



Suzanne
and Richard
Pieper
Family
Foundation:
Annual
Report

2015

Submitted By:

DeAnna L. Leitzke, P.E.

Suzanne and Richard Pieper Family Foundation
Endowed Chair for Servant-Leadership

Milwaukee School of Engineering

Date Submitted:

December, 30 2015



Table of Contents

Table of Contents.....	1
Another Year of Transition.....	3
Outcomes 3 & 4: Outcomes Measures Compared to Demographic Norms.....	3
Outcome 5: A Breakthrough Venture that Promises a New Beginning in Acts of Goodness.....	6
Outcome 6: An Excellent Year in Carrying Out the Elements of the Mission of the Chair	7
Areas of Focus.....	7
Collaboration with Classroom Instruction	7
Serving the Greater Milwaukee Area.....	11
Domestic Initiatives.....	17
International Initiatives.....	18
Other Efforts	21
Looking Ahead.....	22
Appendix A: 2015 Research Report	23

Table of Figures

Figure 1: Percentage of Students and Alumni Engaged in Community Service and Servant-Leadership	3
Figure 2: Percentage of Students Engaged in Servant-Leadership and Volunteering by Year	4
Figure 3: Percentage of Students Engaged in Servant-Leadership and Volunteering by Program	5
Figure 4: Blue Lotus Spring Clean Up	11
Figure 5: Blue Lotus Deck Build.....	12
Figure 6: Milwaukee Empty Bowls.....	12
Figure 7: Harambee Neighborhood Community Garden.....	13
Figure 8: Joy House Fun Day	13
Figure 9: MSOE's Musical Bridge at Kayla's Playground	14
Figure 10: First Annual MLK Day of Service at MSOE	14
Figure 11: National Women Build Week.....	15
Figure 12: MSOE Students Serving Lunch at RMH	15
Figure 13: Supply Delivery Day at Milwaukee Math and Science Academy.....	16
Figure 14: Milwaukee River Clean Up	16
Figure 15: MSOE Students in Oak Ridge, TN Figure 16: MSOE Students in Kingsport, TN	17
Figure 17: MSOE Students in Clearwater, FL	17
Figure 18: MSOE Student working with Children in their new Library	18
Figure 19: MSOE Servant-Leaders.....	19
Figure 20: Completed Footbridge	19
Figure 21: MSOE Students Organizing Water Purification Units	20
Figure 22: Architectural Brigade	20
Figure 23: EWB Primary School Project	21

Another Year of Transition

It has been another year of transition at Milwaukee School of Engineering. Following the retirement of Dr. Herman Viets in June of 2015, the institution has seen a plethora of organizational changes. Within the current structure, as Chair of Servant-Leadership at MSOE, I now report directly to the Interim Vice President of Academics, Dr. Steve Bialek. This reporting structure has led to a renewed emphasis of integrating servant-leadership into the academic experience. I look forward to continuing this effort in 2016.

Outcomes 3 & 4: Outcomes Measures Compared to Demographic Norms

Since I am not trained in conducting ethnographic research, I did not plan to continue this research method as Chair. However, after receiving feedback from the Foundation at last year’s annual meeting, I decided that it would be best to continue this research. I consulted with Dr. David Howell, former Chair of Servant-Leadership at MSOE, and together we continued the research that he started in 2009. Additionally, I relied on the institution’s Committee on Academic Assessment to gather data from our alumni. Unfortunately, participation in the Alumni Survey administered in April of 2015 was poor. I recognize the value of this longitudinal research to track the number of alumni engaged in community service and plan to conduct an independent survey of alumni in April of 2016. The following chart represents the longitudinal data that was updated this year (sans the alumni results which were not statistically relevant).

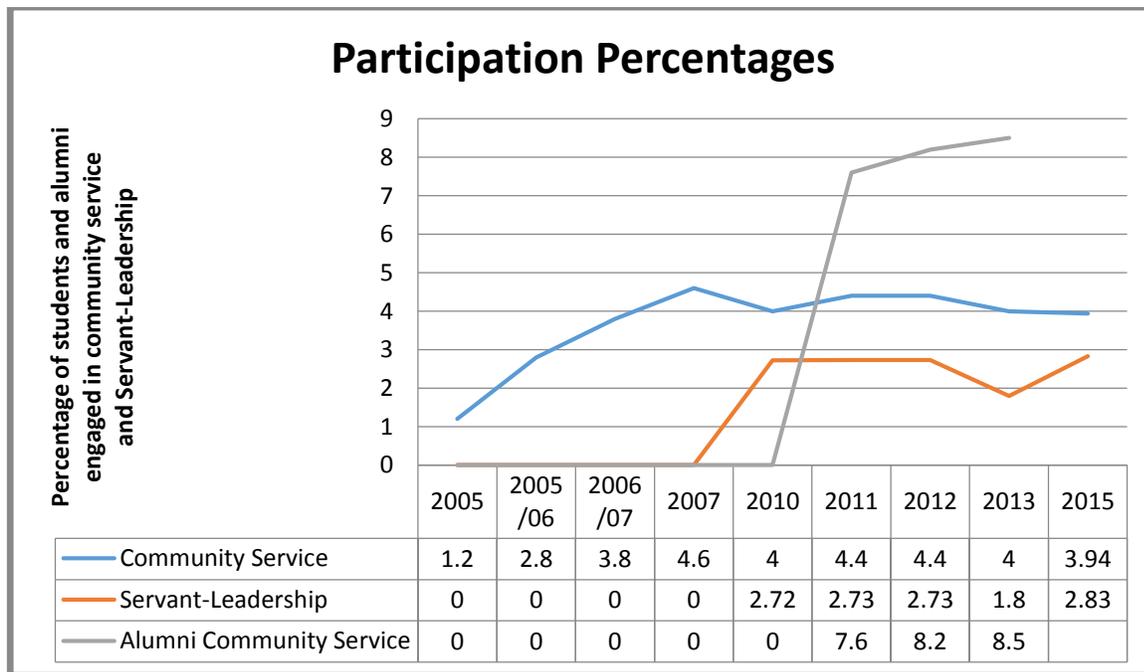


Figure 1: Percentage of Students and Alumni Engaged in Community Service and Servant-Leadership

“What we learn from the 2015 data is that, even though community service and participation in servant-leadership have stayed relatively consistent over the last 6 years, the 2015 Servant-Leadership participation rates are at the highest they have ever been. Meanwhile, community service participation rates took a small drop. We can infer that the impact on students across campus, in terms of Servant-Leadership specific experiences, is on the rise, though it may be to the detriment of other civic engagement activities on campus.”¹ Although this information is interesting, additional data is helpful in determining how servant-leadership impacts the culture of MSOE.

