

# Ripon College Pieper Report

August 2016

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Pieper Family Chairs of Servant Leadership



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# **Executive Summary**

Ripon College continually seeks to develop successful and innovative approaches to cultivating servant leaders on campus. Thus far, this range of approaches has included collaborative on-campus co-curricular programming for students, curricular innovations, and service-learning assistance for faculty and staff. This report contains highlights of the Pieper Chair's past efforts to promote servant leadership at Ripon College and indications of new directions for the future work of the chair.

## **Outcomes 3 & 4: Outcomes Measure Compared to Demographic Norms**

The outcomes data collected this year came from the National Survey of Student Engagement (NSSE), the Ripon College Graduate Questionnaire, and the UW-Madison Servant Leadership Survey. Findings include the following:

- According to the NSSE data, 74% of Ripon College students held a formal leadership role, compared to only 35% nationally.
- Ripon College, as an institution, performs significantly higher on community building and social awareness categories by connecting learning to societal issues and by expressing the importance of attending events about societal issues (NSSE data).
- The overall results of the Ripon College Graduate Questionnaire, the first for a group with a Pieper Chair on campus all four years, were the highest yet.
- Results for specific groups of students also indicate success in the work of the chair.
- Results for the UW-Madison survey were overall positive, showing appreciation of, learning about, and confidence in students' ability to use servant leadership practices. Comparisons with the previous iteration of the survey are difficult because of significantly different response rates.

## **Outcome 5: A Breakthrough Venture**

The most significant new breakthrough venture this year is the transition of the Pieper Chair from David W. Scott to Steve Martin. As the new Pieper Chair at Ripon College, much of Steve's work will involve integrating the practices of servant leadership into the college's new general curriculum, called Catalyst. This new curriculum focuses on developing specific skills, which will culminate in a junior-year seminar designed around collaboratively developing solutions to open-ended, real-world problems. Among the skills to be developed over the sequence of Catalyst courses are the following:

- Collaboration, including the ability to work with and lead others in a group
- Persuasive skills, both oral and written

- Intercultural competence, including the ability to be authentic about one's own cultural background while accepting others of different cultural backgrounds.

Ripon College believes that this reorientation of the work of the chair represents an exciting new method of presenting elements of servant leadership to all future Ripon College students. While an approach centered on collaborative co-curricular programming has yielded results, as detailed in this report, this curricular approach will ensure that all students and not just those involved with particular co-curricular activities will learn the practices of servant leadership.

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

In spring 2016, David W. Scott continued to conduct the range of activities he had previously pursued as part of the work of the chair, including the following:

- Presentations about servant leadership and related topics to REL 115: Introduction to Ethical and Servant Leadership as well as classes taught by other faculty members
- Advising students enrolled in the Minor in Socially Responsible Leadership
- The revival of the TED Talks program
- Support of diversity initiatives
- Support of environmental sustainability initiatives
- Support of hunger relief efforts, specifically the Empty Bowls program
- Support of service and service-related events
- Continued advising of the WRPN student group

Spring 2016 saw the conclusion and transfer of several of these projects as the college prepared to transition the work of the chair.

# **Outcomes 3 & 4: Outcomes Measures Compared to Demographic Norms**

## **National Survey of Student Engagement (NSSE)**

As has been the pattern at Ripon College, the National Survey of Student Engagement (NSSE) is administered on an every-other-year rotation with the College Senior Survey (CSS). Following that pattern, the NSSE was administered to Ripon College seniors in spring 2016 and the results are now available. Several categories reveal that Ripon College and its students perform exceptionally well compared to the Great Lakes private colleges cohort and the national averages. This section will highlight relevant categories where Ripon College significantly outperformed both our cohort of Great Lakes private colleges and the national averages.

First, when asked how often learning was connected to societal problems or issues, Ripon College students responded “often” or “very often” at a rate of 89%. By comparison, the Great Lakes Private college response was 68%, and the national average was only 64%. Ripon College, then, performs substantially higher on connecting learning to societal issues.

