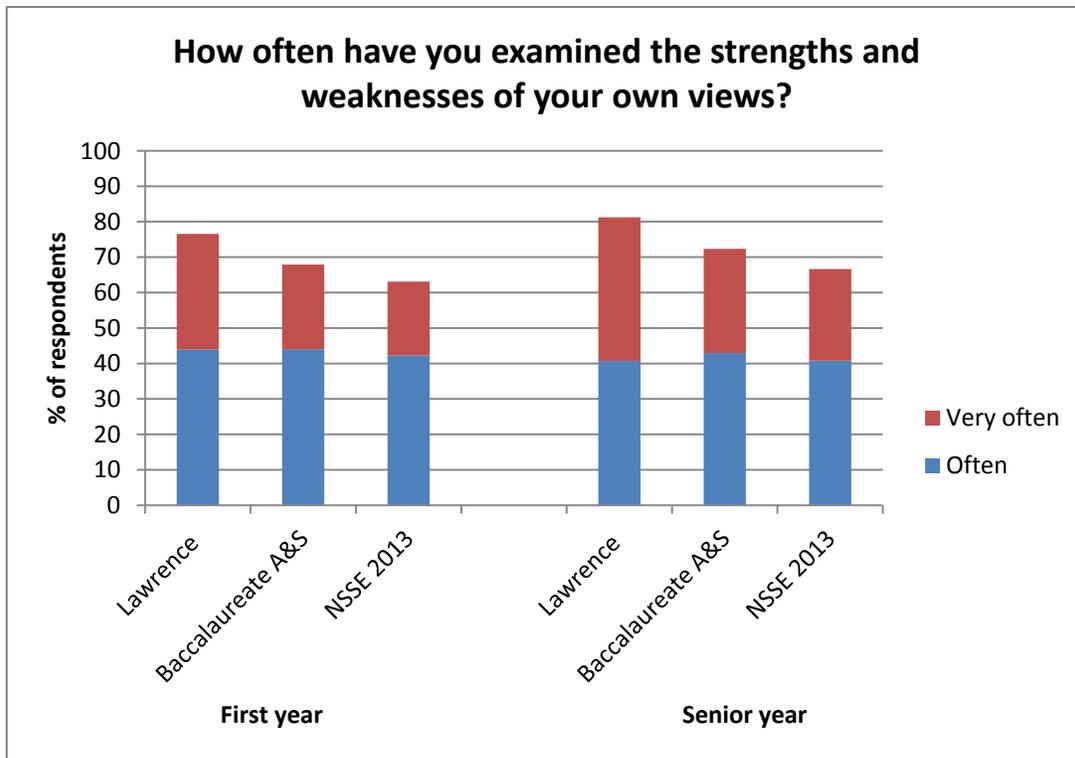
### Awareness of the needs of others

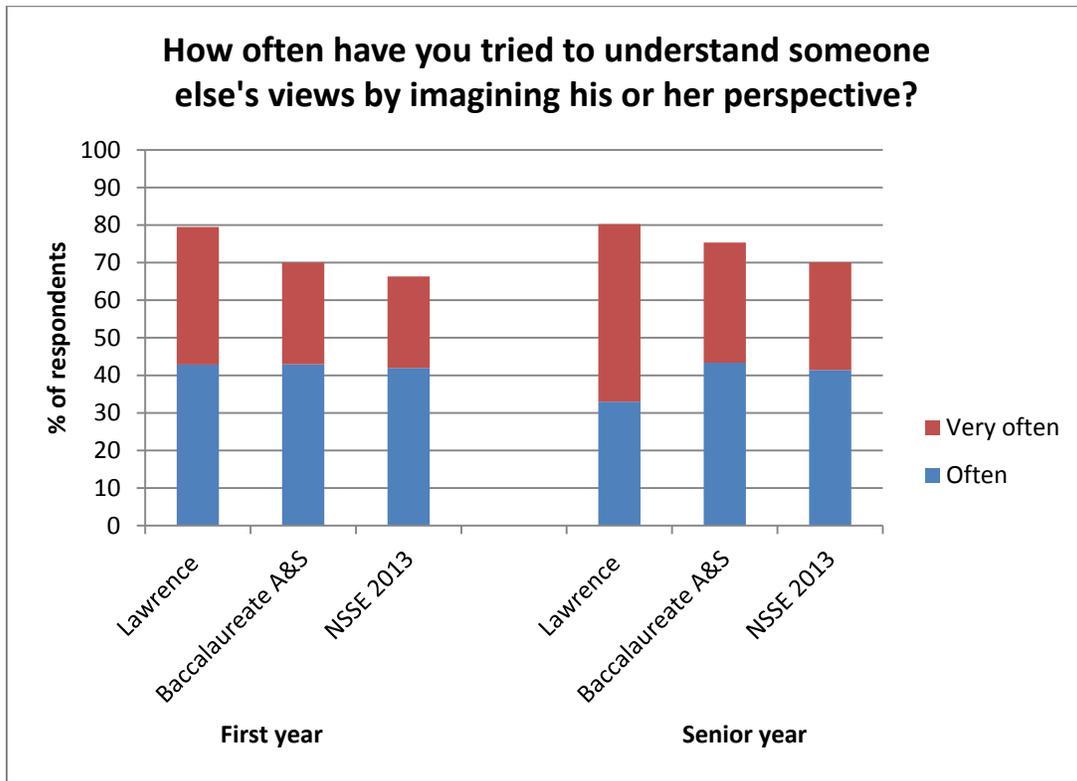
In comparison to our benchmarks, both first year students and seniors at Lawrence were more likely to respond “often” or “very often” to the questions “How often have you connected your learning to societal problems or issues” and “How much has your institution helped you to become an informed and active citizen.” These results are consistent with the view that students’ experiences at Lawrence are helping them to become more aware of the needs of those around them, and to take an active role in shaping their communities.



