

Ripon College Pieper Report

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Executive Summary

Ripon College continues to implement a solid approach to developing servant leaders on campus. This approach focuses in particular on collaborative on-campus programming for students as well as programming and service-learning assistance for faculty and staff. This report contains highlights from the Pieper Chair's efforts to implement this vision of servant leadership at Ripon College.

Outcomes 3 & 4: Outcomes Measure Compared to Demographic Norms

Ripon College continues to collect a variety of data related to servant leadership practices on campus. For 2014, these data included the UW-Madison Servant Leadership Survey, the National Survey of Student Engagement (NSSE), the Ripon College Graduate Questionnaire, Center for Social Responsibility data, and data from Mary Tarling's doctoral research. In addition, a framework for an outcomes evaluation process for the Center for Social Responsibility should aid the collection of data for future years. Of the data collected this year, two findings stand out:

- The UW-Madison Servant Leadership survey, administered to students in Religion 115: Introduction to Ethical and Servant Leadership, showed Ripon College students as being particularly adept at the servant leadership practices of listening, awareness, growth of others, having a calling, and empathy.
- The Ripon College Graduate Questionnaire revealed that graduating seniors indicated they had learned most about the servant leadership practices of responsibility for people, organizations and resources; accepting others; and providing direction to others.

Outcome 5: A Breakthrough Venture

This was an exciting year for the chair at Ripon because it included several new, breakthrough ventures related to servant leadership:

- A new Diversity Leadership Roundtable formed this fall, which brings together student, staff, and faculty leaders to collaborate on issues related to diversity. One immediate outcome has been a #respectfuldifference @riponcollege social media campaign.
- A new Environmental Leadership Roundtable formed this fall, which brings together student, staff, and faculty leaders to share information and collaborate on issues related to environmental sustainability on campus.
- A Spring Cleaning Recycling Drive, led by student leaders, which diverted usable items from the trash during end-of-year move-out and instead sent them to local non-profits.

- A collaborative trip to the Jamaican Blue Mountains along with MSOE to install and upgrade computer classrooms in Hagley Gap, Minto, and Penlyne Castle.
- A one-day leadership conference for student athletes called “Leadership in Athletics and Life.”

This report also contains an update on two important breakthrough ventures from last year:

- The creation of a new minor in Socially Responsible Leadership at the college, which included the introduction of new courses in 2014, including Religion 115: Introduction to Ethical and Servant Leadership, Business Management 309: Social Entrepreneurship and Innovation, and Interdisciplinary Studies 330: Community Engagement and Service Learning.
- The creation of the new Center for Social Responsibility, which secured a Career Ready Internship grant from the Great Lakes Higher Education Guarantee Corporation.

Outcome 6: An Excellent Year in the Mission of the Chair

In addition to the breakthrough ventures above, it was an active year for the everyday aspects of the Chair, including projects in the realms of presentations related to servant leadership, including TED Talks & Tea; service initiatives, including alternative break trips and service learning, and issue-related engagement on hunger and homelessness, the environment, and diversity. Organizations which benefitted from or collaborated in these activities include the following:

- Ripon Community Food Pantry, the area’s largest food pantry
- Maplecrest Manor and Prairie Place, assisted living facilities in Ripon College
- Ripon Area School District
- United Methodist Committee on Relief (UMCOR)
- Windy City Habitat for Humanity
- Father Wally Kasuboski’s mission in Panama
- Ripon Noon Kiwanis
- Ripon Rotary
- Peace Corps
- Americorps

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

In 2014, the Center for Social Responsibility presented new awards during the annual Awards Convocation in April. Two such winners were named and are described in the report. They were:

- Rosette Reynolds, winner of the Student Servant Leadership Award
- Lisa Ellis, winner of the Faculty/Staff Service Learning Award

Servant Leadership at Ripon College

Each of the four schools that have been awarded a Pieper Chair in Servant Leadership has come to embody a unique approach to the position, focusing on a different selection of student and faculty initiatives. At Ripon College, our approach has centered on conducting collaborative on-campus programming for students. This programming includes a variety of service, leadership-development, and ethics-cultivation initiatives that allow students to implement the practices of servant leadership. In addition, the chair at Ripon works with the faculty to teach servant leadership through the minor in Socially Responsible Leadership and to implement service-learning in the classroom.

Ripon College believes it is important to articulate its own vision for the chair to distinguish its activities from other schools, not because the work of the other schools does not have merit, but because each school must be evaluated according to goals and standards that are appropriate to the context of that school. Ripon College does not have the student organizations to lead nor the financial resources to fund many large-scale international service projects. The liberal arts focus of the college means that Ripon does not have students with the same engineering skills as students at MSOE or UW-Madison College of Engineering. We have a smaller student body and are located in a smaller community than the other three Pieper schools.

That does not mean, though, that we don't have vital resources dedicated to servant leadership or students with great skills for servant leadership. Our students have been able servant leaders on-campus and in the local community (as well as internationally in Jamaica) in ways that have focused on care for the poor, environmental stewardship, and inclusion of minority students in the campus community. Moreover, while the financial resources of the chair are constrained by the college's overall financial means, Ripon has structured its chair to provide a greater amount of chair time for programming. The college also has many dedicated staff members in the Student Life Division and elsewhere on campus that have been willing and eager collaborators with the chair.

Thus, we at Ripon College believe that we have developed a coherent and top-notch approach to servant leadership that fits our institution and its student body. To better convey how we are thinking about servant leadership, this year's report will not only describe the various activities of the chair but also try to connect them to the practices of servant leadership as identified by Dirk Von Dierendonck – empowering and developing people, humility, authenticity, interpersonal acceptance, providing direction, and stewardship – and the eleven servant leadership characteristics identified by John E. Barbuto and Daniel W. Wheeler and incorporated in the survey developed by UW-Madison.

Outcomes 3 & 4: Outcomes Measures Compared to Demographic Norms

This report continues with a mix of outcome indicator data that is yearly, semi-yearly, and one-time. It presents the first data in which should be periodic data collection using the servant leadership survey designed by UW-Madison. The report includes a yearly update on the survey administered to Ripon College graduating seniors and internal service data. Also included is the most recent National Survey of Student Engagement (NSSE) and Center for Social Responsibility data for 2014. In addition, the report presents one-time data including Mary Tarling's research. Finally, there is an update on the outcomes assessment process for the Center for Social Responsibility introduced in last year's report.

UW-Madison Servant Leadership Survey

As reported by Dr. Greg Harrington, the Pieper Chair at UW-Madison College of Engineering, in his report to the Pieper Foundation last year, that school has been working to develop a survey to assess the attributes of servant leadership. UW-Madison has focused on a list of 11 attributes taken from John E. Barbuto and Daniel W. Wheeler at the University of Nebraska-Lincoln. These eleven attributes are based on a list initially devised by Larry Spears, with an eleventh attribute added by Barbuto and Wheeler. The list is as follows: listening, awareness, persuasion, conceptualization, foresight, growth of others, building community, having a calling, empathy, healing, and stewardship. Dr. Harrington has worked to develop the survey in cooperation with the University of Wisconsin Survey Center. A draft of the survey was included as Appendix C in UW-Madison's 2013 report.

Dr. Harrington has graciously worked with me and the other chairs to extend the survey to the other schools with Pieper chairs. In spring 2014, students in my Religion 115: Introduction to Ethical and Servant Leadership class had the opportunity to pilot the survey at Ripon, the first time it was used outside of UW-Madison. Eleven students from that class took the survey, about half of the class.

The results were encouraging, showing consistently that students valued the attributes, indicated having learned the eleven attributes, and in general, were confident about their ability to demonstrate such attributes themselves. The chart below shows the percentages of students who said they had learned quite a bit or a great deal and were very or extremely confident in their ability to practice each of the attributes (the two highest categories for both questions). Full results of that survey can be found in the appendices.

Attribute	Learned quite a bit/a great deal about attribute	Very/extremely confident in ability to practice attribute
Listening	82%	80%
Awareness	64%	73%
Persuasion	36%	40%
Conceptualization	40%	40%
Foresight	70%	33%
Growth of others	80%	80%
Building community	90%	50%
Having a calling	80%	75%
Empathy	70%	80%
Healing	40%	50%
Stewardship	70%	22%

Three groups emerge within the attributes. For five of the attributes, both learning and confidence are high: listening, awareness, growth of others, having a calling, and empathy. For three attributes, learning is high, but confidence is not: foresight, building community, and stewardship. For the remaining three attributes, learning and confidence are moderate: persuasion, conceptualization, and healing. These preliminary results suggest that students are benefitting from the new minor in Socially Responsible Leadership and the introductory REL 115 class while at the same time providing direction for refining the course in future iterations.

As is indicated in the other chairs' reports, Dr. Harrington has continued to partner with all of the chairs to make the survey available in versions that are customized for each of our schools. Thus, I will be able to share comparable data again in future reports.

Ripon College Graduate Questionnaire

2014 was the second year in which I was able to include a question on the yearly questionnaire given to all graduating seniors at Ripon College. The survey instrument asks a variety of questions about students' experiences at Ripon College and their plans for afterward. See the Appendices for a full version of the survey instrument. The questionnaire is administered to graduating seniors during their

graduation rehearsal; therefore, the response rate is exceptionally high, with near universal participation by graduating students.

My question asked students to identify which components of servant leadership they felt they learned at Ripon College. The components identified in the question were adapted from the six components of servant leadership identified by Dirk van Dierendonck:¹ empowering and developing people, humility, authenticity, interpersonal acceptance, providing direction, and stewardship. To make the list more easily comprehensible by students, the question used the wording of empowering and developing people, humility, authenticity, accepting others (interpersonal acceptance), providing directors to others/groups (providing direction), and responsibility for people, organizations and resources (stewardship).

The overall results for 2014 are as follows:

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

Fuller results and a comparison with 2013 are available in the Appendices.

The results for 2014 are more or less in line with what they had been for 2013, with just a few percentage points difference. There was a slight uptick in empowering and developing people and a slight downtick in responsibility for people, organizations, and resources. Observation of next year's and subsequent year's data will hopefully reveal longer-term trends.

Examining the correlation between students' learning of servant leadership principles and students' record of involvement on campus yields some positive indications about the success of the Chair. Two groups of students with whom I interacted frequently performed better in 2014 than in 2013. Students involved in community service or in multiple campus activities increased their learning of servant leadership principles. Moreover, I had spoken to the leader of one of the campus spirituality groups about that segment's low showing last year, and their results this year were significantly better.

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

Two-sport athletes remained an under-performing group, but it will be important to watch those scores in future years to see whether there are long-term benefits to the Leadership in Athletics and Life conference, described below. Data from last year and this year also suggest that marginally involved students who participate in only one activity or leadership position may also be an appropriate focus for targeted leadership development work.

National Survey of Student Engagement (NSSE)

Spring 2014 was another cycle for administering the National Survey of Student Engagement (NSSE). The NSSE is a national-standard survey for assessing various aspects of student's college experiences. Reporting for this year's NSSE took a slightly different format than in previous years, part of a periodic adjustment that is common in such national surveys. Thus, while historical data for the NSSE is given in the Appendices, the data for 2014 presented below is not entirely comparable.

One new aspect for the NSSE this year has been a focus on perceived gains by students over the course of their college careers in ten areas of knowledge, skills, and personal development. Included in this list of ten are several related to the practices of servant leadership. Students' self-reported gains in those areas are as follows:

- 82% reported an increased ability to work effectively with others (relates to building community, interpersonal acceptance, authenticity, listening, persuasion).
- 73% reported an increased development of a personal code of values and ethics (relates to humility, empathy, healing, having a calling).
- 71% reported greater ability to solve complex real-world problems (relates to conceptualization, foresight, and providing direction).
- 66% reported greater understanding of people of other backgrounds (relates to interpersonal acceptance and empathy).
- 62% reported growth in being an active and informed citizen (relates to awareness).

These are encouraging results, and I look forward to being able to track them over the long haul.

Center for Social Responsibility Data

As in years past, the Center for Social Responsibility will again be applying for the President's Higher Education Community Service Honor Roll. Ripon College has won recognition on the Honor Roll repeatedly in the past. This process also allows the Center for Social Responsibility to continue to track

service data whose baseline was established in 2010 under the Office of Community Engagement (OCE). Results from 2014 are below, and a comparative table is in the Appendices.

- Unduplicated number of volunteers: 519
- Number of students who engaged in academic service learning: 136
- Number of students who engaged in at least 20 hours of community service per semester: 99
- Total number of service hours engaged in by the institution's students: 5,441

Last year's numbers were down slightly from the year before, and this year's numbers continue to show a decline in most areas. This decline reflects both the overall lower enrollment at the college and a decline in the percentage of students participating in service. New lines have been added to the data in the Appendices indicating total enrollment and percentage of students engaged in service. We believe that the decline in the percentage is a result of the loss of resources in other areas related to service, not a reflection of the work of the Chair. Moreover, despite a decline in the overall number of students engaged in service, the number of students who engaged in at least 20 hours of community service is actually up from the previous two years, and the total number of volunteer hours has held fairly steady. These are great outcomes, especially given the decline in overall enrollment in the college. We believe these results indicate that while the breadth of student service engagement has declined with a reduction in resources, the quality of engagement remains high because of the work of the Chair and others in the Center for Social Responsibility.

Mary Tarling's Doctoral Research

As mentioned last year, I had a special opportunity to collect data related to the state of servant leadership at Ripon College. Mary Tarling, Director of Servant Leadership at Aurora University and a PhD student at Cardinal Stritch University, contacted me about Ripon College participating in research related to her doctoral work. With the collaboration of Michele Wittler, Associate Dean of Faculty and Registrar, we were able to arrange for the participation of Ripon College students in Ms. Tarling's research. 127 Ripon students completed the survey along with 364 students from Lawrence University and Milwaukee School of Engineering.

The survey included elements from the Learning Context Questionnaire, designed to measure students' progress on Perry's scheme of intellectual and ethical development, and from the Character Foundation Assessment, which evaluates the presence of character dispositions, including eight character dispositions associated with servant leadership: self-awareness, listening, changing the

pyramid, developing colleagues, coaching, unleashing the energy of others, foresight, and the desire to serve. Based on students' responses, a score was calculated for their Perry position and the degree to which they embodied these eight servant leadership characteristics. Ms. Tarling's research sought to determine whether there was a correlation between students' Perry position and these various servant leadership characteristics.

Tables with results are included in the Appendices. The results for Ripon College are on par with the results for the study pool as a whole. Overall, Ms. Tarling concluded that there was a weak correlation between students' Perry position and their performance on seven out of the eight characteristics. Desire to serve did not correlate statistically with the Perry position (or any of the other study variables), suggesting that the desire to serve is found among all groups, regardless of age, gender, or intellectual or moral development.² Interestingly, desire to serve was the most highly developed of the servant leadership characteristics among survey respondents, surely a positive result.

Outcomes Evaluation Process for Center for Social Responsibility

Last year, I reported on the beginnings of a new assessment project: an outcomes evaluation process for the Center for Social Responsibility. Lindsay Blumer, Executive Director of the Center for Social Responsibility, Mary Avery, Fellow of the Center, and I collaborated with Soren Hauge, the Assessment Coordinator for Ripon College, to identify common outcomes and outcome indicators for the work of the Center. While these outcomes extend beyond the outcomes related to servant leadership for which I am responsible as Pieper Chair, the list of outcomes identified for the Center for Social Responsibility and the logic model identifying inputs, activities, outputs, outcomes, and outcome indicators serves to put the activities of the chair in context. Both of these documents are included in the Appendices.

While Lindsay, Mary, and I developed this logic model during the 2013-14 school year, we have not yet systematically begun collecting data on all of the indicators listed in the model. We have been waiting the resolution of several questions related to the overall state of the college, such as the result of a curriculum review and the hiring of a new Dean of Faculty, before proceeding. I should have more to report on this process at next year's meeting.

² Mary Tarling, "Investigating the Relationship between the Demonstration of Servant Leadership and Intellectual Development" (PhD diss., Cardinal Stritch University, 2014).

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

This year's report brings a number of exciting new endeavors for servant leadership. Among them are the Diversity Leadership Roundtable and Environmental Leadership Roundtable, opportunities to convene servant leaders around specific issues. The Spring Cleaning Recycling Drive, the Jamaica Blue Mountain Project collaboration with MSOE, and leadership training for student athletes are significant new programs too. Finally, this section includes an update on two breakthrough ventures introduced last year: the minor in Socially Responsible Leadership and the Center for Social Responsibility.

Diversity Leadership Roundtable

Servant Leadership Principles: Empowering and developing people, Providing direction, Interpersonal acceptance, Building community, Listening, Awareness

One of the major new initiatives led by the Chair this year has been the Diversity Leadership Roundtable. This group brings together student, staff, and faculty leaders interested in issues related to diversity on campus. Prior to this fall, there was no standing body on campus that did so. This model was inspired by the Environmental Leadership Roundtable, described below.

The group was initially convened through direct invitation of people on campus with specific responsibilities related to diversity, such as leaders of diversity-related student organizations, staff with responsibility for diversity programming, and faculty who teach topics related to diversity. The group has been an open group, however, and one sign of its success is that we have had additional people join over the course of the semester because of their interest in the topic.

The group has been a successful means of fostering relationships between three groups (students, staff, and faculty) that don't often interact around important issues on campus or jointly develop programming to address such issues. The group has provided an important forum for sharing of ideas and perspectives.

The group has done more than just talk, though. Already in its first semester, the group sponsored a social media campaign on campus to promote respectful engagement with others across aspects of difference that can often lead to insults, misunderstands, and mistrust. I coordinated the #respectfuldifference @riponcollege campaign, based on a similar model at Kenyon College. This campaign included students, staff, faculty, and administration taking pictures of themselves holding

signs that say, “I support #respectfuldifference @riponcollege because...” with the participant filling in the remainder of the sign. Examples of such pictures can be found in the Appendices.

The campaign was a good success. Over 30 students, two dozen staff members, nearly a dozen faculty, several campus groups, and even a few alumnae participated in the social media campaign. The campaign generated real-life conversations as well, with people around campus discussing it. The greatest triumph of the campaign was receiving news coverage from reporter Lane Kimble at CBS 58 in Milwaukee. Mr. Kimble drove up to Ripon on Nov. 25th to film a story which aired on that evening’s news, thus taking the message of #respectfuldifference beyond Ripon College’s borders. A copy of the transcript of the news story can be found in the Appendices along with a link to the video online.

Environmental Leadership Roundtable

Servant Leadership Principles: Empowering and developing people, Providing direction, Stewardship, Listening, Awareness

This fall, I also created an Environmental Leadership Roundtable. Like the Diversity Leadership Roundtable, the Environmental Leadership Roundtable brings together student, staff, and faculty leaders around issues of environmental sustainability on campus. The group is an outgrowth of the Earth Week planning committee I hosted in the spring. At the end of that ad-hoc committee’s meetings, student participants voiced how useful they had found the chance to share information and collaborate beyond the bounds of their normal student organizations. They asked me if I would ensure that such meetings became a regular feature at the college beyond the scope of just planning Earth Week. I agreed to that request, and thus the Environmental Leadership Roundtable was formed.

Initial recruitment to the Environmental Leadership Roundtable was through direct invitation of individuals with responsibilities related to environmental sustainability on campus, such as the campus Sustainability Coordinator, the Sodexo Sustainability Intern, students supervising sustainability projects, and the head of the Environmental Studies program. Additional students and faculty have been invited or joined of their own interest as the group has progressed, a positive sign for the group.

While the group has not undertaken any major programming such as the #respectfuldifference campaign, it has been an important venue for sharing information. Especially important has been the opportunity for the Sustainability Coordinator to share information and receive information, ideas, and feedback in her work. This support of that position has helped her be more successful than she would have otherwise. The group has also allowed several members to coordinate their efforts related to

programming or lobbying on campus. The group will continue next semester as well. While it will again plan Earth Week, it will also continue to discuss other items related to the environment as well.

Spring Cleaning Recycling Drive

Servant Leadership Principles: Stewardship, Empowering and developing people, Conceptualization, Providing Direction

One of Ripon College's most exciting and successful servant leadership projects of the 2013-14 school year was its Spring Cleaning Recycling Drive. This year is the second year the college has conducted the program, and it was greatly increased and expanded this year. The program allowed students to donate food, clothing, school supplies, furniture, and both functioning and non-functioning electronics as they were moving out at the end of the year. The recycling drive ran from the last day of classes through the last day of finals and even included a day for community members to make donations. The initiative was student-led with staff and faculty support and thus provided an excellent opportunity for students to develop their skills with assistance from the Chair and others.

The students leading the drive did a great job of conceiving a comprehensive solution to the problem of move-out waste. The recycling drive helped students be good stewards of their resources by not wasting usable goods and by sharing unneeded goods with others. Students collected donations, and the donations were then either claimed by other students who could use them or were sent to local non-profit organizations, including the Ripon Community Food Pantry and Fond du Lac County Habitat for Humanity. Donations were collected through a variety of methods: Collection boxes were placed in all of the residence halls for food, clothing, and school supplies. Students went door-to-door in residence halls to collect these items as well. Two large trucks were parked near residence halls for furniture donations.

Part of what made this program a success was the wide range of partners that the program brought together. The two students who led the program were Ray Li, the president of the Enactus club, and Emelia Erickson, an intern working for the Center for Social Responsibility. They were supported and encouraged by Samara Hamze, the college Sustainability Coordinator, and me as Pieper Chair. Other on-campus groups involved included the Department of Residence Life; Physical Plant; the Men's Basketball Team, who assisted in the collection of donations; and the Department of Alumni and Parent Relations, who communicated recycling plans to parents. Both Traded Treasures/ Ripon Community Food Pantry and Habitat for Humanity of Fond du Lac County were also involved in the

planning process and collection of donations. Habitat for Humanity of Fond du Lac County provided the use of two box trucks to collect donations. In addition, local media including the *Ripon Commonwealth Press* and radio station B104.7 covered the recycling drive. A copy of the *Commonwealth* article is included in the Appendices. Such a large group of collaborators reflects the strong partnerships that exist on-campus and with off-campus organizations for the sake of serving the community.

The project was also a success because of its outcomes. It collected five trucks of furniture for Habitat for Humanity as well as additional furniture for Traded Treasures and some claimed by other students. Students donated approximately 500lbs of clothing, food, and school supplies to Traded Treasures/Ripon Community Food Pantry. Donations represent positive outcomes both because of where they didn't end up and because of where they did. The project had environmental benefits by diverting this amount of material from landfills. In particular, by providing for the proper recycling of electronics, it ensured appropriate disposal of potentially hazardous material, thereby complying with Wisconsin state law and keeping toxic materials out of the environment. The donations to Habitat for Humanity of Fond du Lac County helped strengthen this local organization, as they will be sold through its Restore. That money will then benefit the community by funding the construction of additional Habitat for Humanity houses. The donations to Traded Treasures will expand that organization's capacity to care for the needs of its consumers. Selling low-cost donated clothing through its thrift-store not only expands inexpensive shopping options for low-income families, it also provides operating revenues which help run the food pantry, where the donated food will go. Traded Treasures will provide the donated furniture to families it helps to secure housing, a growing need in the community. Given the success of this collaboration, plans are already in place to continue it next year.

Jamaica Blue Mountain Project Collaboration with MSOE

Servant Leadership Principles: Empowering and developing people, Conceptualization, Building Community, Healing, Humility

Starting in 2013, David Howell, then Pieper Chair at MSOE, and I began discussing possibilities for collaboration between MSOE and Ripon College in the realm of servant leadership. Together, we identified the Jamaica Blue Mountain Project as a promising avenue for collaboration. Ripon College has had a long-standing relationship with the Jamaica Blue Mountain Project, a non-profit dedicated to economic and community development in Hagley Gap, Jamaica, and the surrounding area. Hagley Gap is a small town in the Blue Mountains of Jamaica with high rates of poverty. Ripon College has been sending students for two-week service-learning trips to Hagley Gap for nine years now. These trips are

led by Psychology Prof. Joe Hatcher, who teaches a course in Peace Studies as part of the trips. Prof. Hatcher always invites staff and faculty to join the trip as well, and thus a number of other Ripon College employees have visited Hagley Gap. Several have also served on the board for the Blue Mountain Project. In 2013 and the first half of 2014, Lisa Ellis, Director of Advancement Services and Prospect Management at Ripon, was an executive member of the board, providing another vital connection.

Working with Prof. Hatcher and Ms. Ellis, Prof. Howell and I developed a plan to involve Project Community Computers, a non-profit started by MSOE graduates Dan Pastori and Jeff Hanson to renovate or install three computer labs in the Hagley Gap area to provide greater access to educational opportunities for students. The plan called for Ms. Ellis, Mr. Hanson and Kiefer Stenseng of Project Community Computers, Prof. Doug Nelson of MSOE, and Ripon college graduate and current MSOE student Paul Hausch to travel to Jamaica in March for an initial assessment visit and then for that team plus Prof. Hatcher, Michelle Lippart of Ripon, nineteen Ripon College students, and five MSOE students to construct the computer labs and train teachers and others to use the labs during Ripon's annual May/June trip to Jamaica. Project Community Computers acquired the computers. MSOE students worked on engineering aspects of the project, and Ripon College students provided construction assistance, painted, and taught teachers and students how to use the computers.



