



LAWRENCE UNIVERSITY
APPLETON, WISCONSIN

**Annual Report to the Suzanne and
Richard Pieper Foundation: 2015**

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Introduction

In 2015, servant leadership became more structurally entrenched at Lawrence, and students have responded with a thirst for more curricular opportunities for leadership development.

A new course, UNIC 170 – Leadership and Service, was offered for the first time in 2015. It was taught by the Servant Leader Chair and enrolled eleven students. Ten students are currently pre-enrolled in the winter 2016 offering of the course. In addition, the Pieper Family Lantern Award was presented at the annual honors dinner for the first time, and the Servant Leader Fellows program launched following a successful pilot year in 2014-15. Our existing Summer Experiential Learning Grant program was revised to include consideration of servant leadership criteria, resulting in the funding of four student opportunities by our Pieper Family Foundation endowment. The Music for All program, featured as a “Breakthrough Venture” in our 2014 report, is also proving to be successful and sustainable. It is thriving and growing in the 2015-16 academic year.

As 2015 comes to a close and we look ahead to 2016, we anticipate further integration of these programs, and of servant leadership more generally, into our campus culture. We also look forward to new developments. For example, Nick Paulson, a recent graduate and current residence hall director, has begun a staff/student/faculty consultation around leadership development at Lawrence with the goal of increasing the curricular opportunities for leadership studies and leadership training at Lawrence. Lawrence’s Servant Leader Chair is a part of this consultation and looks forward to listening, providing a conceptualizing perspective, and sharing foresight as he supports this effort.

Criterion 3: Outcome measures

At the time of the establishment of the chair, we presented the foundation with an analysis of baseline data. Since that time we have continued to collect, analyze and present the results of follow-up surveys and other assessments. For 2015 we discuss the results of our annual alumni survey and tallies of volunteer and community service activity by current students.

Our goal, as always, is to focus our analysis on characteristics defined as desired outcomes by the Pieper Foundation:

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

Measure 1: Alumni Survey

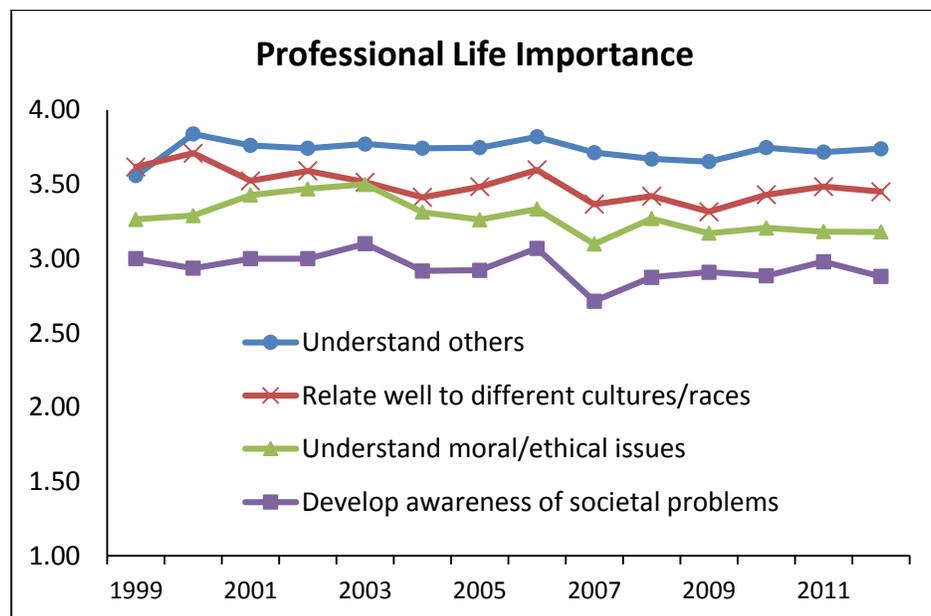
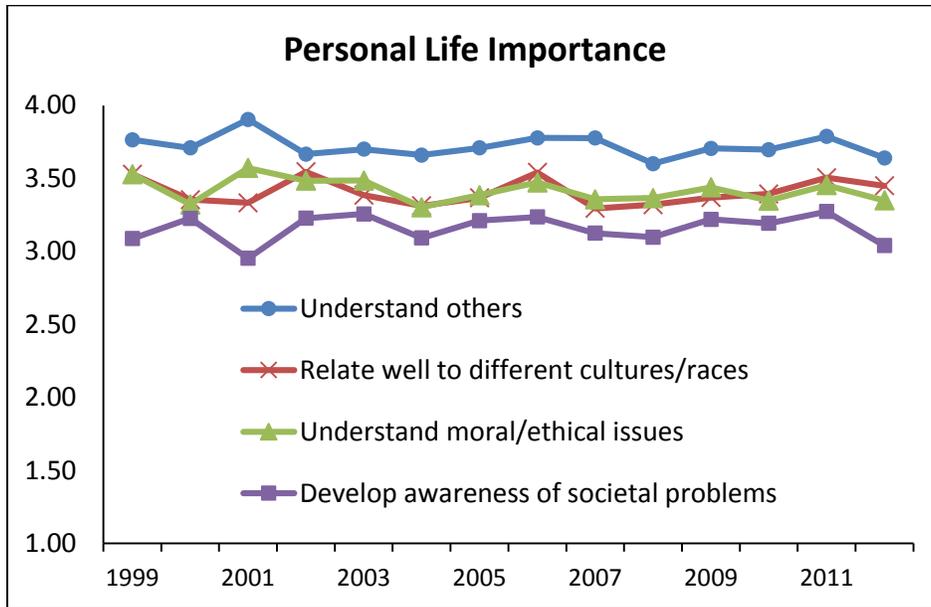
Since 2009, we have surveyed alumni on character and engagement using questions derived from the 2005-2006 Higher Education Data Sharing (HEDS) survey. While Lawrence no longer participates institutionally in the HEDS survey, we have continued to administer a selection of questions from the survey to samples of our alumni specifically for this report. Each year we sample from alumni who graduated three years, five years, and ten years prior to the survey year. Because we have administered the survey for seven consecutive years, we have surveyed fourteen alumni cohorts at least once and can now present meaningful longitudinal analyses. Only a portion of our survey data reflect the experiences of students who were enrolled at Lawrence since July 2007 when our first Servant Leader Chair began his work. The class of 2011, represented in our results for the first time last year, was the first cohort to have spent their entire four years at Lawrence with the Servant Leader Chair in place.

