



LAWRENCE UNIVERSITY
APPLETON, WISCONSIN

**Annual Report to the Suzanne and
Richard Pieper Foundation: 2014**

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Introduction

Servant Leadership at Lawrence

2014 was a year of innovation and augmentation in our servant leadership program. Two new courses to be offered by the Pieper Family Foundation Professor of Servant Leadership were approved by the faculty and will be offered for the first time in the winter and spring terms of 2015: UNIC 170 – Leadership and Service, and UNIC 160 – the Practice of Community in Appleton. We also added a mentored, co-curricular experience in the form of a Servant Leader Fellows program for juniors and seniors. Together, these two courses plus the fellows program might form a developmental sequence in coming years that will foster the growth of servant leadership for some of our students. Mini-grants to students have been an important component of Lawrence’s servant leadership program. This year, we made the connection between funded projects and servant leader development more explicit by adding a set of application questions that focus on servant leadership, and by requiring student grant recipients to enroll in UNIC 170 – Leadership and Service as an additional form of accountability, and as a means of adding value to the funded project for the recipients of the grants. As a combined college and conservatory of music, we are also very excited about this year’s breakthrough venture (criterion 5), which shines a light on ways in which servant leadership can be enacted through the practice of servant-first musicianship. With critical early-stage help from the Pieper Family Foundation servant leader endowment and the Servant Leader Chair, more of our conservatory students are now using their musicianship to serve those most in need of comfort, hope, and healing in our local community.

The fruits of servant leadership do not always manifest immediately. But investments in the growth of people and in community bear fruit over time. Lawrence is now in its eighth year with a Pieper Family Foundation Servant Leader Chair in place. As more students who attended Lawrence with the chair in place join the ranks of our alumni, it becomes easier to see evidence of effects of the chair’s presence at Lawrence in the skills, character traits and achievements of our graduates. Our alumni survey results, reported in the criterion three section below, include, for the first time, results from students (the class of 2011) whose entire four years at Lawrence occurred after the installation of the Servant Leader Chair at the beginning of the 2007-2008 academic year. We are encouraged by the results from that survey, which suggest growing importance of skills and character traits aligned with servant leadership in members of the classes of 2010 and 2011. One of the two exemplary servant leaders that we discuss in the criterion seven section is member of the class of 2011; the other graduated in 2013. Both were directly impacted by the Pieper Family Foundation endowment at Lawrence.

We look forward to reporting on the outcomes of our 2014 curricular and co-curricular innovations, as well as new achievements in servant leadership by our students, faculty, staff, and alumni in next year’s report.

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 2014 we discuss the results of our annual alumni survey and tallies of volunteer and community service activity by current students.

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 specifically for this report. Each year we sample from alumni who graduated three years, five years, and ten years prior to the survey year. Because we have administered the survey for six consecutive years, we have surveyed thirteen alumni cohorts at least once and can now present meaningful longitudinal analyses. Only a portion of our survey data reflect the experiences of students who were enrolled at Lawrence since July 2007 when our first Servant Leadership Chair began his work. Though members of the class of 2008 could have benefitted from the chair's work during their senior year, results from the classes of 2009 and later better reflect the impact of the chair on our alumni. The class of 2011, represented in our results for the first time this year, was the first cohort to have spent their entire four years at Lawrence with the Servant Leadership Chair in place.

The survey asks respondents to rate the importance in their personal and professional lives of traits such as "understanding moral/ethical issues", "developing awareness of societal problems", "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 the two

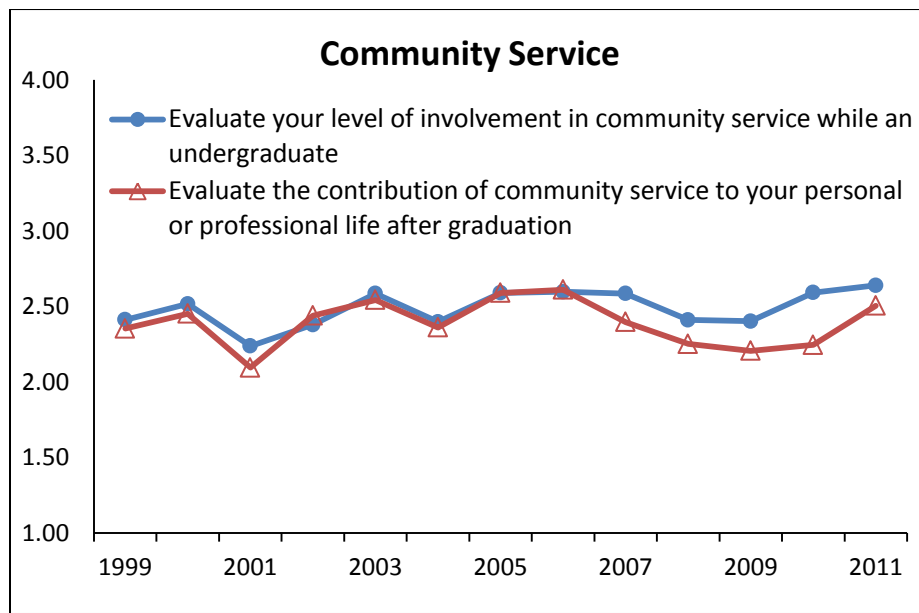
community service questions, the respondent chooses a rating from among four possibilities ranging from “none” to “extensive.”

Analysis of the entire dataset, by cohort, yielded two principal findings.