(L: Ripon College students tutor Jamaican students on the new computers; R: The project team enjoys one of the new computer labs along with the Jamaican students who will use it.)

The project was a great success, with both trips going smoothly. Ms. Ellis was an essential part of making this project happen, and in recognition of that, she was given the first ever Center for Social Responsibility Faculty/Staff Service-Learning Award. For more details, see Outcome 7. For an article from a local Jamaican newspaper about the project as well as a Ripon College press release about the project, see the Appendices.

Leadership Training for Student Athletes

Servant Leadership Principle: Empowering and developing people, Interpersonal acceptance, Authenticity, Giving Direction, Foresight, Having a calling

As mentioned in the report last year, one of the projects I worked on in spring of 2014 was a leadership training event for student athletes. I initiated planning for this event after reviewing results from the Graduate Questionnaire and identifying two-sport athletes as one of the groups that lagged behind the rest of the campus in acquiring the qualities of a servant leader. The Athletics Department were strong allies in this project, with Julie Johnson, the Athletic Director, and four coaches serving on a planning committee with me.

The event we developed through that planning process was called “Leadership in Athletics and Life,” a one-day conference held the afternoon of Sunday, March 30th. The Athletics Department strongly encouraged its student athletes to attend, with many coaches requiring attendance. The event was also recognized by the President’s office. He awarded the event one of this year’s “Fourteen for ‘14” mini-grants, which covered the funding for the event and recognized the event as an important initiative of the college.

The conference featured a variety of workshops in the afternoon, dinner, and a keynote speaker in the evening. For a complete schedule including workshop titles, see the Appendices. Students were able to select two workshops in which to participate. Workshops were led by Ripon College staff, alumni, and community members. Workshops focused on a variety of aspects of leadership relevant to student athletes, ranging from defining leadership to the importance of ethics in leadership to translating leadership skills learned on the athletics field into job situations. The workshops thus allowed student athletes to develop a range of servant leadership qualities including authenticity, interpersonal acceptance, giving direction, and empowering and developing others.

The workshop was well attended, with 80 students, including representatives from most of the college’s sports teams, participating. (Baseball and softball were unable to participate because of a conflict with game schedules.) Feedback on the event from student athletes, coaches, and presenters was positive, indicating that students learned and grew as leaders through the event. Moreover, concepts learned in this event have carried over into the classroom and onto the playing field. For a complete summary of feedback results, see the Appendices.

Minor in Socially Responsible Leadership

Servant Leadership Principles: All principles are included

Spring 2014 marked the roll-out of the new curriculum for the minor in Socially Responsible Leadership, which was approved by the Ripon College faculty in May 2013. Two new courses debuted in Spring 2014 – Religion 115: Introduction to Ethical and Servant Leadership, which I taught, and Business Management 309: Social Entrepreneurship and Innovation, which Mary Avery taught. New courses for the minor have continued to be introduced this fall, with Lindsay Blumer teaching Interdisciplinary Studies 330: Community Engagement and Service Learning. Mary Avery repeated Business Management 309 this fall, I again offered Religion 235: Religious Models of Servant Leadership: Mohandas K. Gandhi and Martin Luther King, Jr., which is an elective for the minor, and several other electives already part of the college's curriculum have been offered in the last year and a half. Interest in the minor is growing, and five students are currently signed up for the minor.

Religion 115: Introduction to Ethical and Servant Leadership sought to introduce students to the concepts of servant leadership, including the principles used throughout this report, as well as some considerations regarding leadership generally. For a complete syllabus, see the Appendices. The class was well-subscribed, with 23 students, above average for Ripon College. The course focused not only on the academic understanding of servant leadership, but on encouraging students to develop personally, to cultivate important leadership skills, and to increase in their confidence as leaders. Comments by students indicate that the course was successful in its efforts to encourage students to grow in their leadership skills. See the section on the UW-Madison Servant Leadership Survey under Outcomes 3 & 4 for more data regarding what students learned from the course. Also see the Appendices for more extensive notes on student feedback. Moreover, student work shows a preparedness to lead in a variety of endeavors on campus and beyond. See Appendices for an example of a student final project proposing a new effort to serve the world.

Business Management 309: Social Entrepreneurship and Innovation has also been a successful course with high enrollments. This course is one Prof. Mary Avery had wanted to teach for several years but was unable to until I led the development of the minor in Socially Responsible Leadership. Prof. Avery presents the principles of social entrepreneurship, imparts necessary skills for social entrepreneurs, and requires that students gain experience in the field through working on projects in the Ripon community. For an example of one such project, see the Appendices.

Lindsay Blumer's new course Interdisciplinary Studies 330: Community Engagement and Service Learning is a revision and expansion of earlier one-credit courses she has taught. It focuses on helping students think through the complexities involved in individuals' role in community organizing and service. The course included practical as well as theoretical learning about service-learning, with students spending time serving at a variety of local non-profit organizations. Students praised the participatory nature of the class and the learning that it led to.

My second time teaching Religion 235: Gandhi and King has been a success in terms of a more focused, coherent presentation of the material, as is common for the second time teaching a course. The revisions to this course have allowed for better presentation of the religious convictions driving Gandhi, King, and other servant leaders such as Thich Nhat Hanh and for more thorough integration of concepts of servant leadership throughout the course. In addition to servant leadership, the course has also focused on the philosophy of nonviolence espoused by Gandhi and King. It has shown the contemporary relevance of nonviolent action by examining a variety of current nonviolent movements. A syllabus is included in the Appendices.

Center for Social Responsibility

Servant Leadership Principles: All principles are included

Now into its second year of operation, the Center for Social Responsibility has become an established and respected institution on Ripon's campus. Under the banner of social responsibility, the Center promotes the "5 S's": service, servant leadership, social justice, social entrepreneurship, and service learning. One of the great advantages of the Center has been to bring these overlapping but distinct concepts into play with one another. The comparisons and combinations possible have helped both the staff of the Center and the wider campus think about each of the five components in new and fruitful ways. The Center has also been a wonderful home on campus for me, giving me valued colleagues with whom to collaborate.

The Center has pursued its mission through a variety of programming: student internships, the Creative Enterprise Consultants, the ENACTUS social entrepreneurship student group, Ethics Bowl, the minor in Socially Responsible Leadership, TED Talks & Tea, service events, service learning technical assistance to faculty, faculty and student summer research grants, and more. Our home on the second floor of Harwood Memorial Union has become an active place!

For most of this past spring semester, I served as acting director of the Center while the Executive Director, Lindsay Blumer, was away on maternity leave. In this role, I not only ensured that the administrative and day-to-day operations of the Center continued to operate smoothly, I was able to assist in one of the Center's notable accomplishments during its existence: the Career Ready Internship Initiative grant program made possible through funding by the Great Lakes Higher Education Guarantee Corporation. I worked with Alex Kurowski, Ripon College grant coordinator for the Career Ready Internship Initiative to file reports demonstrating Ripon College's success in the first year of operating the grant (the 2013-14 school year) and to successfully apply for a renewal of the grant for the 2014-2015 school year. That additional \$150,000 will pay for nearly 100 student internships during the school year and the summer of 2015. These internships, which include a variety of on-campus, non-profit, and for-profit settings, will allow students to develop important skills in areas of career interest before graduation so that they are better prepared to contribute to their chosen fields after graduation. Ripon College news stories profiling two such internships are included in the Appendices.

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

As in last year's report, I am amazed when I reflect back on all that has happened in 2014. It has been a busy year. In addition to the big initiatives described above, there have been many smaller projects that make up much of the day-to-day work of the Chair. What follows is an attempt to catalogue them as best I can.

Speaking about Servant Leadership

Servant Leadership Principles: Empowering and developing people, Authenticity

I have had several opportunities to make presentations about the concepts and practice of servant leadership, both in the classroom and in the community. I was invited to Mary Avery's Business Management 309: Social Entrepreneurship and Innovation class to present about servant leadership and the connection between servant leadership and social entrepreneurship in February 2014 and in September 2014. Students responded well to both of these presentations, insightfully discussing the overlaps and differences between the concepts of servant leadership and social entrepreneurship.

I've also been promoting servant leadership within the wider Ripon community. In February 2014, I arranged a presentation about servant leadership to the Ripon Rotary by Christa Williams and

Barb Senn of the Sophia Foundation. In May 2014, I gave a presentation introducing servant leadership to the Ripon Noon Kiwanis. Both groups of community leaders seemed excited to learn about this powerful leadership philosophy.

I was also contacted this fall by Chris Reed-Waddell, a Ripon College alumnus who had spoken on a panel I organized in spring of 2013 about Peace Corps and AmeriCorps service. Chris is a returned Peace Corps volunteer and currently works for AmeriCorps, managing one of their FEMA Corps programs. Chris offered to return to campus to present to students about Peace Corps and AmeriCorps, and I eagerly took him up on that offer. Chris's presentation served as a way of encouraging current Ripon students to serve through one of these programs after graduation. Thus, Chris was developing the next generation of Ripon leaders. By relating his own stories of service, Chris brought an authentic voice to his presentation that the audience found engaging and inspiring.

Finally, while it was a brief presentation, I also had the pleasure of introducing Prof. Thomas Thibodeau of Viterbo University at the annual awards presentation of the Wisconsin Leadership Institute. It was an honor to recognize this great proponent of servant leadership in Wisconsin.

TED Talks & Tea

Servant Leadership Principle: Awareness, Listening, Foresight, Conceptualization, Authenticity, Humility, Having a calling, Stewardship, Interpersonal acceptance

In the last year, I continued the weekly TED Talks & Tea program I began in spring 2013. The concept of the program is simple: I select a video of a TED Talk, speeches by leaders and experts on a variety of pressing social issues. I invite a professor, staff member, or student who has expertise related to that talk to be the guest. The attendees watch the talk and then have an informal discussion of the issues with the guest and each other. The whole program is conducted in a relatively casual environment complete with tea and cookies to distinguish it from more formal, academic interactions in classrooms or lecture halls. For a complete list of topics, talks, and guests, see the Appendices.

While attendance has fluctuated based on topic and week, TED Talks & Tea continued to serve as an important venue for discussing issues of service and justice on campus and in the world. Depending on the topic, videos emphasize the need to accept others of diverse backgrounds, the importance of being one's authentic self and following one's passions, the importance of wise stewardship of human, financial, environmental, and cultural resources, and humble confidence when faced with significant issues affecting the world today.

In particular, the program has become especially popular with faculty and staff. While I had initially intended the program primarily for students, it seems that the program has provided faculty and staff opportunities they have not received elsewhere to discuss important matters in need of leadership in the world. These discussions are not merely theoretical, either, as staff and faculty have used TED Talks and Tea as a forum in which to brainstorm approaches to programming on the Ripon College campus. These discussions often cross disciplinary lines in a way that reflects the best of liberal arts learning and leads to faculty who are better prepared to comment on important issues related to servant leadership in the classroom.

Service Events

Servant Leadership Principles: Empathy, Healing, Building community, Humility, Authenticity, Growth of others, Providing direction

As in previous years, I have also helped coordinate several service initiatives for students and student organizations on campus. Often, this coordinating role involves connecting students or student organizations with community partners. Occasionally, the role involves supervision of students who are coordinating service opportunities or active management of projects myself.

Among the service events in which I was involved were arranging for the women's basketball team to volunteer by running activities at Prairie Place, an assisted living facility in Ripon, and sorting food at the Ripon Community Food Pantry. I helped promote the campus cleanup and hoop house construction which were part of 2014 Earth Week events at Ripon. (For more on Earth Week, see the section on Environmental Initiatives below). I connected student Sam Klein, librarian Kate Moody, and faculty secretary Donna Marquardt to collaborate on a service project that involved the assembling of maternal health kits for the United Methodist Committee on Relief (UMCOR). I supervised student Jaquita Hawthorne, coordinator of the Reading Buddies program, a program which sent Ripon College students to read with elementary school students in the Ripon Area School District. I also served on the planning committee for the Ripon College/Ripon Community (RC2) 5K/10K/Half-Marathon, a fundraiser to support community projects through the Ripon Noon Kiwanis. Part of my responsibilities included coordinating Ripon College volunteers for the race.

In all of these cases, service brings students into contact with settings and people whom they would not encounter otherwise, thus helping them develop an awareness of and empathy for others. Often, service experiences also raise questions about the use of resources in an organization or

community. In many of these instances, especially the Reading Buddies program, students were responsible for conducting programs for which other people were depending on them. Such service experiences thus provided students with the opportunity to practice and develop a variety of servant leadership attributes.

Alternative Break Trips

Servant Leadership Principles: Empathy, Building community, Humility, Empowering and developing people, Interpersonal acceptance

One special form of service event at Ripon College is alternative break service trips. The college has sponsored a number of such trips in the last several years, and I was able to help support these programs in a couple of ways this year. When Prof. Brian Smith was unable to lead the winter alternative break trip to perform service with Fr. Wally Kasuboski’s mission in Panama, Lindsay Blumer and I prepared Michelle Lippart to fill in for him. Lindsay and I also conducted a de-briefing session with Ms. Lippart after the trip to ensure that the trip continues to align with the college’s goals of service, learning, and leadership.

I was also able to lead an alternative break trip of my own last spring. This was an exciting opportunity, as the college had not sponsored an alternative spring break trip for several years, despite previously having a strong tradition of alternative spring breaks. I led a group of six Ripon College students in participating in a Habitat for Humanity Collegiate Challenge build in Chicago. During the trip, students and I worked on constructing two single-family homes and associated garages. The chance to practice construction skills was a chance for all students to grow and develop, and for half of the students, the chance to serve in an urban environment was also a chance to grow and develop.



This trip was a special one, as it was part of a collaborative endeavor by all of the schools of higher education in Fond du Lac County – Ripon College, Marian University, UW – Fond du Lac, and Moraine Park Technical College – and the Fond du Lac County Habitat for Humanity affiliate. Students from all four schools participated, and Habitat for Humanity of Fond du Lac County helped coordinate the trip. In a follow-up survey, students also indicated that they appreciated the environment of

teamwork on the trip. Thus, the trip helped students grow in their ability to accept new people and serve together as a team.

The trip included several reflections throughout the week conducted by Windy City Habitat for Humanity (the Chicago affiliate) about poverty, housing, neighborhood development, and service. These reflections helped students humbly acknowledge the advantages they have, confront the challenges faced by others, and understand how service can be a form of leadership in a community.

Service Learning

Servant Leadership Principles: Humility, Authenticity, Stewardship, Healing, Interpersonal acceptance, Empowering and developing people, Providing direction

Service-learning also continued to be an important form of promoting service at Ripon College. As mentioned in last year's report, I worked with Prof. Rafael Salas to develop a service-learning component of his painting course for Spring 2014 that involved students interacting with residents of Maplecrest Manor, an assisted living facility in Ripon with which the college has had a long history of partnership. The students in Prof. Salas' class produced art for Maplecrest around certain themes. The works of art were developed following conversations with Maplecrest residents so that the pieces were tied to a sense of place. The art from this program was installed in April, and students, residents, and Prof. Salas found it to be a meaningful experience.



(Top right: students and residents in front of the newly installed paints; Bottom: the paintings)

I have continued my collaboration with Prof. Mollie Oblinger and her ceramics classes on the Empty Bowls project. More can be found about this project in the Hunger and Homelessness Events section of the report.

Prof. Marc Eaton contacted me about arranging a service learning opportunity for his Sociology 201: Social Problems class. I was able to connect him to the Higher Education Diversity Initiative Team (HEDIT) partnership and related conference. HEDIT is a joint project of the four institutions of higher education in Fond du Lac County: Ripon College, Marian University, UW-Fond du Lac, and Moraine Park Technical College. It sponsors a yearly conference in October on some aspect of diversity. This year, the conference's theme was socio-economic diversity. As indicated in last year's report, I arranged for one of my classes to attend the conference and complete an associated service-learning project in fall 2013. Prof. Eaton did the same in fall 2014. Prof. Eaton is now serving as Ripon College's first-ever faculty representative on the HEDIT planning team. In addition to conference participation, after consulting with me, Prof. Eaton required his students to engage in twenty hours of service-learning at a particular site in the area. Students served in a variety of contexts, including Maplecrest Manor and the Ripon Community Food Pantry.

Finally, I consulted with Prof. Josh Filler this fall about how to incorporate service learning into a new course he will be teaching this spring, Philosophy 200.02: Philosophy of Food. Prof. Filler and I discussed possible locations for sending students to participate in service-learning, the structure of service-learning assignments, and means of assessing service-learning. I look forward to reporting about Prof. Filler's efforts in next year's report.

In all of these cases, and in a way similar to the college's general service events, service learning brings students into contexts with which they are not familiar, provides them a means to encounter people whom they would not have otherwise encountered, and/or raises questions about the use of resources. In many instances, students held responsibility for executing projects for which other people were depending on them. Such service-learning experiences thus provided students with the opportunity to develop a variety of servant leadership attributes.

Hunger and Homelessness Events

Servant Leadership Principles: Awareness, Empathy, Humility, Authenticity

I was involved in a number of initiatives on campus to promote both service and awareness in the realms of hunger and homelessness. Through the Center for Social Responsibility, I employed a

student intern, Jenelle Simon, during the 2013-14 school year to assist in such projects. The Habitat for Humanity alternative break trip described above certainly fits into this category, but there were other on-campus activities as well.

This year, as in years past, the college hosted a Hunger Banquet, a concept developed by Oxfam to dramatize world hunger. In this dinner, some students are treated to a normal, full, American meal while the majority of students receive simple beans and rice, and a few students are not given any food, demonstrating the inequality in access to food around the world. Speakers then present about issues related to hunger. At our event, Philosophy Professors Josh Filler and Paul Jeffries and Ripon Community Food Pantry Executive Director Amy Pollesch spoke. Emelia Erickson, an intern for the Center for Social Responsibility, organized this event for November 2014. I helped Emelia plan the event, including selecting speakers for the event.

Also this fall, I have continued my collaboration with Prof. Mollie Oblinger and her ceramics classes on the Empty Bowls project, a nationwide program for raising funds for hunger relief. Prof. Oblinger's students again produced bowls for the Empty Bowls project during their course this spring, some even voluntarily electing to produce multiple bowls. These bowls were then held until this fall and sold at an event in early December. The proceeds were donated to the Ripon Community Food Pantry. A poster showing an example of one of the bowls is included in the Appendices.

Also as part of the traditional fall suite of events focused on hunger and homelessness, I once again coordinated our campus food drive. The food drive ran from the beginning of December through to the end of finals week. Center for Social Responsibility intern Emelia Erickson arranged for collection of canned goods in the dorms. The men's and women's basketball teams also collected canned goods at one of their games, as they have in the past. The student-led Yule Ball encouraged students to donate canned goods, as did the campus faculty/staff holiday party. Thus, the program showed broad support across the campus. Collections were then delivered to the Ripon Community Food Pantry.

Environmental Initiatives

Servant Leadership Principle: Foresight, Awareness, Persuasion, Stewardship

As I did in spring 2013, I facilitated students' desire to be servant leaders in the realm of environmentalism by helping coordinate events for Earth Week 2014. Earth Week 2014 was a great success, spilling well beyond the boundaries of one week to include over a dozen events over the course of three weeks. I was able to partner with students in the execution of several of these events, and I

arranged for joint promotion of the events as well. For a complete list of Earth Week events, see the flyer in the Appendices. The planning meetings for Earth Week 2014 also were an opportunity to encourage and provide oversight to the Spring Cleaning Recycling Drive, cited above as one of the Breakthrough Ventures of the past year.

The planning process for Earth Week 2014 brought together a diverse coalition of servant leaders, including the president of the Environmental Group of Ripon (EGOR), the Sodexo Sustainability Intern, the president of Enactus, two interns for the Center for Social Responsibility, and a couple of other interested students. We were also joined by the campus Sustainability Coordinator. This collaborative approach to planning and leading environmental service events was attractive to students, and students asked to me ensure that such meetings continued in the fall, leading to the creation of the Environmental Leadership Roundtable, described above under Breakthrough Ventures.

Diversity Initiatives

Servant Leadership Principle: Interpersonal acceptance, Authenticity, Building Community, Awareness, Persuasion

It has also been my pleasure over the past year to work with servant leaders from among students, faculty, and staff on several initiatives related to building a Ripon community where all are accepted and free to be their authentic selves. The most significant such initiative, the Diversity Leadership Roundtable and the associated #respectfuldifference campaign, is described above under Breakthrough Ventures.

Another diversity initiative in which I have been involved is the planning committee for the 2015 Martin Luther King, Jr. Week celebration at Ripon College. This series of events honors one of our country's great servant leaders. I suggested the theme for the 2015 MLK Week, Race and the (In-) Justice System, a theme that has proven timely given the national debate over the relationship between the black community and law enforcement currently. I also helped determine the slate of events for the week and was involved in nominating and selecting recipients for the 2015 MLK Week Awards.

This past MLK Week in January 2014, I was honored to receive one of those myself. I was selected to receive the "Drum Major Award," presented to "an outstanding faculty member. This individual has been a drum major for justice, peace, and righteousness at Ripon College and has left a lasting impression on the Ripon community." I was humbled to be so recognized in only my second year at Ripon College.

I also worked with colleagues in the Student Life Division to help plan Ripon College's first-ever Social Justice Retreat, held this past February. The weekend-long, off-campus retreat provided students a chance to engage with each other about issues related to social justice in an in-depth, personal way. The retreat was the brainchild of and led by Assistant Director of Multicultural Programming James Bland and Residence Hall Directors David Polizzi and Mackenzie Kurtz. I provided feedback, ideas, and encouragement during the planning phase of the program.

A final area in which I have been involved in cultivating servant leaders within the realm of diversity and inclusion has been the hiring of two diversity interns through the Center for Social Responsibility. I approached Assistant Director of Multicultural Programming James Bland and Assistant Director of Student Life Kyonna Withers about collaboratively working to identify and hire two students to work on diversity initiatives on the Ripon College campus that James and Kyonna would then supervise. I am pleased to report that we have hired two dynamic students. Ale Sanchez has been hired as our Rachel and Cultural Diversity Intern, working with James, and Rachel Stanley has been hired as our LGBTQ Diversity Intern, working with Kyonna. Job descriptions for both positions can be found in the Appendices. Both Ale and Rachel are first-year students, but both have a calling to this work, and I am confident that these positions will help them develop into skilled leaders on campus who care about building community and accepting others.

Advising a Student Organization

Servant Leadership Principle: Growth of others

This year, I was able for the first time to serve as an adviser for a student organization, WRPN, the campus radio station. Anthony Tausig, the student General Manager for the station this year, approached me at the beginning of the fall semester to ask if I would serve as their faculty adviser. The radio station is currently in the midst of transitioning from over-the-air broadcast to online broadcast, which has made for a busy fall for the students involved. It has been a pleasure for me to interact with the students and be supportive of them in their new endeavor.

Collaboration with Admissions

Servant Leadership Principle: Having a calling, Authenticity

As indicated last year, I have been working to form a closer collaboration with the Admissions Department at Ripon College. The purpose of these efforts has been to encourage students to pursue

servant leadership and other forms of service as an expression of their sense of calling and authentic self and to incorporate such considerations in their selection of a college.

That collaboration has taken several forms: The Center for Social Responsibility is featured prominently in the college's new admissions literature. Using lists of admitted students generated by the Admissions Department, I sent emails to prospective students outlining the activities of the Center for Social Responsibility and the ways in which they could engage during their college careers. A copy of the email template I used is included in the Appendices. Lindsay Blumer and I have met with Admissions staff to discuss the work of the Center. Other staff of the Center and I have also assisted in the work of the Admissions Department, including attending activities organized for admitted students and their parents, presenting to prospective students and parents, and participating in admissions fairs during student visit days.

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

Servant Leadership Principles: Empowering and developing people, Having a calling

The efforts of the chair are designed to make a difference in how students, faculty, and staff live their lives. Most of these differences, while important, happen on the personal level and are unheralded in the wider world. Nevertheless, the position also includes the quest to produce a servant leader who will make a significant and noticeable contribution in a particular area of society. It is unlikely, however, that we will know the true worth of our students' achievements until many years down the road.

Yet Ripon College is seeking to recognize outstanding students, staff, and faculty now. One new initiative this year to increase servant leadership on campus was the creation of new servant leadership awards for students and faculty/staff, presented at the annual Awards Convocation in April. In 2014, I chose two recipients for these awards. The intention of these awards was to recognize and thus empower emerging servant leaders on campus. While none of these individuals are yet at the level of a Nelson Mandela, a Mother Theresa, or a Gandhi, identifying and affirming them now creates a group to watch in the future.

Rosette Reynolds was given the Student Servant Leadership Award. Rosette was a graduating senior in May 2014. She ran the Center for Social Responsibility's Creative Enterprise Center, served as president of the Queer Straight Alliance (QSA), and captained the cycling team. As head of the Creative Enterprise Center, Rosette presided over a new era of profitability for this student-run consulting organization. As president of the QSA, Rosette led it through a successful reimagining of its organizational self-identity, went above the call for a student group leader, meeting with the administration several times to make sure that transgendered students on campus were adequately accommodated, and was the only student to independently submit and be awarded one of the President's Fourteen for '14 grant awards for a sexual education week at Ripon.