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

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

- First, our scores, in general, are high. In this year's survey, of the 41 items that asked about the importance of skills or character traits in personal or professional lives, 35 yielded mean scores between 3 (important) and 4 (very important). With respect to whether these items were enhanced in college, a majority of our alumni report that all eight of items on the survey were enhanced "moderately" to "greatly" during college. They also reported being "somewhat" to "moderately" (mean score between 2 and 3) involved in community service.
- Second, our scores are relatively stable at this high level across the cohorts. There is, however, a suggestion of an upward trend in recent cohorts in the importance of some of the skills and character traits related to servant leadership in our alumni's professional lives (Figures 1b and 2b). Scores for "understand others," "relate well to different cultures/races," "compassion," "supportiveness," "humility," and "altruism" have all been trending upward since nadirs with the classes of 2007-2009. The classes of 2010-2012 were most impacted by the Servant Leader Chair at Lawrence with the class of 2011 being the first class to have spent its entire four years at Lawrence with the chair in place.

Figures 1a and 1b. Importance of skills to personal and professional life.



Figures 2a and 2b. Importance of character traits in personal and professional life.

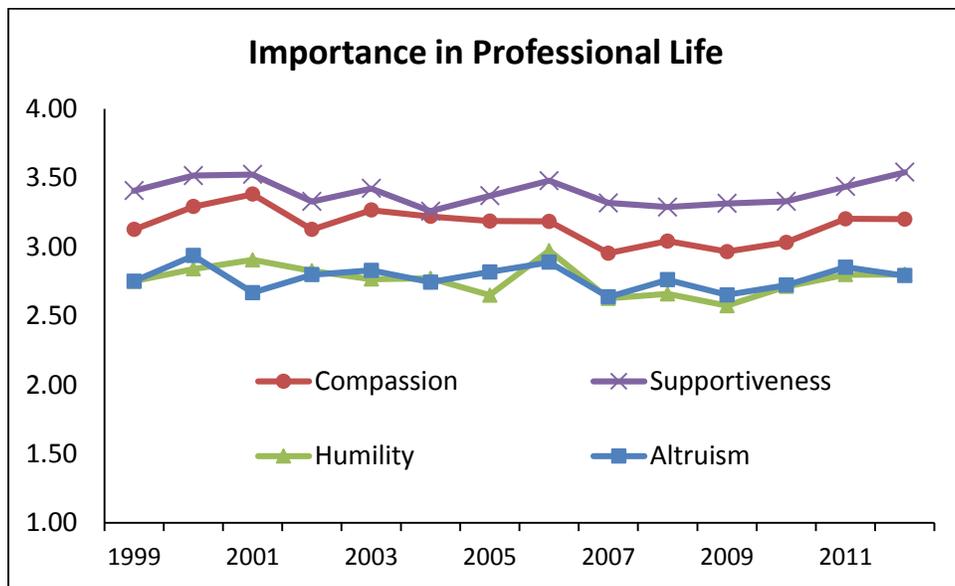
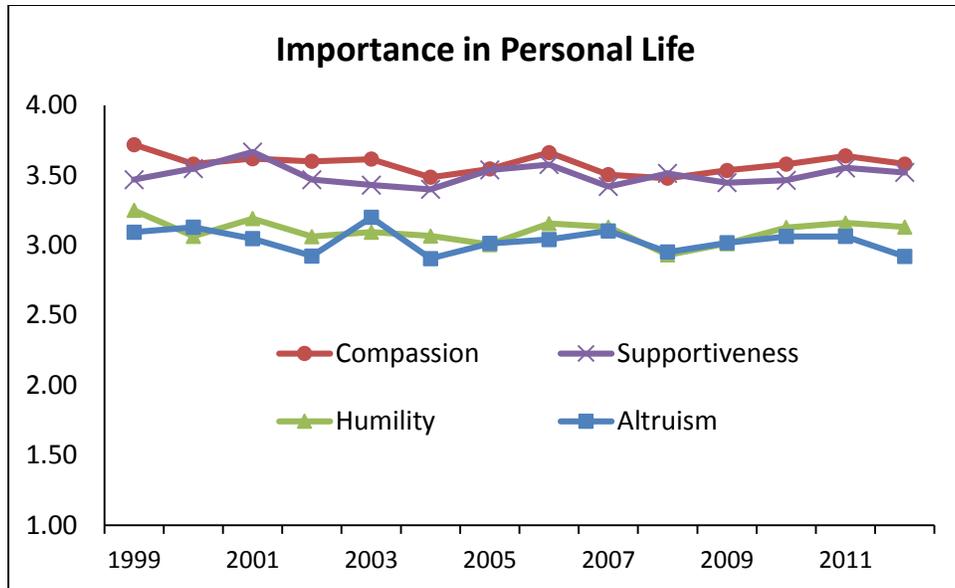


Figure 3. Enhancement of skills while in college.