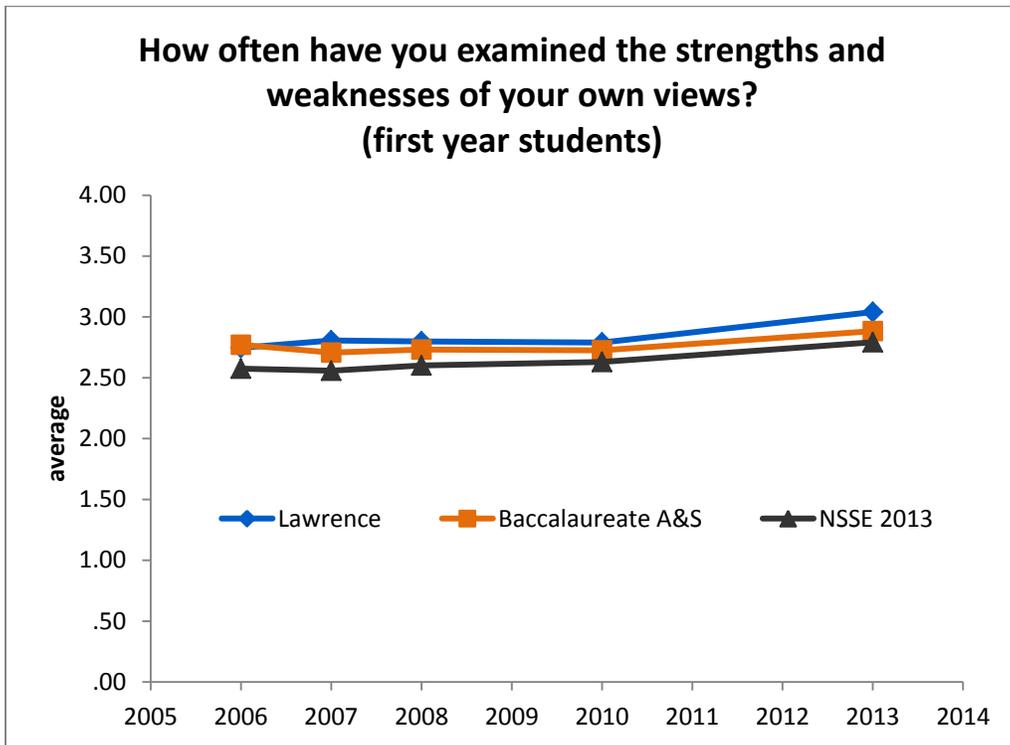
Self-awareness and understanding

Self-awareness is an important trait of servant leaders, and it is cultivated and strengthened by self-reflection and by developing the perspective on self that comes from understanding others. Two of the items in the NSSE survey assess these practices in our students. In response to the questions “How often have you examined the strengths and weaknesses of your own views” and “How often have you tried to understand someone else’s views by imagining his or her perspective?”, Lawrence students answered “often” or “very often” more frequently than either of our benchmarks in both the first year and the senior year.