The following data helps to illustrate our students’ familiarity with servant-leadership and participation in servant-leadership and volunteer activities throughout their tenure at MSOE:

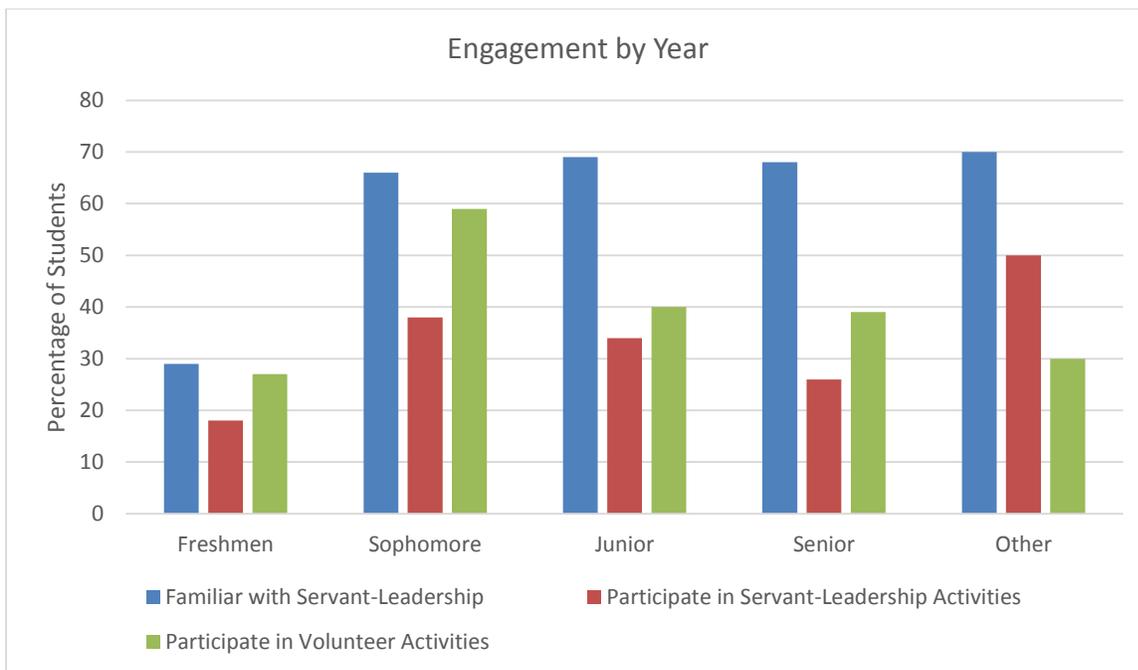


Figure 2: Percentage of Students Engaged in Servant-Leadership and Volunteering by Year

This data is interesting to me because it shows that students are being introduced to servant-leadership during their sophomore year. It also shows that participation in servant-leadership and volunteer activities is strongest once they become familiar with the concept. It does not surprise me that participation levels decrease during senior year based on the academic expectation during senior design and our students’ focus on career placement during their final year at MSOE. From this data, I have learned that I need to make more of an effort to introduce servant-leadership to our freshmen while maintaining their involvement in later years. I view this as great opportunity for growth.

¹ Dr. Howell’s complete report is available in the Appendix A

Additionally, the following data helps to illustrate our students' familiarity with servant-leadership and participation in servant-leadership and volunteer activities throughout campus based on program type:

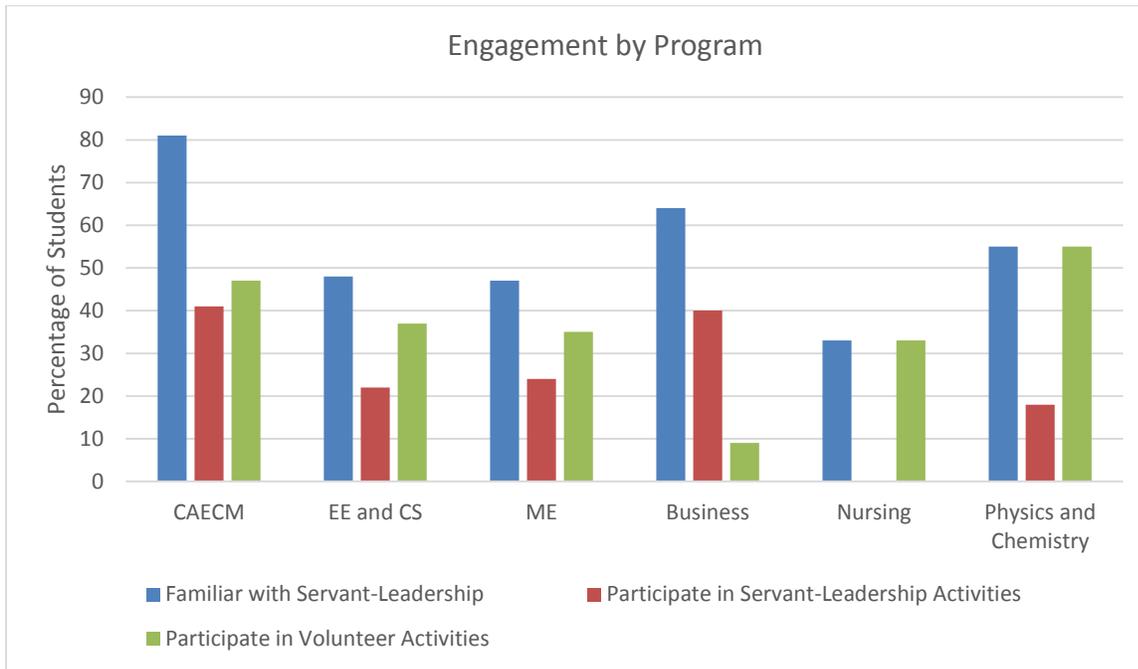


Figure 3: Percentage of Students Engaged in Servant-Leadership and Volunteering by Program

This data shows that there is a significantly higher percentage of students from the Civil and Architectural Engineering and Construction Management (CAECM) department both familiar with and involved in servant-leadership and volunteer activities. The question then becomes, why? Is this because the skill-set that is being taught within this department lends itself well to serving the least privileged? Is it because the faculty members within this department are servant-leaders? Is it because of the Chair of Servant-Leadership resides within this department? These are questions that I would like to find answers to.

As a first step, I included a faculty focus group within this year's research study. Interesting enough, of the eight faculty members asked to participate in the focus group, only the faculty members from the CAECM department accepted the invitation. This in itself is significant and shows that faculty from this department are dedicated to Servant-Leadership at MSOE. More results from this focus group are included in Dr. Howell's report in Appendix A. However, it is worth noting that in speaking with the group, Dr. Howell concluded that the faculty who participated in the focus group conduct themselves as servant-leaders both in their classrooms and when on service trips with students. Additionally, the students who were interviewed by Dr. Howell referenced their professors as mentors in their journey as servant-leaders. As a result of this research, I plan to focus more of my efforts in 2016 on networking with faculty from other departments who are at various stages of their servant-leadership journey.

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

We have continued to utilize social media as a means to engage students in Servant-Leadership at MSOE. When I wrote this report last year, our Facebook page had just over 250 followers. I am happy to report that we now have over 400 students, faculty and staff following our Facebook page! The feedback from this group has been positive and I intend to continue to use this tool to share news, recruit volunteers and educate our campus about what it means to be a servant-leader.

While continuing to strengthen the existing programs on campus that provide students, faculty and staff to grow as servant-leaders, we have also started a new program that will help our students serve the Greater Milwaukee Area through using the knowledge they gain in the classroom and practicing the tenets of servant-leadership. Currently, the Servant-Leadership Center for Business Solutions reaches out to Milwaukee area not-for-profit organizations to help solve their Information Technology challenges through the time and skills of our students. In this way, students directly contribute to the betterment of our community while applying their technical and servant-leadership skills in a real-world scenario. We tested this concept earlier this year with small groups enrolled in independent study courses. This winter we received the support from the Raider School of Business and the Vice President of Academics to open the Center to all students interested in taking a Business Elective. This is the first phase of our implementation plan.