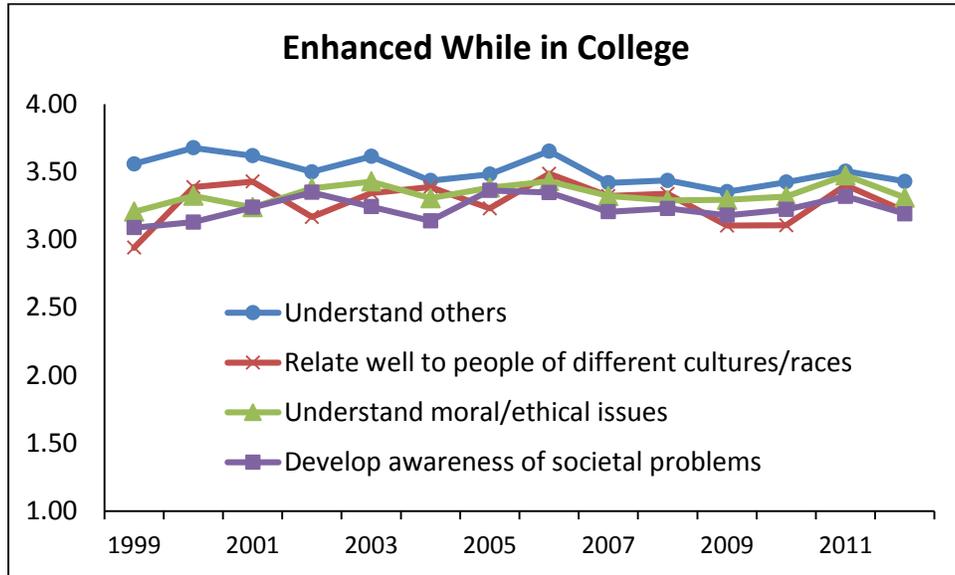
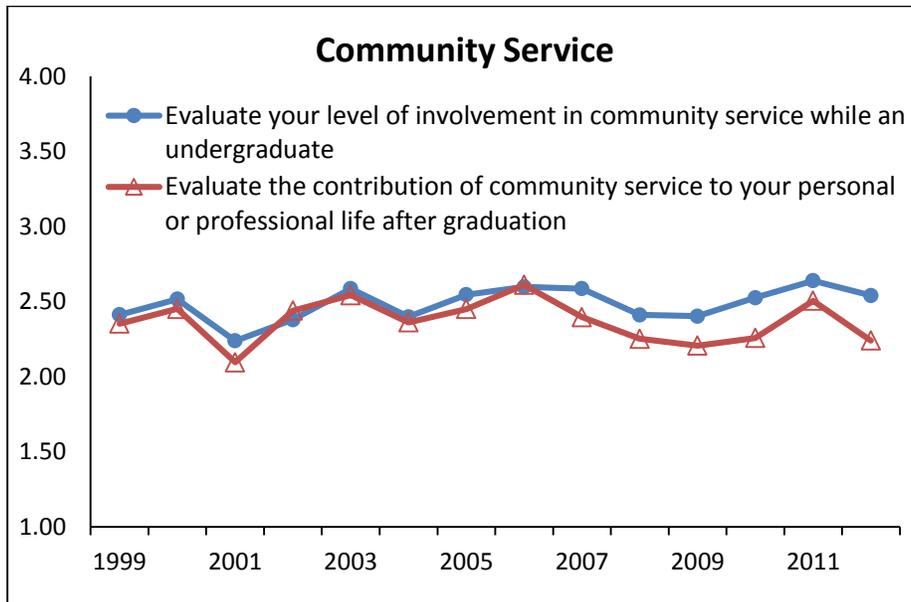


Figure 4. Community service.



Comments from survey respondents

The alumni survey also offered respondents the opportunity to include “additional comments”. Though few took advantage of this opportunity, some of the comments from the members of the classes of 2010 and 2012, which coincided with the presence of the Servant Leader Chair at Lawrence, provide some insight into how the servant leadership traits described above are lived and experienced in the real lives of our alumni:

“I’ve chosen to have a career in the public sector, doing what I am able to in order to make the world a better place.” *Member of the class of 2010*

“My year of service as an AmeriCorps M3C fellow at Lawrence my senior [year] was one of the single most impactful experiences of my time at Lawrence. I not only was able to earn incredibly valuable hands-on job experience that has guided my professional career but I was able to interact with the local community. This provided valuable life experience working with diverse individuals and families and helped take me out of the academic ivory tower bubble I had been in at Lawrence.” *Member of the class of 2010*

“The education I received at Lawrence went far beyond academics. I learned what it was to be part of a community and the importance of mutual respect.” *Member of the class of 2010*

“I am a teacher, so the skills in this survey are inherently important to my career.” *Member of the class of 2012*