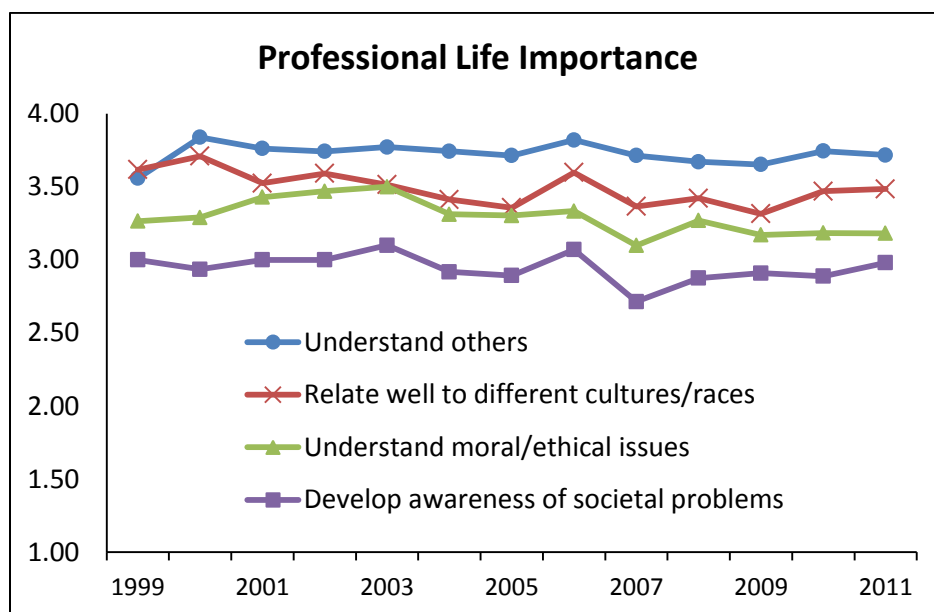
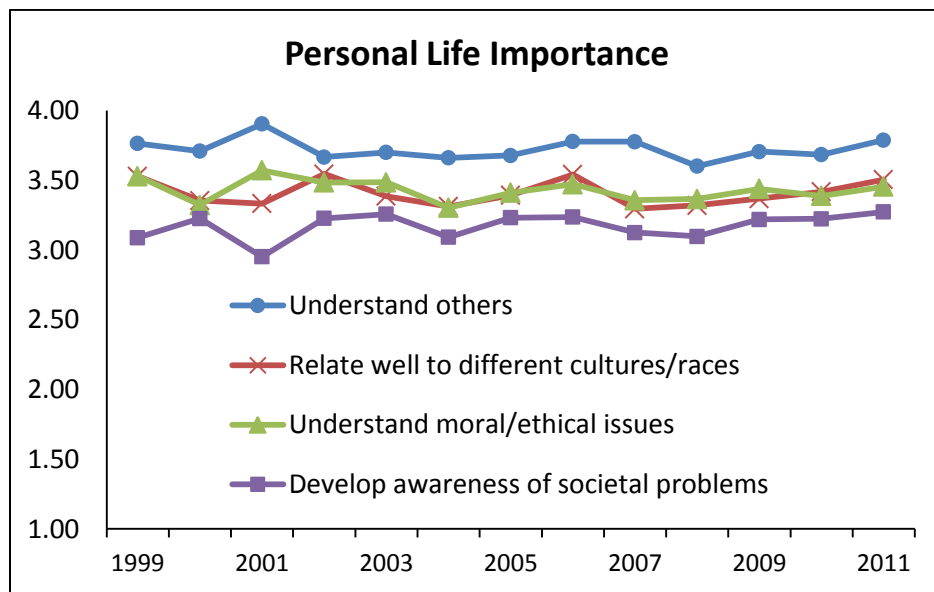
- First, our scores, in general, are high. Of the 41 items that asked about the importance of skills or character traits in personal or professional lives, 35 yielded mean scores between 3 (important) and 4 (very important). With respect to whether these items were enhanced in college, our alumni report that all eight of items on the survey were enhanced “moderately” to “greatly” during college. They also reported being “somewhat” to “moderately” (mean score between 2 and 3) involved in community service.
- Second, though our scores are relatively stable across the cohorts, the trend is upward for many of the items surveyed among classes that have been impacted by the Servant Leader Chair.

The figures below highlight some of the results that we find most significant. See the appendix for a more comprehensive table of results.

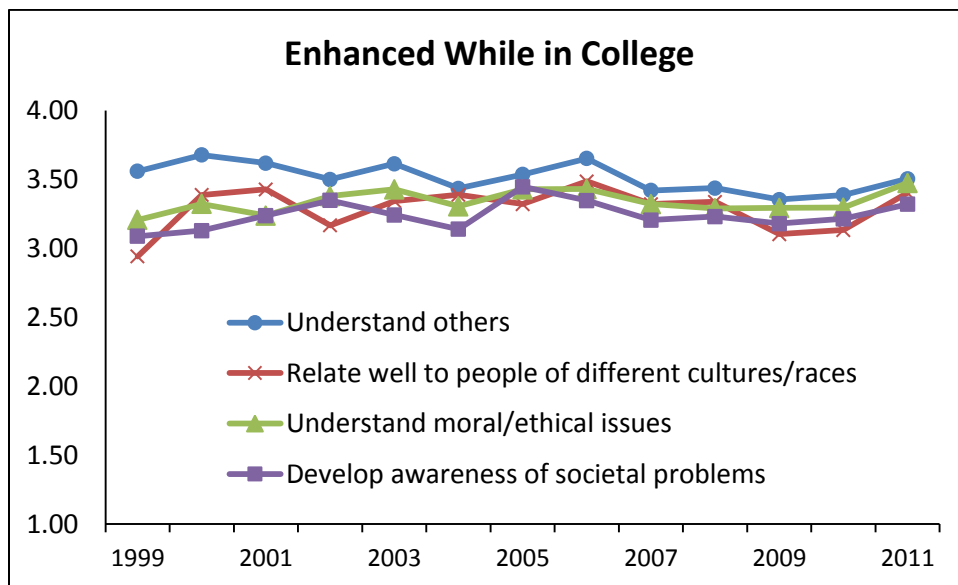
Community service. The upward tick in involvement in community service, both while at Lawrence and in our alumni’s personal and professional lives after graduation, that began with the class of 2010, has continued with the class of 2011. The Servant Leader Chair at Lawrence was initially implemented in the 2007-2008 academic year, when members of the class of 2010 were sophomores and members of the class of 2011 were freshmen. The data collected from current students (see [Measure 2](#) below) also show a trend toward increasing involvement in community service.



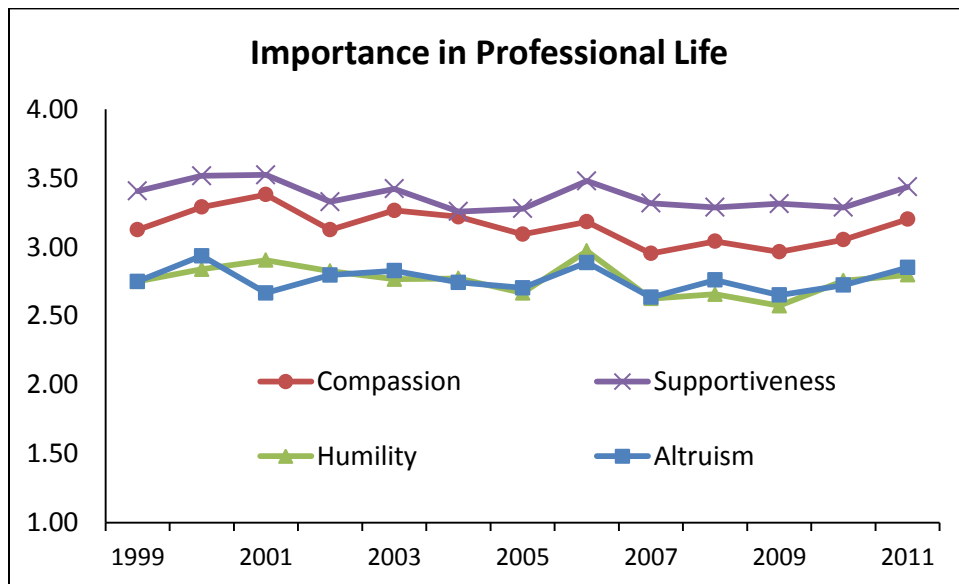
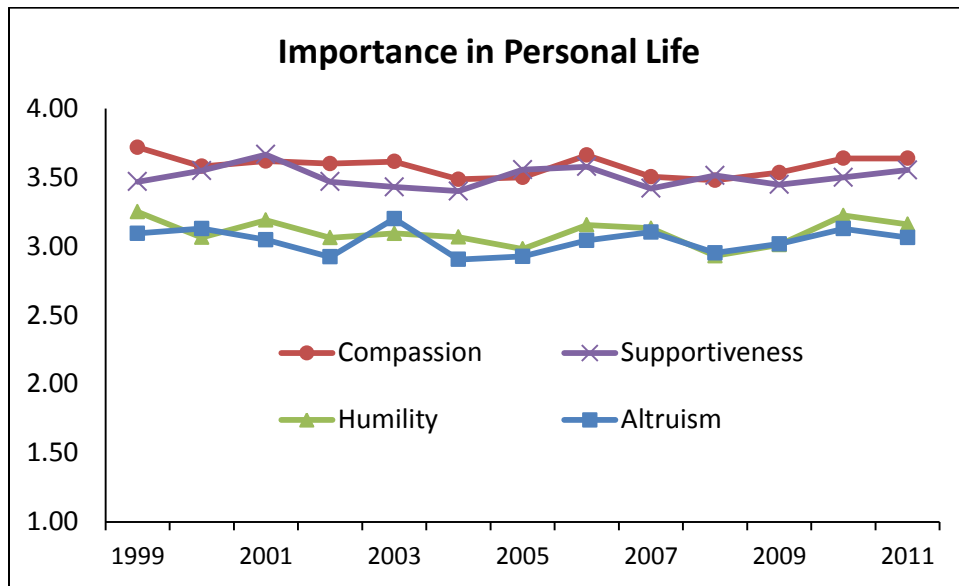
Importance of skills to personal and professional life. In four skill areas closely related to servant leadership — understanding others, understanding moral/ethical issues, relating well to different cultures/races, and developing awareness of societal problems — we see a slight but steady upward trend in personal life importance beginning with the class of 2009, members of which would have been juniors in the first year of our Servant Leader Chair. The results for professional life importance are more ambiguous. In the most recent cohorts, there seems to be an uptick in relating well to different cultures/races in the class of 2010 and in developing awareness of societal problems with class of 2011, but the overall picture is one of stasis.