Lisa Ellis was given the Faculty/Staff Service Learning Award. Lisa Ellis has been one of the driving forces behind maintaining and strengthening the college's connection with the Blue Mountain Project in Hagley Gap, Jamaica. Since first going on one of the Jamaica Maymester trips in 2013, Lisa dove into work with the Blue Mountain Project. She quickly became a board member and officer of the board. As a board member, Lisa has helped oversee the organization's search for a new executive director. Lisa also served as a liaison between Ripon College and the board and was instrumental in making the arrangements for the Ripon College/MSOE collaboration in Hagley Gap (described above under Breakthrough Ventures). Lisa traveled with MSOE representatives to visit Hagley Gap on the fact-finding trip in March 2014 and was one of two leaders for the joint Ripon/MSOE trip in May. Lisa's dedication to the Blue Mountain Project has been outstanding and has given both Ripon College and MSOE students more opportunities to learn about service and leadership.

Conclusion

2014 has been the best year yet for the Pieper Chair at Ripon College, with a clear articulation of the meaning of servant leadership at the college, several banner new initiatives connected to the Chair, and the continuation and strengthening of other programs of the Chair. As indicated by the results of the UW-Madison survey and the list of the activities of the Chair, servant leadership is finding a place on Ripon College's campus. Moreover, the practice of servant leadership has built on and connected to existing programs, initiatives, and interests in ways that should make servant leadership a sustainable set of practices at Ripon College. The college again thanks the Pieper Foundation for making the work of the Chair possible and gratefully looks forward to the Foundation's continued support of this position.

Appendices

UW-Madison Survey of Servant Leadership Attributes

Last Modified: 04/16/2014

1. One attribute of Servant Leadership is listening. By listening, we mean hearing and valuing the ideas of others, including those who are followers. How important do you think listening is in being an effective leader?

#	Answer	Response	%
1	Not at all	0	0%
2	Slightly	0	0%
3	Somewhat	0	0%
4	Very	5	45%
5	Extremely	6	55%
	Total	11	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.55
Variance	0.27
Standard Deviation	0.52
Total Responses	11

2. In your experience at UW-Madison, how much did you learn specifically about listening as an important principle for effective leadership?

#	Answer	Response	%
1	Nothing	0	0%
2	A little bit	0	0%
3	Some	2	18%
4	Quite a bit	8	73%
5	A great deal	1	9%
	Total	11	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	3.91
Variance	0.29
Standard Deviation	0.54
Total Responses	11

3. Still thinking about listening as hearing and valuing the ideas of others, including those who are followers, how confident are you that you have the listening skills to be an effective leader?

#	Answer		Response	%
1	Not at all		0	0%
2	Slightly		0	0%
3	Somewhat		2	20%
4	Very		7	70%
5	Extremely		1	10%
	Total		10	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	3.90
Variance	0.32
Standard Deviation	0.57
Total Responses	10

4. Another attribute of Servant Leadership is awareness. By awareness, we mean having a keen sense for what is happening with others, using cues from the environment to inform decisions and opinions of others, and not being fooled by appearances. How important do you think awareness is in being an effective leader?

#	Answer		Response	%
1	Not at all		0	0%
2	Slightly		1	9%
3	Somewhat		1	9%
4	Very		5	45%
5	Extremely		4	36%
	Total		11	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	4.09
Variance	0.89
Standard Deviation	0.94
Total Responses	11

5. In your experience at UW-Madison, how much did you learn specifically about awareness as an important principle for effective leadership?

#	Answer		Response	%
1	Nothing		1	9%
2	A little bit		1	9%
3	Some		2	18%
4	Quite a bit		6	55%
5	A great deal		1	9%
	Total		11	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.45
Variance	1.27
Standard Deviation	1.13
Total Responses	11

6. Still thinking about awareness as having a keen sense for what is happening with others, using cues from the environment to inform decisions and opinions of others, and not being fooled by appearances, how confident are you that you have the awareness to be an effective leader?

#	Answer		Response	%
1	Not at all		0	0%
2	Slightly		1	9%
3	Somewhat		2	18%
4	Very		7	64%
5	Extremely		1	9%
	Total		11	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.73
Variance	0.62
Standard Deviation	0.79
Total Responses	11

7. Another attribute of Servant Leadership is persuasion. By persuasion, we mean using compelling reasons to convince others to do things rather than relying on formal authority. How important do you think persuasion is in being an effective leader?

#	Answer		Response	%
1	Not at all		0	0%
2	Slightly		3	27%
3	Somewhat		3	27%
4	Very		3	27%
5	Extremely		2	18%
	Total		11	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.36
Variance	1.25
Standard Deviation	1.12
Total Responses	11

8. In your experience at UW-Madison, how much did you learn specifically about persuasion as an important principle for effective leadership?

#	Answer		Response	%
1	Nothing		0	0%
2	A little bit		2	18%
3	Some		5	45%
4	Quite a bit		3	27%
5	A great deal		1	9%
	Total		11	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.27
Variance	0.82
Standard Deviation	0.90
Total Responses	11

9. Still thinking about persuasion as using compelling reasons to convince others to do things rather than relying on formal authority, how confident are you that you can use persuasion to be an effective leader?

#	Answer		Response	%
1	Not at all		0	0%
2	Slightly		3	30%
3	Somewhat		3	30%
4	Very		3	30%
5	Extremely		1	10%
	Total		10	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.20
Variance	1.07
Standard Deviation	1.03
Total Responses	10

10. Another attribute of Servant Leadership is conceptualization. By conceptualization, we mean communicating and helping others communicate ideas and vision for an organization. How important do you think conceptualization is in being an effective leader?

#	Answer		Response	%
1	Not at all		0	0%
2	Slightly		1	10%
3	Somewhat		2	20%
4	Very		5	50%
5	Extremely		2	20%
	Total		10	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.80
Variance	0.84
Standard Deviation	0.92
Total Responses	10

11. In your experience at UW-Madison, how much did you learn specifically about conceptualization as an important principle for effective leadership?

#	Answer	Response	%
1	Nothing	0	0%
2	A little bit	1	10%
3	Some	5	50%
4	Quite a bit	2	20%
5	A great deal	2	20%
	Total	10	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.50
Variance	0.94
Standard Deviation	0.97
Total Responses	10

12. Still thinking about conceptualization as communicating and helping others communicate ideas and vision for an organization, how confident are you that you can use conceptualization to be an effective leader?

#	Answer	Response	%
1	Not at all	0	0%
2	Slightly	1	10%
3	Somewhat	5	50%
4	Very	3	30%
5	Extremely	1	10%
	Total	10	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.40
Variance	0.71
Standard Deviation	0.84
Total Responses	10

13. Another attribute of Servant Leadership is foresight. By foresight, we mean having the ability to anticipate the future and its consequences. How important do you think foresight is in being an effective leader?

#	Answer		Response	%
1	Not at all		0	0%
2	Slightly		0	0%
3	Somewhat		2	20%
4	Very		6	60%
5	Extremely		2	20%
	Total		10	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.00
Variance	0.44
Standard Deviation	0.67
Total Responses	10

14. In your experience at UW-Madison, how much did you learn specifically about foresight as an important principle for effective leadership?

#	Answer		Response	%
1	Nothing		0	0%
2	A little bit		0	0%
3	Some		3	30%
4	Quite a bit		6	60%
5	A great deal		1	10%
	Total		10	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	3.80
Variance	0.40
Standard Deviation	0.63
Total Responses	10

15. Still thinking about foresight as having the ability to anticipate the future and its consequences, how confident are you that you can use foresight to be an effective leader?

#	Answer		Response	%
1	Not at all		0	0%
2	Slightly		0	0%
3	Somewhat		6	67%
4	Very		3	33%
5	Extremely		0	0%
	Total		9	100%

Statistic	Value
Min Value	3
Max Value	4
Mean	3.33
Variance	0.25
Standard Deviation	0.50
Total Responses	9

16. Another attribute of Servant Leadership is growth. By growth, we mean having a strong commitment to the professional and personal growth of others, and recognizing tangible and intangible contributions of others. How important do you think a commitment to growth is in being an effective leader?

#	Answer		Response	%
1	Not at all		0	0%
2	Slightly		0	0%
3	Somewhat		2	20%
4	Very		5	50%
5	Extremely		3	30%
	Total		10	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.10
Variance	0.54
Standard Deviation	0.74
Total Responses	10

17. In your experience at UW-Madison, how much did you learn specifically about growth as an important principle for effective leadership?

#	Answer	Response	%
1	Nothing	0	0%
2	A little bit	0	0%
3	Some	2	20%
4	Quite a bit	5	50%
5	A great deal	3	30%
	Total	10	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.10
Variance	0.54
Standard Deviation	0.74
Total Responses	10

18. Still thinking about growth as having a strong commitment to the professional and personal growth of others, and recognizing tangible and intangible contributions of others, how confident are you that you have a commitment to growth that would make you an effective leader?

#	Answer	Response	%
1	Not at all	0	0%
2	Slightly	0	0%
3	Somewhat	2	20%
4	Very	5	50%
5	Extremely	3	30%
	Total	10	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.10
Variance	0.54
Standard Deviation	0.74
Total Responses	10

19. Another attribute of Servant Leadership is building community. By building community, we mean having a strong sense of community spirit and believing that an organization needs to function as a community. How important do you think building community is in being an effective leader?

#	Answer		Response	%
1	Not at all		0	0%
2	Slightly		0	0%
3	Somewhat		1	10%
4	Very		4	40%
5	Extremely		5	50%
	Total		10	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.40
Variance	0.49
Standard Deviation	0.70
Total Responses	10

20. In your experience at UW-Madison, how much did you learn specifically about building community as an important principle for effective leadership?

#	Answer		Response	%
1	Nothing		0	0%
2	A little bit		0	0%
3	Some		1	10%
4	Quite a bit		6	60%
5	A great deal		3	30%
	Total		10	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.20
Variance	0.40
Standard Deviation	0.63
Total Responses	10

21. Still thinking about building community as having a strong sense of community spirit and believing that an organization needs to function as a community, how confident are you that you have the community building skills to be an effective leader?

#	Answer		Response	%
1	Not at all		1	10%
2	Slightly		2	20%
3	Somewhat		2	20%
4	Very		3	30%
5	Extremely		2	20%
	Total		10	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.30
Variance	1.79
Standard Deviation	1.34
Total Responses	10

22. Another attribute of Servant Leadership is having a calling. By having a calling, we mean having a natural desire to serve others while sacrificing self-interest for the good of the group. How important do you think having a calling is in being an effective leader?

#	Answer		Response	%
1	Not at all		0	0%
2	Slightly		1	10%
3	Somewhat		2	20%
4	Very		5	50%
5	Extremely		2	20%
	Total		10	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.80
Variance	0.84
Standard Deviation	0.92
Total Responses	10

23. In your experience at UW-Madison, how much did you learn specifically about having a calling as an important principle for effective leadership?

#	Answer	Response	%
1	Nothing	0	0%
2	A little bit	1	10%
3	Some	1	10%
4	Quite a bit	4	40%
5	A great deal	4	40%
	Total	10	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	4.10
Variance	0.99
Standard Deviation	0.99
Total Responses	10

24. Still thinking about having a calling as a natural desire to serve others while sacrificing self-interest for the good of the group, how confident are you that you have such a calling?

#	Answer	Response	%
1	Not at all	0	0%
2	Slightly	1	13%
3	Somewhat	1	13%
4	Very	4	50%
5	Extremely	2	25%
	Total	8	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.88
Variance	0.98
Standard Deviation	0.99
Total Responses	8

25. Another attribute of Servant Leadership is empathy. By empathy, we mean understanding what is happening in the lives of others and how it affects them. How important do you think empathy is in being an effective leader?

#	Answer		Response	%
1	Not at all		0	0%
2	Slightly		0	0%
3	Somewhat		2	20%
4	Very		3	30%
5	Extremely		5	50%
	Total		10	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.30
Variance	0.68
Standard Deviation	0.82
Total Responses	10

26. In your experience at UW-Madison, how much did you learn specifically about empathy as an important principle for effective leadership?

#	Answer		Response	%
1	Nothing		0	0%
2	A little bit		0	0%
3	Some		3	30%
4	Quite a bit		4	40%
5	A great deal		3	30%
	Total		10	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.00
Variance	0.67
Standard Deviation	0.82
Total Responses	10

27. Still thinking about empathy as understanding what is happening in the lives of others and how it affects them, how confident are you that you have the empathy to be an effective leader?

#	Answer	Response	%
1	Not at all	0	0%
2	Slightly	1	10%
3	Somewhat	1	10%
4	Very	5	50%
5	Extremely	3	30%
	Total	10	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	4.00
Variance	0.89
Standard Deviation	0.94
Total Responses	10

28. Another attribute of Servant Leadership is healing. By healing, we mean having appreciation for the emotional health and spirit of others, and facilitating the healing process when the emotional needs of others arise. How important do you think healing is in being an effective leader?

#	Answer	Response	%
1	Not at all	0	0%
2	Slightly	3	30%
3	Somewhat	3	30%
4	Very	4	40%
5	Extremely	0	0%
	Total	10	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.10
Variance	0.77
Standard Deviation	0.88
Total Responses	10

29. In your experience at UW-Madison, how much did you learn specifically about healing as an important principle for effective leadership?

#	Answer	Response	%
1	Nothing	0	0%
2	A little bit	6	60%
3	Some	0	0%
4	Quite a bit	2	20%
5	A great deal	2	20%
	Total	10	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.00
Variance	1.78
Standard Deviation	1.33
Total Responses	10

30. Still thinking about healing as having appreciation for the emotional health and spirit of others, and facilitating the healing process when the emotional needs of others arise, how confident are you that you have the appreciation of healing to be an effective leader?

#	Answer	Response	%
1	Not at all	0	0%
2	Slightly	4	40%
3	Somewhat	1	10%
4	Very	4	40%
5	Extremely	1	10%
	Total	10	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.20
Variance	1.29
Standard Deviation	1.14
Total Responses	10

31. The final attribute of Servant Leadership is stewardship. By stewardship, we mean having the ability to prepare an organization for its destiny, usually to the betterment of society. How important do you think stewardship is in being an effective leader?

#	Answer		Response	%
1	Not at all		0	0%
2	Slightly		0	0%
3	Somewhat		3	30%
4	Very		3	30%
5	Extremely		4	40%
	Total		10	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.10
Variance	0.77
Standard Deviation	0.88
Total Responses	10

32. In your experience at UW-Madison, how much did you learn specifically about stewardship as an important principle for effective leadership?

#	Answer		Response	%
1	Nothing		0	0%
2	A little bit		0	0%
3	Some		3	30%
4	Quite a bit		4	40%
5	A great deal		3	30%
	Total		10	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.00
Variance	0.67
Standard Deviation	0.82
Total Responses	10

33. Still thinking about stewardship as having the ability to prepare an organization for its destiny, usually to the betterment of society, how confident are you that you use stewardship to be an effective leader?

#	Answer		Response	%
1	Not at all		0	0%
2	Slightly		4	44%
3	Somewhat		3	33%
4	Very		1	11%
5	Extremely		1	11%
	Total		9	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	2.89
Variance	1.11
Standard Deviation	1.05
Total Responses	9

34. If yes, please briefly explain in spaces below

Default - ... a workshop offered by the College of Engineering?	
Yes	No
	no
	X
	no
	No
	no
	no

Default - ... a workshop offered elsewhere on campus?	
Yes	No
	no
	X
	no
	no
Athletic Leadership Conference	
not so much a workshop, but there are many organizations outside of Ripon College that you can volunteer at and Ripon will help you out tremendously with getting in contact with them.	

Default - ... a course offered by the College of Engineering?	
Yes	No
Yes	
	X
	no
	No
	no
	no

Default - ... a course offered elsewhere on campus?	
Yes	No
	no
In my ethical servant leadership course we covered much of what leadership is as well as the specific characteristics of servant leadership.	
Other Religion Classes	
I already mentioned above.	
yes, Into to leadership	
Yes,Leadership 115	

Default - ... a student organization of any kind?	
Yes	No
Yes	
Through the Sigma Chi fraternity I have learned to become a leader among men. The pledge program that I am extremely glad to have been a part of has deepened my understanding of interpersonal connections and has broadened my view on the importance of academics.	
Student Senate, BSU, etc.	
yes, Amnesty	
Yes, AXO	
	no

Default - ... a mentor or advisor?	
Yes	No
	no
Having four advisors at Ripon College, though it may seem like a student would never need that many, has allowed me to focus on multiple aspects of my life that interest me. With three of these professors being in either the economics or business programs I have been able to focus on certain aspects of being a businessman that will be directly applicable to my future. More specifically, I have advisors that specifically meet the criteria that I wish to follow as a college student and an aspiring young man.	
Yes- Jack Christ	
David Scott	
yes, the Professor	
yes, meeting with Professor Eaton has been a big help	

Default - ... somewhere else?	
Yes	No
	no
	X
	No
	no
Athletics	

35. If you have ever had the opportunity to demonstrate the use of any of the 11 aspects of Servant Leadership in some capacity, please describe the situation, the aspect or aspects used, and how successful you were.

Text Response	
I think the 11 aspects can be used in everyday life to show how you are as a person and as a leader. One of the best chances I have to show leadership is through my Sorority.	
In terms of "growth" I have completely changed throughout my first year at Ripon. I put aside competing commitments in order to become a more well rounded person who strives for academic excellence. So far I have been successful in my endeavors and fortunately, having come to Ripon with 21 credits, am a semester and a half ahead of my classmates. This has allowed me to earn a very high paying and difficult to earn job that, if it goes well, will propel me into an excellent career in the future. Literally almost every day. Captain of the Volleyball team, 4-H Leader, Honor Societies... All had me use some aspects of leadership	
N/A	
Empathy; In Amnesty International, you have to empathize with your club members on what topic/area of interest is most important at the current moment. I empathized with an Egyptian girl who wanted to focus on Egypt and the current human rights violation going on in the country because she is personally affected by it and I understood that.	
Yes, within my sorority I was able to finish out the year by serving my sisters.	
Statistic	Value
Total Responses	6

36. What is your current year in school at the UW-Madison?

#	Answer	Response	%
1	First year	3	30%
2	Sophomore	2	20%
3	Junior	1	10%
4	Senior	4	40%
5	Other (please specify)	0	0%
Total		10	100%

Other (please specify)

Statistic	Value
Min Value	1
Max Value	4
Mean	2.60
Variance	1.82
Standard Deviation	1.35
Total Responses	10

37. Were you admitted to UW-Madison as a transfer student?

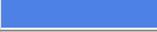
#	Answer	Response	%
1	Yes	0	0%
2	No	10	100%
Total		10	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	10

38. What is your current primary major at UW-Madison?

Text Response	Value
Economics	
psychology	
Business Management	
English	
Psychology	
Undeclared	
Communication	
Sociology	
Statistic	Value
Total Responses	8

39. Do you have a second major at this time? If so, please list it below.

#	Answer		Response	%
1	No		6	67%
2	Yes		3	33%
	Total		9	100%
Yes				
Business management				
Marketing				
Religion				
Statistic			Value	
Min Value			1	
Max Value			2	
Mean			1.33	
Variance			0.25	
Standard Deviation			0.50	
Total Responses			9	

40. What is your gender identity?

#	Answer		Response	%
1	Male		3	30%
2	Female		7	70%
3	Prefer to not specify		0	0%
	Total		10	100%
Statistic			Value	
Min Value			1	
Max Value			2	
Mean			1.70	
Variance			0.23	
Standard Deviation			0.48	
Total Responses			10	

Ripon College Graduate Questionnaire Instrument

2014 RIPON COLLEGE GRADUATION QUESTIONNAIRE & EXTRA-CURRICULAR ACTIVITY SHEET

Full Name _____

Preferred First Name _____

Permanent Home Address _____
Street, City, State, Zip

Home Telephone Number _____ Cell Phone _____

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

Non-Ripon E-mail _____

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

Major(s) _____

Minor(s) _____

Greek/Theme Floor Affiliation _____

Are you a Wisconsin resident? _____ Yes _____ No

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

- My Class Letter
- Ripon Magazine

GRADUATE SCHOOLS YOU APPLIED TO (if applicable)

Accepted at:

_____	_____
_____	_____
_____	_____

I will be attending graduate school at _____

Area of study and degree you're seeking _____

EMPLOYMENT PLANS (if applicable)

A. I will be employed immediately upon graduation by _____

1) Job title _____

2) Business location _____
City, State

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

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

Location _____

Subject(s) _____

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

If so, in what area of study?_____

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

OTHER

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

If so, when and where?_____

How did you get the internship?_____

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

- B. What leadership skills, if any, did you learn at Ripon College (through classes, athletics, Greek life, a student organization, or other opportunity)? Circle all that apply:

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

Name _____

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

Athletics

____ Varsity-Sport(s): _____

____ Junior Varsity-Sport(s): _____

____ Intramurals: _____

____ Cycling Club

____ Equestrian English/Hunt Team

____ Equestrian Western Team

____ Men's Lacrosse Club

____ Women's Lacrosse Club

____ Men's Volleyball Club

____ Red Hawks Dance Team

____ Ripon College Cheer and Stunt Squad

____ Rugby Club

Community Outreach/Activism

____ Amnesty International

____ Bonner Program - next year

____ Circle K

____ Community Service Activities

____ Miss Ripon Charity Pageant

____ St. Jude Up 'til Dawn

____ Student Volunteers for the Blue Mountain Project

____ Students for Animal Welfare

Campus Life

____ Book Club

____ Communicating Plus Mentor

____ EGOR

____ Ethical Leadership Program

____ Fencing Club

____ Forensics

____ Martial Arts Club

____ Orientation Committee

____ Paintball Club

____ Paranormal Science Society

____ Peer Contact

____ Ripon Outdoor Club

____ ROTC

____ rRRumba

____ SMAC

____ Student Ambassadors

____ Table Top Games

____ Ultimate Frisbee

____ Women's Boxing Club

Diversity

____ Black Student Union

____ Cultural Diversity Club

____ Hablamos

____ Queer Straight Alliance

Fine Arts

____ Art Opening Jamboree Enthusiasts

____ Arts Appreciation Society

____ Chamber Singers

____ Choral Union

____ Collegium Musicum

____ Drama/Theater Productions

____ Drumline

____ Jazz Ensemble

____ Music Appreciation Society

____ Orchestra

____ Pep Band

____ Symphonic Wind Ensemble

Greek Life

____ Greek Council

____ Greek Membership: _____

____ Interfraternity Council

____ Panhellenic Council

Politics

____ Democrats

____ Greens

____ International Relations Club

____ Republicans

____ Young Americans for Liberty

Professional

____ Anthropology Association

____ Armchair Association (Philosophy)

____ Enactus

____ Pre-Law Society

____ Pre-Prof. Society of Medical & Health Sciences

____ Society of Physics Students

____ Student Education Association

Residence Life

____ Residence Hall Council

____ Residence Hall Staff Member

Spirituality

____ Campus Christian Fellowship

____ CRU

____ Secular Student Alliance

____ Spirituality Association

Student Government

____ Student Senate

____ Judiciary Board

____ Committee Representatives

Student Media

____ Cinemaniacs/RCTV

____ College Days

____ Crimson

____ Parallax

____ WRPN/FM

On Campus Employment

Maymester

Off-Campus Study

Research Experience

Activity/Organization

Office Held

Year(s)

Honors/Awards/Other Activities (Year)

Ripon College Graduate Questionnaire Results

<i>Servant leadership trait</i>	<i>2013</i>	<i>2014</i>
Empowering and developing people	53%	59%
Humility	54%	54%
Authenticity	53%	50%
Accepting others	65%	68%
Responsibility for people, organizations, and resources	74%	68%
Providing direction to others/groups	63%	64%

Activities associated with greater servant leadership learning:

<i>2014</i>	<i>2013</i>
Community service	
Two or more campus activities	
Political organization	Political organization
Residence Assistant	Residence Assistant
Student government	
Two or more leadership positions	Two or more leadership positions
Four or more awards	Four or more awards
	Diversity organization
	Student media
	Off-campus study

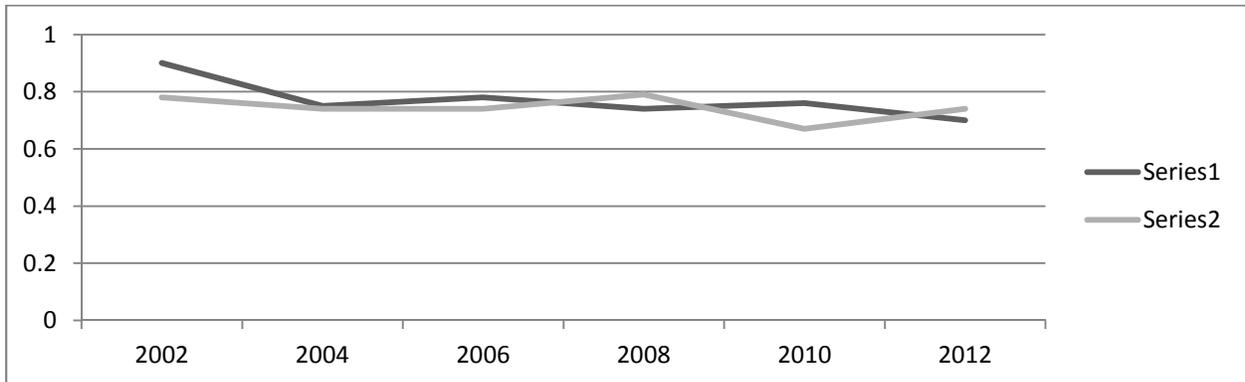
Activities associated with lower servant leadership learning:

<i>2014</i>	<i>2013</i>
One campus activity	
One leadership position	
Zero leadership positions	Zero leadership positions
Two or more sports	Two or more sports
	Two to three awards
	Spirituality organization

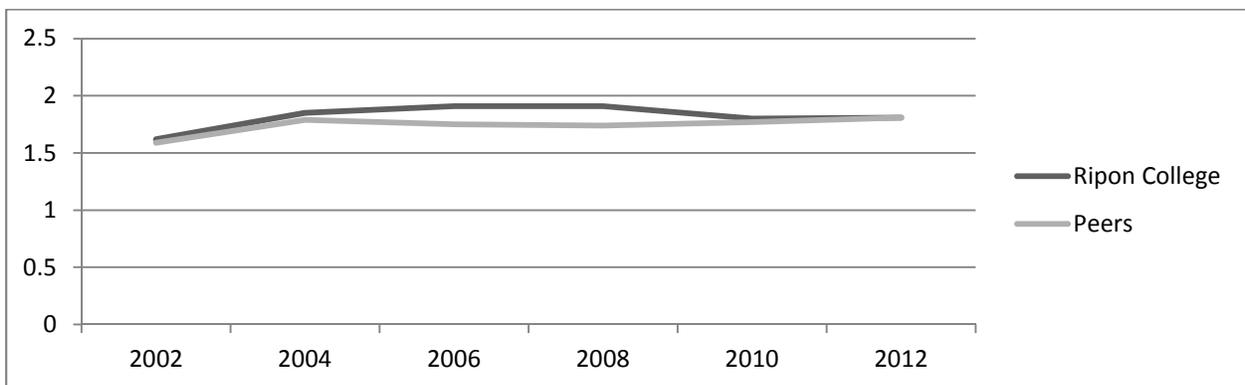
Baseline Data from National Survey of Student Engagement (NSSE)

Data on Ripon College student behavior

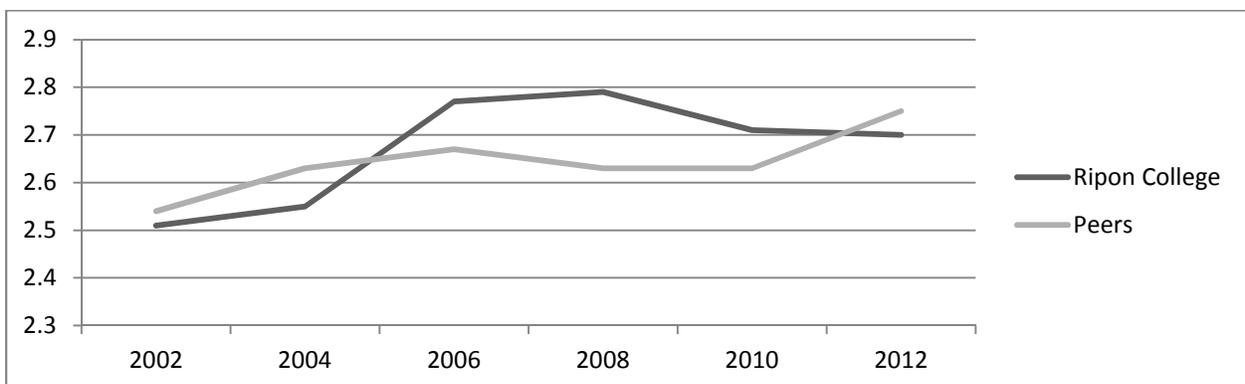
Ripon College and peer seniors performing community service or volunteer work, according to the NSSE



Ripon College and peer seniors participating in community-based projects, according to the NSSE

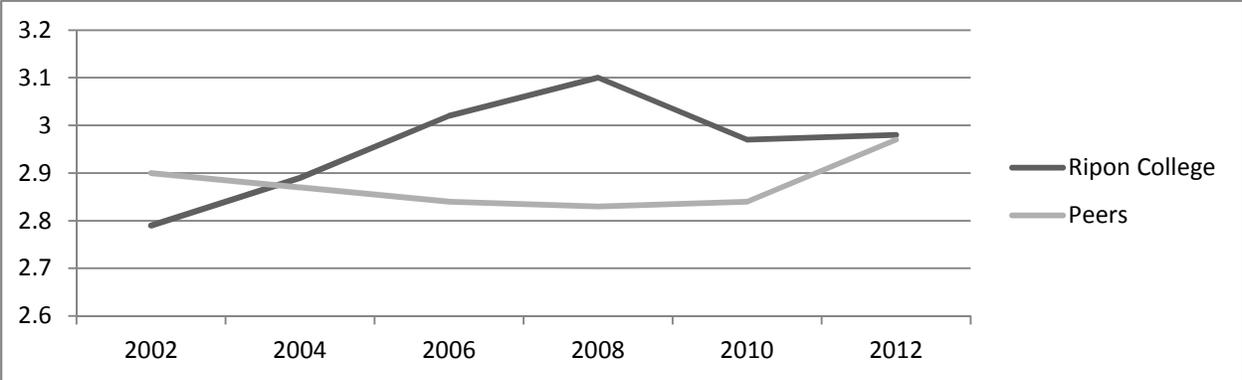


Ripon College and peer seniors contributing to the welfare of their community, according to the NSSE



Data on Ripon College student attitudes

Ripon College and peer seniors developing of a personal code of ethics, according to the NSSE



Center for Social Responsibility Service Data

	<i>2010</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>
Number of students who engaged in academic service learning	114	282	221	136
Number of students who engaged in forms of community service other than academic service learning	791	698	515	383
Total number of students who engaged in community service of any kind	905	890	736	519
Total enrollment for college (spring semester)	999	937	862	860
Students engaged in service as percent of total	91%	95%	85%	60%
Number of students who engaged in at least 20 hrs of service per semester	150	89	92	99
Total number of service hours engaged in by students	8,117	5,840	5,522	5,441

Mary Tarling's Doctoral Research

<i>Study Variable</i>	<i>Overall Mean</i>	<i>Overall Std. Dev.</i>	<i>Ripon Mean</i>	<i>Ripon Std. Dev.</i>
Learning Context Questionnaire - Perry Position	2.23	.86	2.17	.87
Character Foundations Assessment – Self Awareness	48.87	9.78	49.03	9.99
Character Foundations Assessment – Listening	49.93	10.52	49.97	10.38
Character Foundations Assessment – Changing the Pyramid	48.71	10.35	49.27	10.64
Character Foundations Assessment – Developing Colleagues	45.91	10.15	46.69	10.06
Character Foundations Assessment – Coaching	49.37	11.06	50.15	11.27
Character Foundations Assessment – Unleashing the Energy of Others	48.68	9.64	49.19	9.69
Character Foundations Assessment – Foresight	49.60	11.37	49.01	11.61
Character Foundations Assessment – Desire to Serve	55.18	13.68	56.34	13.51

Center for Social Responsibility Outcomes

1. Traits of a servant leader: accepting of others, stewardship, humility, authenticity, empowering & developing, directing others
2. Moral argumentation and ethical decision-making
3. Understanding poverty and social justice
4. Strategic planning skills; “hard skills”; research and analysis for organizational development
5. Social innovation; creative ethical thinking; creatively generate solutions to social problems
6. “Soft skills”: Professionalism, resourcefulness, writing, speaking, networking
7. Capacity building

Center for Social Responsibility Logic Model

Inputs	Activities	Outputs	Student Outcomes	Standardized Outcomes	Outcome Indicators
Time; willing students; community connections; transportation; rarely equipment	<p>Coordinate and lead student service opportunities</p> <p>Coordinate and lead student service opportunities</p>	# of student volunteers; # of volunteer hours; # of opportunities	Students will be more accepting of others; demonstrate better stewardship; understand issues of poverty; show greater humility; and be more authentic	<p>1 - Students will understand and show traits of a servant leader.</p> <p>3 - Students will understand poverty and social justice</p>	<p>Accept others; Exhibit stewardship; Display humility; Behave authentically; Empower and develop others; Direct others</p> <p>Make connections between individual experiences and larger issues; Move from sympathy to empathy; Move beyond one's comfort zone; Know specific facts about poverty and social justice; Recognize inequalities</p>
Time; willing students; community connections; faculty and staff cooperation; transportation	Coordinate alternative break trips	# of trips; # of students participating; # of community partners	Students will be more accepting of others; demonstrate better stewardship; understand issues of poverty; show greater humility; and be more authentic	1 - Students will understand and show traits of a servant leader.	Accept others; Exhibit stewardship; Display humility; Behave authentically; Empower and develop others; Direct others

	Coordinate alternative break trips			3 - Students will understand poverty and social justice	Make connections between individual experiences and larger issues; Move from sympathy to empathy; Move beyond one's comfort zone; Know specific facts about poverty and social justice; Recognize inequalities
Interested students; Funding for project expenses	Advise ENACTUS-led student social entrepreneurship projects	Four quality projects with measurable objectives.	Students can assess needs using survey tools, interviews and secondary data.	4 - Students will demonstrate "hard" planning skills	Develop a research question/hypothesis/need statement related to a community or organization; Identify strategies for answering that question
Time; students; monetary resources; transportation; institutional support	Coach Ethics Bowl student ethical debates	# of students; # of teams; placement/advancement to finals;	Students understand moral argumentation; are exposed to other colleges/universities ethical models; understand ethical issues; make deep ethical decisions and connections	2- Students will understand and show moral argumentation and ethical decision-making	Identify central moral argument and apply to situation
Time; space; \$ for tea and cookies; willing students, faculty, & staff; videos; projector equipment	Host weekly TED Talks & Tea discussions	# of attendees; # of programs; variety of programs by topic	Students, faculty, and staff will be more accepting of others. Students, faculty, and staff will be more aware of social and global challenges.	1 - Students will understand and show traits of a servant leader.	Accept others; Exhibit stewardship; Display humility; Behave authentically; Empower and develop others; Direct others

	Host weekly TED Talks & Tea discussions			3 - Students will understand poverty and social justice	Make connections between individual experiences and larger issues; Move from sympathy to empathy; Move beyond one's comfort zone; Know specific facts about poverty and social justice; Recognize inequalities
Time; space; course approvals; books and instructional technology; support of Dean of Faculty, Registrar, and departments; interested students; quality role models (guest speakers)	Teach courses related to the minor in Socially Responsible Leadership Teach courses related to the minor in Socially Responsible Leadership	# of students enrolled; # of students declaring the minor; Students that understand the relationship between business and the ability to solve community problems.	Students will understand concepts of leadership, ethics, social justice, and social innovation. Graduates will serve as leaders in their careers and communities. Students have the ability to gather and interpret data, plan projects and write proposals.	1 - Students will understand and show traits of a servant leader. 2- Students will understand and show moral argumentation and ethical decision-making	Accept others; Exhibit stewardship; Display humility; Behave authentically; Empower and develop others; Direct others Identify central moral argument and apply to situation

	<p>Teach courses related to the minor in Socially Responsible Leadership</p> <p>Teach courses related to the minor in Socially Responsible Leadership</p> <p>Teach courses related to the minor in Socially Responsible Leadership</p>			<p>3 - Students will understand poverty and social justice</p> <p>4 - Students will demonstrate "hard" planning skills</p> <p>5 - Students will creatively generate solutions to social problems</p>	<p>Make connections between individual experiences and larger issues; Move from sympathy to empathy; Move beyond one's comfort zone; Know specific facts about poverty and social justice; Recognize inequalities</p> <p>Develop a research question/hypothesis/need statement related to a community or organization; Identify strategies for answering that question</p> <p>Display passion and enthusiasm; Demonstrate originality (connecting things not ordinarily connected); Taking risks; Taking initiative; Showing persistence</p>
<p>Monetary resources/support; student applicants, faculty advisors</p>	<p>Provide grants for student summer research on ethical topics</p>	<p># of grants available; # of grants awarded; # of projects</p>	<p>Students will understand a social issue in deeper context; students will work closely with faculty advisor and form close relationship; students exposed to different solutions to ethical issues</p>	<p>3 - Students will understand poverty and social justice</p>	<p>Make connections between individual experiences and larger issues; Move from sympathy to empathy; Move beyond one's comfort zone; Know specific facts about poverty and social justice; Recognize inequalities</p>

<p>Cooperation with other offices; willing students; time; money; space; logistical support; possibly willing speakers</p>	<p>Work with other offices on campus to coordinate and lead leadership training for students and student groups</p>	<p># of events; # of student participants</p>	<p>Student leaders will understand and demonstrate traits of servant leaders, including empowering and developing people; humility; authenticity; accepting others; stewardship; and providing direction</p>	<p>1 - Students will understand and show traits of a servant leader.</p>	<p>Accept others; Exhibit stewardship; Display humility; Behave authentically; Empower and develop others; Direct others</p>
<p>Bright students from all majors.</p>	<p>Supervise CEC in providing business consulting services to area businesses, non-profits, governments, and individuals</p> <p>Supervise CEC in providing business consulting services to area businesses, non-profits, governments, and individuals</p>	<p>Quality market research, business plans, surveys and feasibility studies.</p>	<p>Students can conduct surveys, focus groups, interview clients, attend meetings and act professionally.</p>	<p>4 - Students will demonstrate "hard" planning skills</p> <p>6 - Students will demonstrate "soft" professional skills</p>	<p>Develop a research question/hypothesis/need statement related to a community or organization; Identify strategies for answering that question</p> <p>Write with accuracy, coherence, and clarity; Speak well in public; Communicate effectively; Take initiative; Follow through; Ask for feedback and incorporate it</p>

<p>Time; willing students; information and connections for relevant projects; video and assorted equipment</p>	<p>Supervise service and ethics consultants</p> <p>Supervise service and ethics consultants</p>	<p># of consultants; # of events planned by consultants</p>	<p>Consultants will demonstrate effective program planning skills . Consultants will better understand issues related to service, social justice, and ethics.</p>	<p>3 - Students will understand poverty and social justice</p> <p>4 - Students will demonstrate "hard" planning skills</p>	<p>Make connections between individual experiences and larger issues; Move from sympathy to empathy; Move beyond one's comfort zone; Know specific facts about poverty and social justice; Recognize inequalities</p> <p>Develop a research question/hypothesis/need statement related to a community or organization; Identify strategies for answering that question</p>
<p>Student participants, community participants, staff coordination; graduate intern(s); appropriate community and on-campus opportunities.</p>	<p>Coordinate student internship opportunities through Great Lakes grant (or other program)</p>	<p># of internships; # of community partners; # of students; # of applicants; Students who have gained important work experience and insights about careers.</p>	<p>Students are able to leverage experience for future endeavors; students form networks/ connections. Students can function effectively in business settings and can lead conversations with co-workers and customers.</p>	<p>6 - Students will demonstrate "soft" professional skills</p>	<p>Write with accuracy, coherence, and clarity; Speak well in public; Communicate effectively; Take initiative; Follow through; Ask for feedback and incorporate it</p>

<p>Time; knowledge; faculty connections; community connections; possibly transportation; possibly equipment</p>	<p>Coordinate service learning projects for faculty members</p>	<p># of service- learning projects; # of participating students; # of participating faculty; # of courses offered with service learning components</p>	<p>Students will understand the connection between service and learning – % students demonstrating understanding of the connection between service and learning.</p>	<p>1 - Students will understand and show traits of a servant leader.</p>	<p>Accept others; Exhibit stewardship; Display humility; Behave authentically; Empower and develop others; Direct others</p> <p>Identify central moral argument and apply to situation</p> <p>Make connections between individual experiences and larger issues; Move from sympathy to empathy; Move beyond one's comfort zone; Know specific facts about poverty and social justice; Recognize inequalities</p>
	<p>Coordinate service learning projects for faculty members</p>			<p>2- Students will understand and show moral argumentation and ethical decision- making</p>	
	<p>Coordinate service learning projects for faculty members</p>			<p>3 - Students will understand poverty and social justice</p>	
	<p>Coordinate service learning projects for faculty members</p>			<p>7 - capacity building</p>	

<p>Time; knowledge; faculty connections</p>	<p>Assist faculty members in developing service learning curriculum and assessment</p>	<p># of projects; # of participating faculty</p>	<p>Students benefit from increased courses within major/minor track; faculty advisors/mentors expose students to new way of learning</p>	<p>7 - capacity building</p>	
<p>Money; willing speakers; logistical support; space</p>	<p>Sponsor guest speakers, conferences, and workshops on campus</p> <p>Sponsor guest speakers, conferences, and workshops on campus</p> <p>Sponsor guest speakers, conferences, and workshops on campus</p>	<p># of events; # of attendees; variety of events by topic</p>	<p>Students, faculty, and staff will understand concepts related to Social Responsibility at a deeper level. Value of social responsibility apparent and shared</p>	<p>1 - Students will understand and show traits of a servant leader.</p> <p>2- Students will understand and show moral argumentation and ethical decision-making</p> <p>3 - Students will understand poverty and social justice</p>	<p>Accept others; Exhibit stewardship; Display humility; Behave authentically; Empower and develop others; Direct others</p> <p>Identify central moral argument and apply to situation</p> <p>Make connections between individual experiences and larger issues; Move from sympathy to empathy; Move beyond one's comfort zone; Know specific facts about poverty and social justice; Recognize inequalities</p>

<p>Funding for travel and conference fees; interested students; relevant conferences; transportation</p>	<p>Attend and enable students to attend professional conferences</p> <p>Attend and enable students to attend professional conferences</p> <p>Attend and enable students to attend professional conferences</p>	<p># of conferences attended; 25 students have the opportunity to attend conferences</p>	<p>Students will understand concepts related to Social Responsibility at a deeper level. Students access networks and connections; learn conference presentation and etiquette skills. Affected students can represent themselves and the College in professional situations.</p>	<p>1 - Students will understand and show traits of a servant leader.</p> <p>2- Students will understand and show moral argumentation and ethical decision-making</p> <p>3 - Students will understand poverty and social justice</p>	<p>Accept others; Exhibit stewardship; Display humility; Behave authentically; Empower and develop others; Direct others</p> <p>Identify central moral argument and apply to situation</p> <p>Make connections between individual experiences and larger issues; Move from sympathy to empathy; Move beyond one's comfort zone; Know specific facts about poverty and social justice; Recognize inequalities</p>
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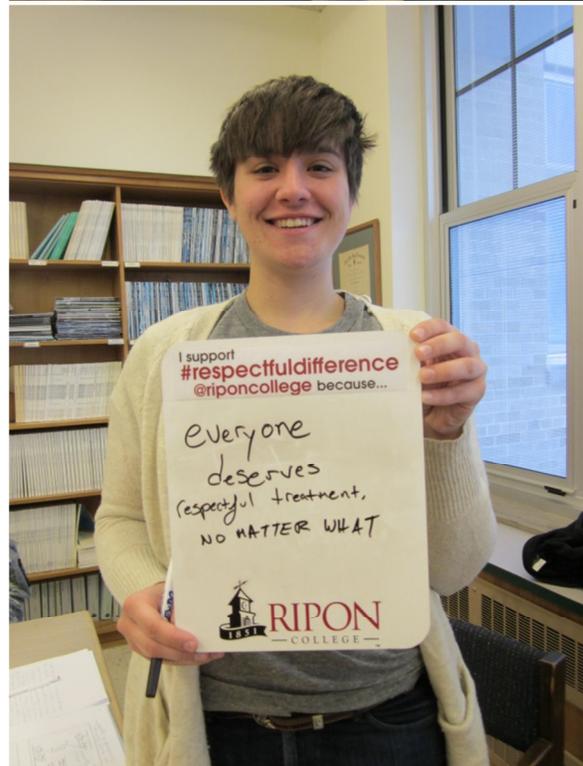
	Attend and enable students to attend professional conferences			6 - Students will demonstrate "soft" professional skills	Write with accuracy, coherence, and clarity; Speak well in public; Communicate effectively; Take initiative; Follow through; Ask for feedback and incorporate it
Funding for travel and conference fees; relevant conferences; transportation	Present at professional conferences	# of conferences attended; variety of conferences by topic	CSR presenters will receive useful feedback on CSR programs - % presenters receiving useful feedback; CSR staff will gain knowledge of other similar program; improve network connections	7 - capacity building	
Time; faculty connections	Provide faculty support for promotion and tenure	# of faculty supported; # of faculty who report service, service learning, social responsibility, etc. on promotion and tenure applications	Supported faculty will receive tenure – % supported faculty who receive tenure	7 - capacity building	

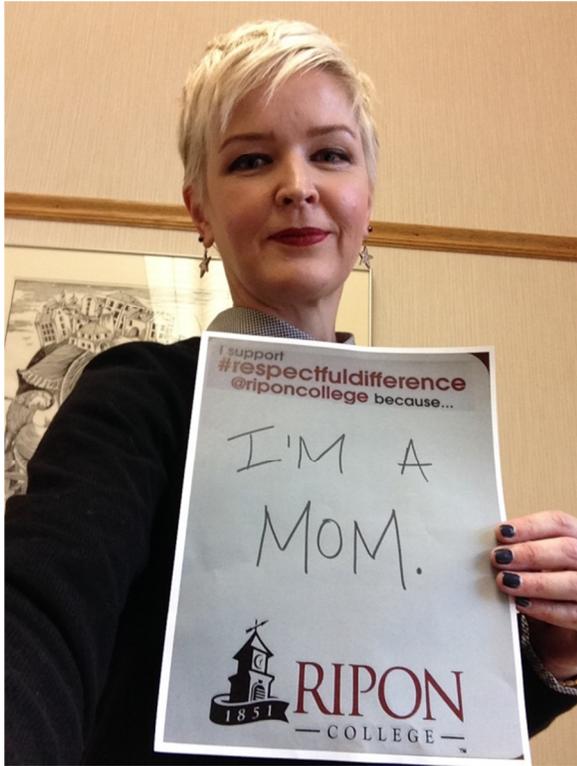
<p>Monetary resources, administrative support, faculty members, CSR administration</p>	<p>Provide grants for faculty to integrate ethical considerations in their teaching</p>	<p># of faculty; # of grants available; # of grants awarded; variety of projects per topic</p>	<p>Students have access to engaged faculty; courses have more ethical components; deeper connections to ethical issues</p>	<p>7 - capacity building</p>	
<p>Time; connections with admissions department</p>	<p>Assist in college admissions process Assist in college admissions process Assist in college admissions process</p>	<p># of admissions events attended; # of student contacts; Well informed prospective students that plan to consider Ripon College</p>	<p>Ripon College students will participate in CSR activities – # of first-year students participating in CSR. Current students have an opportunity to learn persuasion skills leading to “sale”</p>	<p>1 - Students will understand and show traits of a servant leader. 6 - Students will demonstrate "soft" professional skills 7 - capacity building</p>	<p>Accept others; Exhibit stewardship; Display humility; Behave authentically; Empower and develop others; Direct others Write with accuracy, coherence, and clarity; Speak well in public; Communicate effectively; Take initiative; Follow through; Ask for feedback and incorporate it</p>

<p>Time; connections with college marketing department</p>	<p>Assist in college marketing process</p> <p>Assist in college marketing process</p>	<p># of PR stories generated; # of CSR program mentions; # of dedicated PR pieces</p>	<p>Students understand the value of social responsibility; more familiarity with programs and access to opportunities</p>	<p>2- Students will understand and show moral argumentation and ethical decision- making</p> <p>7 - capacity building</p>	<p>Identify central moral argument and apply to situation</p>
<p>Time; staff resources, projects that need assistance/are eligible</p>	<p>Assist in writing grants proposals for Center programs</p>	<p># of grants written; # of grants received; # of dollars received; # of inputs affected</p>	<p>Students have access to wide range of funded opportunities; continuity of programs/services.</p>	<p>7 - capacity building</p>	
<p>CSR staff; time</p>	<p>Support diversity initiatives on campus</p> <p>Support diversity initiatives on campus</p>	<p># of diversity initiatives involving CSR staff; # of participants; # of inquiries</p>	<p>Students will be more accepting of others; understand the CSR as a safe space; request CSR collaboration</p>	<p>1 - Students will understand and show traits of a servant leader.</p> <p>7 - capacity building</p>	<p>Accept others; Exhibit stewardship; Display humility; Behave authentically; Empower and develop others; Direct others</p>

#respectfuldifference @riponcollege Photos

Below is a sampling of pictures from the #respectfuldifference @riponcollege campaign:





#respectfuldifference Article

The following story about the Ripon College #respectfuldifference campaign appeared on the November 25th evening news for CBS 58 Milwaukee:

Ripon College students, faculty spread diversity campaign on Twitter

Posted: Nov 25, 2014 7:25 PM CST Updated: Nov 25, 2014 7:25 PM CST

By Lane Kimble

RIPON, Wis. -

With a student body population just above 900, Ripon College doesn't usually draw as much attention as larger state schools. But students and faculty there hope their new social media push will help change culture across the country.