Based on several faculty focus groups during the past year, we have determined that our faculty have a strong desire to add more real-world project work into their curriculum. Additionally, focus groups with not-for-profit organizations show an overwhelming number of projects that require the skill-set that our business and engineering students have at MSOE. The goal of the Center is to be the conduit to match these projects with the appropriate faculty/students and mentor the students throughout the process. The emphasis will be on both the hard-skills necessary to complete technical aspect of the project as well as on the soft-skills such as servant-leadership which are necessary to serve the needs of our clients. This model requires a mentor who is focused on ensuring that the students meet the needs of our clients. Many faculty shy away from project work like this because they do not want to take on this responsibility. This model allows faculty to focus on assessing the student outcomes that fit within the course curriculum. Additionally, students benefit from having a mentor from the business world. Currently the Center is focused on Information Technology challenges, but future phases plan to serve Milwaukee area not-for-profit organizations in other areas. The Servant-Leadership Center for Business Solutions at MSOE has a potential of making a great impact on our community while facilitating the growth of servant-leaders entering the workforce – I am excited to be a part of this amazing venture.

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

Areas of Focus

It has been another busy year for Servant-Leadership at MSOE. At the beginning of the year I decided to focus my efforts in four distinct areas:

- Collaboration with Classroom Instruction
- Serving the Greater Milwaukee Area
- Domestic Initiatives
- International Initiatives

While there are some areas of overlap, I have categorized this year's activities into these areas. Additionally, I have made an attempt to clarify the initiatives that have become sustainable with the commitment of our students. These initiatives were initially dependent on both the financial assistance from the endowment and coaching from the Chair of Servant-Leadership. However, they have become self-sustaining. This is the exact goal of the Chair of Servant-Leadership at MSOE. We want to coach students to become servant-leaders who then continue these various initiatives without our help. While all of the initiatives that we begin are initially dependent in both ways, within a year or two, most are self-sustaining and require very few resources from our office. Instead, we help to keep the student body informed about the opportunities available to them and nurture the growth of new initiatives.

Collaboration with Classroom Instruction

Instructors who teach the courses below often contact me to be a guest lecturer in their classrooms. I enjoy these visits and find that it is a wonderful way to teach students about servant-leadership and spread the word about what we do on campus. Additionally, many of these instructors also contact me to help them find projects for students to lead during their courses that allow them to practice the tenets of servant-leadership. This is where the idea for the Servant-Leadership Center for Business Solutions started. The list below contains *seven* courses that were not on the list last year, some of these are new courses to MSOE and others have new instructors who are now integrating servant-leadership theory and/or application into their classroom instruction. Based on the results of this year's research, I believe that there is room for growth in this area and have recently started to focus my efforts in reaching out to faculty that I have not worked with in the past. Additionally, I plan to collect data on the number and demographic of students taking these courses.

Courses Offered at MSOE with Learning Objectives tied to Servant-Leadership Theory

GS-1001, Freshman Seminar I - This course emphasizes close reading of "texts," including not only printed materials but also art, photographs, maps, film, music, and other documents. At the same time, this course requires students to shift focus from the "micro" level of a text to the "macro" level of its context in a way that allows them to understand a problem in terms of the larger system(s) of which it is part. Critical thinking skills are developed as students interpret and synthesize these "micro" and "macro" elements of text and context. Similarly, personal growth is encouraged as students make connections between course material and their own experiences, beliefs, and values. A primary course

focus will be rhetorical strategies for communicating ideas clearly, concisely, and correctly. Students will engage in some form of civic activity in the form of experiential learning that involves the larger community and society outside of MSOE.

GS-1010H, Honors Seminar I - Students will explore the “city as text,” learning to “read” the city. Readings from humanities disciplines about the concept of “the city” are included, and film will be used as a supplement to students’ reading. Students will write papers in response to their reading and service-learning experience; the final paper will be persuasive and include research from primary and secondary sources.

GS-1020H, Honors Seminar II - Students study the way a city functions and how people live and work together within a city. Students will research current issues in the city and select a topical area to study for the quarter. They will study raw data regarding what makes a city healthy (environmental data, safety data, etc.) related to the issues they have selected. Working in teams, they will organize public events/public hearings on selected issues, invite speakers, schedule a location, notify the media, etc. Students will write short reports related to their project topics and will write a formal proposal that a certain action be taken to solve a problem related to the selected issue.

GS-1030H, Honors Seminar III - Students study architectural aesthetics and physical/temporal characteristics of the city. They will study art works, including music and theater, to discern patterns in the ways cities are represented in art. They will study architecture and analyze the relationships between form and function. In addition, students may study public art, its role in city life, and the discourse surrounding it. Field trips to study the aesthetics of public spaces will be included. Throughout the quarter, students will create and deliver short presentations regarding their reading and research. At the quarter’s end a poster session event, planned by students and open to the public, will present student work discussing the relationships between a city’s ethos and its aesthetics. Students will also design presentation slides and posters that are both aesthetically appealing and rhetorically effective.

HU-432, Ethics for Professional Managers and Engineers - This course examines and evaluates the meaning of ethics and professional conduct. A guiding theme is the human search or quest for values and ethical direction in terms of professional and/or personal conduct and our daily life relationships with others. We will articulate and evaluate our own ethical principles and values and their foundations

HU-494, Creative Thinking - The subject seeks a deeper understanding of the creative process by examining the nature of creativity and various competing and complimentary theories which seek to explain the nature of creativity and its origins. The course provides instruction beyond the scientific method and traditional problem solving, aiming for greater fluency in generating ideas, increased sensitivity to problems, greater intellectual flexibility, and the gaining of a broader range of new insights through an enhanced “openness to experience.”

IE-340, Project Management - This course enables students to gain an understanding of the mechanics of guiding an engineering project from the initiation phase through project implementation and, finally, termination. The class focuses on the application of project management tools to engineering oriented

projects, including the role of technology and the balance between cost, schedule and technical performance.

IE-440, Team Leadership/Facilitation - This course examines the role of the industrial engineer as a team leader and facilitator. Identification of personal strengths and weaknesses with respect to leadership is addressed. The students develop skill through leadership and facilitation opportunities as presented in class and during class projects.

MB-6900, Project Management for Leading Change - This course presents the knowledge and skills required to formulate and lead high-performing teams and manage successful projects. Through authentic project leadership experiences, students plan and execute a project. They also apply project management knowledge to diagnose project team problems and suggest actions to improve team performance and the likelihood of project success. The course emphasizes project methods and tools as well as leading people in project teams.

MG- 765, Leading Project Teams - This course examines the techniques of studying, analyzing, improving, managing and leading the growth, productivity and development of individual and group competencies to enhance project performance. It includes the processes required to make the most effective use of the people involved with the project. The importance of involving team members in the linking and overlapping of process groups in various project phases is emphasized. This course helps managers deal with value dilemmas, conflict, resistance to change and project team-development skills.

MS-3411, Leading Project Teams - Techniques of studying, analyzing, improving, managing and leading the growth, productivity and development of individual and group competencies to enhance project performance are explained and practiced in this course. The course includes the processes required to make the most effective use of the people involved with the project. The importance of involving team members in the linking and overlapping of process groups in various project phases is emphasized. This course helps managers deal with value dilemmas, conflict, resistance to change and project team-building skills.

MS-4801, Project Management - This course is designed to expose students to the realities of project management through lecture, discussion and participation in a project meeting. It addresses the topics of people in projects, project teams and management styles, as well as the tools used to plan, track and control the outcome such as budgets, Gantt charts, work break down structures, critical path management and project wrap-ups.

NU-102, Orientation to Nursing - This course provides an overview of the MSOE environment and academic support services for the first-year nursing students. Course content includes development of academic, personal, and interpersonal skills that will help the student succeed in college and develop a sense of campus involvement. Practice and feedback are given to enhance skills in oral presentation, written expression, classroom discussion, and group participation.