Second, Ripon College students hold significantly more formal leadership roles in organizations and groups than our Great Lakes private cohort and the national average. Nearly three-fourths (74%) of Ripon College seniors have held at least one formal leadership role in a student organization or group. Students at Great Lakes private colleges report only 43% of their students have held formal leadership roles. Nationally, only 35% of all students have held a formal leadership role. As this data suggests, a substantially larger percentage (by a margin of nearly 40%) of Ripon College students will graduate with some formal leadership experience than the national average.

Finally, Ripon College as an institution expresses the significance of attending events that “address important social, economic, or political issues.” In response to this question, Ripon College students said the College stresses this “quite a bit” or “very much,” at a rate of 60%. By comparison, the Great Lakes cohort rate was 48% and the national average was 45%.

## **Ripon College Graduate Questionnaire**

2016 was the fourth year for a question related to servant leadership on the annual questionnaire given to all graduating seniors at Ripon College. The survey instrument asks a variety of

questions about students' experiences at Ripon College and their plans for afterward. The questionnaire is administered to seniors during their graduation rehearsal; therefore, the response rate is exceptionally high, with near universal participation by graduating students.

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

The overall results for 2016 are as follows:

- 61.5% learned empowering and developing people
- 54.1% learned humility
- 54.1% learned authenticity
- 68.1% learned accepting others
- 74.8% learned responsibility for people, organizations and resources
- 65.9% learned providing directors to others/groups

Fuller results and comparisons with 2013 through 2015 data are available in the Appendices.

The overall results for 2016 are encouraging. This year's graduating seniors, the first to have a Pieper Chair on campus for all four of their years at Ripon notched the highest-yet scores for empowering and developing people, accepting others, responsibility for people, organizations and resources, and providing direction to others/groups. Moreover, after low results last year in accepting others, those scores have rebounded. While results are still within a few percentage points of previous results and these findings have not been tested for statistical significance, we nonetheless see these results as positive indications of the impact of the work of the chair at the college.

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<sup>1</sup> Dirk van Dierendonck, "Servant Leadership: A Review and Synthesis" *Journal of Management* 37 No. 4 (2001), 1228-1261. While there are several enumerations of the components of servant leadership, van Dierendonck's list synthesizes the other lists.

When sifting through results calculated by student participation in other campus activities, several other successes of the chair stand out. As was true last year, two sport athletes showed a markedly high rate of learning of servant leadership attributes. As noted in last year's report, this result, which was a notable change from the first two years' worth of survey results, is believed to be the long-term impact of the Leadership in Athletics and Life conference organized by the chair in spring of 2014. Many one-sport athletes, which were an under-performing group in this year's survey, were football-only athletes, and football-only players did not attend the conference in large numbers. Thus, this interpretation of the impact of the conference holds even given the mixed results for athletes overall.

Second, students participating in community service, spirituality organizations, and student media also showed high results. David Scott helped promote student community service and worked with several student community service groups during his time as chair. In addition, after analyzing the first year's survey results, he spoke to Luke Hatfield, external mentor to campus spirituality groups, about servant leadership, and those groups' good results may result from Luke's intervention, encouraged by David. Furthermore, David served as faculty adviser to one of the student media groups the past two years, and while it is too much to attribute that high result entirely to his guidance, there may have been some influence there as well.

### **UW-Madison Servant Leadership Survey**

As previously reported, UW-Madison developed a survey to assess the attributes of servant leadership, using a list of 11 attributes taken from John E. Barbuto and Daniel W. Wheeler at the University of Nebraska-Lincoln. These eleven attributes are based on a list initially devised by Larry Spears, with an eleventh attribute added by Barbuto and Wheeler. The list is as follows: listening, awareness, persuasion, conceptualization, foresight, growth of others, building community, having a calling, empathy, healing, and stewardship.