"The small places are the places that make big things happen," senior communications major Clarence Sanon said.

Sanon came to Ripon from Chicago's south side. He dealt with racism at home and continued to see it in Wisconsin.

"Most of the times on this campus there is, not overt racism all the time, but it's more so people are silent about the issue," Sanon said.

Earlier this month, with racial tensions at an all time high in Ferguson, Missouri, Sanon and other students suddenly found a new avenue to break down social differences.

Assistant professor David Scott approached the group three weeks ago with an idea he heard about from Kenyon College in Ohio: spread diversity on Twitter using #RespectfulDifference."

"They need to be able to talk to each other respectfully, have difficult conversations, listen to each other during those difficult conversations," Scott said.

Scott and several students asked people around campus to tweet pictures with messages that show why they think having different opinions is a good thing.

"Social media has expanded into word of mouth," Scott said proudly.

Scott has heard students talking about the campaign outside of class and around town. It's stayed positive so far, but the students know people can have different opinions.

"Twitter and other things can turn into shaming," senior Kaylie Longley said. "It can turn into anonymous posts and that's awful, but there's always that potential because it's generated by its user."

"What if people start something negative towards it, like a negative hashtag towards respectful differences," junior Yessra Sankari said. "[Luckily] it has not happened."

So far, the buzz hasn't extended far beyond Ripon's boundaries, But thanks to social media, organizers expect their message to spread.

"If it goes to where we hope it goes, we can be the change that people want to see at their campus as well. We can be the example," Sanon said.

You can find more info about the [social media campaign here](#). Students and faculty encourage people everywhere, not just at Ripon College, to send their own #RespectfulDifference tweets.

View the article and related video at <http://www.cbs58.com/story/27483283/ripon-college-students-faculty-spread-diversity-campaign-on-twitter>

Spring Cleaning Article

The following article about the Ripon College Spring Cleaning Recycling Drive appeared in the May 8th edition of the *Ripon Commonwealth Press*:

Column: Get smart! Send your furniture, clothing, electronics to college



Ian Stepleton
Editor

This year, spring cleaning doesn't have to mean using Ripon's landfills when you find you have extra items you need to part with. A partnership between Ripon College, Traded Treasures and Habitat for Humanity of Fond du Lac County will enable Ripon-area residents to part with gently used clothing and furniture, as well as any old electronics they have, and benefit the community at the same time.

Saturday, between 9 a.m. and 6 p.m., anyone who stops by the college's Collaborative Learning Center at 420 Thorne St. may off-load any of those items with help from Ripon College students.

Gently used furniture and clothing will be collected in a trailer by Traded Treasures, so that they may be resold in their store to support its mission in the community. Electronics, meanwhile, will be taken by Habitat for Humanity's Fond du Lac ReStore and recycled at no cost to Ripon residents.

It's part of a week-long event at Ripon College, in which the partner organizations are encouraging college students who are moving out for the summer to recycle items they otherwise might have thrown away. "Right now, the focus for us is to keep as many resources as we can in Ripon for the families of Ripon who are in need of help," said Amy Pollesch of Traded Treasures.

... According to Paul Osterholm, executive director of Habitat in Fond du Lac County, this is the culmination of a year of planning. "A year ago ... the students [in the college's Enactus club] identified that other students were throwing away really good stuff, and



RIPON COLLEGE STUDENTS Jay Fish, left, and Justin Leistikow wait beside a donation truck, located at 420 Thorne St., ready to receive donations from the public. Samara Hamze photo

because we were starting to get into the news last year, [they called us to work together],” Paul said. “Their thought was to keep items out of the landfill — perfectly good furniture and appliances were being tossed away ...

... In 2013, the program was targeted entirely at Ripon College students, who turned in many usable items they otherwise would have thrown away as they moved out in May. “We were able to collect about a truck and a half of donations [to take] back to our ReStore,” Paul said. “The net profits from our ReStore help build and pay the bills for our Habitat homes ... ”

This year, Paul and Enactus wanted to take the program further by including the whole community into the event. Samara Hamze, a professor at the college and its coordinator of the president’s sustainability initiative, embraced the concept. “We are a part of this community and I think it is important to give back to the community in any way we can,” she said. “Also, if you think of the community at large, landfills are one of the primary sources of greenhouse gases, so the less you put in landfills, the better ...”

... If you want to participate, stop by the college Saturday between 9 a.m. and 6 p.m. Students will be there all day accepting items to be donated, whether they be clothing and furniture destined to be sold at Traded Treasures, or whether they be electronics to be recycled by the Habitat ReStore in Fond du Lac. ...

To read the entire column, see the May 8, 2014 edition of The Ripon Commonwealth Press.

Jamaica Project Article from the *Gleaner*

The following article appeared in the April 6th edition of the *Gleaner*, a Jamaican newspaper, about the collaboration between the Blue Mountain Project, Ripon College, MSOE, and Project Community Computers:



Students and teachers at the Hagley Gap Basic School in St Thomas

Closing The 'Gap' With Internet - Charity Group Using Technology To Improve Life In Hagley Gap

Ian Allen, Photographer

Tyrone Thompson, Staff Reporter

The poor road conditions make getting to and from the Hagley Gap community in St Thomas near its border with St Andrew difficult at most times and almost impossible when it rains.

But that is not stopping the overseas charity organisation, Blue Mountain Project, which is desperately trying to increase Internet access in the community, which is now being served by a single computer with Internet access.

According to Lisa Ellis, a member of the board of directors of the group, the community is in urgent need of improved Internet access points.

School partnership

"We partner with the two schools that are in the community but the computer labs at the schools are not operational. The Blue Mountain Project also has a clinic that it runs and we have a quasi computer lab there, but it has only one working computer right now, and there are more than 2,000 people being

served by that one computer," Ellis told The Sunday Gleaner, as she noted that plans are in place to assist the community.

"The last two weeks of May, working with our partners from Rippon College and the Milwaukee School of Engineering, we are going to renovate the computer labs at Penlyne Primary School and at the Minto Primary School, as well as at the health centre. We will also be donating 40 new laptop computers to the community," added Ellis.

She argued that despite the poor infrastructure and road network in Hagley Gap, access to the Internet is a basic convenience that would transform the lives of residents.

"We believe that the Internet and technology are things that the community can use to get on a level playing field, in terms of education, with the rest of the world. Not only will people be able to improve basic literacy skills but eventually they are going to be able to take online classes and improve their lives in so many ways," said Ellis.

Jamaica Project Press Release

RIPON, Wis. (Feb 20) – Ripon College and the Milwaukee School of Engineering this summer will partner with two nonprofits – Project Community Computers and Blue Mountain Project – to completely renovate three computer labs for schoolchildren in Jamaica’s vulnerable Hagley Gap District.

The project is part of a joint servant leadership effort between the two schools.

Ripon and MSOE are among four campuses in Wisconsin to be recognized by the Suzanne & Richard Pieper Family Foundation of Mequon with one million dollar endowments to fund faculty chairs (or positions) and provide programming to help prepare future leaders in their chosen fields and to live lives of service to others. Pieper Chairs David W. Scott of Ripon College and David Howell of MSOE met with the members of Blue Mountain Project and Project Community Computers to initially discuss a collaborative service learning project for Jamaica last July.

Ripon College has been involved with the Blue Mountain Project since shortly after the Jamaican-focused nonprofit’s inception a decade ago. As part of this relationship, each summer Ripon offers its students an optional two-week peace studies course in Hagley Gap. The College also has provided staffing for five Blue Mountain Project back-to-school Fun Camps for youths in Hagley Gap, and more than 100 Ripon students over the years have volunteered their time to the group’s efforts to improve health and education in the region.

Project Community Computers was founded in 2009 by Dan Pastori and Jeff Hanson, both graduates of MSOE. The classmates started the entity as a student organization at MSOE and have turned it into an independent nonprofit organization that works with local nonprofits to provide technical service and computer lab donations. Altogether, Project Community Computers has completed 20 computer labs spanning across three continents.

Representatives from Ripon College, MSOE and Project Community Computers will join Blue Mountain Project representatives for a tour of the area in early March so they may begin to assess the renovation site and troubleshoot any issues. While there, Project Community Computers began initial conversations about how to identify and train local community leaders capable of sustaining the labs over the long-term. Project Community Computers will provide one year of technical assistance to these leaders, who will learn best practices of running a computer lab, maintaining the systems, avoiding viruses, and getting the most out of learning software that will be installed for all ages and literacy levels.

Actual renovation of the labs will take place during Ripon’s annual two-week *Peace Studies in Jamaica* course, May 19-June 1, 2014. Ripon and MSOE students will assist with the installation of 30 computers overseen by Project: Community Computers.

“The computer labs project leverages the many uses of technology to close the gap of accessible learning to those in rural areas where every day infrastructure is fragile,” says Lisa Ellis, director of prospect management and research at Ripon College and board member with the Blue Mountain Project. “This collaborative effort will provide Ripon and MSOE students a meaningful experience that will transcend far beyond this single trip.”

Paul Hausch, a 2013 Ripon graduate and current civil engineering graduate student at MSOE, took the peace studies course at Ripon and will return to Hagley Gap to assist with the computer lab project. He will be joined by his professor Douglas Nelson, a faculty member in MSOE's Civil Engineering department.

Leadership in Athletics and Life Schedule

2:00pm: Registration, Commons

2:30pm: First Workshop – Students can choose from among the following workshops:

- The Socratic Method & Athletic Existentialism, Or, Who's on Wurst? – Alliance Laundry Systems executives Scott Spiller & Doug Jorgensen, Todd Wehr 105
- Leading with Your Values – Ripon College alumna Kristin Dodds, Todd Wehr 106
- Talk a Good Game: Translating your sports skills to your resume – Ripon College Residence Hall Director Julie Weiner, Todd Wehr 107
- Communicating with Respect – Ripon College Assistant Director of Multicultural Programming and Admissions James Bland, Todd Wehr 108
- Are you the Hulk or the Jolly Green Giant? – Ripon College Director of Residence Life Jessica Joanis, Commons B18
- What Would You Do? – *Commonwealth Press* Editor Tim Lyke, Commons B12
- Hit the Gas: How to Overcome Hurdles – Management consultant Lori Edwards, Commons PDR
- You got game? Create an impressive portfolio of success to avoid the agony of defeat – Ripon College Dean of Students Chris Ogle, Commons Heritage

3:30pm: Second Workshop – Students can choose from among the following workshops:

- Learning to Lead: How can athletics contribute to overall student development? – Ripon College Professor of Psychology Joe Hatcher, Todd Wehr 105
- Leading with Your Values – Ripon College alumna Kristin Dodds, Todd Wehr 106
- Talk a Good Game: Translating your sports skills to your resume – Ripon College Residence Hall Director Julie Weiner, Todd Wehr 107
- Communicating with Respect – Ripon College Assistant Director of Multicultural Programming and Admissions James Bland, Todd Wehr 108
- Are you the Hulk or the Jolly Green Giant? – Ripon College Director of Residence Life Jessica Joanis, Commons B18
- What Would You Do? – *Commonwealth Press* Editor Tim Lyke, Commons B12
- Hit the Gas: How to Overcome Hurdles – Management consultant Lori Edwards, Commons PDR
- You got game? Create an impressive portfolio of success to avoid the agony of defeat – Ripon College Dean of Students Chris Ogle, Commons Heritage

4:30pm: Dinner, Commons

5:30pm: Keynote Speaker: National speaker and Ripon College alumnus Shawn Karsten, Bear Auditorium

Leadership in Athletics and Life Survey Results

The identified goal of this project was “to increase student-athletes’ leadership skills, their willingness to use those skills in their roles on athletic teams, and their ability to lead in their lives after Ripon.” We assessed the accomplishment of this goal through an online survey of student participants and a separate survey of coaches and presenters. 39 out of 80 participating students returned their survey, and 5 coaches and 5 presenters returned that survey. This is a significant percentage, and thus we feel confident about the validity of the results.

Results from the student surveys include the following:

- 80% of students answered “yes” or “yes definitely” when asked whether they felt like they learned something from their participation in the event
- 79% of respondents replied “yes” or “yes definitely” when asked whether they felt more confident in their abilities as a leader because of their participation in the event.
- 87% of students said they would recommend this event to others, and only a single student said they would not. (Other students were undecided.)
- When asked in a free-response question what leadership skills they had learned from the event, common responses were understanding and handling emotions, overcoming hardship, the importance of a good attitude, adapting leadership styles to different situations, and the importance of humor.

Results from the coaches and presenters survey include the following:

- All survey respondents rated the event as “favorable” or “very favorable.”
- Moreover, all indicated that the college should probably or definitely do the event again, with 90% choosing definitely.
- When asked to comment specifically on what they’d learned about student-athletes through the training, comments included the following: “There are quite a few students who are interested in learning more about leadership and diversity. This is encouraging, because there are student athletes that can serve as role models for their teammates and greater campus community.” “They already have a mental understanding of a lot of the topics, but most have not been pushed to exhibit it until now. I feel like the event was a great chance to bring ideas and opinions out of the athletes and allow them to bring that to their teams now.”

In addition, anecdotal information indicates that student athletes brought the concepts presented at the training into their classrooms discussions. Such cross-overs demonstrate how events like this can truly be co-curricular rather than extra-curricular. Given all this positive feedback, we regard this event as a success and look forward to repeating it in the future.

Religion 115: Introduction to Ethical and Servant Leadership Syllabus

Religion 115

Introduction to Ethical and Servant Leadership

Prof. David W. Scott

Spring 2014: M, W, T, F, 9:05-9:55am, Todd Wehr 107

Office: Harwood Memorial Union 207

E-mail: scottdw@ripon.edu

Office hours: M: 10-11am, W: 2:30-3:30pm, by appt.

Phone: x8318

Overview

This course will introduce students to the paradigms of ethical leadership and servant leadership, emphasizing the importance of considerations of ethics and service in prominent contemporary understandings of leadership. It will examine ethical and service-related questions about leadership such as the following: What is the purpose of leadership? How should leaders and followers relate? What does it mean to serve? What do various religious and secular traditions have to say about ethics and service to others? How does context shape leadership? What are the practices of ethical and servant leadership?

Objectives of this Course

- Develop a conceptual model of “good” leadership.
- Create a plan for making a difference in the world that incorporates your values, interests, strengths, weaknesses, and goals.
- Develop strategies for dealing with change and failure in the pursuit of your plan.

Assignments

- In-class discussion
- In-class writing assignments
- Reading Response Journal
- Papers
 - What is leadership?
 - Identifying your values, interests, strengths, weaknesses, and vocation
 - Identifying a servant leader
 - Analysis of ethical case study
 - Analysis of personal/social change
- Personal plan for changing the world

Classroom Expectations Policies

Classroom expectations include expectations by/for both students and the professor. Classroom expectations and policies will be set by the class as a whole during the first week of classes.

Academic Conduct

Students are expected to abide by the standards of academic conduct encapsulated in Ripon’s “Academic Integrity Policy” and “Academic Honor Code,” both of which may be found in the course catalog. All work submitted must represent the student’s own efforts. Plagiarism will incur penalties as stipulated in these documents.

Required Texts

Parker Palmer, *Let Your Life Speak* (San Francisco: Jossey-Bass, 2000)

Robert K. Greenleaf, *The Servant as Leader* (Indianapolis: Robert K. Greenleaf Center, 1991)

Kent Keith, *The Case for Servant Leadership* (Westfield, IN: Greenleaf Center for Servant Leadership, 2008)

Craig E. Johnson, *Meeting the Ethical Challenges of Leadership: Casting Light or Shadow*, 3rd Edition (Los Angeles: Sage, 2009)

Robert Kegan and Lisa Lahey, *Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization* (Boston: Harvard Business Press, 2009)

Additional readings posted on the portal

Class Schedule:

Week 1 of January 20 – Introductions and Expectations

Wednesday, January 22 – Course Overview

Assignment: Register for the MLK Breakfast on the portal

Friday, January 24 – Personal Introductions and Setting Course Expectations

Week 2 of January 27 – What Is Leadership?

Monday, January 27 – What is Leadership?

Paper due: What Is Leadership?

Wednesday, January 28 – What Constitutes “Good” Leadership?

Reading: “Values in Leadership” from Ronald A. Heifetz, *Leadership Without Easy Answers* (Cambridge, MA: Belknap Press, 1994) (on the portal)

Thursday, January 30 – MLK Breakfast, if available

Friday, January 31 – Martin Luther King, Jr. as a Model of Leadership

Reading: “Howard Washington Thurman and Martin Luther King Jr.: Critical Resources in the Development of Ethical Leadership” from Walter Earl Fluker, *Ethical Leadership: The Quest for Character, Civility, and Community* (Minneapolis: Fortress Press, 2009)
Portal

Week 3 of February 3 – What is Leadership?

Monday, February 3 – Leadership and Teamwork

Reading: Lisa Wirthman, “Is Flat Better? Zappos Ditches Hierarchy to Improve Company Performance” *Forbes* (January 7, 2014)

<http://www.forbes.com/sites/sungardas/2014/01/07/is-flat-better-zappos-ditches-hierarchy-to-improve-company-performance/>

Wednesday, February 5 – Leadership and Gender

Reading: Tomas Chamorro-Premuzic, “Why Do So Many Incompetent Men Become Leaders?” *Harvard Business Review* (August 22, 2013)

http://blogs.hbr.org/cs/2013/08/why_do_so_many_incompetent_men.html

Friday, February 7 – Leadership and Race/Ethnicity

Reading: Innocent F. Okozi, Kimberly L. Smith, Le Ondra Clark, and Regina Sherman, “Leadership Styles of Ethnic Minority Leaders” *Communique* (August 2009)

<http://www.apa.org/pi/oema/resources/communique/2009/08/ethnic-leaders.aspx>

Reading: Juana Bordas, "Latino Leadership Follows a New Model" *Huffington Post* (November 27, 2013) http://www.huffingtonpost.com/2013/11/27/latino-leadership-doesnt-n_4349855.html

Week 4 of February 10 – What's Your Passion?

Monday, February 10 – What is Vocation?

Reading: "Introduction: Personal Vocation and Social Conscience" from John Neafsey, *A Sacred Voice is Calling: Personal Vocation and Social Conscience* (Maryknoll, NY: Orbis Books, 2006) Portal

Wednesday, February 12 – *Let Your Life Speak*

Reading: Parker Palmer, *Let Your Life Speak*, Chapters 1 & 2

Friday, February 14 – *Let Your Life Speak*

Reading: Parker Palmer, *Let Your Life Speak*, Chapters 3 & 4

Week 5 of February 17 – What's Your Passion?

Monday, February 17 – *Let Your Life Speak*

Reading: Parker Palmer, *Let Your Life Speak*, Chapters 5 & 6

Wednesday, February 19 – Passions vs. Strengths and Weaknesses

Assignment: Take the VIA Survey of Character Strengths:

<http://www.authentic happiness.sas.upenn.edu/testcenter.aspx>

Bring the complete list of your VIA character strengths to class

Friday, February 21 – Should You Focus on Your Strengths or Your Weaknesses?

Reading: "Finding Your Strengths – An Introduction" from Tom Rath, *Strengths Finder 2.0* (New York: Gallup Press, 2007) Portal

Week 6 of February 24 – How Can Your Passion Help Others? (Servant Leadership)

Monday, February 24 – Vocation and Service

Paper Due: Identifying your values, interests, strengths, weaknesses, vocation

Wednesday, February 26 – Servant Leadership

Reading: Robert K. Greenleaf, *The Servant as Leader*

Friday, February 28 – The Uses of Power in Servant Leadership

Reading: Kent Keith, *The Case for Servant Leadership*, Chapters 3 and 5

Week 7 of March 3 – How Can Your Passion Help Others? (Servant Leadership)

Monday, March 3 – Characteristics of Servant Leaders

Reading: Kent Keith, *The Case for Servant Leadership*, Chapter 4

Wednesday, March 5 – Who Are Servant Leaders?

Reading: Kent Keith, *The Case for Servant Leadership*, Chapter 2

Friday, March 7 – Servant Leadership and Teamwork

Reading: "Create a Dynasty of Unselfishness" from Kevin Pritchard and John Eliot, *Help the Helper: Building a Culture of Extreme Teamwork* (New York: Portfolio/Penguin, 2012) Portal

Week 8 of March 10 – What Do You Need to Follow Your Passion?

Monday, March 10 – The Logic Model and the Program Planning Process

Paper Due: Identifying a Servant Leader

Wednesday, March 12 – Setting Vision, Goals, and Objectives

Reading: “Setting Goals and Objectives” from Peter M. Kettner, Robert M. Moroney, and Lawrence L. Martin, *Designing and Managing Programs: An Effectiveness-Based Approach* (Thousand Oaks, CA: Sage Publications, 2013) Portal

Friday, March 14 – Activities and Inputs

Reading: “Lesson 10: Developing and Presenting a Winning Program” from Ellen Karsh and Arlen Sue Fox, *The Only Grant-Writing Book You’ll Ever Need*, 3rd Ed. (New York: Basic Books, 2009) Available as an e-book through the Lane Library database

Week of March 17 – Spring Break

Week 9 of March 24 – How Will You Make Decisions? (Ethical Leadership)

Monday, March 24 – No class

Assignment Due: Goals and objectives due for personal plan

Wednesday, March 26 – The Ethical Perils of Leadership

Reading: Craig Johnson, *Meeting the Ethical Challenges of Leadership*, Intro, Chapter 1

Friday, March 28 – The Ethical Perils of Leadership

Reading: Craig Johnson, *Meeting the Ethical Challenges of Leadership*, Chapter 2

Week 10 of March 31 – How Will You Make Decisions? (Ethical Leadership)

Monday, March 31 – Ethical Frameworks

Reading: Craig Johnson, *Meeting the Ethical Challenges of Leadership*, Chapter 5

Wednesday, April 2 – Ethical Frameworks – Character

Reading: Craig Johnson, *Meeting the Ethical Challenges of Leadership*, Chapter 3

Friday, April 4 – Making Ethical Decisions

Reading: Craig Johnson, *Meeting the Ethical Challenges of Leadership*, Chapter 7

Week 11 of April 7 – How Will You Make Decisions? (Ethical Leadership)/How Will You React to Change?

Monday, April 7 – Applying Ethical Decisions

Reading: Craig Johnson, *Meeting the Ethical Challenges of Leadership*, Chapter 8 or 9

Wednesday, April 9 – Applying Ethical Decisions

Reading: Craig Johnson, *Meeting the Ethical Challenges of Leadership*, Chapter 10

Friday, April 11 – Change as the Context for Leadership

Reading: “Does Your Organization Have a Learning Disability?” from Peter M. Senge, *The Fifth Discipline: The Art & Practice of The Learning Organization* Revised edition (New York: Currency Doubleday, 2006) Portal

Week 12 of April 14 – How Will You React To/Create Change?

Monday, April 14 – Technical Vs. Adaptive Responses to Change

Paper Due: Ethical Case Study Analysis

Reading: “The Theory Behind the Practice” from Ronald Heifetz, Alexander Grashow, and Martin Linksy, *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World* (Boston: Harvard Business Press, 2009) Portal

Wednesday, April 16 – Responding to Change

Reading: Robert Kegan and Lisa Laskow Lahey, *Immunity to Change*, Chapter 1

Friday, April 18 – Immunity to Change

Reading: Robert Kegan and Lisa Laskow Lahey, *Immunity to Change*, Chapter 2

Week 13 of April 21 – How Will You React To/Create Change?

Monday, April 21 – Your Own Immunity to Change

Reading: Robert Kegan and Lisa Laskow Lahey, *Immunity to Change*, Chapter 8 & 9

Wednesday, April 23 – Your Own Immunity to Change

Reading: Robert Kegan and Lisa Laskow Lahey, *Immunity to Change*, Chapter 10

Friday, April 25 – Responding to Failure

Paper Due: Element of Personal Change

Week 14 of April 28 – What is Leadership? (Reprise) and Followership

Monday, April 28 – What is Leadership? (Reprise)

Paper Due: What Is Leadership? (Revised)

Wednesday, April 30 – Followership

Reading: “Fictions” from Barbara Kellerman, *Followership: How Followers Are Creating Change and Changing Leaders* (Boston: Harvard Business School Press, 2008) Portal

Friday, May 2 – Followership

Reading: Robert E. Kelley, “Followership in a Leadership World” in *Insights on Leadership: Service, Stewardship, Spirit, and Servant-Leadership*, ed. Larry C. Spears (New York: Wiley, 1998) Portal

Assignment Due: Reading Response Journals

Week 15 of May 5 – Course Summation

Monday, May 5 – Does Leadership Make a Difference?, Course Summation, Evaluation

Assignment Due: Personal Plan to Change the World

This schedule is subject to change.