NU-2001, Health Concepts and Health Assessment - This course prepares nursing students for the role of the professional registered nurse and provides the student with the knowledge and skills necessary to

perform a health assessment of individual clients of all ages. Emphasis is placed on understanding professional nursing practice in context of its social contract with society, learning the nursing process, and Gordon's functional health patterns. Student conducts a comprehensive health history using effective communication skills and physical examination inclusive of diagnostic tests and identification of normal lab values. Opportunities are provided to apply assessment skills in a variety of settings. Students apply the functional health patterns in the development of a behavioral change project to promote their own health.

OR-2000, Leadership and Teamwork - This course is designed to give students a good working knowledge of multiple aspects of managerial processes such as motivation and communication patterns, group processes, leadership approaches, use of power, development of trust, effective group facilitation, negotiation and persuasion, conflict resolution, effective change, and ethics. Current trends and issues such as globalization and diversity are emphasized throughout the course. Emphasis is given not only to the theoretical context, but the practical consequences of leadership and teamwork with special emphasis placed upon Servant-Leadership.

OR-3000, Applied Servant-Leadership - This course is designed to give students a comprehensive knowledge of the nature, styles, and skills of Servant-Leadership, utilizing historic and contemporary models and emphasizing the moral roots of responsible leadership. Students participate in a field experience in the greater Milwaukee community, combined with reflection and discussion in small groups on local, regional, national, and global issues in Servant-Leadership. Current trends and challenges in diversity and social and civic awareness are emphasized throughout the course. Special focus is given to the practical consequences of Servant-Leadership and teamwork with special prominence placed upon consensus building, teamwork, conflict resolution, empathic listening, and positive change.

SS-461, Organizational Psychology - This course is designed to show the application of psychological aspects of managerial processes such as motivation, group processes, conflict resolution, working conditions, and organizational structure and their influences on job satisfaction. Basic research methodology principles are discussed to help students become critical thinkers and to understand potential biases in research. Current trends and issues such as downsizing, quality, market globalization, and diversity are emphasized throughout the course.

Serving the Greater Milwaukee Area

It is my goal to provide as many opportunities as possible to help students learn about the community that surrounds our campus. There are many non-profits within walking distance of our campus who do wonderful things to support the least privileged in the Greater Milwaukee Area. It is easy for all of us to ignore the struggles of others who live just beyond our comfort zone – these events below are examples of how we support students who have a desire to serve this population. All of these initiatives are led by students and many have been going on for so many years that we forget that they originated through sponsorship from the Office of Servant-Leadership. My role is to help insure that they continue to be sustainable initiatives by mentoring student leaders to coach newer students to become future leaders.

Blue Lotus Spring Clean Up – Every year, students from MSOE head out to Blue Lotus Farm and Retreat in Newburg, Wisconsin to help the facility get ready to welcome community members for the summer months. MSOE has been working with Blue Lotus since 2006 and uses this spring visit to help maintain their relationship with Blue Lotus and make sure that the deck they built is well maintained. Our students often work side-by-side with owners of the retreat. It is an activity that our students look forward to all winter long!



Figure 4: Blue Lotus Spring Clean Up

Blue Lotus Fall Deck Building - This year, 60 MSOE students volunteered their time to lengthen a wheelchair-accessible boardwalk on the shores of the lagoon at Blue Lotus Farm and Retreat Center in Newburg, Wisconsin. Since 2006, approximately 1,000 MSOE students have been involved in projects at Blue Lotus. Most recently, students completed the third phase of the deck project, which extended the five-foot wide boardwalk 80 feet. The extension was made of recycled decking and was built low to the ground, with safety bumpers along the sides for visitors in wheelchairs. This long-term relationship with Blue Lotus has provided students with countless opportunities to strengthen their leadership skills while serving those in need.



Figure 5: Blue Lotus Deck Build

Milwaukee Empty Bowls - Servant-Leadership at MSOE hosted the annual Milwaukee Empty Bowls event. The event uses art to heighten hunger awareness and raise funds that help provide food pantries and meal programs in Milwaukee. This year there were 300 volunteers, 33 restaurants, three bakeries and more than 2,000 attendees who raised a record \$55,000 for seven charities. Servant-Leadership coordinated MSOE's involvement of 150 student volunteers.



Figure 6: Milwaukee Empty Bowls

Harambee Neighborhood Community Garden Project - Students in the MSOE University Scholars Honors Program volunteered to clean up and improve Weber's Greenhouse, a community business that donates plants to non-profits. The students collected plants helped design the community garden in the historical Harambee neighborhood.



Figure 7: Harambee Neighborhood Community Garden

Hunger Taskforce Food Drive – At the end of the 2014-2015 academic year, the Residence Hall Association led an initiative to help the Hunger Taskforce. Students had the opportunity to donate extra meal swipes in exchange for canned food that would be donated. All together the MSOE community donated over \$1000 in donations.

Joy House Fun Day with the Milwaukee Rescue Mission - MSOE students organized a day of STEM learning events for 60 children at the Milwaukee Rescue Mission. In an effort to improve the lives of children from difficult situations, the student organized various fun activities such as a toothpick bridge, craft stick catapult, and slime making station so that these children could learn more about the joys of science.



Figure 8: Joy House Fun Day

Kayla's Crew Playground Project - MSOE students played a key role in helping build Kayla's Playground in Franklin, Wisconsin this past September. With guidance from Servant-Leadership at MSOE, nearly 50 students helped construct the all-abilities playground dedicated to the memory of a young girl. MSOE students were responsible for designing and installing the musical components and mural on a bridge for the playground. MSOE athletes, Circle K members, members of Sigma Lambda Chi Honors Society, and other students were servant-leaders on this project. Students took their knowledge from the classroom and applied it in this real world experience.



Figure 9: MSOE's Musical Bridge at Kayla's Playground

MLK Day of Service at MSOE - To commemorate Dr. Martin Luther King Jr. Day, MSOE students participated in a dedicated day of service on campus. Students from Circle K and Lambda Zeta Nu sorority took leadership roles in this event. During the weeks leading up to the event, a drive was held to collect school supplies for 100 kindergarteners at the Milwaukee Math and Science Academy. Throughout the day, students crafted appreciation cards for those serving our country, wrote inspirational notes for women battling breast cancer and organized the donated supplies. The numerous on-campus service activities made it easy for students to get involved in the celebration!



Figure 10: First Annual MLK Day of Service at MSOE

National Women Build Week – Servant-Leadership sponsored eight women from MSOE’s Chapter of Habitat for Humanity to participate in National Women Build Week in Milwaukee. The women only build was a great learning experience for our students. Students were asked to submit their desire to participate in the event on the Servant-Leadership Facebook Page. This was a great way to share their experience with the MSOE community.



Figure 11: National Women Build Week

Ronald McDonald House - Once a month a group of students select and prepare a meal for the families staying at the Milwaukee Ronald McDonald House (RMH) near Children’s Hospital of Wisconsin. This ongoing Servant-Leadership activity is a great example of how the Milwaukee community benefits from the service of our students. This is also a great way for students to practice the tenet of empathy when they visit with families who are staying at RMH to be near an ill child. Since this is an ongoing activity, many students from all over campus get the opportunity to participate every year.



Figure 12: MSOE Students Serving Lunch at RMH

School Supply Drive for Milwaukee Math and Science Academy - MSOE students worked on organizing a school supply drive for the students in kindergarten at the Milwaukee Math and Science Academy. Students were given bags with pencils, crayons, markers and other supplies to provide them the tools they need to get a good start on their education.