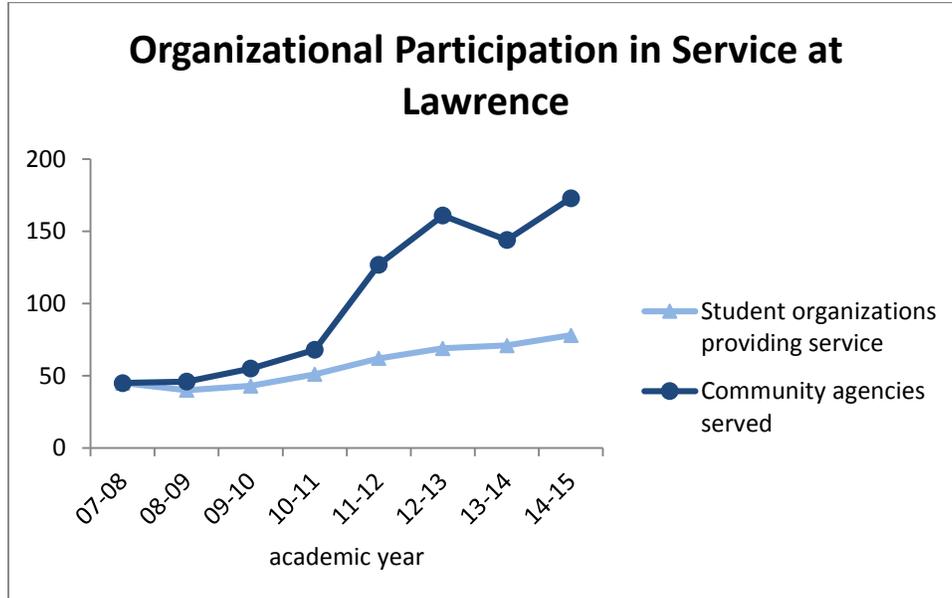
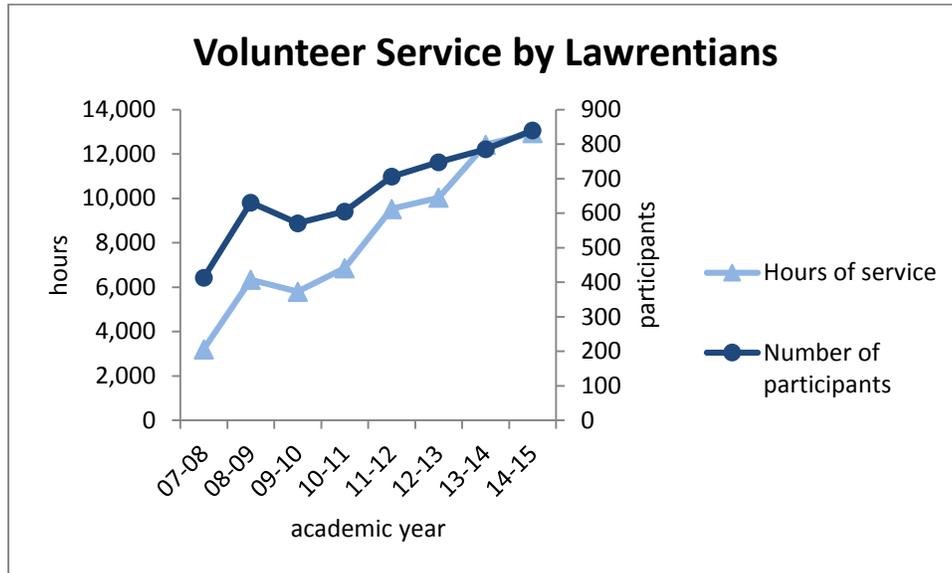
“The classroom environments I entered at Lawrence left a lifelong impression and showed me who I wanted to be when I left. Each day I return to my Lawrence education and each day I am thankful. I am thankful for everyone at Lawrence who pushed my mind and nurtured who I was and who I wanted to become.” *Member of the class of 2012*

Summary

Our alumni consistently report high levels of importance in both their personal and professional lives for the skills and traits that we assessed in this survey. In addition, they report that these skills were moderately or greatly enhanced during their time at Lawrence.

Measure 2: Volunteer and Community Service Center Metrics

Since 2007, Kristi Hill, director of our Volunteer and Community Service Center has compiled records of volunteer and service activity by Lawrence students. We present cumulative totals by academic year in the charts below.



The volunteer service records on which these analyses are based are generated by students themselves who are encouraged to enter the information using an online form that is integrated into our academic records system. Because not all students choose to

log all of their activities, these totals may be an underestimate of the total amount of volunteering and community service that was carried out. Nevertheless, the trend with time is clear. Since 2007, participation in volunteer and community service activity by students has been increasing, with new highs for all four metrics in 2014-15. These trends reflect not only the strong and growing ethos of service at Lawrence, but also our institutional commitment to supporting the work of the Volunteer and Community Service Center with a full-time director and student support staff.

Criterion 3 Summary

The Office of Engaged Learning, with the help of the Office of Research Administration, continues to analyze outcomes related to servant leadership and to the goals defined by the Pieper Family Foundation. Our alumni report that the skills and traits that we assessed are, on average, important or very important in their personal and professional lives and that they were moderately to greatly enhanced during their time in college. We also continue to see signs of positive trends in the most recent cohorts surveyed, as more of the alumni who studied at Lawrence after the establishment of our Servant Leader Chair begin to be represented in our survey database. Finally, the data collected by our Volunteer and Community Service Center, as well as the results from our alumni survey indicate that a culture of service is not only alive and well at Lawrence, it is becoming more widespread in terms of both participation and impact.

It is currently Lawrence's intention to participate in the National Survey of Student Engagement (NSSE) in the spring of 2016. Results from that survey will be included in our 2016 or 2017 report. Mark Jenike also made contact with the Multi-Institutional Study of Leadership about participating in their next study cycle, currently scheduled for 2018.

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

Servant Leader Fellow Program

The Servant Leader Fellow program, begun as a pilot project in the 2014-15 academic year, got started with a formal, competitive application process in the spring of 2015 for fellow positions in the 2015-16 academic year. The Servant Leader Fellows program provides a co-curricular, mentored opportunity for 1-3 students per year to a) explore the principles of servant leadership, b) assess and develop a personal capacity for servant leadership, and c) engage in a service related project that accords with the expectations of servant leadership. The Servant Leader Fellowship also helps to promote a campus ethic of service and servant leadership by supporting the activities of the Servant Leader Chair. Servant Leader Fellows will typically be juniors or seniors who have already demonstrated a capacity for service, and servant-first leadership. The awarding of the fellowship is both a recognition of achievement and the provision of an opportunity for continued activity and growth as a servant leader. Fellows are expected to devote at least five hours per week to activities explicitly linked to the fellowship goals, and to discuss these activities with the Servant Leader Chair at a weekly meeting. Fellows receive a scholarship of \$500 per term.

2014-15 pilot

During the pilot year, three students, seniors Heather Jost and Abigail Schubach, and junior Abigail LaBrant, were appointed as Servant Leader Fellows. During their year as fellows, they read and discussed a wide variety of popular and academic literature on servant leadership, often as compared with other leadership models. Part of their job was to evaluate the appropriateness of works for use in the classroom or in other settings with Lawrence students. The works also provided a foundation for self-reflection with respect to servant leadership. Their project began with an exploration of the methods and theory of Community-Based Participatory Research (CBPR), a model of applied research that accords well with the principles of servant leadership; and continued with an exploration of the potential for a CBPR project related to food systems in Appleton. Their subsequent work – readings, interviews with local stakeholders, and critical analysis – resulted in a framework for moving forward with a research project. That framework has been taken up by two additional students in the 2015-16 academic year. Those students are now collecting data via focus-group interviews.