Religion 115: Student Feedback

Student end-of-semester evaluations of Religion 115 included the following comments about how it helped develop them as leaders:

- “I liked learning how my own strengths can make me a leader.”
- “I thought the class was very interesting. Throughout the course there was a lot of information that will help the students in this class grow as leaders.”
- “Application of leadership to daily life” was what one student like best.
- “The in-class writings were some of my favorite things because they allowed me to apply the concepts to myself.”
- Several students mentioned appreciating “the diversity of leadership qualities that one can gain.”
- Others indicated that the course helped them understand their strengths and weaknesses.
- Course papers “helped me to apply what I had learned.”
- “Written assignments were a good chance to relate the topics learned to myself.”
- “I did enjoy this course. It helped me have a bit more confidence going into the workforce thinking I can be a leader in a small way.”

As the above comments indicate, students found the course particularly helpful for expanding their concept of leadership, in helping them to see themselves as leaders in their everyday lives, and as a means for better understanding their strengths and weaknesses and how these relate to leadership.

Religion 115: Sample Final Project

The following is a sample of student work from Religion 115: Introduction to Ethical and Servant Leadership. The assignment prompt for this final project was to develop a plan for changing the world.

Personal Plan for Changing the World: Vision, Goals, Objectives, and Activities

Ethical and Servant Leadership

9 May 2014

Overall Vision: My plan is to create a traveling library to provide access to books for peoples' enjoyment, education, and enrichment—with special emphasis on support for Early Literacy in rural and low-income areas. The portable library will provide library services to rural communities and help make access to information, literature, and ideas easier. Giving people access to books will help foster lifelong involvement in the pleasure of reading and learning.

Goal 1: Identify potential communities/areas in need

Objective 1: Using online resources and state records, research counties in Wisconsin for literacy rates, poverty rates, and library access. Based on this research, compile a list of at least 5 potential areas that could be most benefited from access to library resources—to be completed within the first month of start of project.

Objective 2: Create a short survey aimed at gauging peoples' interest in having access to a library and what resources are most needed/wanted—find an effective way to distribute the survey to people in areas identified in Objective 1, and collect the survey and analyze results. Have this completed within 1-2 months of start of project.

Planned activities to achieve objectives/goals:

- Research potential benefit areas for 2 hours a day, 3 times a week until goal is met
- Compile a spreadsheet of data from research (include literacy rates, poverty rates, distances from nearest libraries/schools) to help decide which areas would benefit most

- Use information from research to formulate survey questions targeted at potential patrons
- Research effective survey techniques to help write, distribute, and analyze the survey

Goal 2: Obtain the necessary space and resources for a fully functioning portable library **Objective 1:**

Pitch my idea to central/South central Wisconsin libraries and convince one of them to sponsor my plan as an outreach of their library. Have a library partner within 3 months after finishing market research.

Objective 2: Search for a suitable, affordable trailer or minibus using online resources and local newspapers or used car dealerships. It should be able to house a selection of at least 200 books and cost under \$1,500. Purchase a vehicle and fit it with shelves within 4-5 months after starting the project.

Objective 3: Get books for cheap from: my own collection, thrift stores, and library book sales. Set up book donation boxes at local libraries, schools, and businesses. Work with library sponsor to purchase newer books. Have a collection of at least 800 books within 5 months of project launch.

Objective 4: Acquire 2 laptop computers for use by traveling library patrons. Depending on funds, these can be bought used online or new. Have laptops within 6 months of starting project.

Objective 5: Hire at least 1 full-time librarian for the new traveling library outreach program. Work with library sponsor to advertise, interview, and hire a new librarian working directly with the traveling library. Also advertise for and train community volunteers. Have trained staff within 9 months of starting project.

Planned activities to achieve objectives/goal:

- Create a detailed plan to show to potential library sponsors
- Create a comparison list of possible vehicles to look into purchasing
- Get permission to set up book donation boxes (explain/market my project to local business owners)
- Dedicate at least 2 hours a week to going out and finding used books (go to thrift store, etc.) until enough books are acquired
- Research cheapest ways to buy some newer books

- Make a spreadsheet to catalog my own books and other acquired books
- Research most cost-effective place to buy laptops, create comparison list
- Create advertisements (posters, emails, in-mail flyers, newspaper ads) to announce and market the library
- Post librarian position on job websites and newspapers
- Select applicants to interview, and work with library staff to interview them
- Design and create advertisements to recruit community volunteers
- Work with the sponsor library to set-up the training program for volunteers

Required Resources

Physical/Technological

- A computer to do research on, or at least access to a computer
- A reliable car to travel to pitch my idea to libraries & talk to people in rural areas about my idea
- Cell phone to call librarians, business owners, advertising contacts, and so that other people can contact me about project-related things
- Paper to print posters/advertisements on
- A printer or access to a printer
- Space to organize and store books before the library is ready
- Shelving and tools to put it into the van/vehicle
- A professional/volunteer who is knowledgeable about how to install/construct custom shelving

Financial

- \$30-80 for a printer (this can later be set up for patrons' use in the traveling library)
- \$50-100 for printer ink and paper
- \$1,500 budget for the library vehicle
- \$ 300 budget for shelving and installation of shelves

Other

- Access to the internet for research, advertisement/marketing, and email correspondences with library sponsor contacts and others helping with the project
- The cooperation and support of library personnel and the interest of community members

Case for My Personal Capacity

This project is perfectly suited to my values, interests, strengths, and weaknesses. I believe in the power of learning and that giving people, especially children, in rural areas better access to books and library resources can make their lives better.

I am qualified to carry out this project because it is something that I care deeply about and am interested in. I value learning and curiosity and have always enjoyed learning new things. This project will allow me to honor these values and encourage them in others. It makes me sad when I see or hear about children or adults who want to learn, but do not have the opportunities or resources that I have had growing up. Because of this, creating a portable library is a project that is close to my heart and that I truly care about. I will be personally invested in its success. I believe in the importance of reading and literacy-focused projects, and I know from my personal experience that reading and access to library resources has made a huge impact in my life. I strongly believe that everyone should have the same opportunities to learn and grow and that education is the first step in making the world a better place.

I have the necessary character and professional strengths to carry out this project. I see my strengths as being connected to my values and interests, because the things I naturally excel at also tend to be what interest me, and what I care about. Because of this—as well as being one of my values and interests—one of my notable strengths is my love of learning and willingness to learn new things. Connected to my love of learning, another of my strengths is reading and written communication. I consider myself strong in thinking analytically and creatively about questions and problems. These strengths will help me in this project because I am excited to research and learn new things and will be

able to clearly organize and write up my findings. My interest and strength in writing will also be helpful throughout this project as I will be writing to advertise and get people excited for the new library outreach program. I have years of experience writing professionally and have done freelance writing and marketing such as writing blogs and press releases, which will be helpful as I take on this project. More than anything, I really love writing and take pride in producing a good final product, which will also come in handy as I implement the various steps of this plan.

This project also takes into consideration my lesser strengths, or weaknesses. One aspect of my personality that I recognize as something I can improve on is my interpersonal communication skills. This project will allow me to build up and practice this skill as I pitch the idea to librarians, business owners, and community members. This is a skill I care about practicing and improving so that I can better express myself to people and communicate my ideas more easily and clearly. I should be working with a relatively small group of people on this project, although I hope to get a lot of community involvement, so this will be good practice as I work on improving this skill. It will be easier to talk to people about this project because it is something I really care about and am interested in.

Because I came up with this project, it is something that is well suited to my interests, values, and strengths, while also offering me the chance to improve on one of my weaker points. I have the personal capacity to carry out this plan because I personally designed it and have practiced many of the individual skills required in it—such as the research, organization, and writing that will be vital to its success.

Business Management 309: Sample Final Project

Ripon Boys and Girls Club: Feasibility Study

- I. Introduction
- II. Identification of Need
 - A. City poverty levels
 - B. School program need
- III. Research Background
 - A. Key Informant Interviews
 - B. Information about Tri-County Club in Berlin, Wisconsin
 - C. City Poverty Statistics
 - D. Ripon College Involvement
- IV. Technical Feasibility
 - A. Site evaluation
 - B. Resource assessment
 - C. Project elements and options
- V. Official Boys and Girls Club Starting Steps
- VI. Costs of Start and Maintenance
 - A. Start-up costs
 - B. Salaries
 - C. Employees/volunteers
 - D. Space and activity fees
- VII. Strengths and weaknesses
 - A. Comparison with BRAVE
- VIII. Conclusion and Final Remarks

I. Introduction:

Is a Boys and Girls Club in Ripon, Wisconsin feasible? This was our main question of the semester. We also looked at other questions, such as: is it a need? And does anyone in the community care enough about the child poverty rate for this to work? We learned that the answer is yes to all three of these questions.

We believe that bringing a Boys and Girls Club to Ripon is indeed very feasible, based upon the interviews we conducted and the surveys we sent out. We already knew from the Advocap statistics discussed in class that the poverty rate in Ripon was very high. Learning from the Berlin Boys and Girls Club that 30 Ripon children already attended there helped identify the need. In this feasibility study we cover the identification of need, our research from key informant interviews, technical aspects, cost feasibility, steps to creating a club based upon the official standards, and the strengths and weaknesses. We realize this feasibility study could be forgotten and left to gather dust. However, we hope that the community realizes that a Boys and Girls Club would be very beneficial to the children and their families within our home in Ripon, Wisconsin.

II. Identification of Need:

Poverty Levels:

The Boys and Girls Club is a program often used by underprivileged children or children whose parents are at work during the day or after school. It is a place for the children to spend time with their peers, learn, and have fun. However, a Club will not be built in Ripon unless there is a need for it. In order to see if there is a need for a Club in Ripon, we will be comparing

poverty statistics for Ripon, Berlin, and Wisconsin in the Research section of this study, as well as seeing what other after school and summer programs are offered for kids in Ripon.

School Program Need:

In the Ripon School District, there are currently after school and summer programs in place for the students: BRAVE (grades K-8), SOAR (grades 3-5), and summer school (grades K-8). Brave gives homework help to students, as well as engages them in recess time and time for art or games. This program runs Monday through Thursday from the end of the school day until 5:15 PM. Soar provides homework help for students and runs from the end of school until 4:30 PM. The Strive program for Ripon High School students grades 11 and 12 is a program through the Ripon Rotary Club. Rotarians and college volunteers help low GPA students to realize their potential in school, in jobs, and in college.

Though there are programs in place, there are still people whose needs are not being met. There are options for elementary and middle school students after school and in the summer, but the after school programs are not run on Friday afternoons. There might be a need for families who want their children to be at an after school program consistently every school day, including Fridays. There are currently 20-30 Ripon elementary and middle school students who are bused to the Boys and Girls Club in Berlin. With a Boys and Girls Club in Ripon, which would operate Monday through Friday, those students and more could go to the Club after school and instead of spending much of the time on a bus, they can spend it working on homework and having fun. Additionally, aside from after school sports or clubs, there are no programs in place like Brave or Soar for high school kids. The Strive program can help some of the lower-achieving students, but the Boys and Girls Club, which serves young people between the ages of 6 and 18, can offer a

place for teens to grow academically and seek help with volunteering, or job and college applications.

III. Research Background:

Key Informant Interviews:

Randy Hatlen, Murray Park Elementary School Principal, gave information regarding the current programs available in the Ripon School District. He provided basic information about Brave and Soar. He believes that there is definitely a need for a Boys and Girls Club at Ripon, and though there might be some competition with the other programs, it could hit a different target of people and ultimately have more students involved in after school programs. There is also a greater need in the summer since there are limited programs offered through the school district. Regardless of any competition, it would still be beneficial to have something in Ripon for the kids year round. For location, he recommended having the Club in one of the schools or at Storzer. He thinks that it would be great for the kids and for the whole community if a Boys and Girls Club could be implemented into the design for the new Storzer building. That location would make it easy for students to be involved with volunteering at the Club and would strengthen the connection between the college and the community. He emphasized that everything should be done with the kids and their families in mind.

Jason Presto, Boys and Girls Club of the Tri-County Area Branch Director, gave information regarding the Berlin Boys and Girls Club and opinions about a Ripon Club. Membership for one child is \$25 per year, with an estimated cost to run the club being \$100,000. He described some ways to keep children in attendance, such as direct marketing in schools, radio, newspaper ads, and special events. Some of the most important things for the club are

space for the kids (gyms, playground, library, computer room, classrooms), money and fundraising, and part-time workers and volunteers. Jason also believes that there is a growing need for a Club. They do Adopt A Family around Christmastime, serve Thanksgiving meals, do a coat drive for kids, and fundraisers.

Scott Jensen, Boys and Girls Club of the Tri-County Area Development and Marketing Coordinator, provided information regarding current and past Ripon College involvement with the Tri-County Club. College Students worked as youth development staff, interns, and volunteers over the course of 2014.

Ashley O’Kon, Ripon Middle School/Catalyst BRAVE Coordinator, provided more in depth information regarding the Brave programs, such as costs and locations for each age group. The elementary school offers homework help as well as enrichment classes whereas the middle school program is more drop-in homework help with occasional enrichment classes on a separate sign-up basis.

Rick Coles, Ripon College Professor and Chair of Exercise Science, Football Offensive Coordinator, shed light on our search for a location for the Boys and Girls Club in Ripon. While Hatlen gave the idea of housing the Club in Storzer, Coles said that would not be possible in the current facility since there are classes and practices there all day and evening.

Information About Tri-County Club in Berlin, WI:

The Tri-County Boys and Girls Club has been in operation since 1997 and strives to be a life-changing place for youth in the the area. Their mission statement defines the core of their purpose: “The Boys & Girls Club of the Tri-County Area improves the lives of children and families.” More specifically, the Club helps members achieve academic drive and success,

teaches how to live healthy lifestyles, provides an environment in which members can gain self-confidence and leadership skills, treats everyone fairly and equally, and provides access to a variety of life-improving opportunities. Their vision states: “The Boys & Girls Club of the Tri-County Area will be a generation-changing leading provider of programs emphasizing youth development services and family outreach support to meet the needs of young people ages 6-18 and their families, especially those who need us most.”

The Club currently offers programs in the areas of character and leadership, education and career development, sports fitness and recreation, health and life skills, and the arts. Within these areas, the Club hosts over 25 different programs such as Career Launch, Money Matters, Digital Arts, Keystone Club, and Torch Club. These programs are all for specific age groups within the 6-18 segment that the Club serves and target important and topic and skills that are critical to their development at that age.

Hours of operation for general programming during the school year runs 3 - 6 PM Monday through Friday. The Club is also open for students on snow days and runs from 6:45 AM to 5:30 PM. During the summer it is open Monday through Friday from 6:45 AM to 5:30 PM. With these hours, the Tri-County Club strives to offer a safe and engaging place for students to be while their parents are at work. During the school year the Club extends its hours into the evening to provide additional programming for members in addition to the regular club schedule. Programming times are broken up by age group with High School Night on Monday, Teen Night Tuesday and Thursday, Middle School Night Wednesday, and Elementary Night on Friday. This allows members to be involved in some of the special programs like the ones mentioned above. The Club also offers themed days and afternoon adventures during the summer.

There are currently three full time positions at the Tri-County Boys and Girls Club - a Branch Director, Development and Marketing Coordinator, and a Program Director - as well as interns and volunteers that help out each year. In 2014, five students were employed as part of the youth development staff, working as positive role models, looking out for the safety of Club members, encouraging positive behavior, and supervising club activities. There were two interns, one who assisted the development and marketing coordinator with special event promotion and one who worked on administrative details for programming. Three students from Ripon College have each put in 20 volunteer hours this semester with the Tri-County Boys and Girls Club, assisting in activities and engaging the youth in conversation. Students from Ripon College volunteered at the Steak & Burger fundraiser, groups such as ROTC and Phi Kappa Pi have volunteered with the Club, and the Ripon College Greek Council holds fundraisers throughout the year for the Boys and Girls Club in Berlin.

By the Numbers:

28% of alumni say that they would have dropped out of school if not for the Club

57% of alumni say the Club saved their life

62% of alumni say the Club helped them commit to their education

85% of alumni say the Club taught them right from wrong

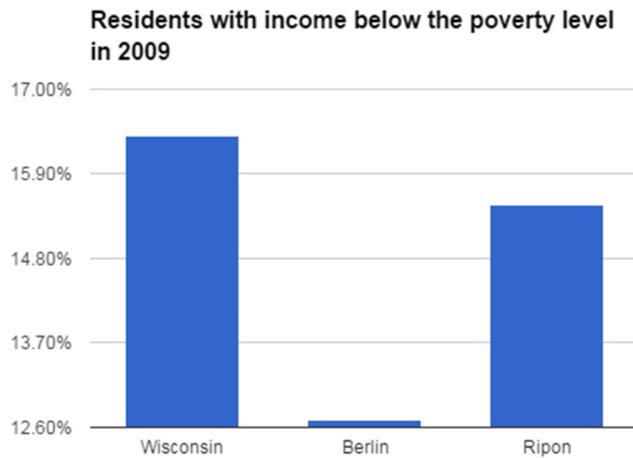
Overall, the Club has a very positive impact on the members throughout the country, and it especially helps many of the students in Berlin, WI. With a Club in Ripon, we can hope that these numbers would translate to the members here, helping students commit to their education, stay in school, and help them grow up in a positive and engaging atmosphere.

City Information:

Ripon, Wisconsin has a higher population than Berlin, Wisconsin, yet Berlin has a Boys and Girls Club while Ripon does not even though there is a larger population to serve. In addition to a higher population, Ripon also has higher poverty rates. On www.city-data.com, there are statistics regarding the poverty levels of Ripon and Berlin. Comparing these statistics shows that Ripon does have higher poverty rates. Since many of the children who go to the Club come from lower income families, there are many children who would benefit from having a Club available in Ripon.

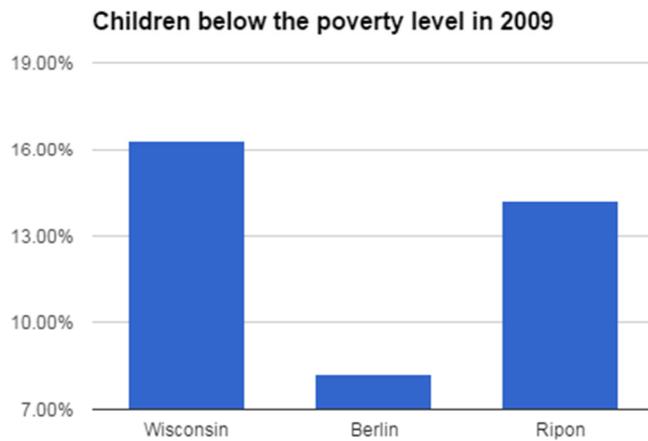
Residents with income below the poverty level in 2009:

Wisconsin: 16.4%
Berlin: 12.7%
Ripon: 15.5%



Children below poverty level in 2009:

Wisconsin: 16.3%
Berlin: 8.2%
Ripon: 14.2%



Breakdown of poor married-couple families by work experience:

Ripon:

Both worked full-time (0%)

One full-time, other part-time (0%)

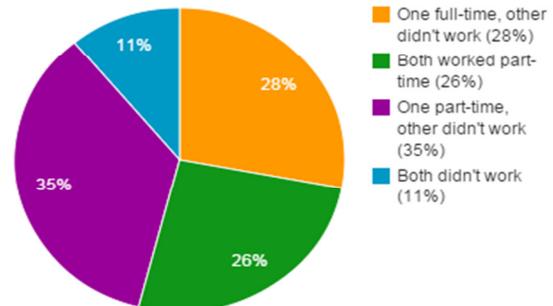
One full-time, other didn't work (28%)

Both worked part-time (26%)

One part-time, other didn't work (35%)

Both didn't work (11%)

Ripon: Breakdown of poor married-couple families by work experience



Berlin:

Both worked full-time (0%)

One full-time, other part-time (0%)

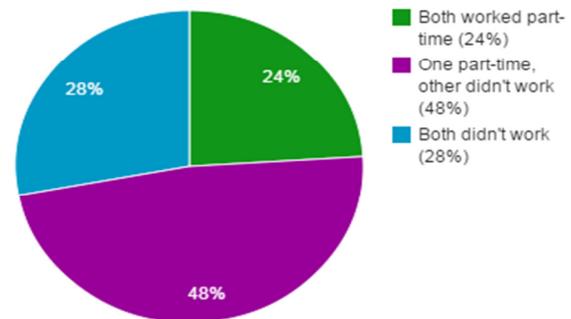
One full-time, other didn't work (0%)

Both worked part-time (24%)

One part-time, other didn't work (48%)

Both didn't work (28%)

Berlin: Breakdown of poor married-couple families by work experience



In 2009, roughly 15.5% of Ripon citizens were living below the poverty level, with 14.2% of Ripon children below the poverty level. This shows that those below the poverty level are mostly families with children. In most cases with married-couple families in both Berlin and Ripon, only one parent works. In Ripon, 26% of the families have parents that both work, meaning that there is time either after school or during the summer where both parents are at work and the children are either home unsupervised, with a babysitter (which can be costly), or at an after school or summer program. Ripon has a smaller percentage of families where both the parents did not work, meaning that the parents are not there to watch the children after school.

Many children also live in single-parent households, making it even more difficult for the parent to earn an income and supervise their children. In addition to having a higher percentage of people under the poverty level, those families in poverty would also benefit from consistent after school and summer programs for children.

Poverty can sometimes, but not always, be associated with minorities and families whose first language is not English. According to US Bureau Census Data, both Berlin and Ripon have less non-native English speakers than the rest of the state, though not by much. Students may not have parents who did not grow up speaking English or parents who attended college. Thus, their parents may not be able to help them with schoolwork, job applications, or college applications.

Language other than English spoken at home:

Wisconsin: 8.6%

Ripon: 8.0%

Berlin: 6.4%

Percentage of people age 25+ high school graduate or higher:

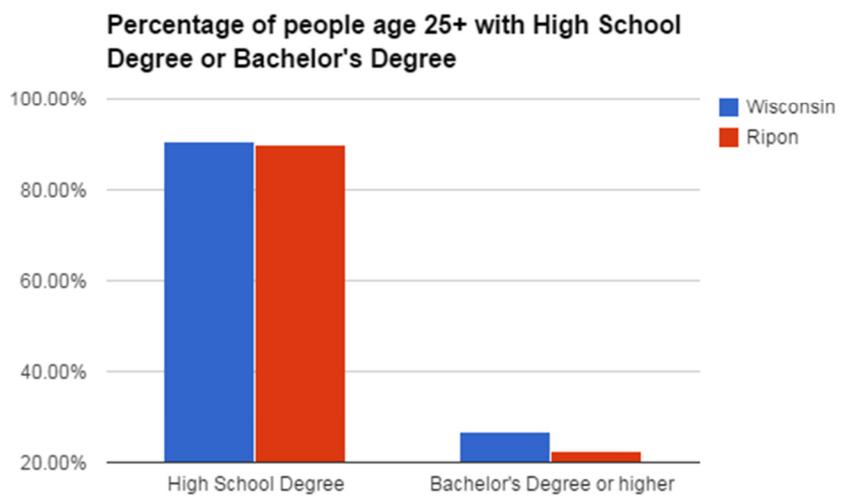
Wisconsin: 90.4%

Ripon: 89.9%

Percentage of people age 25+ bachelor's degree or higher:

Wisconsin: 26.8%

Ripon: 22.3%



A high percentage (about 90%) of adults in Wisconsin and Ripon graduated high school, but only 26.8% in Wisconsin and 22.3% in Ripon went on to get their Bachelor's Degree or higher. This could be due to the age of the person and when they grew up, whether they grew up in a college-going culture, or if they had the resources to help to attend college. Programs like the Boys and Girls Club can help the next generation graduate high school as well as go on to college to receive degrees in higher education.

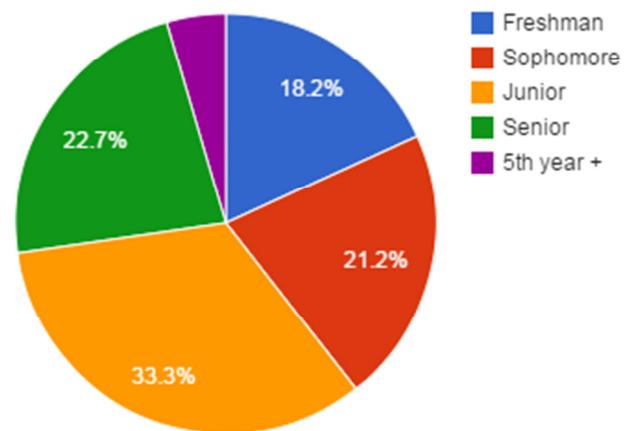
Ripon College Involvement:

Since the operation of a Boys and Girls Club in Ripon rely heavily on Ripon College students as workers and volunteers, we did a primary research regarding the interest of college students in volunteering at the Club. We sent a survey to the student body, and though we only received 66 responses out of roughly 850 students (7.8%), the results look promising.