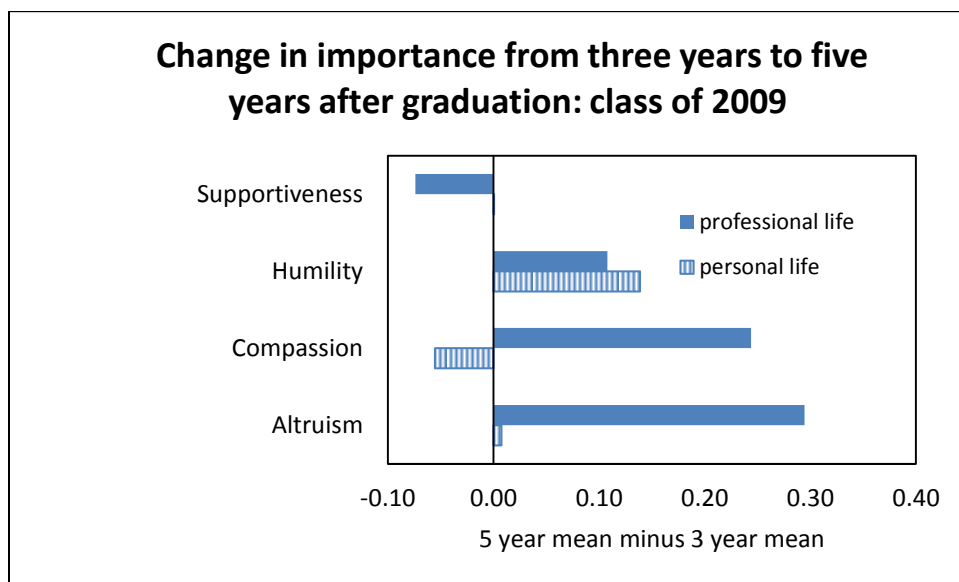
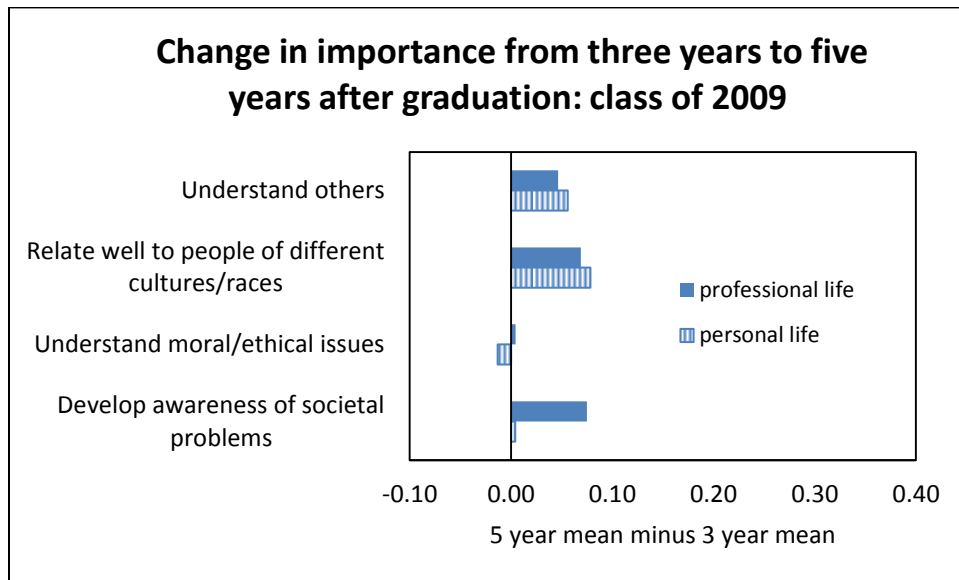
Enhancement of skills while in college. Among the cohorts that were exposed to the work of the Servant Leader Chair, there is the beginning of a rebound in the degree to which our alumni report that these skills were enhanced during college. The most noticeable upward trend is with the class of 2011, the first to have spent their entire four years at Lawrence with the Servant Leader Chair in place. The 3.47 mean score for “understand moral/ethical issues” is the highest in our series. A score of 3 corresponds to a response of “moderately enhanced” while a score of 4 corresponds to a response of “greatly enhanced”.



Importance of character traits in personal and professional life. Among the character traits surveyed, we present the results for four that are closely tied to the development of servant leadership: compassion, supportiveness, humility, and altruism. With respect to personal life, there is a suggestion of an upward trend in the most recent cohorts, though the overall picture is one of stasis at a relatively high level. However, in their professional lives alumni from the classes of 2010 and 2011 (those most strongly impacted by the Servant Leader Chair) report increasing importance of compassion, supportiveness, humility, and altruism.



Change from three to five years post-graduation. With the growth of our dataset, it is now possible to ask not only how our alumni change from cohort to cohort, but also to look at how our alumni change as they age. The two charts below present the change in skills and character traits from the three years post-graduation survey to the five years post-graduation survey for the class of 2009, the most recent class for which we have both three and five year surveys, and the first class that overlapped with the presence of the Servant Leader Chair at Lawrence for more than one year. The results – greater importance at five years after graduation than at three years after graduation for most skills and traits – are encouraging. They suggest that the skills and traits associated with servant leadership become more important in the personal and professional lives of our



alumni as they progress through their twenties. This effect seems to be more pronounced in our former students' professional lives than in their personal lives, which is perhaps to be expected as their professional responsibilities and opportunities grow with experience. It is also notable that the change in the importance of character traits is more pronounced than the change in skills.

Comments from survey respondents

The alumni survey also offered respondents the opportunity to include "additional comments". Three comments offered by members of the class of 2009 illustrate how the servant leadership traits described above are lived and experienced in the real lives of our alumni:

"My Lawrence experience was formative to my professional work in international public health focused on marginalized and underserved population[s] and my personal work in sustainable farming with a focus on equitable food access. Much of what I do now developed because of learning experiences in and outside the classroom at Lawrence."