Of their experience as Servant Leader Fellows in 2014-15, Abigail, Abigail, and Heather wrote:

Abigail LaBrant: “I enjoyed having a space set aside to reflect on my leadership style. It isn’t very often in a college setting that you have the opportunity to gather with

fellow students and analyze leadership styles, how they apply to what we do at Lawrence, and the ways in which they may be beneficial to apply within the setting of CBPR. It was also really valuable for me to learn about how to structure a research project around a community's needs and the steps that you should go through in order to ensure that you are engaging influential leaders in the community who know a lot about how particular issues are affecting the community. I think for me one of the most lasting impacts will simply be the knowing how passionate communities are about making positive change. I have a tendency to be cynical about people who actually care enough to put time and effort into something, and going to the [Weight of the Fox Valley] community health connection breakfast made me a lot more hopeful. There were so many members of the community who were passionate about getting involved, even some who had no experience in the food industry/systems work, and that was really inspiring. I feel like in the future I will approach these types of projects knowing that change-makers are out there and people want to get involved."

Abigail LaBrant is currently a senior at Lawrence, completing her BA in Anthropology.

Abigail Schubach: "I liked critically analyzing different leadership styles and realizing how many different types there actually are. I also enjoyed learning about food systems, as I had never delved into that topic of research before. Specifically, I enjoyed learning about how interconnected food systems are to the larger environment, which makes it particularly difficult to try to change health practices and behaviors of both consumers and producers in a society. Combatting a health problem requires an interdisciplinary team working on the problem from multiple areas of the community."

Abigail Schubach is currently a Master of Science Student in the Columbia University College of Physicians and Surgeons Program in Narrative Medicine. The program seeks to educate "a leadership corps of health professionals and scholars from the humanities and social sciences who will imbue patient care and professional education with the skills and values of narrative understanding." The program seems well suited for the next step in Abigail's servant leader journey as it is based on the realization that "the effective practice of healthcare requires the ability to recognize, absorb, interpret, and act on the stories and plights of others."

Heather Jost: "What I valued the most was the chance to learn about different styles of leadership and think about my own leadership qualities. I also enjoyed getting to talk to members of the community who we met with. I found the meetings with them very enriching. Lastly, I liked learning about all of the initiatives in the area that are working to improve health and figuring out how to incorporate them into what we

were trying to accomplish. I really enjoyed learning about CBPR and how to do it, as well as having a little bit of experience making connections with people who are already out there doing stuff so we don't have to reinvent the wheel."

Heather Jost is currently in training, preparing to serve as a missionary through a Reach House program of Christ the Rock Community Church. Her six month training includes courses in "Perspectives" and "Character Development", along with local outreach in Appleton. Following the training, she will minister in the Saharawi refugee camps in Algeria for three months in the spring. She hopes to begin a unique Master of Arts program in Theological and Cultural Anthropology at Eastern University in Fall 2016, which will prepare her for servant leadership in a variety of church, business, and government settings.

Year 1: 2015-16

Following feedback from the pilot year participants, a webpage and application form were developed that encouraged applications by teams of students, set the weekly commitment at five hours per week, and asked for a specific project description. The team of Shang Li and Lindsay Holsen were selected on the basis of Shang's previous work founding a chapter of Food Recovery Network at Lawrence, and their plans to improve the operations of the chapter. Food Recovery Network seeks to reduce food waste on campus by recovering perishable food that would otherwise be thrown away and delivering it to social service agencies that feed the hungry.

LU Food Recovery Network established partnerships with community agencies prior to 2015 and developed a system to recover, pack, and deliver food to their partners according to a regular weekly schedule. Shang and Lindsay proposed to use their Servant Leader Fellow year to deepen these partnerships and, crucially, to reduce waste at the receiving end by studying how their donated food is used so that they can adapt their collection and distribution methods to better align with the needs of their partners. During fall term, in addition to studying some of the introductory level servant leadership literature, Shang and Lindsay interviewed their community partners about the partnerships and began adapting their process. This will continue in winter term through participation with their partners at events in which clients are served meals so that they can further observe how their donations are being used or wasted.

During fall term, Lindsay and Shang also helped the Servant Leader Chair with a revision of the Office of Community-Based Learning and Research website, which hosts the Servant Leader Fellow program as well as other programs funded by our Pieper Family Foundation endowment. During the winter term, they will develop a presentation for prospective students that describes the volunteer, service, community-based learning, and servant leadership opportunities at Lawrence. This presentation will be delivered on campus several times per year as a part of visit day programs for prospective students. We hope that the presentation might attract more potential servant leaders to apply and enroll at Lawrence, as well as promoting more service and servant leadership activity

among all of our incoming students. During winter term we will also read and discuss primary research on servant leadership.

Looking forward

The Servant Leader Fellows program was conceived as a developmental opportunity for students with demonstrated potential for servant leadership. It is hoped that it will affirm and give focus to their pre-existing servant-first leadership tendencies and traits, and prepare them for deeper, more meaningful roles as servant leaders in the future. It is so far meeting these expectations. The two graduates from the program's pilot year are now pursuing post-graduate opportunities that will allow them to continue to develop as servant leaders. And two very promising fellows were recruited for the 2015-16 academic year. As more Lawrence students complete the still new Leadership and Service course (UNIC 170), and receive training in leadership elsewhere, both on and off campus, the Servant Leader Fellows program should continue to be an important developmental opportunity for our students.