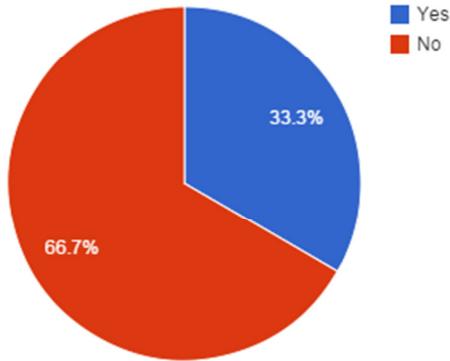
Survey Questions:

- What year are you at Ripon?
- Are you in a group that requires volunteer hours?
- Do you volunteer in the Ripon community?
- Have you previously volunteered at a Boys and Girls Club?
- If yes, where have you volunteered?
- If there were a Boys and Girls Club located in Ripon, would you volunteer there?
- If yes, how many hours per week?
- If no, why not?

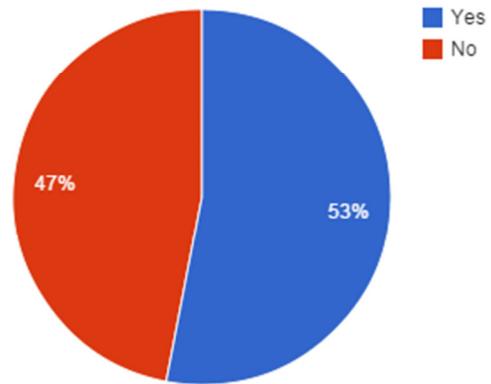
What year are you at Ripon?



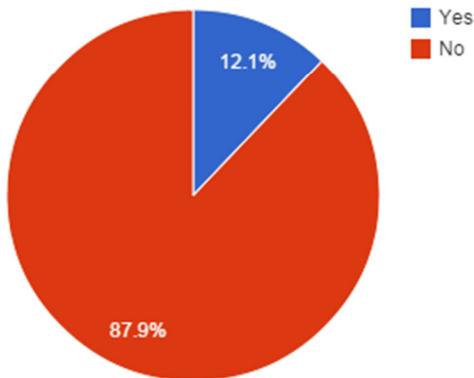
Are you in a group that requires volunteer hours?



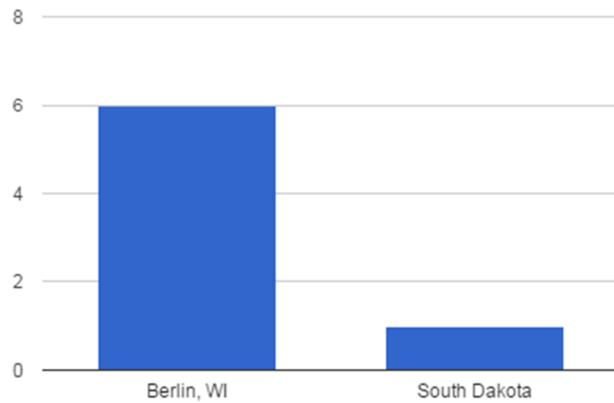
Do you currently volunteer in the Ripon community?



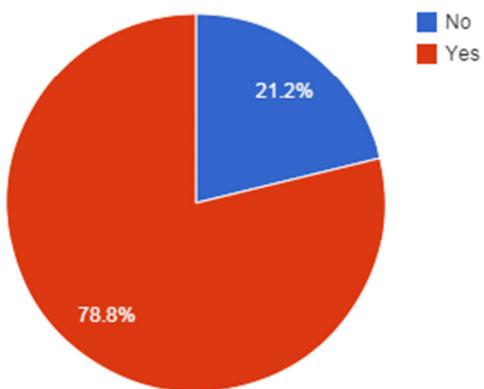
Have you previously volunteered at a Boys and Girls Club?



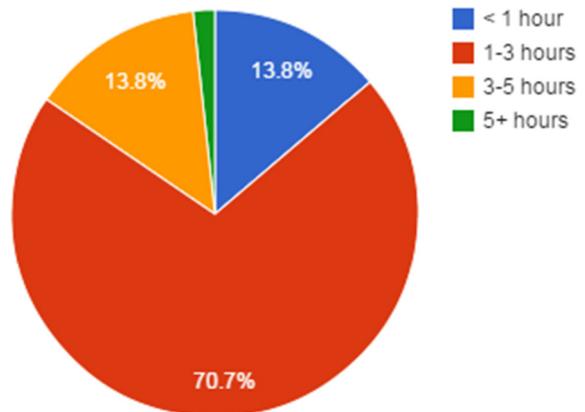
If yes, where have you volunteered?

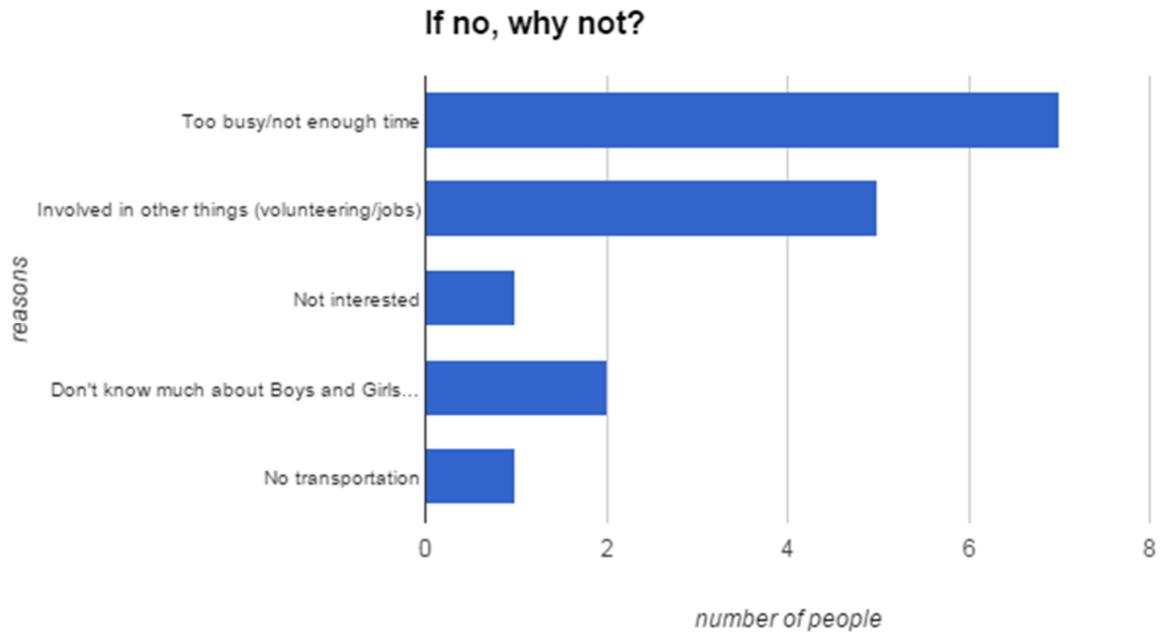


If there were a Boys and Girls Club located in Ripon, would you volunteer there?



If yes, how many hours per week?





Of the students who responded, 33.3% are in groups that require volunteer hours yet 53% currently volunteer in the Ripon community. Only 12.1% have previously volunteered at a Boys and Girls Club before, six of those people at the Club in Berlin, WI and one at a Club in South Dakota. Even though 53% volunteer in the Ripon community now, 78.8% said that they would volunteer at a Boys and Girls Club in Ripon. They could just be saying that they would volunteer, but the 25% difference shows that in addition to there being a need based off of school programs and city poverty levels, there is also an interest in the college community to volunteer. While most would volunteer, reasons for not volunteering at the Club include being too busy, being involved in other jobs or volunteering opportunities, lack of transportation, disinterest, or not knowing enough about the Boys and Girls Club. Through public relations and advertising for the Club, we could raise awareness and interest in the Club within the college community. This could increase the number of volunteers at and overall success of the Club.

IV. Technical Feasibility:

The site we have chosen to kick off the Ripon Boys and Girls Club is Murray Park Elementary School, *64 Sunset Avenue*. After investigating several options we settled on this school for many reasons. We decided this would be most suitable place in the beginning stage. The spaces that could be used include the indoor gym in the winter and the outdoor playground in the summer. Classrooms will be good learning settings, and that is something the Boys and Girls club stresses as a large part of their programs. There will also be no worries of the building's safety for children. Hatlen seemed worried that the basement of St. Catherine's church is not as child friendly. We would need to invest in ways to make it a place where children would be safe to roam. We would need to fix the lighting and clean out the space, because it is not often used. These issues would make it a more expensive and time consuming choice.

After the club kicks off we envision that some space located in the new Storzer athletic facility would be dedicated to the club, depending upon the construction of Storzer. Hatlen suggested this as we discussed prospective places that would be best for the whole community. Not only would the children be able to use the space -- and it would be more interesting to the older kids, based upon the fact that it will have more attractions for them -- it would give the students of Ripon College a better opportunity to volunteer and spend time with the kids because many people interested in volunteering do not have the transportation to get to the Berlin branch. Storzer is not a viable option now, according to Coles, because of already limited space and the hours of use already ranging from 6 AM to 10 PM. Although other elementary and middle schools are an option, we want to make sure that the club will include older children, which is why we do not think keeping it at Murray would be best in the long run. We recognize that the

majority of the children attending the club will be elementary and middle school ages, which is why we believe that starting off the club at Murray will be the best option.

V. Official Boys and Girls Club Starting Steps:

The Boys and Girls Club of America website lists necessary steps for starting a new Boys and Girls Club. Since we are doing the feasibility study, we will not actually be going through these steps and making the Boys and Girls Club. We took all of these steps into consideration as we did our research. The Director of Organizational Development provided us with information regarding the Community Readiness Assessment, which is a more formal way to determine the community need in Ripon. The official steps for starting a club, according to the phase guidelines, could be a 18-36 month process. We would need to go through the Director of Organizational Development, the Chief Professional Officer, and meet Boys and Girls Club of America membership requirements.

The basic list of steps:

1. *Get started* - Find people who are interested. Reach out to community leaders in business, industry, and other professions.
2. *Contact the nearest BGCA Service center* - Talk to the Director of Organizational Development (DOD) who can help us with the rest of the steps. There is a service center in Chicago. We contacted Aliya Hilaly, a DOD, who sent us a packet of information for how to start a Boys and Girls Club. We will not actually be starting the club, but the information is helpful for our study.
 - a. Contact Info:
Boys & Girls Clubs of America
Chicago Service Center

1590 Wilkening Road

Schaumburg, IL 60173

PHONE: (847) 490-5220 FAX: (847) 490-5221

3. *Organize a steering committee* - Committee will start out as a small group, performing preliminary organization work for a Boys and Girls Club.
4. *Conduct a community readiness assessment* - This survey will determine how effectively the needs of young people are being met in the community. It may also help to identify community resources available that could help support a Club. It is necessary to obtain information regarding population, current programs, and socioeconomic factors. The BGCA center sent a needs assessment survey to perform once interested people have been contacted and a committee has been formed.
5. *Develop a management operating agreement* - Once the Readiness Assessment is complete, it is time to put together official policies for establishment of the Boys & Girls Club. The next step, assisted by the DOD, is to work out a Management Operating Agreement with an existing local Boys & Girls Club.
6. *Organize a unit advisory council* - Once policies are in place, a Unit Advisory Council needs to be organized, officers elected, and committees established that will help operate a Club.
7. *Secure a location* - The Chief Professional Officer (CPO) would work with the committee to find an appropriate location for the Club. To start out, we would have the Club located at a Ripon elementary school and with success, the Ripon Club could have its own building.

8. *Determine costs* - Create a budget for the cost of building renovations, equipment and an operating budget for three years. This
9. *Raise the funds* - We would need to fundraise for three years of start-up and operating costs for the Club. To do this, we would need help from the committee, businesses, organizations such as United Way, and the community.
10. *Recruit a club director* - We would need a club director and board of directors for the Ripon Boys and Girls Club.

VI. Costs of Start and Maintenance:

One-Time Costs				
Fixtures and Equipment	\$2,000	2.0%	\$166.67	2.0%
Decorating and remodeling	500	0.5%	\$41.67	0.5%
Starting inventory	2,000	2.0%	\$166.67	2.0%
Deposits with public utilities	500	0.5%	\$41.67	0.5%
Licenses and permits	500	0.5%	\$41.67	0.5%
Advertising and promotion for opening	500	0.5%	\$41.67	0.5%
Cash	750	0.7%	\$62.50	0.7%
Other	200	0.2%	\$16.67	0.2%
Subtotal	\$6,950	6.8%	\$579	6.8%
Totals	\$102,475	100%	\$8,540	100%

VII. Strengths and Weaknesses:

To create a fair feasibility study we cannot look at only the strengths and positives of having a club in Ripon. We must look at weaknesses. We must ask ourselves, will the benefits outweigh the opportunity costs?

Some weaknesses of this project are: funds, willingness to attend, and a conflict with BRAVE or SOAR in the Ripon School District. Raising the money necessary to keep the club afloat will not be easy. It will take patience and much support from the community. The

willingness to attend goes hand in hand with the conflict with BRAVE -- will the students that are attending BRAVE want to switch to the Boys and Girls Club? Or will they stay at BRAVE, keeping the new club's numbers too low to sustain itself? For the club to stay above water we will need enough attendees to garner the income from their membership; you cannot have a Boys and Girls Club without any boys or girls. Another conflict with BRAVE is that it and the club are similar in regards to their mentoring and activities. Bringing a new club to Ripon may cause some unfriendly competition between the programs. While wanting the Boys and Girls Club to succeed, we would not want the BRAVE program to struggle. It has accomplished good things for the Ripon community.

The Brave program currently has three groups, for different grade levels. It has homework help and other activities, such as art and cooking classes. The cost varies for each group. The middle school group has a standard fee for the year with only homework help, while the younger groups are charged three dollars per class and one dollar for activity fees. This adds up very quickly and some families cannot afford it. That's where the Boys and Girls Club would be superior: a one year fee of \$25 that includes everything is a much better option for many families in the Ripon community.

With such a high poverty rate, we really need to focus on helping these kids and providing the resources necessary for their succeed. The families in Ripon deserve to have options they can afford while at the same time not having to worry whether their children are getting the help and attention they need while the parents are at work. The club would be a safe place where children from all backgrounds will be able to have fun, get help in school and stay out of trouble.

VII. Conclusion and Final Remarks:

Overall, we found that a Boys and Girls Club in Ripon could be feasible and sustainable, though the necessary steps for opening a club would need to be carried out. We found through the city poverty statistics and through talking to people in the Ripon School District that there is indeed a need for a Boys and Girls Club in Ripon. Through communications with the current leadership team in the Tri-County Club and people at the BGCA Chicago Service Center, we learned necessary information and procedures for starting a club in Ripon. Additionally, our primary research with the college community showed that if there a Boys and Girls Club in Ripon, many college students would be interested in volunteering there.

We found a potential location - Murray Park Elementary School - for the Ripon Club due to its many resources and its safety. We also made a sample budget based off of the information we received from the Tri-County Club and the BGCA center in Chicago. Going forward, a Club can be started by following the official steps to start a Boys and Girls Club and working with BGCA and community partners throughout the entire process. Though member interest, fundraising, and costs could pose problems with a Club, its benefits could outweigh the costs. A Boys and Girls Club would provide important resources to the children and families in Ripon and increase connection between the community and college. With help from members of the community, a Ripon Boys and Girls Club can be feasible and sustainable, increasing the overall well-being of the students, families, and community and Ripon.

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

Prof. David W. Scott

Fall 2014

Office: #207 Harwood Memorial Union

Office hours: M 10-11am; Th 2:30-3:30pm

M, W, F, 2:30-3:40 @ Todd Wehr 106

E-mail: scottdw@ripon.edu

Phone: x8318

Mission Statement of Religion Department

Students in the Department of Religion engage some of the major religious and moral traditions of the world so that as educated adults they understand the origins and development of human spiritual heritages and as responsible citizens better relate to the multi-religious dimensions of the contemporary world.

Learning Skills to be Developed in Religion Courses

Students in Religion courses will be expected to develop one or more of the following skills:

1. demonstrate an understanding of the basic teachings of major religious and moral tradition(s);
2. evaluate and interpret the interaction of religious and moral traditions with the culture(s) in which they emerged and developed over time;
3. engage in a critical analysis of the interactions of religious and moral traditions and contemporary cultures

Course Overview

Mohandas K. Gandhi and Martin Luther King, Jr. have both served as inspiring models of servant leadership for many, effectively working for the betterment of their communities, even at great personal cost. Both Gandhi and King embodied the principle that “to lead means to serve”, as Robert Greenleaf has put it. This course will examine their lives, work, and thought, as well as the connections and contrasts between the two of them, since King was explicit about his indebtedness to Gandhi. The course will consider the social, religious, and political aspects of their service. It will also look at other leaders, such as Thich Nhat Hanh, who have also followed their method of nonviolent movements for social change.

Objectives of this Course:

- Students will understand the major life events of Gandhi and King and how these events related to larger political and social contexts of their days.
- Students will understand the religious and philosophical ideas and ideals that underlay Gandhi and King’s actions and thought.
- Students will understand how Gandhi and King’s ideas and methods have been appropriated by other leaders around the world.
- Students will come to a greater appreciation of how both Gandhi and King can continue to serve as models of servant leadership in their own present contexts.

How This Course Relates to Mission Statement and Development of Learning Skills

This course will convey an understanding of the Hindu and Christian religious traditions as they relate to the life and work of Mohandas Gandhi and Martin Luther King, Jr. It will also encourage students to relate the work of these two leaders to contemporary social issues.

Requirements/Assignments

1. Class attendance and participation (10%). All students are expected to be present, prompt, and engaged at all class meetings. Absences will be tolerated in cases of student sickness, family emergency, or university-scheduled travel. If a student will be absent, it is his/her responsibility to inform the professor prior to his/her absence. More than three unexcused absences will result in a reduction of the participation grade by 1/3 letter grade per additional unexcused absence.
2. Three quizzes (15% each), one about the life of Mohandas Gandhi, one about the life of Martin Luther King, Jr., and one about other nonviolent movements. Gandhi quiz on Sept. 19th; King quiz on Oct. 13th; other nonviolent movements quiz on Dec. 8th.
3. A short, 2-3 page paper explaining your own context of service (5%), as you understand it. This paper should address the following questions: Where do you come from? Is that different from where you are now? Who do you see as “your people”? What issues do these people face? About which of these issues are you concerned? How are these issues related to larger religious, social, economic, and political forces? Due Fri., Sept. 28th at the beginning of class.
4. Participation in a service project and a 3-5 page reflection paper relating that service to your context (10%). The service undertaken should relate in some way to the context of service identified in the short paper above. Participation in the service project can be done either as an individual or as a group. For service project suggestions, contact the Center for Social Responsibility. Students should then write a reflection paper analyzing the connections between their service, the contexts of service, and servant leadership or nonviolence. Paper due by the beginning of the last day of class, Dec. 10th.
5. A short research paper (5-7 pages, 15%) comparing and contrasting Gandhi’s and King’s approach to a particular issue or comparing and contrasting Gandhi’s / King’s approach and the approach taken by another leader or group to similar issues. This paper should examine the writings of Gandhi and/or King as well as incorporate secondary literature.
6. A short research paper (5-7 pages, 15%) analyzing the application of the theory of nonviolence to a setting other than one of those discussed in class. This paper should identify the issue, the leaders, and how and why they are using nonviolence. Students will be expected to give a five to ten minute presentation of their research topic the last week of class. Paper due the day scheduled for the final exams for 9:05 classes.

Required Texts

- Louis Fischer, *Gandhi: His Life and Message for the World* (New York: Signet Classics, 2010), ISBN 9780451531704 (\$3-7)
- Louis Fischer, ed., *The Essential Gandhi: An Anthology of His Writings on His Life, Work, and Ideas* (New York: Vintage Spiritual Classics, 2002), ISBN 9781400030507 (\$12)
- Mahatma Gandhi, *The Bhagavad Gita According to Gandhi*, ed. John Strohmeier (Berkeley, CA: Berkeley Hills Books, 2000), ISBN 9781893163119 (\$2-5)
- Leo Tolstoy, *The Kingdom of God is Within You* (\$0-5) available for free via Kindle or as an e-book through the Ripon College library

- Richard Deats, *Martin Luther King, Jr.: Spirit-Led Prophet* (Hyde Park, NY: New City Press, 2003), ISBN 1-56548-185-2 (\$5-10)
- James M. Washington, *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr.* (New York: Harper One, 1986), ISBN 9780060646912 (\$20)
- Howard Thurman, *Jesus and the Disinherited* (Boston: Beacon Press, 1996), ISBN 978-0807010297 (\$10-13)
- Thoreau, *Civil Disobedience* (\$3) available for free via Kindle or as an e-book through the Ripon College library
- Thich Nhat Hanh, *Love in Action: Writings on Nonviolent Social Change* (Berkeley, CA: Parallax Press, 1993), ISBN 978-0938077633 (\$12)

Course Schedule

Wed., Aug. 27

Course Overview; What is Leadership?

Fri., Aug. 29

What is Servant Leadership?

Reading: “Practicing Servant-Leadership” by Larry C. Spears (online); “Forward” to *Servant Leadership* by Stephen R. Covey (online) (13 pgs)

Part I: Life of Mohandas K. Gandhi

Mon., Sept. 1

Gandhi’s context: The British Raj in India

Reading: Marshall, p. 52-72 (online) (21 pgs)

Wed., Sept. 3

Gandhi’s early life, religious background, & education

Reading: Fischer – *Essential Gandhi*, Ch. 1-3 (28 pgs)

Fri., Sept. 5

Gandhi, Hinduism, and the Bhagavad Gita

Reading: Gandhi, *The Bhagavad Gita According to Gandhi*, Introduction, Discourses I – V, XII, XVIII (38 pgs)

Mon., Sept. 8

Gandhi, Tolstoy, & Christianity

Reading: Tolstoy, *The Kingdom of God is Within*, Chapters VIII, IX, XI (40 pgs)

Wed., Sept. 10

Gandhi in South Africa

Reading: Fischer – *Life and Message*, Ch. 4-9 (31 pgs)

Fri., Sept. 12

Gandhi & the theory of satyagraha

Reading: Fischer – *Essential Gandhi*, Ch. 6, 11 (33 pgs)

Mon., Sept. 15

Gandhi & Indian independence

Reading: Fischer – *Life and Message*, Ch. 11-13, 17-18, 25-30 (51 pgs)

Wed., Sept. 17

Gandhi, poverty, and caste

Reading: Fischer – *Life and Message*, Ch. 14-15, 19-20 (40 pgs)

Fri., Sept. 19

Gandhi's death and legacy

Reading: Fischer – *Life and Message*, Ch. 31-34 (16 pgs)

Quiz on Gandhi

Part II: Life of Martin Luther King, Jr.