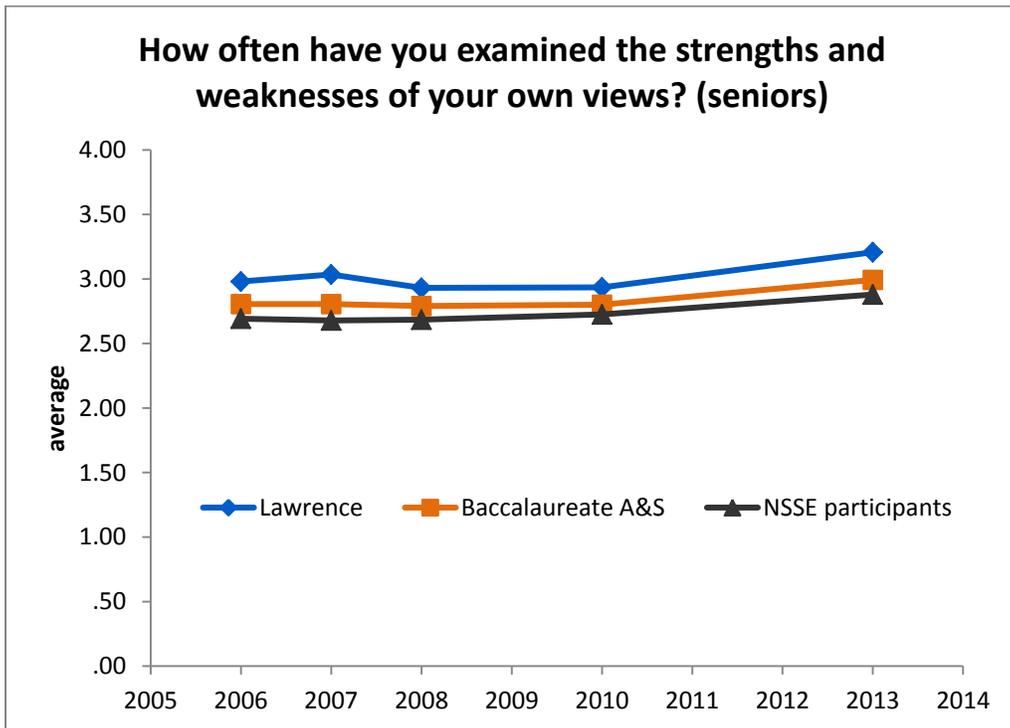




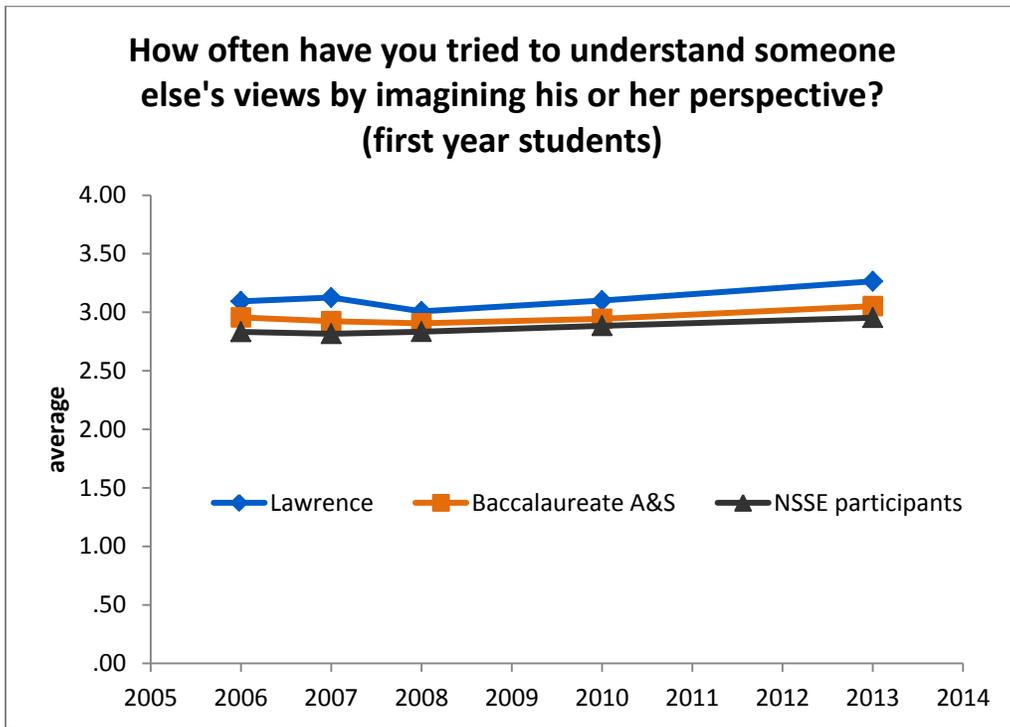
For the self-awareness and understanding questions, we have the opportunity to examine the trend through time. During the past seven years, six of which fall after the establishment of the chair at Lawrence, Lawrence seniors have consistently exceeded the benchmarks, even in the context of upward trends in those benchmarks. In many of these years our first year students also exceeded the benchmarks. More importantly though, the gap between Lawrence students and the benchmarks grows from the first year to the senior year, reflecting the positive influence on students of the entirety of their Lawrence educations. There is also a suggestion that since 2008, soon after the establishment of the servant leadership chair at Lawrence, the gap between Lawrence and our benchmarks has been growing. We hope that this trend will be confirmed when Lawrence next participates in the NSSE.