Criterion 6: Carrying out the missions of the chair

Funding for student and collaborative faculty-student projects

Summer experiential learning grants

In cooperation with the Internships Coordinator and the Director of the Volunteer and Community Service Center, the Servant Leader Chair reviewed applications for Summer Experiential Learning Grants (SELGs) in spring 2015. Following a 2015 revision of the SELG process, the Suzanne and Richard Pieper Family Foundation Endowment is now listed as one of the sources of SELG funding. Specifically, it is listed as “available to support student research, experiential learning, and service projects that reflect, promote, or otherwise align with the principles of servant leadership as described by Robert K. Greenleaf and others.” The following questions were added to the application to help assess alignment with servant leadership:

Describe the ways in which your project involves:

- a) listening to those served (either before or during the project) in order to help you best meet their needs
- b) empowering those served or helping them to grow or develop as persons

Describe any other ways in which your project is aligned with the principles of servant leadership.

In addition, recipients of support from the Pieper Family Foundation endowment are required, if at all possible, to enroll in UNIC 170: Leadership and Service in the year following receipt of their grant.

In 2015, four grants were funded by the LU Pieper Family Foundation endowment:

- Krizhalyn Velasquez interned with Health Development Initiative (HDI), Rwanda to establish a pig cooperative for the Community of Potters, a marginalized stigmatized population within Rwanda. Krizhalyn wrote of her experience, “Working with HDI and the Community of Potters has helped me become even more patient and understanding, which was a big part of overcoming the biggest challenge of this internship and a big part of having a successful collaboration with everyone. . . . Personally, in addition to becoming more flexible with time, I can say that this experience in a way has made me gain more confidence in terms of working in an office environment and reaching out to many different kinds of people both in the office and in the village.”
- Augusta Groeschel-Johnson also interned with HDI on the pig cooperative project in Rwanda. She wrote of her experience, “HDI and GlobeMed both uphold the ideal that community change must come from within that community. HDI works with particular groups of people and tries to provide them with the support and resources they need to improve their situations. . . . My experience interning with

HDI Rwanda has taught me the crucial importance of approaching collaboration and addressing problems with acknowledgement of our own and other opinions. . . My experience as a GlobeMed intern for HDI gave me this revelation and will allow me to evaluate myself and navigate my own biases when I work with people of other beliefs, perspectives, and cultures in the future.”

- Alex Kurki interned with the resource development office of the Boys and Girls Clubs of the Fox Valley,. Alex wrote of his internship, “I chose to work with the BGCFV because its mission of promoting equality of opportunity to all children is important to me personally; I have been recognized as one of Lawrence’s “Volunteers of Note” for my volunteerism with the BGCFV. This internship allowed me to continue my volunteerism, and also gave me valuable insights into how a nonprofit functions. . . . This experience reminded me that change does not occur only ‘on the ground’ through the work of volunteers and staff working directly with a nonprofit’s constituents, but also in cooperation with the generosity of those who give their money to a cause in place of their time. In an age where income inequality has had such a negative effect in the Fox Valley and the United States as a whole, it is easy to forget about those who use their wealth to give back to their community. These individuals are an integral part of creating the positive change, and without them, the road to positive change is much more difficult. In short, interning with the Boys and Girls Clubs of the Fox Valley showed me that creating positive change is a complex process that requires many individuals from many different walks of life working together. Some have the capability to pave their own paths with gold, and I am proud to say that I helped those individuals use that capability to create paths for others instead.”
- Bimal Rajbhandari received a small grant in support of his internship with the Littlest Tumor Foundation (LTF). He reported developing his planning and interpersonal skills, as well as finding “a new appreciation for life” through his work at a camp for neurofibromatosis patients and their families. He also reported being inspired by the people that he worked with at LTF. He wrote, “I [learned] a great deal from my employer who is a great leader. She is aware of her inner identity and her passion and is deeply committed to the cause. She is also charismatic in the most charming way!” Bimal sought this internship, in part, to get more experience with non-profit management, a potential career path for him. He is campus leader in community service, having co-founded Lawrence’s Rotaract chapter, and organized a campus relief effort following the April and May earthquakes in his native Nepal. Bimal also completed UNIC 170, Leadership and Service in winter term, 2015.

Music for All

This innovative program, which seeks to use the power of classical music to connect people, transcend social barriers, and provide meaningful emotional experience, through staging interactive chamber music performances in settings where such music is rarely heard. Music for All was featured as our breakthrough venture in last year's report, and support for the program from the LU Pieper Family Foundation endowment was renewed for the 2015-16 academic year. Regarding achievements during 2014-15, Professor Mizrahi wrote:

By creating a culture in which students and faculty were encouraged to think broadly about the impact their music can have on their communities both on AND off campus, the musicians' experiences were enriched and deepened.

For the community at large, the value went far beyond the experience of a live musical event or two. Audiences at our community partner venues were able to connect with musicians and were invited to discover connections in the music they were hearing. Those connections were sometimes intellectually based, and often emotionally based, with several audience members describing powerful responses to the performance they were attending.

In total, this project reached over 1,200 audience members between July 2014 and June 2015. Over 75 Lawrence students and 20 Lawrence faculty members participated in 18 events at six venues (Lawrence University, Riverview Gardens, Fox Valley Warming Shelter, Jefferson Elementary School, the Riverview Gardens Service Works program, and Freedom Center Food Pantry).

Audiences ranged in age from babies and toddlers attending our Riverview Gardens concerts to elementary-aged children to college students and young adults to elderly populations at the food pantry and warming shelter.

We felt that the Music for All program had a particularly dramatic impact on the participants in Riverview Gardens' Service Works job skills training program. We plan to expand our partnership with that program in the coming year. Below are quotes by members of that program, taken from surveys administered immediately after each performance:

"I learned that my passion is still inside of me."

"I used to have to listen to [classical music] as punishment in grade school and I've hated it ever since, but now that I see how it's all put together and how much passion is involved I really appreciate it now."