"I always wanted to volunteer, but too many reservations about it to actually do it. Maybe I thought it was too much work, or that I wasn't altruistic enough. I think a big part was I thought it would be too much emotional drain. Bottom line was I had preconceptions about what volunteering meant based off media portrayals, etc. It was a [residence hall director] in charge of the volunteering committee that said something along the lines of 'Think of something you already love to do, and then find a way to volunteer with it.' That's what got me volunteering with kids, and maybe led me to my current fledgling career as a children's entertainer."

"I have been serving as a Peace Corps Volunteer in Paraguay, since early 2012. The values listed here are reasons I joined the PC."

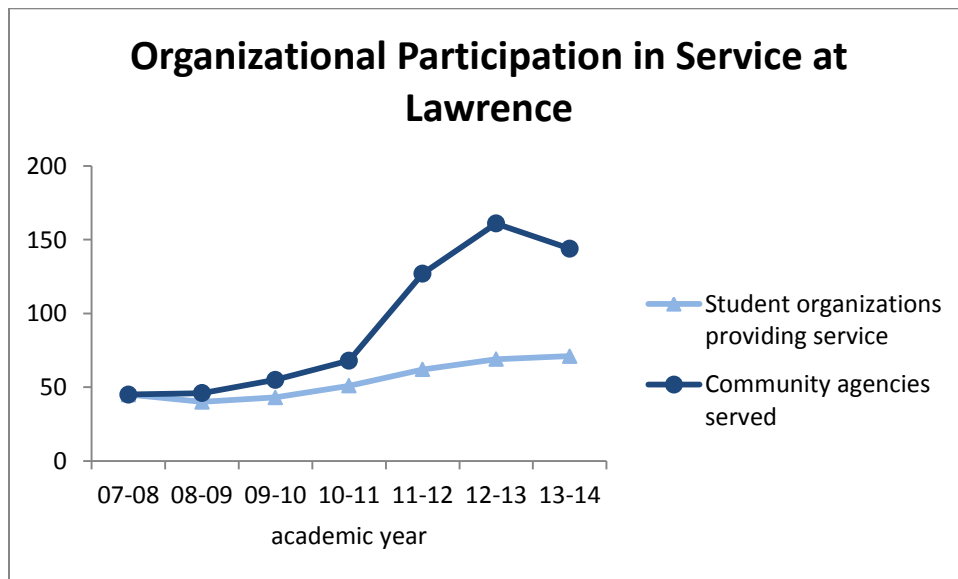
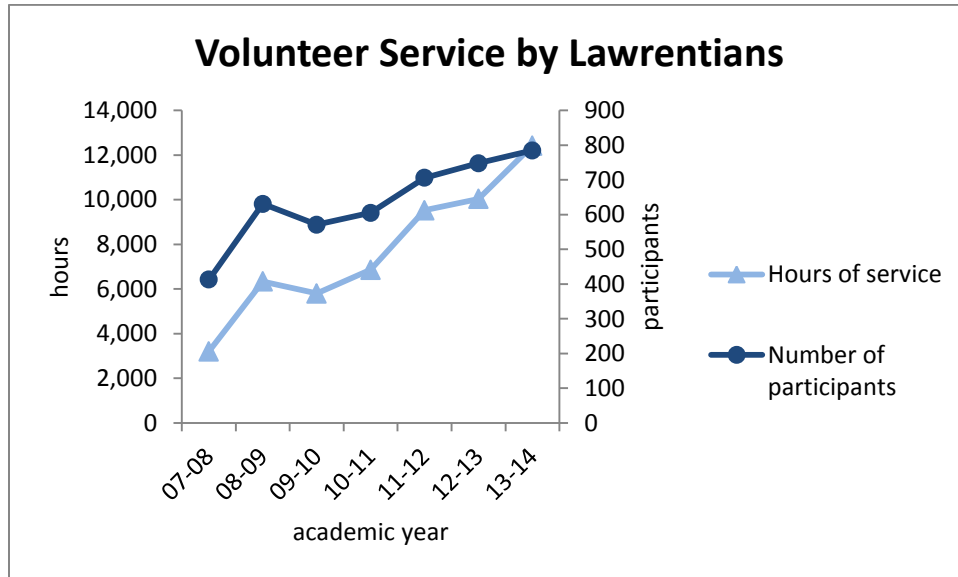
Summary

Our alumni consistently report high levels of importance in both their personal and professional lives for the skills and traits that we assessed in this survey. In addition, they report that these skills were moderately or greatly enhanced during their time at Lawrence. Our results also reveal a trend toward increasing levels of importance and enhancement in the cohorts that have been most exposed to the work and presence of the Servant Leader Chairs at Lawrence – the classes of 2009, 2010, and 2011. These cohorts also report increased involvement in community service while at Lawrence and increased significance of community service in their lives after Lawrence. We are also pleased that our first look at one of these chair-impacted cohorts that has been surveyed at two different points in time suggests that servant leader traits and skills

become more important with age among our alumni. We look forward to the opportunity to confirm this finding with results from the class of 2010 next year.

Measure 2: 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.



The volunteer service records on which these analyses are based 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 with new highs for hours served, number of individual participants, and student organizations providing service in 2013-14. There was a drop in the number of community agencies served from 169 to 144, but the breadth of community impact reflected in this number remains very high. These trends reflect 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 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. Our alumni report that the skills and traits that we assessed are, on average, important or very important in their personal and professional lives and that they were moderately to greatly enhanced during their time in college. We also continue to see signs of positive trends in the most recent cohorts surveyed, as more of the alumni who studied at Lawrence after the establishment of our Servant Leadership Chair begin to be represented in our survey database. Finally, the data collected by our Volunteer and Community Service Center, as well as the results from our alumni survey 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

Music for All: Connecting Musicians and Communities

Music for All (MFA) is an innovative community project created by award-winning musicians and Lawrence faculty members Michael Mizrahi (piano) and Erin Lesser (flute), in partnership with Decoda, a New York City-based arts advocacy group to which they belong. Its goal is to stage interactive chamber music performances in settings where such music is rarely heard. The model on which both Decoda and Lawrence's MFA are based was established by Carnegie Hall's Musical Connections program. Musical Connections was created in 2009 with the premise that music brings hope and comfort to people in challenging circumstances. The program has sponsored research that demonstrates the positive impact access to music has on communities and individuals. According to Michael Mizrahi, "We believe communities are made stronger through positive interaction and shared experiences. We also believe that music has the power to connect people, transcend social barriers, and provide meaningful emotional experiences." A student participant in MFA echoed this belief: "I am very encouraged that this project has started, because I believe open, non-judgmental, community-friendly performances have a great impact that goes beyond just that performance."

The MFA project was launched in April of 2014, when three New York-based members of Decoda joined Michael Mizrahi and Erin Lesser for a weeklong residency at Lawrence. This initial residency was supported, in part, with funding from the Pieper Family Foundation endowment at Lawrence. Decoda has conducted several such residencies at conservatories and schools around the world; this is their first residency in Wisconsin. Decoda mentorship of the MFA project encourages Lawrence students to rethink their roles as musicians in their community, both on and off campus. According to Professor Mizrahi, "It is quite different for students to be presenting this material somewhere other than a conservatory concert stage, and one thing the students learn through this project is how to engage, empathize with, and even heal one's audience through interactive music making."