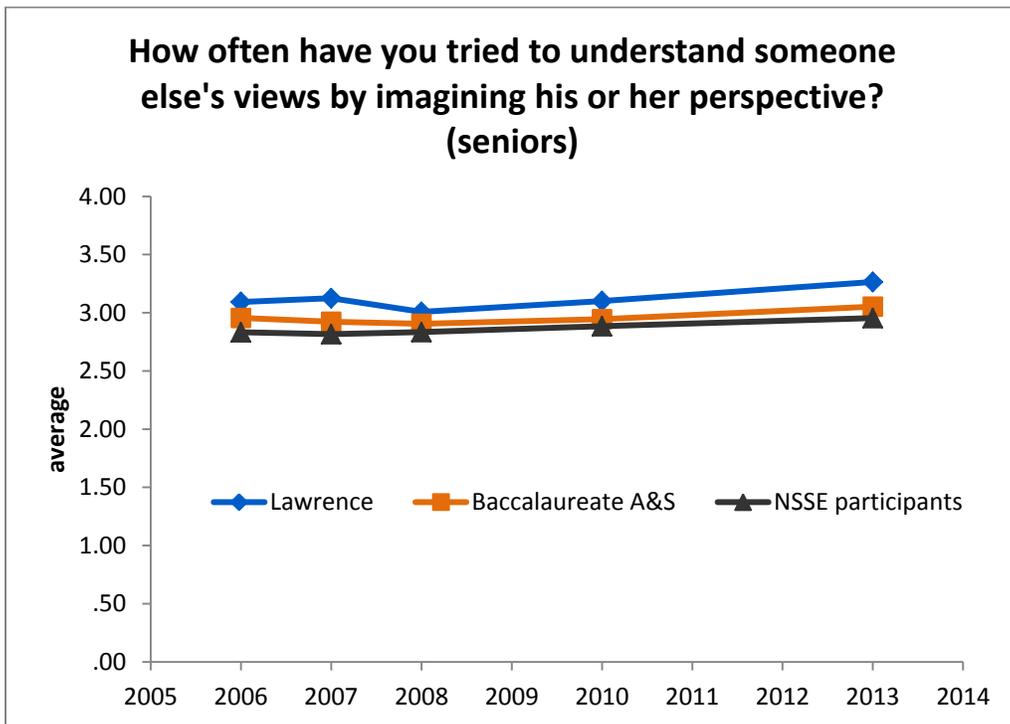
1-never 2-sometimes 3-often 4-very often



1-never 2-sometimes 3-often 4-very often



1-never 2-sometimes 3-often 4-very often



1-never 2-sometimes 3-often 4-very often

### Summary

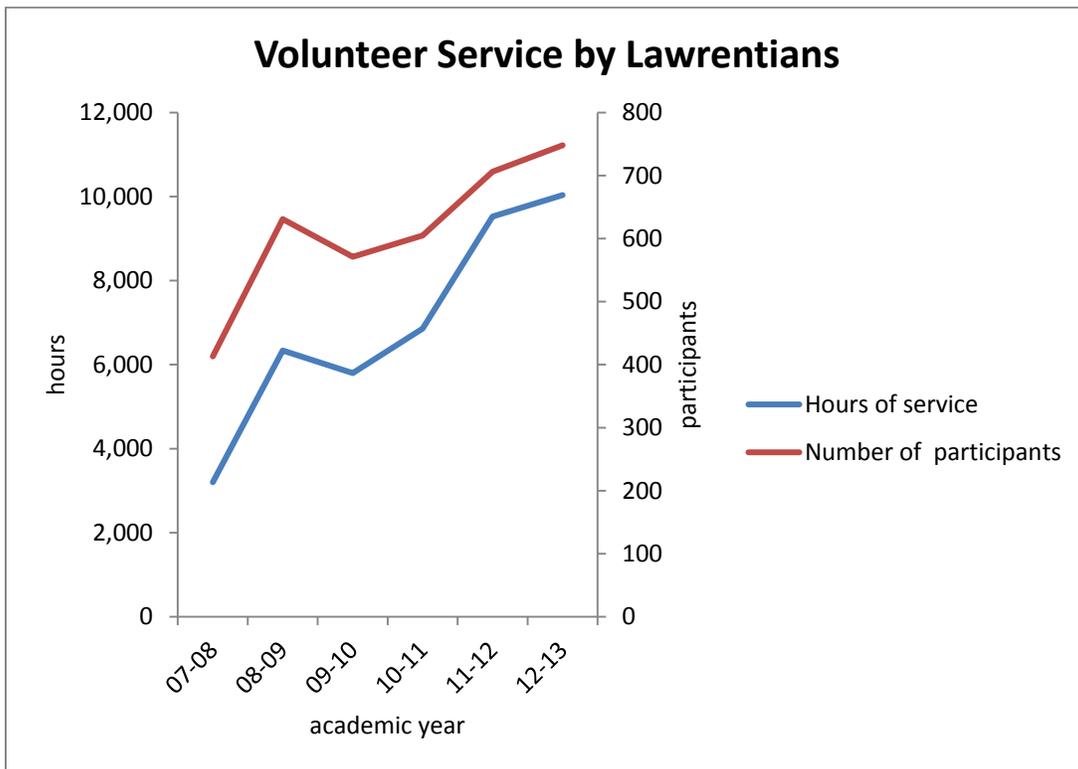
The NSSE results confirm that compared to benchmarks:

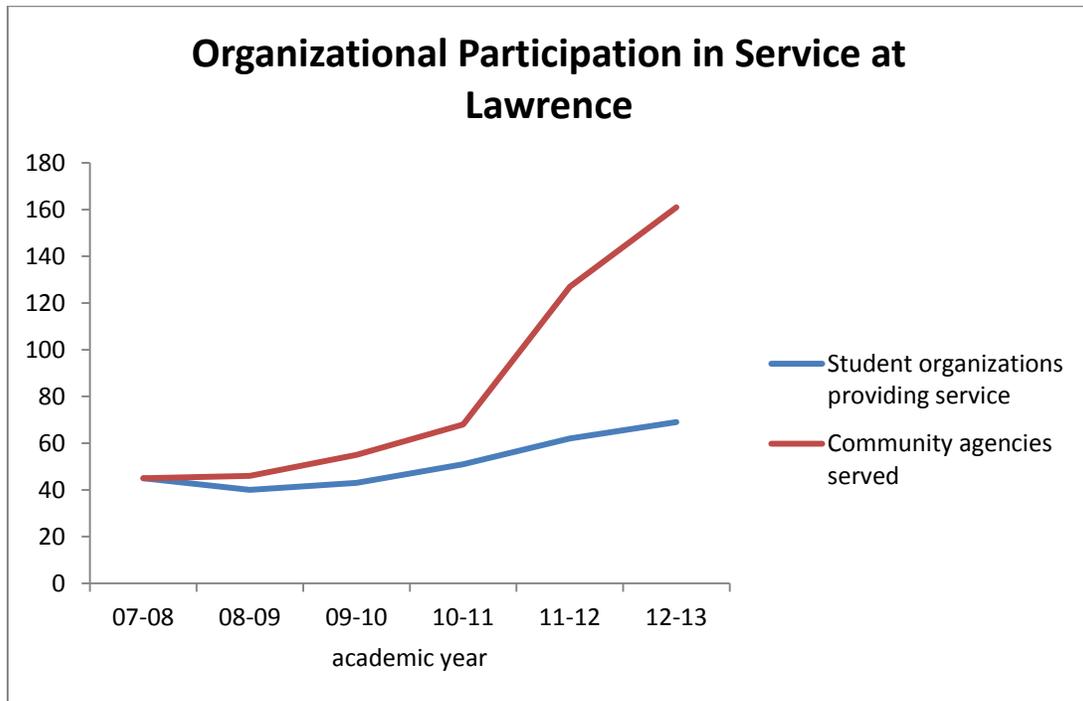
- Lawrence students participate in community service or volunteer work at a higher rate.
- More Lawrence students feel that their education is connected to societal problems or issues.
- More Lawrence students feel that their university promotes participatory citizenship.
- Lawrence students more frequently engage in critical evaluation of their own views and seek to understand others by imagining their perspective.

For most of these items, it is also the case that the gap between Lawrence and the benchmarks widens from the first year to the senior year. For the final item, there is also evidence that since 2008 (shortly after the establishment of the chair), the gap between Lawrence and the benchmarks has widened.

**Measure 3: Volunteer and Community Service Center Metrics**

Since 2007, Kristi Hill, the Director of our Volunteer and Community Service Center has compiled records of volunteer and service activity by Lawrence students. We present cumulative totals by academic year in the charts below. These records are generated by students themselves who are encouraged to enter the information using an online form that is integrated into our academic records system. Because not all students choose to log all of their activities, these totals may be an underestimate of the total amount of volunteering and community service that was carried out. Nevertheless, the trend with time is clear. Since 2007, participation in volunteer and community service activity by students has been increasing. This is true for all four measures: hours served, number of individual participants, student organizations providing service, and community agencies served. This trend reflects not only the strong and growing ethos of service at Lawrence, but also our institutional commitment to supporting the work of the Volunteer and Community Service Center with a full-time director and student and alumni support staff.





### Criterion 3 Summary

The Office of Engaged Learning, with the help of the Office of Research Administration, continues to analyze outcomes related to servant leadership and to the goals defined by the Pieper Family Foundation. Where benchmarks are available our students exceed them. We are also beginning to see hints of positive trends over time among our alumni, as the cohorts who began their studies at Lawrence after the establishment of our servant leadership chair begin to be represented in our survey database. Future reports will either confirm or reject the hypothesis that these trends are real. Finally, the data collected by our Volunteer and Community Service Center indicate that a culture of service is not only alive and well at Lawrence, it is becoming more widespread in terms of both participation and impact. We will continue to seek diverse and meaningful ways to assess our outcomes.

## **Criterion 5: Breakthrough venture that promises new beginnings in acts of goodness**

### **The Civic Life Project**

The Civic Life Project (CLP) is an innovative educational tool created by award-winning documentary filmmaker and 1972 Lawrence graduate Catherine Tatge and her husband, Dominique Lasseur. Its goal is to encourage young people to become active citizens, to collaborate, deliberate, and work to improve their communities and their democracy. It is designed to challenge students to discover more about the community in which they reside and to find their own individual voice through the creation of short documentary films. CLP has its roots in Connecticut where it is incorporated into the curriculum at ten high schools. The Lawrence University CLP, currently beginning its second year, is the first college CLP program.

The Lawrence CLP was launched with a January 2012 address by Dr. Parker Palmer, founder and Senior Partner of the Center for Courage & Renewal. In his address, Palmer said of the Lawrence CLP, "It makes Lawrence students into people who can say back to their community, 'We care about your problems and we want to mirror back some of your strengths and potentials,' . . . In the process, Lawrence students will not only sharpen their critical skills, but also find their hearts enlarged, opened and engaged in a new way of understanding their role as citizens in a complex society."

In the first year of the CLP at Lawrence, teams of three students each worked with a community facilitator and mentor to investigate an important issue connected with human welfare that manifested in the lives of local residents. The results of their research, interviews, and filmmaking were five short documentary films:

- "Muted," a look at victims of sex trafficking in Appleton
- "Walking Alone," an examination of homophobia and its consequences seen through the eyes of teenagers in the Fox Cities who suffer the brunt of its isolation and rejection
- "Adelante" (Forward), which explores the plight of undocumented teen immigrants in our local community
- "Rooted," which documents the challenges of balancing assimilation with maintaining cultural identity in the local Hmong community.
- "Homeless Veterans of the Fox Valley," a look at the daily struggles facing some who have served our country when they return home.