"It was awesome seeing them express the way the music felt to them as it was played."

The performance schedule has expanded for 2015-16 and the project directors expect increased faculty and student participation, as well as deeper involvement with some of

the community partners as logistical and other challenges experienced last year are addressed.

Francophone Seminar in Dakar, Senegal – Community Service Project

The LU Pieper Family Foundation endowment once again supported the inclusion of a community service component in the Francophone Seminar in Dakar. This biannual program is a term-length off-campus study program that is staffed and directed by Lawrence faculty members.

Pieper Family Lantern Award

Beginning in 2015, Lawrence's long-standing Lantern Community Service Award was replaced by the Pieper Family Lantern Award. The description of the new award reads:

Servant leaders share power, put the needs of others first, and help those served to develop as persons and as constructive participants in communities. This prize recognizes a student of the Lawrence community who has furthered the growth and well-being of people and/or communities through the practice of service for others. This award is made possible by the Pieper Family Foundation endowment for servant leadership at Lawrence University and commemorates the Lantern Service organization that was the forerunner of the current Volunteer and Community Service Center.

The inaugural 2015 award was divided between two recipients, Heather Jost and Shang Li.

Heather was recognized for the breadth and depth of her volunteering while at Lawrence, including over 260 hours of volunteer work and five years as a LARY (Lawrence Assistance Reaching Youth) mentor for an Edison Elementary School student. Heather has also exercised servant leadership as a member and now president of Lawrence's chapter of GlobeMed.

Shang was recognized for her work in founding LU Food Recovery Network, and for founding LiShang Traditions & Cultural Exchange Center of Tianjin, an NGO that delivers high quality instruction in traditional Chinese arts and culture to orphans in Tianjin, China. Shang has also been active providing education on campus through her involvement in Lawrence International.

According to the terms of the award, each winner designated a local non-profit to receive 50% of the prize. Heather chose Homeless Connections, while Shang chose COTS, Inc. Both organizations share the mission of ending homelessness in the Fox Valley.

Refugee welcome dinner. In cooperation with the servant leader fellows, the chair hosted a dinner at Lawrence for refugee families from Congo who are newly arrived in Appleton. The dinner served as outreach to help them to feel more welcome both at Lawrence and in the Appleton community.

Courses taught

In 2014-15, for the first time, the Servant Leader Chair at Lawrence taught two courses specifically tied to the mission of the chair.

UNIC 170: Leadership and Service. This course was offered for the first time in winter term 2015. Taught by the Servant Leader Chair, the course is designed for students with significant volunteer or community service experience, and examines the development of leadership skills as an outcome of participation via service in human communities. Students begin by examining and expressing their pre-existing assumptions about effective leadership and the qualities of effective leaders. The course then proceeds with an eight week examination of service-based leadership using *Leadership for a Better World* by Susan Komives and Wendy Wagner, as well as supplemental readings, and featuring guest speakers at varying stages of their careers. Supplementary readings in 2015 included selections by Robert Greenleaf, Parker Palmer, James Kouzes, and Barry Pozner. Guest speakers included 1) Polly Dalton, a 2014 graduate of Lawrence and alderperson for the City of Appleton; 2) Jenna Stone, a 2000 graduate of Lawrence, a graduate of the 9-month Leadership Fox Cities Program of the Fox Cities Chamber of Commerce, and a leader in local non-profits; and 3) Mark Burstein, president of Lawrence University. The course culminated with the production and discussion of revised personal models of leadership by the students. Feedback from the students included a great deal of enthusiasm for the guest speakers, and a desire for more readings covering a greater diversity of leadership styles and philosophies. The next iteration of the course (Winter 2016) will be modified accordingly. As a half-credit, S/U only course, the primary goal of the course was to create a space for students who are motivated by service to others to reflect on their own experiences with leadership, to consider the nature of effective leadership in depth, and to develop the beginnings of a personal model of leadership. That goal was achieved.

UNIC 160: The Practice of Community in Appleton. This course was offered for the first time in Spring 2015. Though it was intended for first year students, only three of the eight students enrolled in the course were in their first year at Lawrence while three others were seniors. Therefore, a primary goal of the course - to make students aware, *early in their time at Lawrence*, of the opportunities for academic engagement, social connectedness, and meaningful service in Appleton, beyond the boundaries of campus - was realized only minimally. Of the three first year students who enrolled, two are now active in the community through their work with organizations including Fox Valley Warming Shelter, Oneida Tutoring Initiative, National Alliance for Mental Illness (NAMI) Fox Valley, and Rotaract. However, it is unclear whether the course played a role in this, or whether it would have happened anyway. Field trips and guest speakers for the course were successful, but poorly integrated with the academic content of the course. The course also suffered from a diversity of skill levels and academic preparation among the students. The instructor (the Servant Leader Chair) was also overly confident with respect to students' facility with studying theory. Half of the class met expectations

in this regard, but half needed a slower pace, more direction, and more basic work defining the concept of theory in the social sciences. Though the course is scheduled to be offered again in spring 2016, only one student is currently enrolled, and the course is under reconsideration. One possibility will be to suspend the course for 2015-16, while exploring its potential through an independent study or consultation with a small group of students and staff. It can then be brought back in revised form in 2016-17.

Conferences and meetings attended

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

Weight of the Fox Valley (WOTFV). This three-county, public/private partnership is seeking to address overweight and obesity through community-based interventions within the framework of the Wisconsin Nutrition, Physical Activity and Obesity Program. As a nutritional anthropologist, Mark Jenike sees this local initiative as an arena in which he can exercise servant leadership. He and the 2014-15 servant leader fellows worked to conceptualize a role for Lawrence in the WOTFV food systems action team. One of their critical findings was that WOTFV is not spending enough time listening to the community they wish to serve. Professor Jenike has, therefore, begun a focus group study to define community-identified strengths, weaknesses, and opportunities for improvement in our local food system. During the summer, he was invited to join the WOTFV Leadership Team, and accepted the invitation. As part of his work with WOTFV in 2015, he attended two Community Breakfast Events, two Leadership Team meetings, and one Food Systems Action Team meeting.