Mon., Sept. 22

King's context: Segregation in America

Reading: America's Black Holocaust Museum, "One Hundred Years of Jim Crow"

<http://abhmuseum.org/category/galleries/one-hundred-years-of-jim-crow/> View several of the exhibits in this section of the website

Wed., Sept. 24

King's early life, religious background, and education

Reading: Deats, "The Call to and Preparation for Ministry," "Son of the Black Church"; Lyght, Chapter I (online); Carson, Ch. 3 (online) (37 pgs)

Fri., Sept. 26

King & Christianity

Reading: Howard Thurman, *Jesus and the Disinherited* (Ch. 1 and 5) (46 pgs)

Mon., Sept. 29

Gandhi's influence on King

Reading: Washington, Ch. 8; Carson, Ch. 13 (online); Fischer – *Essential Gandhi*, Ch. 25 "Advice to Negroes" (24 pgs)

Wed., Oct. 1

King & American political thought

Reading: Thoreau, *Civil Disobedience* (27 pgs)

Fri., Oct. 3

King and the Montgomery bus boycott

Reading: Deats, "The Providential Choice of Montgomery", "The Kitchen Prayer", "The Way of Nonviolence", "Beyond Montgomery" (34 pgs)

Mon., Oct. 6

King & the theory of non-violence

Reading: Washington, Ch. 1, 7, 10, 11, p. 647-653 (35 pgs)

Wed., Oct. 8

King and the civil-rights movements

Reading: Deats, "The Sit-ins & the Freedom Rides", "The Birmingham Campaign", "On the National Stage", "Marching from Selma to Montgomery", "Carrying the Movement North" (52 p)

Fri., Oct. 10

King & the Triple Evils

Reading: Deats, "White Backlash, Black Power and the War in Vietnam", "A Revolution of Values", "The Poor People's Campaign"; Washington, Ch. 40 (28 pgs)

Mon., Oct. 13

King's death and legacy

Reading: Deats, "Memphis: The Final Campaign", "The World Grieves Its Fallen Prophet", "Epilogue" (12 pgs)

Quiz on King

Wed., Oct. 15

Class, Context, and HEDIT Preparation

No reading

Thurs., Oct. 9

HEDIT (Higher Education Diversity Initiative Team) Conference

No reading

Fri., Oct. 17

NO CLASS – HEDIT Makeup

No reading

Oct. 18-26: Fall Break

Part III: Comparing Gandhi and King (6-8 classes)

Mon., Oct. 27

Context of service paper due

Comparing Gandhi and King on women and family

Reading: David Hardiman, *Gandhi in His Time and Ours: The Global Legacy of His Ideas*, Ch. 5 (online) (28 p)

Wed., Oct. 29

Comparing Gandhi and King on women and family

Reading: Coretta Scott King, *My Life With Martin Luther King, Jr.*, Ch. 12 (online) (28 pgs)

Fri., Oct. 31

Comparing Gandhi and King on religion – truth and love

Reading: Deats, "The Beloved Community"; Washington, Ch. 2-4 ("The Most Durable Power," "The Power of Nonviolence," "An Experiment in Love"); Deats, "Gandhi's Religion" in *Mahatma*

Gandhi: Nonviolent Liberator (online); Gandhi, *An Autobiography*, "Introduction," "Farewell" (online) (31 pgs)

Mon., Nov. 3

Comparing Gandhi and King on economics

Reading: Fischer – Essential Gandhi, Ch. 22-23 ("Blueprint for a Better Life," "Gandhi on Socialism and Communism"); Washington, p. 600-604, 614-617 (from *Where Do We Go From Here?*), Ch. 34 ("If the Negro Wins, Labor Wins") (38 pgs)

Wed., Nov. 5

Comparing Gandhi and King on the good society

Reading: Essential Gandhi, 16 ("Gandhi's Political Principles"); Washington, Ch. 21, 35, 41 (36 p)

Fri., Nov. 7

Ripon College and the Civil Rights Movement

Readings: web documents related to the trip to Selma organized by Rev. Jerry Thompson

Part IV: Other Applications of Nonviolence (9-10 classes)

Mon., Nov. 10

Thich Nhat Hanh, Gandhi, King, and nonviolence

Reading: Thich Nhat Hanh, Ch. 1; Martin Luther King's letter nominating Thich Nhat Hanh for the Nobel Prize (<http://www.mindfulnessdc.org/mlkletter.html>); Thich Nhat Hanh open letter to Martin Luther King (http://www.aavw.org/special_features/letters_thich_abstract02.html) (12p)

Wed., Nov. 12

Thich Nhat Hanh and Buddhism

Reading: Thich Nhat Hanh, Ch. 4, 5, 12, 15 (30 pgs)

Fri., Nov. 14

Thich Nhat Hanh and the Vietnam War

Reading: Thich Nhat Hanh, Ch. 2, 3, 7, 16 (32 pgs)

Mon., Nov. 17

Gandhi and King Comparison Paper Due

Gene Sharp and the Albert Einstein Institute

Reading: "Nonviolent Action" <http://www.aeinstein.org/nva/>, "198 Methods of Nonviolent Action" <http://www.aeinstein.org/nva/198-methods-of-nonviolent-action/>

Wed., Nov. 19

South Africa and Apartheid

Reading: Kurt Schock, *Unarmed Insurrections: People Power Movements in Nondemocracies*, portions of Chapter 3: People Power Unleashed: South Africa and the Philippines (online) (23 p)

Fri., Nov. 21

Prof. Brian Smith presents on non-violent resistance in Latin America

Reading: Brian Smith, "The Church and Politics in Chile" and Brian Smith, "Churches and Human Rights in South America" (online)

Mon., Nov. 24

The Orange Revolution and Euromaidan

Readings: "Ukrainians Overthrow Dictatorship (Orange Revolution), 2004"

<http://nvdatabase.swarthmore.edu/content/ukrainians-overthrow-dictatorship-orange-revolution-2004>; "The End of the Orange Revolution"

<http://wagingnonviolence.org/2010/02/the-end-of-the-orange-revolution/>; Ukraine's Two Different Revolutions <http://www.bbc.com/news/world-europe-25210230>; "Ukraine's 2014: A

Belated 1989 or Another Failed 2004?" <http://www.opendemocracy.net/od-russia/andrew-wilson/ukraine%E2%80%99s-2014-belated-1989-or-another-failed-2004>; "Ukrainians Bring

Down Yanukovich Regime (2013-2014)" <http://nvdatabase.swarthmore.edu/content/ukrainians-bring-down-yanukovich-regime-2013-2014>

Wed., Nov. 26

Arab Spring

Reading: "How the Arab Spring Sprung From a Nonviolent Source"

http://www.huffingtonpost.com/michael-shank/arab-spring-source_b_974836.html "Violence or Nonviolence in the Arab Spring" <http://gameofroles.wordpress.com/2011/12/13/violence-or-non-violence-in-the-arab-spring/>; "The Arab Spring's Violent Turn"

<http://nationalinterest.org/commentary/the-arab-springs-violent-turn-6254>; "How One Country

Emerged from the Arab Spring with a Democratic State"

<http://www.thenation.com/article/178365/how-one-country-emerged-arab-spring-democratic-state#>

Fri., Nov. 28 – NO CLASS; Thanksgiving Break

Greenpeace and the Environmental Movement

Reading: Paul Kevin Wapner, *Environmental Activism and World Civic Politics*, Ch. 3: Greenpeace and Political Globalism (available online through library) (31 pgs)

Wed., Dec. 3

Soulforce

Reading: "Who We Are: Mission, Vision, Analysis" <http://soulforce.com/mission/>, Read about all of their programs under the "Programs" tab

Fri., Dec. 5

The Occupy Movement

Reading: "Will Occupy Embrace Nonviolence?" <http://www.thenation.com/article/166142/will-occupy-embrace-nonviolence>, "Nonviolence vs. 'Diversity of Tactics' in the Occupy Movement

<http://positivepeacewarriornetwork.wordpress.com/media/media-coverage/nonviolence-vs-diversity-of-tactics-in-the-occupy-movement/>

Mon., Dec. 8

Quiz on other nonviolent movements

Brief student research presentations

No reading

Part V: Class Wrap-Up

Wed., Dec. 10

Comparing Gandhi and King on leadership, movement-building, and followers

Reading: Washington, Ch. 43 (“The Drum Major Instinct”), Stephen Hay, “Gandhi: Guide to a Better Human Future” in *Gandhi, Freedom, and Self-Rule*, ed. by Anthony J. Parel (online) (18 p)

Fri., Dec. 12

Gandhi, King, and servant leadership

Reading: Fischer, *Essential Gandhi*, Preface to the Vintage Spiritual Classics Edition by Easwaran; Washington, “Editor’s Introduction” (34 pgs)

Service reflection papers due at beginning of class

Final Paper Due by scheduled final exam period

Great Lakes Career Ready Internship Profiles

The following two articles about students who received one of the internships funded through the Career Ready Internship Initiative appeared on Ripon College's website:

Winery internship gives student a spirited summer

Posted on [August 25, 2014](#)

A summer internship at the local Vines & Rushes Winery is allowing Ripon College student Kamelle Van Der Leest '15 to see firsthand how a young, small business operates. Van Der Leest is majoring in business management and sports management, with a minor in socially responsible leadership. Her internship was made by the Career Ready Internship Initiative grant program developed by Great Lakes Higher Education Guaranty Corporation. She says she is grateful for this learning opportunity.

At the winery, she helps the owners throughout the process of wine-making. This includes the bottling process, as every step from bottling to capsuling, corking and labeling is done in-house. In the tasting room, she helps serve wine to customers.

Additionally, Van Der Leest helps maintain the four acres of vines, which are located on the Prellwitz farm.

Ryan Prellwitz and his wife, Megan, are the owners of Vines & Rushes Winery, which has been in operation for two years. He also serves as president of the Wisconsin Grape Growers Association.

Van Der Leest appreciates the family's attitude and feels at home at the business, despite the heavy workload. "This family works day in and day out," she says. "Business runs in the family, and this family is happy to welcome anyone in their doors and will treat every single person like one of their own."

Prellwitz sees internships as a "two-way street. There is work that needs to be done, but Kamelle's work also stems from her interests," he says. "So we can cater to these individual needs and what needs to be worked on. I ask, 'Why not work in that area?'"

Van Der Leest has developed skills in communication with customers, Prellwitz says. "This is a learned skillset, and Kamelle will be finishing the summer with that knowledge gained from balancing business and communication, especially in the tasting room. It's hard work."

As a small business, Prellwitz is willing to get his hands dirty — literally and figuratively. "As a small business, I still have to mop the floors," says Prellwitz. Hence, Van Der Leest's exposure to small business has been truly immersive.

One of Van Der Leest's long-term professional goals is to work for a small business. "Working here is the epitome of what a small business is really like," she says. "This is real-world experience at its best."

Prellwitz adds, "Every time we bring a new employee, the person sees things with a different, fresh set of eyes; as a small business, we might make changes based off of those perceptions."

Internships are important for students to connect to life and work outside of the collegiate setting, Prellwitz says. "You may be self-involved at college, but that time will eventually come to an end, and an internship can expose students to something different. Any time you gain a different perspective, you're better off as a person and professional."

Kaylie Longley '15
St. Francis, Wisconsin

First-hand experience dealing with domestic violence invaluable for future registered nurse

Posted on [December 16, 2014](#)

Biology major Leighanne Lacy '15 has served as the domestic violence intern this summer at St. Agnes Hospital in Fond du Lac. Her internship was made by the Career Ready Internship Initiative grant program developed by Great Lakes Higher Education Guaranty Corporation.

St. Agnes provides intensive care for both inpatients and outpatients, as well as free and confidential psychotherapy and advocacy services for victims and offenders of domestic violence. This includes 24-hour crisis assistance and support groups.

Lacy says the program is crucial as domestic violence is "a serious community problem that is pervasive and often under-reported."

According to the National Coalition Against Domestic Violence, domestic violence is the "willful intimidation, physical assault, battery, sexual assault, and/or other abusive behavior perpetrated by an intimate partner against another," and it affects members of nearly every community, regardless of age, gender, economic status or other background (NCADV, 2007).

Within the internship, Lacy participates in group meetings and assists in development and educational programs. "About half of my work consists of compiling statistics from client records," she says. "The rest of my time, I'm sitting in on meetings and staff training sessions, and soon I will get to lead an inpatient education group," she says.

Lacy says the internship has helped to open her eyes to her own skills and future career paths. "Through this internship, I've learned that I'm better at handling others' emotional trauma than I thought," she says. "By working in a good environment and contributing toward the well-being of others, I've learned that it is possible to have a job that you actually want to go to in the morning."

As a senior graduating early in December, Lacy's experiences will prepare her for graduate school. "I plan on getting my master's degree in nursing and working as a registered nurse after Ripon," she says. "Working with the domestic violence program can help prepare me for a nursing career in psychiatric care as well as get me used to some of the emotional/psychological challenges that come from working with people who have suffered from traumatic experiences."

She is currently exploring master's of nursing programs in psychiatric care, oncology and surgery.

Lacy credits Dan Krhin, Ripon College's director of student support services and McNair Scholars, for finding the internship for her. Student Support Services provides students with opportunities to academically and personally develop, through grant aid, tutoring sessions and assistance in applying to graduate and professional programs.

"If it weren't for the grant I got as well as the work of Dan in SSS, I really don't know if I could have had as great of an internship experience," Lacy says. "Internships like mine are extremely valuable to Ripon students. They're a great way to gain experience, work in a setting atypical to work-study jobs, and get your feet wet in a career or field you are interested in."

Kaylie Longley '15
Saint Francis, Wisconsin

TED Talks & Tea Schedule

Spring 2014:

Feb. 4th – **Effective Altruism**

Talk: Peter Singer – “The why and how of effective altruism”

Guest: Assistant Professor of Philosophy Josh Filler

Feb. 11th – **Black Entrepreneurship**, in honor of Black History Month

Talk: Henry Rock – “Creating a New Class of Young Black Male Entrepreneurs”

Guest: Assistant Director of Multicultural Programming and Admissions James Bland

Feb. 18th – **GMO Crops**

Talk: Thierry Vrain – “The Gene Revolution, The Future of Agriculture”

Guest: Faculty Secretary Donna Marquardt

Feb. 25th – **Civic Participation**

Talk: Jefferson Smith – “Your engagement matters”

Guest: Professor of Mathematics and past president of local League of Women Voters Diane Beres

Mar. 4th – **Composting**

Talk: Paul Sellew – “Compost king”

Guest: Student Sodexo Sustainability Intern Kaitlyn Welzen

Mar. 11th – **Urban Growth**, in honor of Pi Day

Talk: Geoffrey West – “The surprising math of cities and corporations “

Guest: Assistant Professor of Mathematics Andrea Young

Mar. 25th – **The Power of African Girls**, in honor of Women’s History Month

Talk: Leymah Gbowee – “Unlock the intelligence, passion, greatness of girls”

Guest: Assistant Professor of Anthropology Molly Margaretten & Professor of History Barbara McGowan

Apr. 8th – **Improvisation and Business Problem Solving**

Talk: Rick Davis – “A Midsummer Night’s Dreamliner, or Shakespeare Saves the 787”

Guest: Professor of Theater Bob Amsdahl

Apr. 15th – **China’s Role in the World**

Talk: Martin Jacques – “Understanding the Rise of China”

Guest: Professor of Politics Marty Farrell

Apr. 29th – **The Effects of Pornography on Sexual Education**, in honor of Ripon Gets It On: Sex Ed Week

Talk: Cindy Gallup – “Make Love Not Porn”

Guest: Queer Student Association President Rosette Reynolds & Fellow in Sociology David Hutson

May 6th – **Recycling at Ripon**, in honor of Earth Month

Talk: Robin Nagle – “What I discovered in New York City trash”

Guest: Sustainability Coordinator Samara Hamze

Fall 2014:

Sept. 11th – **Big Data and Health**

Talk: Talithia Williams – “Own your body's data”

Guest: Assistant Professor of Mathematics and Computer Science Chester Ismay

Sept. 18th – **Sexual Assault and Sexual Violence**

Talk: Lucia Lorenzi – “How We Can Address Sexual Violence with Language Alone”

Guest: Members of Ripon College Health and Wellness Koalition (HAWK)

Sept. 25th – **Education, Heritage, and Justice**, in honor of Hispanic Heritage Month

Talk: Ginetta Candelario – “‘Saber Es Poder’: Learning and Teaching about (In)Equality”

Guest: La Unida President Jorge Zamora

Oct. 2nd – **Moral Reasoning**, in conjunction with the Ripon College Forum on Ethics and Communication;

Talk: Jonathan Haidt – “The moral roots of liberals and conservatives”

Guest: Executive Director of the Center for Social Responsibility Lindsay Blumer

Oct. 9th – **The Stigma of Depression**, in honor of National Depression Screening Day

Talk: Darryl Neher – “We Need to Talk about Depression”

Guest: Staff of Ripon College Counseling Services

Nov. 6th – **Food Culture**, in honor of International Month at Ripon College

Talk: Leah Selim – “Food is not only culture; it’s diplomacy”

Guest: Assistant Director of Student Activities Kyonna Withers

Nov. 13th – **Restorative Justice in the Schools**, in honor of Social Justice Week at Ripon College

Talk: Jean Klasovsky – “Repairing our schools through restorative justice”

Guest: Social Justice Week planning team members

Nov. 20th – **Personal Finances**

Talk: Alexa Von Tobel – “One Life-Changing Class You Never Took”

Guest: Members of Ripon College Health and Wellness Koalition (HAWK)

Dec. 4th – **Using the Liberal Arts in the Marketplace**

Talk: Dan Cobley – “What physics taught me about marketing”

Guest: Executive Director of Marketing and Communications Melissa Anderson

Empty Bowls Poster

Empty Bowls

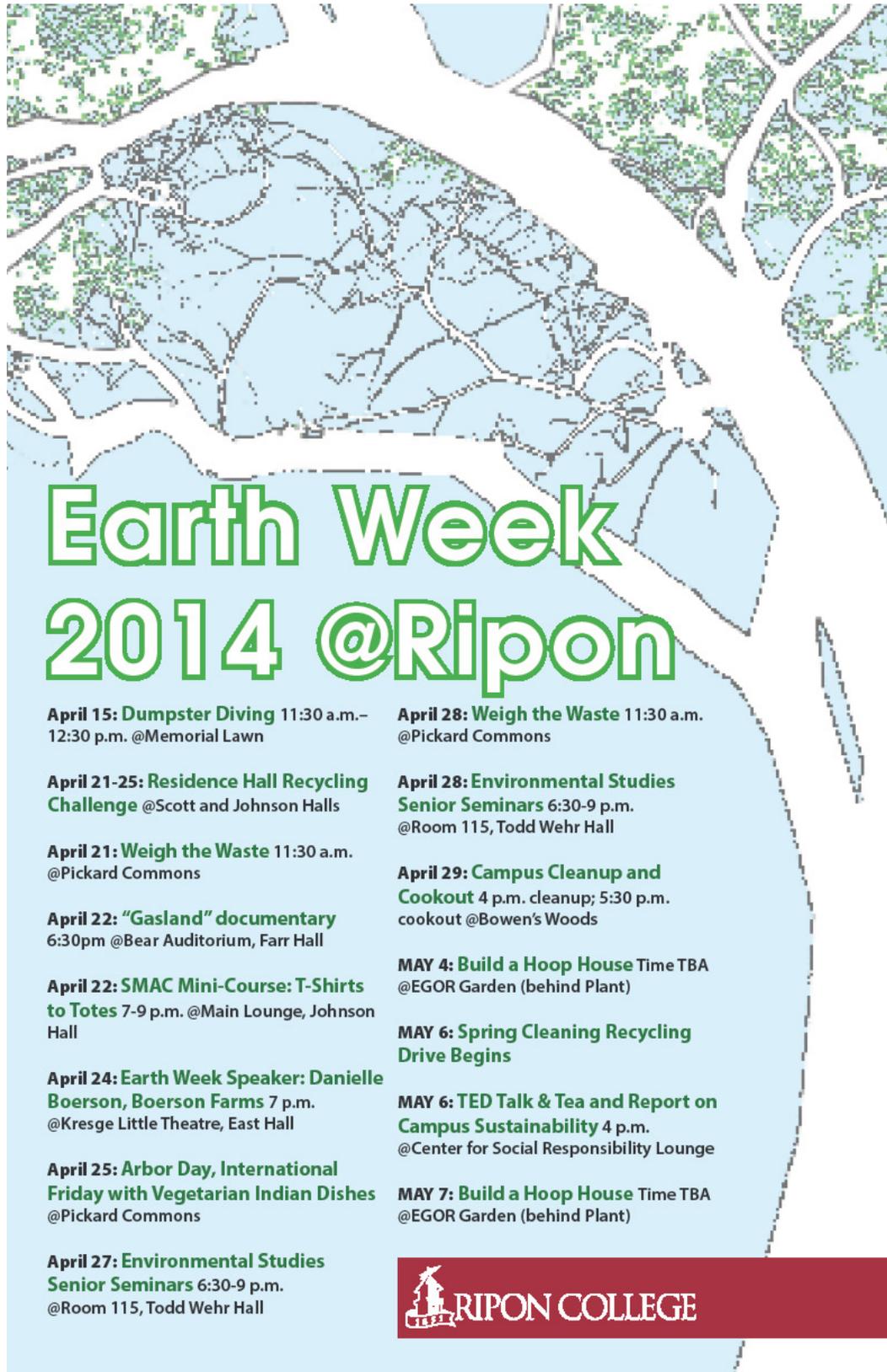
Fundraiser dinner for
Ripon Community Food Pantry
Suggested donation:
\$10 for soup and bowl

Wednesday
December 3
5:00 p.m.
Heritage Room



*Presented by the Center
for Social Responsibility and
students of Ripon College Art 180 and 282*

Earth Week 2014 Schedule of Events



Earth Week 2014 @Ripon

April 15: Dumpster Diving 11:30 a.m.–12:30 p.m. @Memorial Lawn

April 21-25: Residence Hall Recycling Challenge @Scott and Johnson Halls

April 21: Weigh the Waste 11:30 a.m. @Pickard Commons

April 22: "Gasland" documentary 6:30pm @Bear Auditorium, Farr Hall

April 22: SMAC Mini-Course: T-Shirts to Totes 7-9 p.m. @Main Lounge, Johnson Hall

April 24: Earth Week Speaker: Danielle Boerson, Boerson Farms 7 p.m. @Kresge Little Theatre, East Hall

April 25: Arbor Day, International Friday with Vegetarian Indian Dishes @Pickard Commons

April 27: Environmental Studies Senior Seminars 6:30-9 p.m. @Room 115, Todd Wehr Hall

April 28: Weigh the Waste 11:30 a.m. @Pickard Commons

April 28: Environmental Studies Senior Seminars 6:30-9 p.m. @Room 115, Todd Wehr Hall

April 29: Campus Cleanup and Cookout 4 p.m. cleanup; 5:30 p.m. cookout @Bowen's Woods

MAY 4: Build a Hoop House Time TBA @EGOR Garden (behind Plant)

MAY 6: Spring Cleaning Recycling Drive Begins

MAY 6: TED Talk & Tea and Report on Campus Sustainability 4 p.m. @Center for Social Responsibility Lounge

MAY 7: Build a Hoop House Time TBA @EGOR Garden (behind Plant)



Racial and Cultural Diversity Internship Position Description

The Racial and Cultural Diversity Internship is primarily responsible for advocating for students from minority racial and cultural backgrounds at Ripon College. This includes, but is not limited to, planning campus programming, managing social media, and coordinating with other leaders.

Duration: September 2014-May 2015 (with possible extension)

Work Schedule: 6 paid hours per week when school is in session with at least one required staff/intern meeting per week (included in 6 hours)

Compensation: Minimum wage per hour paid in two installments per semester

Reports To: The Assistant Director of Multicultural Programming and the Pieper Chair of Servant Leadership

Internship Job Duties:

1. Assist with the planning of racial and cultural diversity programming including, but not limited to, Social Justice Week, Social Justice Retreat, and "Movie Mondays" discussion.
2. Manage diversity-related social media, including weekly posts on the SAO tumblr blog, a weekly newsletter for what's going on around campus regarding diversity, and/or a new twitter handle promoting diverse events and awareness of relevant topics/issues locally and nationally.
3. Collaborate with LGBTQ Diversity Intern on development and administration of a campus climate survey.
4. Coordinate monthly dinners with leadership of cultural organizations.
5. Participate in diversity leadership roundtable.
6. Serve as a liaison between the student body and staff.

Internship Expectations

1. Coordinate plans with staff and other students
2. Communicate frequently with staff and other students
3. Set own schedule while meeting expected deadlines
4. Put on average six hours/week toward internship work

Internship Skills:

1. Interest in racial and cultural diversity issues
2. Great program planning and coordination skills
3. Knowledge of relevant social media
4. Ability to work with a diverse group of people
5. Ability to communicate well to fellow students

Application Process:

A complete application will have the following items:

1. The attached cover page completed
2. A one page response to the following question:
 - a. Why do you feel you are a perfect fit for this position?

LGBTQ Diversity Internship Position Description

The LGBTQ Diversity Internship is primarily responsible for increasing knowledge and awareness of challenges facing LGBTQ students at Ripon College. This includes, but is not limited to, conducting a campus climate survey and producing research and articles for the campus diversity newsletter.

Duration: September 2014-May 2015 (with possible extension)

Work Schedule: 6 paid hours per week when school is in session with at least one required staff/intern meeting per week (included in 6 hours)

Compensation: Minimum wage per hour paid in two installments per semester

Reports To: Assistant Director of Student Activities and Pieper Chair of Servant Leadership

Internship Job Duties:

1. Develop and conduct a campus-wide climate survey relatively to the experiences and challenges of LGBTQ students on the Ripon College campus. Work with the Assistant Director of Student Activities and the Pieper Chair of Servant Leadership to identify appropriate survey instrument, and then administer the survey to representative sample of fellow students.
2. Conduct research on topics relative to LGBTQ experiences for semesterly college multicultural newsletter. Write articles for this newsletter at the instruction of the Assistant Director of Student Activities.
3. Attend weekly QSA meetings at 6pm on Tuesday.
4. Participate in diversity leadership roundtable.
5. Perhaps conduct some programming on LGBTQ issues if time and interest allow.

Internship Expectations

1. Coordinate plans with staff and other students
2. Communicate frequently with staff and other students
3. Set own schedule while meeting expected deadlines
4. Put on average six hours/week toward internship work

Internship Skills:

1. Interest in LGBTQ diversity issues
2. Great social science research skills
3. Ability to work with a diverse group of people
4. Ability to communicate well to fellow students
5. Strong writing skills

Application Process:

A complete application will have the following items:

1. The attached cover page completed
2. A one page response to the following question:
 - a. Why do you feel you are a perfect fit for this position?

Center for Social Responsibility Prospective Student Contact Email



center for social responsibility



Greetings from the Ripon College Center for Social Responsibility!

As you're finalizing your important college decision for next year, I want to share with you some of the exciting things that are going on at the Center for Social Responsibility that you could be part of at Ripon College.

Ethics Bowl National Competition

The Center sponsors the Ripon College Ethics Bowl team, which returned to the national competition for a second year in a row this year. The team placed in the top half of teams at the tournament in Jacksonville, FL.

Habitat for Humanity Alternative Spring Break

A group of five Ripon College students and one professor traveled to Chicago, IL, to spend their spring breaks building houses with Habitat for Humanity. This collaborative trip organized through the Center also included students from Marian University, UW-Fond du Lac, and Moraine Park Technical College.

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