Upon development of that survey, Dr. Greg Harrington, Pieper Chair at the UW-Madison College of Engineering, shared the survey with the other Pieper Chair schools, each of which has adopted and administered the survey as best fits that school. In spring 2014, students in David Scott's Religion 115: Introduction to Ethical and Servant Leadership class piloted the survey at Ripon, the first time it was used outside of UW-Madison. That class was again offered in spring 2016, so the survey was again administered to students enrolled in the class. This administration of the survey yielded better participation, with 19 out of 22 students participation, as opposed to 11 out of 23 last time, a result of a shift from out-of-class to in-class administration of the survey. While this higher participation is good, it

does make the results less comparable between the two years, since it is likely that the students who participated in the survey in 2014 were the more highly motivated students who had learned more in class, whereas the 2016 survey yielded a better cross-section of the class.

The results were encouraging, showing that students valued the eleven attributes, indicated having learned about the attributes, and in general, were confident about their ability to demonstrate such attributes themselves. The average response for all questions indicated that students at least somewhat valued the attributes, felt they had learned something about them, and felt they could practice them at some level.

Several attributes received particularly high scores. Three groups emerge within the attributes. Stewardship, listening, building community, and growth of others were the top-ranked attributes for all three questions. Listening and growth of others had been scored highly in 2014 as well. Healing, having a calling, foresight, and empathy tended to fare more poorly, though only healing was near the bottom for all three questions. Having a calling and empathy had fared better in the 2014 survey. The remaining attributes – conceptualizing, persuasion, and awareness – received moderate responses. Full results of that survey can be found in the appendices.

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

With a new person holding the Pieper Chair in Servant Leadership at Ripon College, the college is poised for a new set of breakthrough ventures. Primary among these is the new Catalyst curriculum at the college, previewed in the previous year's report, which will include required classes for all Ripon College first-year, sophomore, and junior students.

### **New Ripon College Pieper Chair**

#### **Servant Leadership Principles: All principles**

The previous holder of the Pieper Chair, David Scott, announced his intention to leave Ripon College at the end of the 2015-2016 school year. This proved to be opportune timing for the college, as it allowed the college to reimagine the work of the chair. As the previous report indicated, the college has undergone significant changes in the past several years in terms of personnel and programs, and this

change in the holder of the chair allowed the college to restructure the work of the chair in a way that aligned with the current state of the college.

The new holder of the chair, Dr. Steve Martin, is currently Associate Professor of Communication. In that role, Steve has taught courses on public speaking, social movements, political communication, rhetoric, and the environment. Steve has also been involved with the department's innovative Speaker's Bureau program and has been the chair of the Ripon College Communication Consortium. As a tenured professor and graduate of Ripon College, Steve has extensive familiarity with the institution. He has served on several faculty committees. Steve won the May Bumby Severy Award for Excellence in Undergraduate Teaching at Ripon College, and the work of Steve and his colleague in the department Jody Roy was recognized by The Rex Mix Program of Excellence Award for Outstanding Undergraduate Communication Department in the United States from the National Communication Association. Steve has a long history of incorporating service learning, leadership instruction, and active pedagogy into his teaching. The college is confident he will bring many skills to his new position.

Along with changes to the chair position, the college is also making changes to related administrative structures. The Center for Social Responsibility, which had been the home of the chair's work for the past three years, will be discontinued as of the end of the 2015-2016 school year. Lindsay Blumer, previously Executive Director of the Center, will take on a new role in the college as Assistant Dean of Career and Professional Development. Mary Avery, the other fellow of the Center, retired at the end of the 2015-2016 school year. Thus, the shift in the duties of the chair fits with an overall reorganization of the ways in which the college pursues its mission of preparing students of diverse interests for lives of productive, socially responsible citizenship.

## **New Ripon College Catalyst Curriculum**

**Servant Leadership Principles: Empowering and Developing People, Providing Direction, Building Community, Interpersonal Acceptance, Persuasion, Listening**

Robert Greenleaf's 1972 essay, "The Institution as Servant," offered a clairvoyant warning. He wrote that, "what was once the goal of education, to provide continuity for a culture in which freedom and rationality would prevail, has given way to preparation for narrow professional careers." His criticism, which is now more than 4 decades old, has, unfortunately, continued to become increasingly more accurate.