Consultations

Andrew Dane, coordinator of the Lawrence-City Park Neighborhood. Andrew is an urban planner who has been very involved with the Neighborhoods Program of the City of Appleton, and particularly with the neighborhood immediately adjacent to Lawrence. He and the Servant Leader Chair discussed ways to increase meaningful service by Lawrence students and faculty in support of our shared neighborhood, as well as potential ties to our academic mission.

Julie Filapek, Neighborhood Partners. Julie described the Asset-Based Community Development (ABCD) approach that her organization follows. She and the Servant Leader Chair then discussed potential links between the Historic Central Neighborhood, where Neighborhood Partners is most active, and Lawrence. Julie was a guest speaker in UNIC 160, The Practice of Community in Appleton.

Pamela Williams-Lime, Trout Museum of Art. Discussion of the possibility of an exhibit of paintings by Samantha Knott, a Lawrence Biochemistry and Studio Art student, who received the Mita Sen Award for 2015. The goal of the exhibit would be to create greater intergenerational understanding of the elderly as positive contributors to

our community. A fuller description of Samantha's project is provided on page 22 under "Mita Sen Award Committee".

Curriculum Committee, Lawrence University. The Servant Leader Chair met with the Curriculum Committee to discuss ways to capture, track, and build on the community-based learning in our curriculum. At the committee's invitation, the chair drafted a definition of community-based learning courses for Lawrence to be discussed by the faculty at future date.

Leadership Development Group, Lawrence University. This consultation among students, faculty, and staff was initiated by Nick Paulson, a recent graduate and current residence life advisor. He seeks to mobilize an effort to consolidate and strengthen the diverse leadership development efforts on campus, and to increase the visibility of leadership development in the curriculum.

Kristi Hill, director of the Volunteer and Community Service Center at Lawrence. Multiple meetings to discuss ongoing projects. Kristi is a critical institutional partner for the promotion of servant leadership at Lawrence. Her office is a primary contact point for service-oriented students and for community organizations. She has been very supportive of the work of the Servant Leader Chairs at Lawrence.

Presentations

Weight of the Fox Valley Community Breakfast Event. Mark Jenike was the keynote speaker at the April event, delivering a lecture titled "Overweight and Obesity: A View from Anthropology." One of the theses of the lecture was that fat stigma, which induces stress, fosters social isolation, increases obesity, and leads to poorer health outcomes, could be replaced with 'fat empathy'. Fat empathy, as defined in the lecture, recognizes that a) the acceptance of obesogenic stress by one person often protects someone else from that same stress, b) all of us participate in obesogenic behaviors at times, but some are more vulnerable to obesity than others, and c) obesity is a trans-generational process. Fat empathy, unlike fat stigma, has the potential to reduce stress, promote social support, and inspire positive community change.

Other campus and community service and leadership

Servant Leader Chair annual report. Prepared and submitted 2015 report.

Chair, President's Higher Education Community Service Honor Roll Task Force. Coordinated the compilation and submission of Lawrence's (pending) application for 2015. Lawrence is one of only two Wisconsin institutions to be cited every year by the Washington, D.C.-based Corporation for National and Community Service (CNCS) since it launched the honor roll program in 2006.

Summer Experiential Learning Grant Committee. Incorporation of servant leadership criteria into the application process, review of applications, and awarding of grants for

internship and volunteer projects during summer break. See pages 15-16 above for a description of the grants awarded in 2015.

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

In 2015, the award was given to Samantha Knott for her project, "Bridging the Intergenerational Gap in the Fox Valley Community." In addition to her Biochemistry major, Sam is pursuing a Studio Art major with a focus in painting. Sam began developing relationships with elderly residents of Brewster Village, an Outagamie County long-term care facility, through her work with the Lawrence chapter of Glamour Gals, a national non-profit whose mission is to inspire and organize teens to provide ongoing complimentary beauty makeovers and companionship to elderly women living in senior homes. It was Sam's inspiration to build on her volunteer work by painting portraits of some of the Brewster Village residents she had come to know. In her own words, she "thoughtfully completed a total of six portraits, where [she] painted in bright colors and a pop-art style to both modernize the elderly and bring out their bright, beautiful personalities, that are so often neglected in the media and community." The Mita Sen fellowship that she received allowed her to cut back on her wage-earning work in the 2015-16 school year and complete up to twenty more portraits. She seeks to broaden the impact of these portraits by exhibiting them in community and museum spaces in Appleton beginning early in 2016. The Servant Leader Chair encouraged these outreach activities and facilitated a meeting with the exhibits coordinator of Appleton's Trout Art museum.

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

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

Boys & Girls Clubs of the Fox Valley. The Servant Leader Chair was invited to join the board of directors and accepted the invitation in order to build on and deepen the already strong ties between Lawrence and the Boys & Girls Clubs. The clubs are an important venue for volunteer work, internships, and leadership development, including servant leadership, for Lawrence students.

EMMA Nobel Experience Steering Committee. The EMMA Nobel Experience is an annual event in which a multi-generational delegation of over 100 students, educators and interested community members from the Fox Cities, Shawano, and Two Harbors (MN) travel together to the Nobel Conference at Gustavus Adolphus College, Saint Peter MN. This trip has been an important community-building event since 2008. Formal and informal discussions between participants allow diverse members of our community to deepen their understanding of each other in a setting that has a distinctly educational tone and that is relatively free of the distractions of day-to-day responsibilities. These listening opportunities not only help to build and sustain a sense of community in the Fox Cities, they also result in future collaborations between people who might not otherwise have known of each other.

This report was prepared by Mark Jenike on behalf of all who contributed to the development of servant leaders and the practice of servant leadership at Lawrence University in 2015.