During the initial spring 2014 residency, four student chamber groups worked closely with members of Decoda to plan interactive performances that they would give in the Appleton community in April, May, and June of 2014. A key element of Decoda's mentorship has been to help students learn how to identify "entry points" into the music that help audience members make a personally meaningful connection to the work. Decoda also gave inaugural interactive performances at Riverview Gardens (a nonprofit urban farming enterprise whose mission is to provide job training for those in need), the Fox Valley Warming Shelter, and Jefferson Elementary School, paving the way for student performances to follow later in the year. Pieper Family Foundation Professor Mark Jenike initiated contact with Riverview Gardens for Profs. Mizrahi and

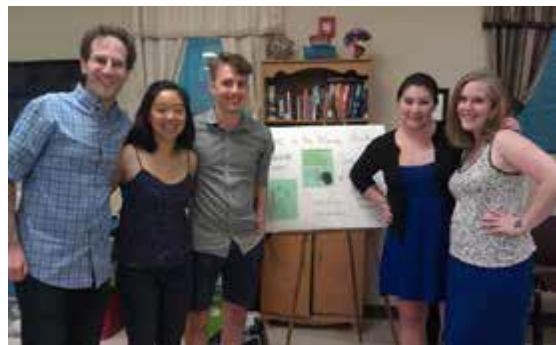
Lesser and participated in the first planning meeting with Riverview Gardens Executive Director, Cindy Sahotsky (LU Class of 1984).

The project now continues on a larger scale as a result of a \$16,700 Arts and Culture Grant from the Community Foundation of the Fox Valley Region in June 2014. The new grant supports two additional visits from Decoda, one of which occurred in October 2014 and the second of which is scheduled for April 2015. The Freedom Center Food Pantry is a new community collaborator, and many more Lawrence students and faculty are now involved. Most significantly, Decoda has worked to train Lawrence faculty and community leaders so that the program can continue even as Decoda's official visits are phased out.

So far, almost 100 Lawrence students and/or Decoda members have participated in 21 events reaching over 1000 audience members. The project was also featured in Lawrence's 2014 "Report to the Community" presentation in October. MFA also has strong support from Brian Pertl, dean of the Lawrence University Conservatory of Music, who commented, "This project allows our faculty and students to find new ways to actively engage audiences from schools to warming shelters to concert halls in a meaningful, moving dialogue with the music."

MFA is also an innovative way to nurture servant leader traits in conservatory students. Listening, empathy, persuasion, and foresight are intrinsic to the practice of serious musicianship, and are skills with which our conservatory students are well-acquainted. However, not all of them are sufficiently aware of their own power to use their hard-won musical abilities to heal, to build community, and to foster the growth of people in need. Music for All gives our student musicians a real-world opportunity to experience service through music. That experience, in turn, will awaken some to their servant leadership potential. The ability to use music to build stronger communities and transcend social boundaries is, in the words of Michael Mizrahi, "difficult to learn, but potentially transformative, giving many students a renewed sense for why they are studying music performance, and their current and future roles in society."

Music for All was made possible, in part, by support in its early stages from the Pieper Family Foundation Professor of Servant Leadership at Lawrence and by funding from the Lawrence University Pieper Family Foundation endowment.



Criterion 6: Carrying out the missions of the chair

Programmatic and curricular initiatives

Servant leader fellows program. This new program will provide a co-curricular, mentored opportunity for 1-3 students per year to a) explore the principles of servant leadership, b) assess and develop a personal capacity for servant leadership, and c) engage in a service related project that accords with the expectations of servant leadership. The Servant Leader Fellowship also helps to promote a campus ethic of service and servant leadership by supporting the activities of the Pieper Family Foundation Professor of Servant Leadership. Servant leader fellows will typically be juniors or seniors who have already demonstrated a capacity for service, and servant-first leadership. The awarding of the fellowship is both a recognition of achievement and the provision of an opportunity for continued activity and growth as a servant-leader. Three students, seniors Heather Jost and Abigail Schubach and junior Abigail LaBrant, have been appointed as servant leader fellows for 2014-15 and began meeting with Professor of Servant Leadership Mark Jenike in September.

Student mini-grant application. Though it has long been our practice to support student projects that furthered the goals of the Pieper Family Foundation endowment at Lawrence, these projects have been evaluated on an ad-hoc basis without a standardized application process. All students seeking servant leadership funding at Lawrence will now complete a common application that refers specifically to the principles of servant leadership. Elements of this application have been incorporated into the Summer Experiential Learning Grant (SELG) application as well, where students can now check a box and answer additional questions if they wish to be considered for “servant leadership funding.” Those granted funding from our servant leadership endowment will be required to enroll in UNIC 170: Leadership and Service (see below) at the conclusion of their funded project.

UNIC 170: Leadership and Service. This course, proposed by the Pieper Family Foundation Professor of Servant Leadership, was approved as a new addition to our curriculum in spring 2014. It will be offered by Mark Jenike for the first time in winter term 2015. Designed for students with significant volunteer or community service experience, the course will examine the development of leadership skills as an outcome of participation via service in human communities. Students will create a personal model of leadership that is informed by and relevant to service. This course will also give students an academic space in which to analyze the outcomes of their volunteer and service work, focusing on the role of leadership in shaping those outcomes. Readings, films, and speakers on ethical and servant leadership will be featured.

UNIC 160: The Practice of Community in Appleton. This course, proposed by the Pieper Family Foundation Professor of Servant Leadership and approved by the faculty in fall 2014, is intended for first year students and explores the idea and practice of community using written works, films, and other resources in combination with

frequent field trips to and guest speakers from the community surrounding campus. A primary goal of the course is to make students aware, early in their time at Lawrence, of the opportunities for academic engagement, social connectedness, and meaningful service in Appleton, beyond the boundaries of campus. Students will be expected to develop their capacity to listen, to understand and empathize with others, and to think deeply about what is required to build and maintain communities. This preparation will facilitate deeper academic, co-curricular, social, and service connections with the community surrounding campus during students' second, third, and fourth years at Lawrence through programs like Civic Life Project (described in the 2013 annual report), the Servant Leader Fellows program, and the activities of the Volunteer and Community Service Center.

Conferences attended

Servant Leader Chair meetings. Attended all three 2014 meetings, including the fall meeting hosted by Lawrence University.

Wisconsin Campus Compact Annual Civic Engagement Institute, March 2014. An opportunity to network with other higher education professionals interested in university-based service and civic engagement.

Community-Campus Partnerships for Health Pre-Conference Workshop, "Getting Your Work out There! Publishing & Disseminating the Full Range of Products of Community-Engaged Scholarship", April 2014. Discussion of strategies for better disseminating and communicating service-related and community-engaged scholarship by faculty and faculty-student teams.

Nobel Conference 50, "Where does science go from here", October 2014. Steering committee member and bus-leader for this multi-generational delegation of over 100 students, educators and community members from the Fox Cities, Shawano, and Two Harbors (MN) to the conference at Gustavus Adolphus College, Saint Peter MN. This trip has been an important community-building event since 2008. Formal and informal discussions between participants allow diverse members of our community to deepen their understanding of each other in 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. This was my fourth conference attended as an educator, and first as a member of the steering committee.

Weight of the Fox Valley (WOTFV) Community Health Summit, December 2014. This three-county, public/private partnership is seeking to address overweight and obesity through community-based interventions within the framework of the Wisconsin Nutrition, Physical Activity and Obesity Program. As a nutritional anthropologist, I see this local initiative as an arena in which I can exercise servant leadership. I and the 2014-15 servant leader fellows (see below) will be part of the WOTFV food systems

action team and seek to establish a long-term community-based participatory research collaboration between Lawrence and WOTFV.