The films were previewed for 200 community leaders in May 2013 at an event on the Lawrence campus that included post-screening discussion. Short versions were included at Lawrence's 2013 "Report to the Community" event in October 2013. And most recently more than 250 community members attended a public screening held at the Fox Valley Technical College in November. That event included small group discussions that were moderated by 40 student, staff and faculty volunteers who were trained to lead the discussions prior to the event. Some of the films will be used in classes later this year as well. In only its first year, the number of people who have been directly involved in public events connected to CLP is certainly more than 500 and may be nearing one thousand. The second cohort of fifteen students in the Lawrence CLP will begin their work January 6<sup>th</sup>, when winter term commences.

For the founders of the Civic Life Project, Catherine Tatge and Dominique Lasseur, among the most important outcomes of CLP is the transformation that takes place in young people – whether high school students in Connecticut or college students at Lawrence. They write on the CLP website, "As documentary filmmakers, we have put much thought into how to motivate young people to become fully engaged citizens. We believe that the most effective method is to make students passionate about their civic education by using 21st Century technology [to] explore issues that are both important and accessible to students." With respect to the Lawrence CLP in particular, Tatge adds, "The Civic Life Project has been a transformative experience for Lawrence students, showing them that they have a voice in our democracy . . . I hope these films spark meaningful dialogue throughout the community and help the Fox Valley become an even more welcoming and healthy place to live."

Civic Life Project is a promising breakthrough venture for Lawrence. It takes advantage of our location in the Fox Cities, and the strong relationships between Lawrence and many community partners that have been built up and maintained over time. It marries our new academic capacities in film studies with our mission to prepare students for lives of responsible and meaningful citizenship. It connects Lawrence's past with its present and future in the person of alumna Catherine Tatge. It is a manifestation of Lawrence's concern for the welfare of our surrounding community and an act of caring toward some of that community's most vulnerable members.

Monica Rico, the 2010-13 Pieper Family Foundation Professor of Servant Leadership helped to coordinate the first year of the CLP, while Mark Jenike, current occupant of the chair helped to recruit volunteer discussion facilitators for the community screening event.

## Criterion 6: Carrying out the missions of the chair

### Monica Rico: January – June

- Prepared 2012 Annual Report and attended dinner in Milwaukee
- Planned Sierra Leone service and fieldwork trip with Professor Claudena Skran (Government), faculty and staff from MSOE
- Attended LU Council on Community Engagement meetings to discuss ongoing issues regarding leadership training, civic engagement, and community service
- Met with faculty interested in service learning (Martyn Smith, Peter Peregrine)
- Served on TEDx Lawrence University planning committee and attended conference
  - Theme: “Reimagining Liberal Education”
- Attended Wisconsin Campus Compact Tenth Anniversary Civic Engagement Institute, March 22, 2013
- Ongoing meetings with Kristi Hill and Olivia Hendricks to present faculty perspective on SAY program at Boys and Girls Club
- Supported outreach for Civic Life Project films by attending screenings and meeting with Catherine Tatge
- Served on Lawrence Mita Sen Award for Societal Impact selection committee
- Summer Engaged Learning selection committee (Kevin Killian and Lindsay Browne received grants)
- Planned for chairholder transition
- Participated in daylong retreat at Björklunden on retention and civic engagement
- Maintained Office of Engaged Learning Facebook page and website

### Mark Jenike: July - December

- Participation in a day-long Lawrence Civic Engagement Retreat (organized, in part, by 2010-2013 Pieper Chair Monica Rico).
- Lunch /coffee meetings with David Scott and Dave Howell to establish rapport and familiarity prior to the fall chairs meeting
- Facilitation of Lawrence’s participation in the Fox Cities multi-generational delegation to the annual Nobel Conference at Gustavus Adolphus College.

For more than five years, a delegation from the Fox Cities made up of high school and college students, educators, and community members has traveled together to the Nobel Conference at Gustavus Adolphus College to learn with, from, and about each other. In addition to attending the conference which has rotating themes such as food, energy, the oceans, the brain, and water, the participants take two five hour bus rides together, eat meals together, and meet together before the conference. From the perspective of servant leadership, it is these formal and informal discussions between participants that are of greatest value. They allow diverse members of our community to deepen their understanding of each other by providing a setting that has a distinctly educational tone and that is relatively free of the distractions of day-to-day responsibilities. These listening opportunities not only help to build and sustain a sense of community in the Fox Cities, they also result in future collaborations between people who might not otherwise have known of each other. Lawrence has supported the inclusion of up to six students and two faculty members in the Fox Cities delegation (which has grown to more than 100), while the Pieper Chair provides organizational and logistic support.