Figure 13: Supply Delivery Day at Milwaukee Math and Science Academy

Kids Run to Read - A group of students in a project management class demonstrated their knowledge of servant-leadership by helping SHARP Literacy get volunteers for the Kids Run to Read event. This fundraiser was held in conjunction with the Summerfest Rock-N-Sole Run. The goal of the kids run was promote literacy in the community and ultimately raised over \$10,000 for this cause.

Milwaukee River Clean Up - Students in a Leading Project Teams Class organized a group of volunteers to participate in the Milwaukee River Clean Up. The group was assigned their own section of the project and worked to beautify the natural environment along the Milwaukee River.



Figure 14: Milwaukee River Clean Up

Domestic Initiatives

This year Habitat for Humanity organized three trips during Spring Break. Servant-Leaders were in charge of making travel plans, mentoring new students, planning fundraising events and supervising the day-to-day activities on-site. These trips were very successful and gave our students an opportunity to apply their architectural engineering and construction management knowledge to serve those in need.

Habitat for Humanity Spring Break Builds - Three teams of students visited Habitat for Humanity build sites over Spring Break. Two groups traveled to Tennessee, while the third group traveled to Clearwater, Florida. All three teams worked on projects dedicated to improving the living conditions of the least privileged.



Figure 15: MSOE Students in Oak Ridge, TN



Figure 16: MSOE Students in Kingsport, TN



Figure 17: MSOE Students in Clearwater, FL

International Initiatives

The Office of Servant-Leadership and the Office of Academics partnered to create the International Leadership Committee in January of 2014. This committee is now responsible for generating an annual call for proposals to delegate an award of \$20,000 (contributed evenly from each department) to international initiatives that allow our students to apply what they are learning in the classroom while practicing the tenets of servant-leadership to serve the global community.

Library Project, China - A class of 12 MSOE graduate students from the Doing Business with China program participated in a Servant-Leadership project of setting up an English language library in a small village located five hours from the city of Chengdu in Central China. The team set up a reading library, and provided books. A computer was donated to the school as well as supplies for the teachers. The project was planned and executed by these students to provide children at this rural school an opportunity to learn English.



Figure 18: MSOE Student working with Children in their new Library

Salitre Footbridge, Guatemala - In June of 2015, ten MSOE students, two faculty members, and one staff member travelled to Joyabaj, Guatemala to complete a footbridge that spans the Rio Arco River linking the town to the other nearby village of Chosavic. MSOE students planned the project, and directed a build that included 800 man-days of labor from the community volunteers. The project was spearheaded by MSOE's Engineers Without Borders club and also sponsored by the Rotary Clubs in Wisconsin and Guatemala.



Figure 19: MSOE Servant-Leaders



Figure 20: Completed Footbridge

Water Purification Project, Peru - A team of three MSOE students and one faculty member participated in an international Servant-Leadership trip to Paita, Peru. The team helped install new water purifiers at a local school site. A total of 25 purification units were set up to ensure that safe and clean drinking water is available to the community. The project was co-sponsored with the members of St. Paul's parish in Genesee Depot, Wisconsin and the School Sisters of St. Francis.



Figure 21: MSOE Students Organizing Water Purification Units

Global Brigades Medical Project, Honduras - Global Brigades sent a Medical Brigade to Honduras in Spring of 2015. The Medical Brigade consisted of 33 MSOE students and faculty to provide basic medical services in the community of Alauca, Honduras.

Global Brigades Architectural Project, Honduras - Global Brigades also sent an Architectural Brigade over spring break to Honduras that consisted of 13 MSOE faculty and staff who worked in two communities (Tomatin and El Ocote) to help build community centers that will be engines of economic growth.



Figure 22: Architectural Brigade

Primary School Build Project, Guatemala - MSOE's chapter of Engineers Without Borders demonstrated their commitment to servant-leadership on a trip to Chitom, Joyabaj in Guatemala to build a new primary school as well as a septic system. Seven MSOE students and a professor from MSOE coordinated the initial project in the USA before travelling to Guatemala over their spring break vacation to begin the work. A three room school house was designed, as well as a retaining wall, bathroom facility, and a septic field. The community continued the project on their own and the school was operational in August of 2015.



Figure 23: EWB Primary School Project

Other Efforts

In addition to the above efforts, I have spent the last year increasing my involvement in the Servant-Leadership community throughout Wisconsin. Below is a list of events that I attended during the past 12 months. I have enjoyed meeting with many like-minded professionals and these opportunities have helped me to grow as a leader.

- Presented at the Dalton Institute on College Student Values in Florida
- Wisconsin Servant-Leadership Summit Member
- Presented at the WAICU Multicultural Affairs Directors Meeting
- United Way Cabinet Member and Campus Engagement Committee Member
- Three Holy Women Global Solidary Committee Member
- International Leadership Committee Member at MSOE
- Title IX Investigator and Steering Committee Member at MSOE
- Attended the Annual SHARP Fundraiser as a Guest of their Vice President

Looking Ahead

Based on the insight that I have gained this year, I plan to focus my effort in several areas in 2016:

- Foster the growth of the Servant-Leadership Center for Business Solutions. I believe that this is an initiative that has the potential to nurture the development of new servant-leaders at MSOE.
- Strengthen the network of servant-leaders within the faculty at MSOE. I want to learn from the strengths within the CAECM Department at MSOE and help develop a stronger network across campus.
- Work to integrate servant-leadership theory and application into the freshman experience at MSOE. Based on the new curriculum, there is an opportunity to engage students earlier in their career at MSOE.
- Continue to develop new ways to assess the effectiveness of Servant-Leadership at MSOE. I am especially interested in finding a way to assess how effective we are at developing servant-leaders and the role this development has on professional fulfillment upon graduation.

I look forward to another year of growth in 2016!

Appendix A: 2015 Research Report

SERVANT-LEADERSHIP REPORT FOR:

Professor Leitzke
Assistant Professor
Chair for Servant-Leadership
Milwaukee School of Engineering

2015 Servant-Leadership Ethnographic Study

SUBMITTED BY:

Dr. David Howell
Associate Professor

December 18, 2015

Overview

In December of 2015, the office of Servant-Leadership at the Milwaukee School of Engineering conducted an ethnographic research project that answered the question: How is Servant-Leadership implemented at Milwaukee School of Engineering (MSOE)? Within this study, the lead ethnographer conducted a survey, a faculty focus group, and student interviews with the utmost importance placed on the safety and anonymity of the participants.

Contained within this report is information on the nature of the study, its longitudinal history, some of the raw data, the narrative that grew from the data, and recommendations for the MSOE Chair for Servant-Leadership. Also included is selected data from 2015 the Noel-Levitz's Student Satisfaction Inventory and data from the 2015 National Survey on Student Engagement.

A Longitudinal Study

The study began in 2009, when the Chair for Servant-Leadership wanted to get a sense of the cultural impact Servant-Leadership had on his academic institution. MSOE was the first institution to receive a Suzanne and Richard Pieper Family Foundation Endowment for Servant-Leadership; what was the endowment's impact on MSOE, based on how the endowment was being exercised?

To answer this question, the Chair decided to use ethnography—an anthropological research instrument. As was stated in the 2011 research report:

Ethnographic research is a type of qualitative inquiry that involves an in-depth study of an intact cultural group in a natural setting (Leedy & Ormrod, 2010). This study looks at how Servant Leadership has been received by and integrated into the student body of MSOE. Three methods of research have been employed for this longitudinal project – field observations, survey, and interview. This project is in its second year and the methods are continuing to be refined and adjusted to produce the best and most accurate results (Howell, 2011).