Wisconsin Leadership Institute Collaborator of the Year Award Luncheon, December 2014. This luncheon provided an opportunity to connect and reconnect with servant leaders in Wisconsin, including awardees Richard Pieper and Tom Thibodeau, as well as Christa Williams of Sophia Foundation, Inc..

Consultations

Paula Morgen, Thedacare Community Health Action Team; **Peter Kelly**, Goodwill Industries of North Central Wisconsin; **Kurt Eggebrecht**, Health Officer, City of Appleton. Multiple meetings to discuss potential community-based research collaborations in the service of local public health needs; these consultations led to involvement with the Weight of the Fox Valley Initiative.

Alex Tyink, Community Gardens Partnership, Goodwill Industries of North Central Wisconsin. Correspondence and discussion related to Goodwill Grows, an innovative four-season, school-based gardening and nutrition education initiative; provided a letter of support for a proposal (pending) to the USDA Farm to School Grant Program and promised assistance with impact assessment if the grant is funded.

Chris Weber, Talent Management & Leadership Development, Goodwill Industries of North Central Wisconsin. Discussion of an idea to create a cooperative Appleton community innovation center focused on solving social problems.

Kristi Hill, director of the Volunteer and Community Service Center at Lawrence. Multiple meetings to discuss ongoing projects. 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 Servant Leader Chairs at Lawrence.

Presentations

Univ. of Wisconsin, Milwaukee, Anthropology Department Colloquium: "Holism in the community: Assessing an Appleton K-6 nutrition intervention using diverse anthropological tools", May 2014. A discussion of the use of anthropological methods to meet a community-identified need for research.

Rotary Club of Appleton, "Reflections on what we learned at the 2014 Nobel Conference, 'Where does science go from here?', December 2014 (with high-school student Brian Jenike). This was an opportunity for a father-son team to share insights from this intergenerational community education event with interested Rotarians who were unable to attend the conference in person.

Other campus service and leadership

Servant Leader Chair annual report. Prepared and submitted 2013 and 2014 reports.

Chair, President's Higher Education Community Service Honor Roll Task Force. Coordinated the compilation and submission of Lawrence's successful application for 2014. Lawrence is one of only two Wisconsin institutions to be cited every year by the Washington, D.C.-based Corporation for National and Community Service (CNCS) since it launched the honor roll program in 2006.

Experiential Learning Grant Committee. Review of applications and awarding of grants for internship and volunteer projects during winter and summer break. Three projects were funded from the Pieper Family Foundation endowment:

- Alexis Cuzzo - \$1860 for transportation and living expenses connected with an internship with Teen Living Programs, an organization that provides services and housing programs for homeless youth in Chicago, and volunteer work with The Crib, a shelter for homeless youth affiliated with The Night Ministry.
- Abby LaBrant - \$1200 for travel and living expenses connected to her GlobeMed internship in grassroots on-site work with Health Development Initiative, Kigali, Rwanda.
- Alek Wasserman - \$500 in support of materials for summer music instruction and piano lessons at the Boys and Girls Club of downtown Appleton.
- All three awardees are enrolled in UNIC 170: Leadership and Service for winter term, 2015. This was a condition of their award and will give them an opportunity to reflect on their potential for servant leadership in light of their funded summer service experience.

Mita Sen Award Committee. Judged applications for the Mita Sen Award for Societal Impact. The award is given annually to one or more juniors whose projects have the potential to positively impact society by addressing the demonstrated needs of individuals, families, or the community at Lawrence, in the Fox Cities, or beyond, through volunteerism, entrepreneurship, or artistic or scholarly activities.

Report to the Community Planning Committee, member. Lawrence's annual report to the community, consisting of a publication and a breakfast event, is an important part of maintaining strong partnerships with institutions and individuals in our local community. These partnerships, in turn, facilitate student service and servant-leadership activities.

Title III grant advisory committee. Oversight of a major, multi-year institutional project that seeks to improve academic success of students who are at elevated risk of educational failure, especially students from low income families, first generation students, students of color, and English language learners.

Martin Luther King, Jr. Day Community Read, participation in discussion of *This I believe* .

Criterion 7: An Exemplary Servant Leader

Servant-first leadership at Riverview Gardens: Oren Jakobson and Hava Blair¹

“In terms of empathy and commitment to the growth of people, my entire time at Riverview has confirmed to me that absolutely every human being does have value to contribute in many different ways.” -Oren

“One of the differences between Riverview and other community projects is that we actually wanted it to be a community project. We saw time after time, that all of the non-profits doing the kind of social service work that we are talking about are very siloed – ‘this is my demographic’, ‘these are the people that I serve’, and ‘I know how to do it and I know how it works and nobody else could possibly understand how it works.’ And so we at Riverview were trying to say, ‘we’re going to try to serve everybody; we’ve got opportunities for every type of person across this whole spectrum and we actually want to be the collaborating glue’.” -Hava

Nurturing the roots of servant leadership at Lawrence: SLUG and two servant leader grants

In 2005 a group of twenty Environmental Studies students planned and implemented an organic garden on Lawrence’s campus that was to become the Sustainable Lawrence University Garden, a.k.a. SLUG. In addition to composting waste from the dining services and producing food that nurtures the Lawrence Community, SLUG has also nurtured more than its share of student leadership at Lawrence. Oren Jakobson, (LU class of 2011), and Hava Blair (Udall Scholar, LU class of 2013), are two of the students who, after serving and leading in SLUG, have gone on to lives of exemplary servant leadership after graduation.

Oren began his involvement with SLUG soon after transferring to Lawrence from UW-Platteville in 2008 and through his leadership, the garden expanded beyond vegetables to include a nearby apple/pear orchard. Later, he and Hava were instrumental in establishing a beekeeping operation next to SLUG that provides both pollination services for SLUG and honey for the Lawrence community. This required not only education about beekeeping, but also considerable political leadership, in order to obtain the necessary permit for the hives from the city. Hava’s and Oren’s training in sustainable urban farming was supported with two servant leader grants – one to Oren

¹ This section of our annual report draws on material from Lawrence university publications and webpages, as well as an interview by Mark Jenike with Oren and Hava on December 10, 2014. Where possible, Hava’s and Oren’s own words are used to tell their story and illustrate their commitment to servant leadership.

that was approved by Servant Leader Chair Alan Parks and one to Hava, Oren, and a third student, Sophie Patterson, that was approved by Servant Leader Chair Monica Rico. These grants enabled training with Will Allen's Growing Power in Milwaukee, and with experienced, skilled, small-scale farmers in Costa Rica. Oren and Hava eventually moved on from SLUG in order to accept a sustainable farming challenge that was much bigger in geographical, social, and financial scope, and that would require them to grow as servant leaders. They left behind an institution (SLUG) that is stronger and more sustainable today because of their leadership, and that continues to nurture servant leader traits among Lawrence students.