- Planning for new initiatives in servant leadership with Conservatory of Music faculty

There is widespread support among the faculty and administration of the Lawrence Conservatory of Music for greater incorporation of purposeful community engagement into the training of student musicians. This presents an opportunity to promote servant leadership through creating opportunities for community based musical performance, education, and outreach. Activities in the fall included consultation with Dean of the Conservatory Brian Pertl; faculty members Michael Mizrahi, Erin Lesser, and Cathy Kautsky; Carnegie Hall Weill Institute summer intern Anna Buchholz; and potential community partners.

The first outcome from this consultation is a collaboration, facilitated by the Pieper Chair, between DeCoda, a New York-based chamber music group, and Community Outreach Temporary Services (COTS), a social service agency in Appleton. Part of the mission of DeCoda is to “make deep artistic connections in places where music is rarely heard”. They seek to find ways to extend the benefits of deep artistic connection to audiences in schools, prisons, and hospitals as well as concert halls. COTS works with homeless men, women, young adults and single mother families in Appleton, providing transitional shelter as well as training in basic living skills. Pieper endowment funds will be supporting DeCoda’s collaboration with COTS during DeCoda’s spring residency at Lawrence. This is likely to include a performance for COTS clients at an accessible COTS site, as well as planning for an ongoing musical outreach program to be planned and administered by Lawrence faculty and students. Two Lawrence faculty members, Michael

Mizrahi and Erin Lesser, are members of DeCoda, while several Lawrence alumni fill management roles at COTS. In addition to initiating the contact between DeCoda and COTS, the Pieper Chair has participated in several of the planning meetings for the DeCoda-COTS collaboration.

- Participation with first-year students, staff, and mentors in the annual “Into the Streets” afternoon volunteer event during Welcome Week

This event is first opportunity to promote a culture of service and community among our incoming first-year students.

- Consultation with Paula Morgen, Community Involvement Manager for TheDACare, one of the primary health systems in the Fox Cities

Paula was able to suggest ways in which the skills and resources of Lawrence might be of greater service to our community. Two 2013 results of this consultation were 1) a connection between the Lawrence Department of Psychology and a Shawano County binge drinking awareness campaign that sought an evaluator for their campaign, and 2) a connection between Lawrence and the “Weight of the Fox Cities” obesity prevention initiative. Mark Jenike, (a nutritional anthropologist as well as the Pieper Chair) will meet with the project directors on January 7<sup>th</sup> to discuss opportunities for Lawrence faculty and students to contribute to the success of this community-based initiative.

- Attendance at the fall chairs meeting
- Attendance at Lawrence’s fall Report to the Community event
- Consultation with Catherine Tatge about the Lawrence University Civic Life Project (see criterion 5), and support for the project’s community outreach activity through recruiting student volunteer discussion leaders and providing refreshments for their training session.
- Presentation of “Thoughts about structures and directions for community-based participatory scholarship and artistic activity at Lawrence University” at the fall Lawrence University Council on Community Engagement meeting
- Consultation with Jenni Walsh, Executive Director of Wisconsin Campus Compact about promoting service learning at Lawrence

We have agreed that a productive next step would be to discuss a regional faculty course planning workshop and learning community when we see each other at the spring Wisconsin Campus Compact conference.

- Consultation with Trisha Thorne, Director of the Community-Based Learning Initiative at Princeton University

Trisha was very helpful with identifying resources that can inform a successful expansion of community-engaged teaching, scholarship, and artistic activity at Lawrence.

- Consultation with the chair of Lawrence's Innovation and Entrepreneurship program, participation in its fall faculty meeting, and participation in a meeting with executives from Appvion.

The community-based activities of this program potentially provide a platform for promoting servant leadership at Lawrence.

- Multiple meetings with Kristi Hill, director of the Volunteer and Community Service Center at Lawrence

Kristi is a critical institutional partner for the promotion of servant leadership at Lawrence. Her office is a primary contact point for service-oriented students and for community organizations. She has been very supportive of the work of the previous Pieper chairs at Lawrence. These meetings have resulted in continuation of that strong relationship.

- Participation in the review of Winter Volunteer Opportunity Grants

This contributes to the continued strong relationship between the Pieper Chair and the Volunteer and Community Service Center, and provides an opportunity to support projects that reflect or promote the principles and practices of servant leadership. One example of such a project is senior Rose Broll's work with Outagamie County's Volunteer in Offender Services office and Mental Health Court. Rose is pursuing majors in both Art and Psychology and a highlight of her volunteer work is the creation and facilitation of therapeutic art classes for inmates.

- Prepared 2013 Annual Report

## **Criterion 7: An Exemplary Servant Leader: Alumna Olivia Hendricks, Self Agency in Youth (SAY) Program Coordinator**

“What should young people do with their lives today? Many things, obviously. But the most daring thing is to create stable communities in which the terrible disease of loneliness can be cured,” - Kurt Vonnegut.

Olivia Hendricks, Lawrence class of 2012, heard the call of servant leadership while a student at Lawrence. As a psychology major, she was attentive to the struggles of her peers feeling alone in the personal and emotional struggles that come with growing into adults in their new college environment - struggles such as depression, loneliness, family pressures, questioning one’s values, and fear of academic failure. Olivia worked with a counselor on campus to form a support group for students who wanted a greater sense of connection and freedom to talk about these sorts of challenges. This experience led her to believe in the power of bringing young people together to listen to each other, to empower themselves to change the structures that do them a disservice, and to better understand—through getting to know each other—who they are as individuals. Olivia recognized both her own desire to serve and the potential of servant-first leadership.