An updated to the Approach

The one change in this year's ethnography initiative, as compared to previous years, is the use of a faculty focus group as a research instrument. Historically, the focus has been placed on gathering data from students. The decision to include faculty in the mix was due to the Chair's interest in finding out how Servant-Leadership is exercised both inside and outside of the classroom. A great deal of data has been gathered since 2009 regarding service and leadership enacted by students; this shift of focus takes into account members of the faculty as well, thus giving a broader sense as to how servant-leadership takes shape across the larger academic community.

Tracking Benchmark Data

A brief history

The office of Servant-Leadership has been gathering data since 2005 regarding rates of volunteerism. Back then, rates of volunteerism were considered the best vehicle for gauging the impact of Servant-Leadership at MSOE.

Data was not gathered in 2008 and 2009 due to a transition to a new Chair for Servant-Leadership as well as a shift in the tool used to gather data on student participation.

The approach was modified in 2010 in two ways:

1. The method for gathering data transitioned to an "all student" email survey

2. Data on student participation in Servant-Leadership specific events was also included

In 2011, the approach was again modified to include rates of volunteerism for alumni who participate in Alumni Services.

Data was not gathered in 2014 due to a transition to a new Chair for Servant-Leadership.

2015 Benchmark Data

A survey was sent to the MSOE student body in December 2015. The survey asked 9 questions, and 2 of the questions targeted:

1. The percentage of students engaged in community service, as depicted by the blue line
2. The percentage of students engaged in leadership initiatives coordinated through the office of Servant-Leadership, as depicted by the red line

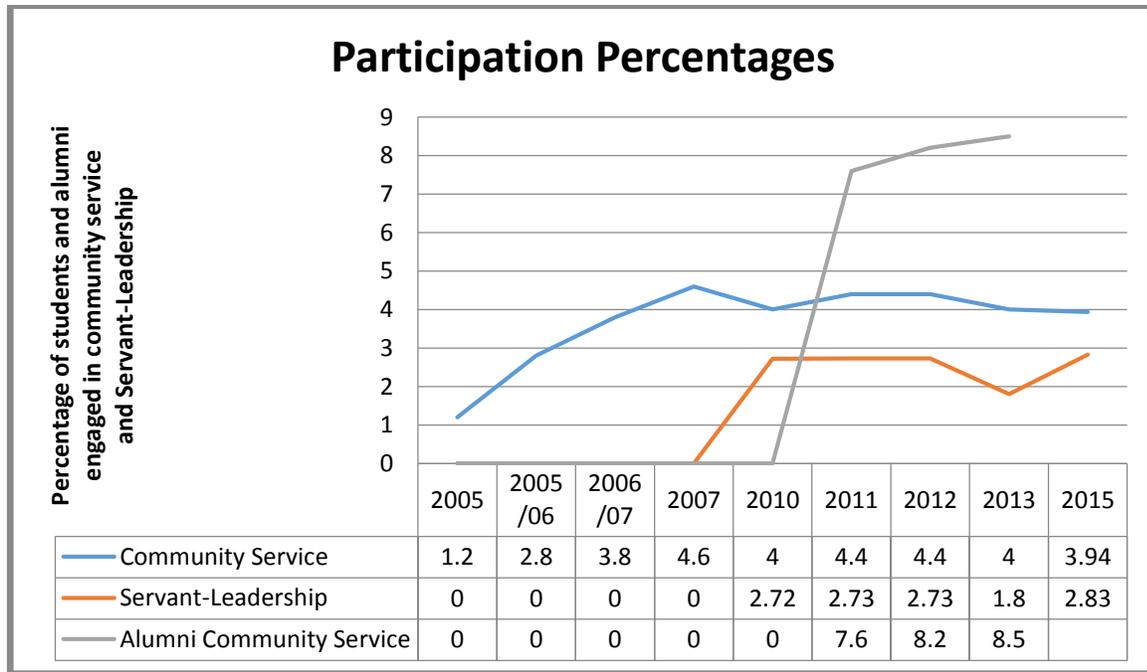


Figure 24: Data gathered over an 11 year period on rates of community service and participation in servant-leadership initiatives.

2015 Benchmark Data Analysis

What we learn from the 2015 data is that, even though community service and participation in servant-leadership have stayed relatively consistent over the last 6 years, the 2015 Servant-Leadership participation rates are at the highest they have ever been. Meanwhile, community service participation rates took a small drop. We can infer that the impact on students across campus, in terms of Servant-Leadership specific experiences, is on the rise, though it may be to the detriment of other civic engagement activities on campus.

The 2015 Ethnographic Data

In order to understand how servant-leadership impacts the culture of MSOE, a yearly ethnographic research project is conducted, gathering data through a student survey, student interviews, and a faculty focus group.

Student Survey

In early December 2015, an email went out to MSOE students, asking them if they wanted to participate in an online survey. The survey asked the following questions:

1. What is your current academic standing?
2. What department you are in at MSOE?
3. Are you involved in any student groups or organizations?
4. Are you familiar with the concept of Servant-Leadership?
5. If yes, how did you find out about it?
6. Have you participated in any Servant-Leadership activities during the 2014/15 or 2015/16 academic school years?
7. If yes, what Servant-Leadership activity(s) were you involved in?
8. Will you continue to participate in Servant-Leadership opportunities?
9. Have you engaged in any additional or alternative volunteer opportunities during the 2015/16 academic school year?
10. If yes, what activity(s) were you involved in?

Tabling the data for the sake of direct comparison helps establish connections between the various questions. The following table represents statistics broken down by academic standing:

Year	Familiar w/ S-L	Participate S-L	Continue to participate in S-L	Volunteer
Freshmen	29%	18%	49%	27%
Sophomore	66%	38%	62%	59%
Junior	69%	34%	59%	40%
senior	68%	26%	37%	39%
Other	70%	50%	67%	30%

We learn a number of things from the preceding table:

- 66% of the students know about Servant-Leadership by their sophomore year, which is a dramatic rise from their freshmen year. It may take an entire year for students to learn about Servant-Leadership, and the office of Servant-Leadership, before deciding if they want to get directly involve or not.
- Statistically, students have decided by their sophomore year if they are going to participate in Servant-Leadership or other volunteer opportunities.

- Freshmen do not participate as much in Servant-Leadership or volunteerism.
- Participation peaks in the students' sophomore year.

Why does participation dissipate after the sophomore year? It could be deduced that the students' academic commitments (especially Senior Design projects), along with internships and other competing educational opportunities, prevent students from participating to the same percentage, or degree, as they near graduation. But as students approach the end of their tenure at MSOE, their need for leadership skills increases. Hence, it's important that Servant-Leadership theory, and leadership opportunities, be available during the first two years of study. In fact, that sophomore year could be the "window of opportunity" for students to have their servant-leadership experiences.

Another way of breaking down the survey data is by analyzing it according to academic department:

Major	Familiar w/ S-L	Participate S-L	Continue to participate in S-L	Volunteer
CAECM	81%	41%	70%	47%
EE and CS	48%	22%	48%	37%
ME	47%	24%	52%	35%
Business	64%	40%	56%	9%
Nursing	33%	0%	33%	33%
Physics and Chemistry	55%	18%	20%	55%

The following can be learned from the above data:

- Students majoring in CAECM and/or Business have significantly higher familiarity and participation rates in Servant-Leadership.
- Students in Physics/Chemistry and Nursing have lower rates of familiarity and participation.
- Business students are involved in S-L but not involved in other forms of volunteerism.
- Nursing students do not participate in S-L but do share similar statistical volunteerism in comparison to other majors.