To be sure, liberal arts colleges still exist, but, in order to continue to exist, many have had to change their character quite substantially. In the face of mounting criticism from many elements of U.S. society, elected leaders and appointed officials, and in the face of ever-present ridicule about the value of a liberal arts degree or major, our nation has strongly devalued the type of education Greenleaf was advocating. Increasingly popular is the attitude that, unless “education” trains someone to perform a “practical” skill that leads directly to a specific profession or career, it’s unworthy. This was something Greenleaf warned against more than 4 decades ago.

Ripon, like nearly all small liberal arts colleges, has struggled against the currents of such mainstream thought. And, despite such difficulties, all of the faculty and the administrators firmly believe in the value of a liberal arts approach to education. Our mission statement guides all of our decisions: “Ripon College prepares students of diverse interests for lives of productive, socially responsible citizenship.”

Ripon’s new curriculum maintains the integrity of the liberal arts, and everything that Greenleaf liked about such an approach to education. The skills that will be fostered in the new curriculum, and the required courses in which they will be nurtured and developed, can be found in the Appendix of this report, but of special importance are the skills of persuasion through oral and written communication, collaborative decision-making skills, and listening. These skills are necessary to achieve many of the traits of effective servant leaders, such as empowering and developing people and community building.

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

Through projects big and small, the work of the Pieper Chair never stops. Spring 2016 saw David Scott continuing and wrapping up many of the projects he had worked on in his time as Pieper Chair at Ripon College. These projects included opportunities to directly present principles of servant leadership in the classroom, areas of priority work on campus, a variety of service -related campus projects, and service as faculty advisor to WRPN.

### **Servant Leadership Presentations**

**Servant Leadership Principles: All principles are included**

As in previous years, David Scott had several opportunities to make public presentations on servant leadership or topics related to it. In spring 2016, he presented an overview of servant leadership

to Business Management 310: Nonprofit Management, taught by Lindsay Blumer. He also offered a presentation on hunger and food insecurity in Mollie Oblinger's spring 2016 Art 180: Ceramics I class, as he had done in the past as part of their collaboration around the Empty Bowls project.

David also organized a limited revival of the TED Talks program he conducted in previous years. While the new Center for Politics and the People has taken over coordinating discussions and panels of many topical social issues, several campus members expressed interest in having additional TED Talks as well. David thus obliged these requests, and participation in these final TED Talks discussions was strong. The schedule for spring 2016 TED Talks can be found in the Appendices.

## **Minor in Socially Responsible Leadership**

### **Servant Leadership Principles: All principles are included**

For the second time, David Scott taught REL 115: Introduction to Ethical and Servant Leadership in spring 2016. The course was first offered in spring 2014. While David preserved some of the content, readings, and structure of the course, he also made significant revisions to the course to focus more closely on the theory and practices of servant leadership, structuring the course around the six servant leadership practices identified by Dirk von Dierendonck (humility, authenticity, interpersonal acceptance, stewardship, empowering and developing people, and providing direction). The course again had strong enrollment, and student evaluations of the course were positive. This course serves as a requirement for the minor in Socially Responsible Leadership, and four students who had already declared this minor were enrolled in the course.

The first Ripon College students to graduate with a minor in Socially Responsible Leadership did so in spring 2015. Three graduates were awarded the minor. Three more seniors graduated with the minor in spring 2016. Two more rising seniors have also declared the minor and are in the process of finishing coursework for it. While these numbers might not seem large, on a small campus with a small number of students and a large number of potential majors and minors, that quantity represents a solid outcome. This minor has been more popular than sixteen other minors offered by the college.