Following her graduation in 2012, Olivia accepted a two-year, low-pay position as the AmeriCorps VISTA liaison between Lawrence University and the Boys & Girls Club Teen Center in downtown Appleton. She did this in order to further her vision of helping young people to remove the barriers to their own success by better supporting each other. Her first goal was to find out what were the deepest challenges with which youth were struggling, unnecessarily alone. Through building relationships with the teenagers, Olivia learned that they wanted groups where they could talk about the often isolating experience of being an ethnic minority in Appleton. In particular, teenagers asked for a group for African American girls (what became the Beautiful You Group) and for Hmong youth (what became Hmong Youth Pride and Empowerment, or HYPE.)

Beautiful You and HYPE are now the two branches of Lawrence’s Self Agency in Youth (SAY) collaboration with the Downtown Appleton Boys and Girls Club. They attract an average of 30 teens meeting each week and many more over the course of the year. They formed through the leadership of the teenagers themselves and Lawrence college students coached by Olivia. The Lawrence students had backgrounds similar to the teenagers, and had experienced some of the same challenges facing the teenagers. In these leadership positions, the Lawrence students turned their own experiences as a refugee or a first generation college student into a source of knowledge they could use to help high school students who were in need of mentoring,

reassurance, and support. This, as envisioned by Olivia, has nurtured the self-confidence and leadership potential of the teens. Teens have said of their group, "It makes you feel wanted" and "I love talking out with my own voice." Beautiful You's leader, Lawrence senior Septima Kulee, said "It really feels like family."

The SAY program's success in helping these youth and college students connect and build a support system for each other has provided the context for growth in other areas of their lives. The groups have gone on college visits together, something that once seemed daunting for some of the group members. Beautiful You put on their own African American Women's Career Panel featuring women leaders in the community. They also planned a booth to share their mission with the community at Lawrence's Women's Empowerment Fair. HYPE raised their own funds through an egg roll sale and taught Lawrence's Japanese exchange students about Hmong culture.

After interacting with college students in these sorts of leadership- and confidence-building activities, 95% of HYPE and Beautiful You teens agreed in surveys that if they have questions about their futures or school work, they can get help through their program. All teens surveyed said that HYPE or Beautiful You made them more interested in college and helped them to better understand what they need to do to be admitted. College students have benefitted, too, with all four Lawrence student mentors strongly agreeing that their experience with SAY made them want to pursue "a career that involves social change" and "helped [them] develop transferable career skills".

For Olivia, the interest SAY members have developed in social change is the most exciting result, particularly because of the ways in which it has manifested. Beautiful You members, many having lived in shelters themselves, elected to make blankets and donate them to the local homeless shelter. What they saw when dropping off these blankets prompted them to arrange a second trip to the shelter to read inspiring books to the children there. HYPE's college student leader, Ia Yang, grew passionate about educating Wisconsin residents about Hmong Americans and poverty, and worked with Olivia to present on the topic at the state Poverty Matters! Conference. Ia's passion in turn inspired the service providers in attendance to become leaders through listening first, with audience feedback forms saying the workshop helped them by increasing their "awareness of an approach to empowering clients incrementally – engage, then involve, then empower." Both Ia and Septima have also applied to serve with the College Possible program following graduation, due to their interest in further empowering underserved youth to pursue their college goals. The growth in these high school and college students that resulted from Olivia's servant leadership is testament to its success. Olivia's successes were recognized in 2013 with the state-wide Wisconsin Community Action Program Association (WISCAP) Herb Kohl Helping Hands Award, given annually to an individual

who “has demonstrated leadership and commitment to addressing the needs of low-income people.”

By helping connect and build on the strengths of local youth from low-income backgrounds, Olivia has helped them build their own communities where they can find the support they need to thrive. As they thrive, inevitably they recognize in themselves the ability and desire to use their newfound leadership skills and appreciation for social change to help others. Olivia sees the value of leadership in the empowerment of individuals to organize themselves into caring communities. She describes her call to servant leadership as a call “to help form supportive units for young people from which they can derive the sense of importance and belonging that they need to grow into servant leaders themselves.” Olivia Hendricks is an exemplar of servant leadership at Lawrence University.

Olivia’s work founding and sustaining the SAY program was carried out under the auspices of the Lawrence Volunteer and Community Service Center and with mentorship from the center’s director Kristi Hill. Monica Rico, Lawrence’s 2010-2013 Pieper Family Professor collaborated with Kristi and Olivia in the planning and implementation of the SAY program and provided financial support for Olivia’s professional development travel and for Lawrence student SAY mentors from the Pieper Family Foundation endowment at Lawrence University.



Members of the Hmong Youth Pride and Empowerment Group, with Olivia Hendricks (far left) and Lawrence Student Ia Yang (far right.) Olivia supports Ia's work guiding these teens, many of whom are recent refugees, in balancing their Hmong and American cultures, learning English, and developing the sense of importance and confidence that they need to navigate the American education system.

This report was prepared by Mark Jenike on behalf of all who contributed to the development of servant leaders and the practice of servant leadership at Lawrence University in 2013.