Given these statistics, the Chair may want to consider reviewing the type of service and leadership opportunities that were coordinated over the last academic school year. Did the events, the servant-leadership opportunities, lean toward the interests of CAECM and Business majors? Are the faculty in these departments more "plugged in" to the servant-leadership paradigm? Is it simply more difficult to

find leadership opportunities for nursing and BioMed majors? Such questions could be pursued as a way of making sense of these data.

Student Interviews

The Chair for Servant-Leadership designated students to participate in the interviews; 5 opted to participate. These students were recognized as those who took on leadership roles in servant-leadership initiatives during the fall quarter of 2015.

An obvious and established pattern that appeared in the interview data was the distinction students made between volunteering and servant-leading:

- Servant Leading: begins with the natural feeling that one wants to serve first. Then the conscious choice brings one to aspire to lead. The servant-leader is servant first (Greenleaf, 1977).
- Volunteer: an individual engaging in behavior that is not bio-socially determined, nor economically necessitated, not socio-politically compelled, but rather motivated by the expectation of psychic benefits of some kind as a result of activities that have a market value greater than any remuneration received for such activities (Brown, 1999).
- Volunteer Administrator: any person whom, as part of a full-time or part-time position, has responsibilities including, but not limited to, leading, managing, coordinating, or developing volunteers and volunteer programs (Stedman, 2004).

If the student was focused on the external impact of the leadership experience—such as the completion of a given project—then they tended to see their experience as one of a volunteer or volunteer administrator. If the focus was a blend of both internal and external impact—where the student connected his/her own personal service in concert with the people and the project taking place—then the student identified himself/herself as a servant-leader.

Mary, one of the student leaders interviewed, said: “The more you get involved, the more you understand why you were doing what you were doing. It’s one thing to volunteer; some majors require it. But once you understand the meaning of servant-leadership, it hits home and makes sense.” For Mary, it was more than receiving a psychological benefit that comes from volunteerism. She was serving her community, and as a result, she received a better understanding as to what her connection to the community is.

It also became evident that the students understand the depth of change needed to develop and exercise the tenets of servant-leadership. JoAnne, a student who participated in the Kayla’s Krew initiative (the development of an all-accessible, all-inclusive playground in Franklin, Wisconsin), was honest about the challenge of exercising a servant-leadership role:

...to be honest, I don’t think I embodied the servant-leadership teaching very well (laughter). At times it was difficult to get things done, so a couple of us took on most of the responsibilities for the project and worked together to complete it, as a two-person team. Sort of unfortunate, really, I didn’t have the opportunity to lead a bigger group with that project. So it was servant-leadership in name more so than in practice.

JoAnne knew servant-leadership from a theoretical perspective. She was familiar with its tenets, the need to listen and exercise empathy while leading. But her focus was directed at the completion of the project, and that focus made her experience more of a “volunteer leader” rather than a “servant-leader.”

JoAnne didn't find out about the Kayla's Krew project through the office of Servant-Leadership. Rather, she became involved through her sorority. As a result, she entered the experience with a volunteer's mindset. It was only after the event took place, and quite possibly as the result of the experience of the event, that JoAnne was able to distinguish how her leadership role could have been different if it has a greater servant-leadership emphasis.

When the project was done, JoAnne was able to watch some of the kids play in their new playground:

It was really neat to see, when the playground was finished, one child in particular who was in a motorized wheelchair. The child was just exploring the playground, and her mom said: "Oh Sarah, where did you run off to now?" It was good to see a child in a playground get lost in a playground like that, the way any other kid would get lost in a jungle Jim, so what I learned from Kayla's Crew, was a different side of the community, and a door to other people's lives.

One could argue that JoAnne became more empathetic as a result of participating in the Kayla's Krew initiative, more aware of the kids who would benefit from the work performed—as well as the parents of those children. JoAnne may have been a volunteer when she started the project, but she certainly exhibited the qualities of a servant-leader by its conclusion.

Mark, another student servant-leader, put it succinctly: "You see people walk past you, and you don't know how they will influence your life, but you can influence them through your time, your volunteering. And that's not something you can read in a paper somewhere. You have to do it to feel it." Is it critical that the office of Servant-Leadership create service opportunities for the students at MSOE? Mark would certainly think so, because the tenets of Servant-Leadership must be experienced, or felt. You can tell someone what a servant-leader is; but to become a servant-leader, one needs to have the kinesthetic enactment.

The data gives emphasis to the need for coordinated, post-service reflective events. Are the students aware that they exercised servant-leadership? Yes, though it may be helpful to make it explicitly clear to them that it took place and that they are servant-leaders. In doing so, the students may be better able to find the overlap between their own self-awareness and servant-leadership.

What is the big takeaway from the student interview data? A focus on whether or not the student recognizes the transformation that is taking place as they develop from a volunteer to a servant-leader:

- Is the change taking place outside of the student? Is the focus on the project and completing the project? Is the student simply looking for the psychological benefit that comes from volunteerism? If so, then the student is volunteering.
- Is the focus on both the inside and outside of the student? Is the change taking place inside the student making its way to the project, so that there is overlap between the development of the student and the community he/she is serving? Does the student view himself/herself as a servant while acting the role of a leader? If so, then the student is evolving into a servant-leader.

Faculty Focus Group

The Chair for Servant-Leadership also designated 8 members of the faculty to participate in the faculty focus group discussion; 4 opted to participate. The faculty were recognized as those who took on Servant-Leadership roles in courses offered during the fall quarter of 2015.

The group's conversation focused on the various roles the faculty played as they attempt to engender servant-leaders among their students. As happens among members of the faculty, a discussion ensued regarding the definitions of the various roles a professor enacts while being a servant-leader:

- **Facilitator:** “I try really hard, when working with my students, to put them in a position so they can assume leadership. Either a small part or big part of our projects. I’m a facilitator.”
- **Facilitator:** “That’s how I see it, and that’s how I explain it in senior design. I break down walls, so students can move forward. Ultimately, if you look at the concept of Servant-Leadership is, that’s what a servant-leader does.”
- **Teacher:** “putting people into leadership positions, I put that into the curriculum. In the syllabus, there’s project management and specifications and contracts, and they have leadership roles in assignments.”
- **Steward:** “Stewardship is one of the tenets. One of my passions is designing with the developing world. There’s a term out there called “designing for the other 90 percent”, that design is just for the industrial world. So I see stewardship as, we’ve been afforded a great education, blessings, advantages.... As engineers, we need to steward our education and skills for the most good.”
- **Empaths:** “School can be stressful. Understand that students are going through things outside of the classroom. As I spend three or five hours with them a week, the ability to speak to that and care for them, someone who regularly contacts them during the week.”
- **Mentor:** “What I really enjoy is mentoring.... Mentoring them, developing them as engineers. I saw academia as a good extension of that, working with young engineers, students, so through the senior design program, that’s a good cross-over to mentorship. Work alongside students, treat them like engineers, brainstorm solutions, design solutions to the problem.
- **Colleague:** “...you do develop unbelievable relationships with those students, but I’m thinking about the rest of the community. Within the department, its built bonds. And with the staff, it’s developed bonds.”
- **Colleague:** “I was able to get our lab technician to come on a project with us, and he was valuable, and I think that could go a long way in better integrating staff into the life of students and faculty. Raising the profile of staff like that.”
- **Advisor:** “I advise... chapters of EWB [Engineers Without Borders], I’m struck at how lucky I am at this university, that either, various levels of the administration value what I do, or I am just able to do what I want here and spin it into an annual description of my activities.”
- **Role Model:** “If you don’t demonstrate it to the students, then you miss the mark.”