Accepting the challenge of servant-first leadership

One afternoon in the summer of 2011 while Hava was working as part of the summer crew at SLUG, a man and a woman walked into the garden and asked for a tour. They explained that they were from COTS, a local non-profit that provides transitional shelter for people experiencing homelessness in the Fox Cities. COTS had a plot of land near one of their residential facilities that they thought might work as a site for a garden with hoop houses, like those at SLUG, that could engage their residents in productive work. They wanted assistance designing and implementing the project. Hava called Oren and asked if he could help; Oren had learned to build hoop houses at Growing Power in Milwaukee with support from his servant leadership grant from Lawrence. They subsequently planned the project and helped with the build. On the day of the build, Cindy Sahotsky (LU class of 1984), then an executive at COTS, pulled Oren aside and said that she and others had a big idea that she would like to pitch to him. The idea was to take a golf course and turn it into an organic farm with hoop houses and an integrated job-training and community engagement program called Service Works. This idea, nurtured by the servant leadership of Oren, Hava, and others, was to become Riverview Gardens, a financially self-sustaining social enterprise focused on job training for people in need and located in downtown Appleton.



Oren (in orange hat) erecting a hoophouse with volunteers

Though the idea of Riverview Gardens — taking over a country club and asking the most disenfranchised people in the community to come and turn it into a financially

sustainable social enterprise and organic farm — seemed crazy to some, Oren saw it as an opportunity. He said yes to the offer of what was initially a volunteer position as lead horticulturist and garden manager. Just out of college, he was put in charge of developing a business plan and a management plan, as well as overseeing a 72-acre property and a large building, both filled with urgent maintenance needs. Hava and Oren, together with Polly Dalton, another LU graduate and SLUG volunteer (now an elected alderperson on the Appleton Common Council), wrote a successful grant application to the Funders Network for Smart Growth and Livable Communities and were awarded \$110,000 to cover initial operating expenses. They also put together a compelling vision for how they would use the land and equipment at their disposal to advance a primary mission of “engaging people who are experiencing poverty, homelessness, and unemployment, in a meaningful way, on scale.”

A servant-first leadership philosophy at Riverview

It was Hava’s and Oren’s philosophy that they should be able to take anybody and involve them at Riverview Gardens in some way. They intended to pursue a management plan that, rather than focusing on finding and using specific skilled labor in the most efficient way, was instead focused on meaningfully incorporating as many people as possible, regardless of their skill level or dependability. They realized that the exercise of servant leadership would be essential for their plan to succeed. As Hava put it, “So you go from needing people with all of these specialized skills to just needing the staff to be good at leading other people, and then we basically had to be constantly training and retraining people. A huge part of our job there was just doing that interaction.” In Oren’s words, “I think it is more about finding a way of leading that is effective for more people rather than thinking that your [way] is fine and then trying to find some very specific people who are going to overcome the problems with your leadership.”

They described their approach as “principled,” rather than “mechanistic.” The five principles of work at Riverview Gardens that they developed were:

1. Meaningful Work –We engage in opportunities that are exciting and fulfilling.
2. Willing Participation – We are committed to working together to fulfill the goals of the Riverview Gardens.
3. Mutual Respect – We respect different opinions and backgrounds.
4. Open Communication – We are free to express our desires, motivations, passions and ideas and we are willing to listen to others.
5. Energized Spirits – We will have an experience that builds up our energy and enthusiasm to engage in our community

At its most basic, Hava's and Oren's work at Riverview was about valuing the people that they served. As Oren put it, "It is fundamental that the idea of . . . Riverview was to not reject people based on some mark against them but to assume from the start this person is valuable, and our job from the start is, instead of figuring out what their value is, to figure out how their value will contribute." Oren and Hava both speak eloquently about the power of allowing people who are passed over and passed on every day, to make a positive contribution. As Hava, described it, "We tell people, 'We think you can do this. Get through today and that shows that you are accomplishing something regardless of all that other stuff.'" She went on to say, "You can create a lot of meaning even in tasks that seem boring and repetitive by setting that type of expectation, by imbuing it with some meaning that is beyond just getting the job done."



Hava with beets from Riverview Gardens

Figuring out how to make that happen with everyone who showed up at Riverview wanting to work was their daily leadership challenge. The question that guided their actions was, in Hava's words, "What is work that will build people up rather than tear them down?" Oren noted that volunteers often asked him, "Isn't there a machine that can do this?" to which he would respond, "Well then what would you do?"

The experience at Riverview has confirmed the value of servant-first leadership for Oren and Hava.

Oren: "This experience working with [people who are struggling and disenfranchised] and reaffirming to myself that I know and have seen and experienced many of the values that they can contribute - that is very meaningful to me, and essentially sets me up to continue to have that assumption in any leadership role that I'm in in the future. . . . Many of the authoritarian or other leadership concepts would ask for people to prove themselves first before assuming any kind of value."

Hava: "'I loved having a plan and executing and that type of efficiency, but at Riverview the definition of success was not necessarily that. The definition of success was . . . all these very small or slowly evolving things so I think I really had to learn to be aware and patient with myself as I tried to figure out with each individual person what's the best way that we can work with you, that you can become part of it, because it is different for everybody."

Next steps in the servant leader journey: Field Notes and the Central River Farmshed

Hava and Oren recently decided to move on from Riverview Gardens and to take up a new challenge – starting their own farm and working more closely with other farmers. Together with their friend and colleague, Polly Dalton, they have founded Field Notes Farm in Custer, WI. Hava described their planning for Field Notes this way: “A lot of our conversation centered around transparency — being open and available to the community in what we are doing; about using what we’re doing on the farm not only as a way to produce food, but to educate [interested farmers] about . . . what our process is; and try to break down some of the business barriers of things like sharing your financials and sharing your business plan and things like that. We designed our website to be open so that anybody can go on and see the spreadsheets of all of our planning and how all of this fits together. That’s one of the things that’s really important to us. We’re not only in farming to produce the food, but one of the things we recognized at Riverview is the huge community building potential of that farming process, so we’re trying to take that out into a different community and do that.”

To support and magnify the impact of the work that they will do at Field Notes, and to share some of the knowledge they gained at Riverview, Oren and Hava have established a relationship with Central Rivers Farmshed of Stevens Point whose mission is “to expand the connection between local residents and their food by providing opportunities for participation, education, cooperation, and action to support a local food economy in Central Wisconsin.” Their work with Central Rivers Farmshed and at Field Notes will give Hava and Oren the opportunity to continue to grow and thrive as servant leaders. We are proud that Lawrence University and Pieper Family Foundation servant leadership endowment at Lawrence were able to play a role in nurturing these exemplary servant leaders.

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 2014.

Appendix: Alumni Survey Results**Means**

Personal Life Importance	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Total
Develop awareness of societal problems	3.09	3.23	2.95	3.23	3.26	3.09	3.23	3.24	3.13	3.10	3.22	3.22	3.27	3.18
Place current problems in perspectives	3.38	3.39	3.29	3.35	3.24	3.33	3.45	3.24	3.19	3.34	3.29	3.47	3.39	3.33
Understand moral/ethical issues	3.53	3.32	3.57	3.48	3.49	3.30	3.41	3.47	3.36	3.37	3.44	3.39	3.45	3.41
Lead/supervise tasks and groups of people	2.50	2.84	2.57	2.67	2.60	2.54	2.59	2.64	2.43	2.57	2.41	2.54	2.42	2.53
Relate well to different cultures/races	3.53	3.35	3.33	3.55	3.39	3.31	3.39	3.54	3.29	3.32	3.37	3.42	3.51	3.39
Function effectively as a team member	3.41	3.39	3.48	3.27	3.26	3.28	3.20	3.42	3.14	3.22	3.12	3.28	3.21	3.24
Communicate well orally	3.68	3.45	3.81	3.64	3.60	3.59	3.55	3.68	3.54	3.63	3.65	3.59	3.71	3.62
Understand others	3.76	3.71	3.90	3.67	3.70	3.66	3.68	3.78	3.78	3.60	3.71	3.68	3.79	3.71