As the faculty talked about their various roles, they also established a repeated theme in the discussion: servant-leadership makes their jobs as professors more profound and purposeful. They made references to the various servant-leadership initiatives they participated in, experiences that took them to Guatemala, India, Nepal, and Jamaica. They noted that such endeavors provided added opportunity to enact their multifaceted roles with students. They felt that it’s possible to be a servant-leader in the classroom, but working with students on overseas initiatives provides sustained periods of time to develop these professorial roles.

Looking at the Data as a Whole

Depth of Understanding

What becomes obvious when comparing the faculty focus group data with the student data is that the faculty members have a clearer and deeper understanding as to what servant-leadership is. The students were unclear as to whether they were volunteers or servant-leaders; the faculty, on the other hand, knew they were servant-leaders and had an appreciation for their service to their students.

Intrinsic and Extrinsic Motivators

Some of the students were extrinsically motivated to participate in service projects whereas other students were both intrinsically and extrinsically motivated:

- **Intrinsic motive:** a tendency to engage in activities for one's own sake, just for the pleasure derived in performing them, or of the satisfaction of curiosity (Mueller, 2001).
- **Extrinsic motive:** involves the performance of an action for the sake of a reward (Mueller, 2001).

The faculty, on the other hand, demonstrated both intrinsic and extrinsic motivation. They wanted to see the projects benefit the communities they were serving, but they first saw the work as educational in nature and for the benefit of their students.

Recommendations

Transform volunteers into servant-leaders

The office of Servant-Leadership benefits from both its volunteers and its servant-leaders. In fact, volunteerism serves as an "entry experience" to those who find themselves enacting servant-leadership roles. But volunteers need to be led: "Volunteers cannot improve their communities alone. Volunteers need the direction of leaders who can focus their efforts toward solving specific problems" (Boyd, 2003). One recommendation may be to flag those members of the MSOE community who lead volunteer events on campus—faculty, students, and staff alike—and work to introduce them to servant-leadership concepts.

Enable the Servant-Leadership faculty to lead faculty

It's evident that the faculty who participated in the focus-group discussion understand the service and leadership roles they can enact given their positions in the institution. They exercise their roles as servant-leaders, thus enabling their students to see what servant-leaders look like in action.

What if these members of the faculty were given the opportunity to share their servant-leadership narratives with other members of the faculty and administration? J. P. Vick wrote in his doctoral dissertation:

The characteristics of servant leadership present a significant paradigm shift in the act of leadership. Leaders are no longer isolated heroes controlling and commanding others from within their ivory tower. In the organizational context, the word "leader" has been mostly attributed to people who hold management positions and are capable of giving orders to other members of the organization. The principal motive for such leaders is to lead followers to achieve the organizational objectives. This position directly opposes those servant leaders whose chief motive is to serve others. Servant leaders exist is to serve first, not to lead first (Vick, 2011).

One could hypothesize that more faculty (and possibly administrators) would visualize themselves as servant-leaders if they better understood how their colleagues were serving their students.

Target First Year Students

Only 29% of the first year students know what Servant-Leadership is; only 18% of them participate in Servant-Leadership initiatives. It could be that freshmen-specific leadership and service opportunities may be beneficial to "get the word out" about Servant-Leadership among our freshmen class. This could be especially beneficial during the fall quarter of the student's first year of study.

References

- About the Center*. (2014, September 18). Retrieved from The National Resource Center for The First-Year Experience and Students in Transition : <http://www.sc.edu/fye/center/index.html>
- Boyd, B. L. (2003). Identifying Competencies for Volunteer Administrators for the Coming Decade: A National Delphi Study. *Journal of Agricultural Education* 44, no. 4 , 47-48.
- Brown, E. (1999). The Scope of Volunteer Activity and Public Service. *Law and Contemporary Problems* 62, no. 4, 21-22.
- Greenleaf, R. K. (1977). *Servant Leadership: A journey into the nature of legitimate power and greatness*. Mahwah, NJ: Paulist Press.
- Howell, D. (2011, January). *MSOE 2011 Yearly Report*. Retrieved from Suzanne and Richard Pieper Family Foundation, LTD.: <http://www.srpieperfamilyfoundation.com/PDF/1-24-12%20MSOE%202011%20Annual%20Report.pdf>
- Leedy, P. D., & Ormrod, J. E. (2010). *Practical Research: Planning and Design 9th ed*. Upper Saddle River: Pearson.
- Mueller, M. V. (2001). Intrinsic Versus Extrinsic Motivation: An Approach/Avoidance Reformulation. *Educational Psychology Review* 13, no. 2, 163-164.
- Stedman, N. (2004). "Leadership, Volunteer Administration and 4-H: Leadership Styles and Volunteer Administration Competence of 4-H State Volunteer Specialists and County Faculty. *PhD diss*. University of Florida.
- Vick, J. P. (2011, April). SERVANT LEADERSHIP, VOLUNTEER ADMINISTRATION, AND THE LOCAL CHURCH: THE RELATIONSHIP BETWEEN SERVANT LEADER CHARACTERISTICS AND VOLUNTEER ADMINISTRATION SKILLS AMONG CHURCH LEADERS. Tennessee: Tennessee Temple University.

Appendix A: Data from the SSI and the NSSE

Noel-Levitz's Student Satisfaction Inventory (SSI)

In the spring of 2015, MSOE solicited Noel-Levitz's to conduct a survey that was taken by sophomore and junior students. The Student Satisfaction Inventory (SSI) is a self-reported online survey instrument that ranks aspects in the order of importance to students who took the survey and their satisfaction in each of the aspects at MSOE. Kristin Shebesta, who administered the implementation of the survey, flagged two of the questions as those that speak to community service and societal issues, topics that have a degree of overlap with servant-leadership at MSOE. The questions are numerical and are rated on a 7-point scale.

The questions, and the response rates, are as follows:

"Community service opportunities have made a positive contribution to my college experience."		
Importance: 5.57	Satisfaction: 5.24	The gap: .33
"My MSOE educational experience has contributed to my understanding of current societal issues."		
Importance: 5.39	Satisfaction: 4.29	The gap: 1.10

National Survey of Student Engagement (NSSE)

In the spring of 2015, MSOE solicited the National Survey of Student Engagement (NSSE) to conduct a survey that was taken by freshmen and senior students. It is a self-reported online survey instrument of students' time and engagement in their college experience and learning opportunities. Kristin Shebesta, who administered the implementation of the survey, flagged three questions asked of freshmen and four questions asked of seniors as those that have a degree of overlap with servant-leadership at MSOE.

Freshmen

The 3 relevant questions submitted to freshmen, and the response rates, are as follows:

"About how many of your courses at this institution have included a community-based project (service-learning)?"		
None	92	63%
Some	44	30%
Most	9	7%
All	0	0%

"Doing community service or volunteer work."

0 hours per week	87	70%
1-5	33	23%
6-10	2	2%
11-15	5	4%

“How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Being an informed and active citizen.”

Very little	37	29%
Some	51	39%
Quite a bit	26	21%
Very much	15	11%

Seniors

The 4 relevant questions submitted to seniors, and the response rates, are as follows:

In their current school year “Connected your learning to societal problems or issues”

Never	26	17%
Sometimes	53	35%
Often	50	33%
Very often	22	14%

Over their entire academic career at MSOE - “About how many of your courses at this institution have included a community-based project (service-learning)?”

None	52	38%
Some	76	56%
Most	7	5%
All	1	1%

“Doing community service or volunteer work.”		
0 hours per week	82	66%
1-5	32	25%
6-10	5	4%
11-15	1	1%

“How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Being an informed and active citizen.”		
Very little	53	42%
Some	34	27%
Quite a bit	28	22%
Very much	11	9%