Professional Life Importance	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Total
Develop awareness of societal problems	3.00	2.94	3.00	3.00	3.10	2.92	2.89	3.07	2.71	2.88	2.91	2.89	2.98	2.92
Place current problems in perspectives	3.32	3.32	3.43	3.38	3.36	3.30	3.20	3.19	3.13	3.25	3.21	3.19	3.21	3.24
Understand moral/ethical issues	3.26	3.29	3.43	3.47	3.50	3.31	3.30	3.33	3.10	3.27	3.17	3.18	3.18	3.26
Lead/supervise tasks and groups of people	3.26	3.42	3.43	3.36	3.46	3.30	3.09	3.42	3.21	3.30	3.23	3.20	3.12	3.27
Relate well to different cultures/races	3.62	3.71	3.52	3.59	3.51	3.41	3.36	3.60	3.37	3.42	3.32	3.47	3.48	3.45
Function effectively as a team member	3.53	3.77	3.81	3.67	3.74	3.76	3.66	3.85	3.69	3.73	3.73	3.69	3.72	3.72
Communicate well orally	3.79	3.94	3.90	3.85	3.83	3.82	3.80	3.79	3.83	3.82	3.80	3.81	3.87	3.82
Understand others	3.56	3.84	3.76	3.74	3.77	3.74	3.71	3.82	3.71	3.67	3.65	3.74	3.72	3.72

Means

Enhanced in College	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Total
Develop awareness of societal problems	3.09	3.13	3.24	3.35	3.24	3.14	3.45	3.35	3.21	3.23	3.18	3.21	3.32	3.24
Place current problems in perspectives	3.29	3.10	3.38	3.36	3.27	3.24	3.23	3.33	3.31	3.28	3.20	3.26	3.24	3.26
Understand moral/ethical issues	3.21	3.32	3.24	3.38	3.43	3.31	3.43	3.43	3.32	3.29	3.29	3.30	3.47	3.34
Lead and supervise tasks and groups of people	3.00	2.97	3.00	3.05	2.94	2.94	2.88	3.11	3.09	3.05	2.96	3.03	3.05	3.01
Relate well to people of different cultures/races	2.94	3.39	3.43	3.17	3.34	3.39	3.32	3.49	3.32	3.34	3.10	3.13	3.40	3.28
Function effectively as a member of a team	3.03	3.32	3.33	3.29	3.49	3.32	3.30	3.50	3.28	3.29	3.28	3.32	3.38	3.32
Communicate well orally	3.62	3.42	3.52	3.58	3.64	3.59	3.57	3.64	3.49	3.55	3.55	3.54	3.55	3.56
Understand others	3.56	3.68	3.62	3.50	3.61	3.44	3.54	3.65	3.42	3.44	3.35	3.39	3.51	3.47

Community Service	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Total
Evaluate your level of involvement in community service while an undergraduate	2.41	2.52	2.24	2.38	2.59	2.40	2.59	2.60	2.59	2.41	2.40	2.59	2.64	2.49
Evaluate the contribution of community service to your personal or professional life after graduation	2.35	2.45	2.10	2.44	2.54	2.36	2.59	2.61	2.40	2.25	2.21	2.24	2.51	2.37

Means

Personal Life Importance	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Total
Altruism	3.09	3.13	3.05	2.92	3.20	2.90	2.93	3.04	3.10	2.95	3.02	3.13	3.06	3.03
Compassion	3.72	3.58	3.62	3.60	3.62	3.49	3.50	3.66	3.50	3.48	3.53	3.64	3.64	3.56
Cooperation	3.59	3.58	3.57	3.48	3.44	3.32	3.41	3.56	3.35	3.40	3.44	3.49	3.41	3.44
Creativity	3.22	3.35	3.29	3.25	3.03	3.13	3.06	3.41	3.31	3.25	3.20	3.31	3.56	3.26
Dedication	3.72	3.68	3.86	3.52	3.52	3.50	3.39	3.66	3.45	3.50	3.42	3.53	3.51	3.51
Diligence	3.59	3.48	3.67	3.34	3.38	3.42	3.31	3.52	3.31	3.32	3.24	3.34	3.38	3.36
Fairness	3.53	3.42	3.33	3.31	3.36	3.41	3.44	3.44	3.45	3.32	3.23	3.40	3.34	3.36
Faith	2.34	2.45	2.14	2.17	2.39	2.47	2.26	2.15	2.15	2.16	2.04	2.35	2.20	2.22
Humility	3.25	3.06	3.19	3.06	3.09	3.07	2.98	3.15	3.13	2.93	3.01	3.22	3.16	3.08
Integrity	3.78	3.77	3.95	3.72	3.75	3.69	3.81	3.79	3.64	3.58	3.57	3.64	3.61	3.67
Patience	3.66	3.58	3.62	3.50	3.50	3.42	3.43	3.46	3.45	3.42	3.40	3.49	3.51	3.46
Self-confidence	3.53	3.45	3.67	3.39	3.33	3.37	3.44	3.52	3.41	3.51	3.43	3.48	3.55	3.46
Supportiveness	3.47	3.55	3.67	3.47	3.43	3.40	3.56	3.58	3.42	3.51	3.45	3.50	3.55	3.49
Professional Life Importance														
Altruism	2.75	2.94	2.67	2.80	2.83	2.74	2.70	2.89	2.64	2.76	2.65	2.72	2.85	2.75
Compassion	3.13	3.29	3.38	3.13	3.27	3.22	3.09	3.18	2.95	3.04	2.97	3.05	3.20	3.10
Cooperation	3.72	3.65	3.76	3.75	3.63	3.66	3.52	3.83	3.59	3.67	3.71	3.72	3.74	3.69
Creativity	3.38	3.55	3.33	3.27	3.30	3.10	2.93	3.52	3.27	3.25	3.13	3.30	3.43	3.26
Dedication	3.50	3.71	3.81	3.61	3.63	3.60	3.57	3.73	3.63	3.62	3.52	3.66	3.70	3.62
Diligence	3.75	3.84	3.81	3.63	3.73	3.66	3.76	3.76	3.72	3.66	3.65	3.78	3.74	3.71
Fairness	3.34	3.68	3.33	3.19	3.30	3.30	3.20	3.39	3.17	3.06	3.01	3.15	3.22	3.19
Faith	1.66	1.87	1.81	1.59	1.83	1.98	1.80	1.90	1.62	1.68	1.65	1.79	1.76	1.75
Humility	2.75	2.84	2.90	2.83	2.77	2.77	2.67	2.97	2.63	2.66	2.57	2.76	2.80	2.72
Integrity	3.84	3.71	3.76	3.72	3.72	3.69	3.74	3.73	3.64	3.64	3.56	3.55	3.54	3.65
Patience	3.50	3.68	3.62	3.53	3.61	3.58	3.46	3.63	3.63	3.55	3.63	3.57	3.61	3.59
Self-confidence	3.56	3.74	3.67	3.55	3.53	3.51	3.39	3.59	3.49	3.59	3.56	3.56	3.59	3.55
Supportiveness	3.41	3.52	3.52	3.33	3.42	3.26	3.28	3.48	3.32	3.29	3.31	3.29	3.44	3.34