Unfortunately, despite the relative popularity of the minor, given changes in faculty and courses offered, the minor may be discontinued. With David's departure, the status of REL 115 is uncertain. BSA 309 and BSA 310, also required for the minor and previously taught by Mary Avery, were transitioned to Lindsay Blumer for the 2015-2016 school year, and Lindsay will teach these courses again in the 2016-2017 school year, but their long-term fate is uncertain. The faculty has not voted to officially discontinue

the minor, but Steve Martin, as the new Pieper Chair, will consult with Dean of Faculty Ed Wingenbach and the Educational Policy Committee regarding the fate of the minor in the coming academic year. Even if the minor is discontinued, the college remains confident that students will have an avenue for exposure to servant leadership practices in the classroom through the new Catalyst curriculum.

## **Area of Focus: Diversity Initiatives**

**Servant Leadership Principles: Interpersonal acceptance, Authenticity, Building Community, Awareness, Persuasion**

David Scott again had the pleasure of presenting the awards at the 2016 MLK Week Awards Breakfast. He was happy to do so, as he had nominated each of the winners of the 2016 awards, as he had done for 2015. David's suggestion of a keynote speaker, Rich Benjamin, was chosen for the 2016 MLK Week celebration, and David also coordinated participation by one of his classes in one of the MLK Week educational activities, where they constituted the majority of participants. MLK Week celebrations will continue to be coordinated in the future, as they have in the past, by Director of Multicultural Affairs Kyonna Henry.

David also continued to host the Diversity Leadership Roundtables during spring 2016, bringing together students, staff, and faculty to discuss diversity-related issues on campus. With David's departure, these roundtables will likely be discontinued. Leaders of diversity-related student organizations are already meet together in a separate meeting, and Director of Multicultural Affairs Kyonna Henry will facilitate faculty and staff support of diversity initiatives on campus.

The other diversity-related project from spring 2016 was the work of the two student diversity interns David helped hire. Rachel Stanley successfully implemented an online LGBTQIA+ Resource Page and a "Diversify Ripon" blog for student diversity groups. Will Crist conducted a campus climate survey on racial diversity issues and presented the findings to the campus. With the discontinuation of the Center for Social Responsibility, these two positions will not be renewed in the next school year.

## **Area of Focus: Environmental Initiatives**

**Servant Leadership Principles: Stewardship, Foresight, Awareness, Persuasion**

David Scott continued to host the Environmental Leadership Roundtable throughout spring 2016. Unfortunately, the vitality of the group was diminished after the former Sustainability Coordinator, Samara Hamze, left the college, a couple of sustainability-related faculty retired, and

several outstanding student leaders such as Kaitlyn Welzen graduated. The Environmental Leadership Roundtable will not continue in future years.

The Environmental Leadership Roundtable did help coordinate promotion of 2016 Earth Week events. The majority of these events were organized by EGOR (Environmental Group of Ripon), the student sustainability organization, and EGOR will continue to plan and promote such events on its own in future years. The Environmental Leadership Roundtable served as a means for the college Public Relations and Marketing Department to promote these events to external as well as internal audiences, and it is unclear whether such promotion will be possible in the future.

## **Area of Focus: Hunger Initiatives**

### **Servant Leadership Principles: Awareness, Empathy, Humility, Authenticity**

In spring 2016, David Scott continued his collaboration with Prof. Mollie Oblinger and her ceramics classes on the Empty Bowls project, a national program for raising funds for hunger relief. Prof. Oblinger's students again produced bowls for the Empty Bowls project during their course this spring, some even voluntarily electing to produce multiple bowls. These bowls will be sold in the fall. One of the college's residence hall directors will be assigned oversight of campus service activities, and it is expected that this person will work with Prof. Oblinger to plan future Empty Bowls events.

## **Service and Service-Learning Events**

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

Continuing previous work, David Scott coordinated a number of service-related initiatives and events for students and community members. As related in the previous report, Lindsay Blumer and David made plans for rehabilitation of a lot at 310 and 312 Watson St. left vacant by a fire. That project was transition to EGOR in the spring, who successfully petitioned the Ripon City Council for approval of plans for a green space and coordinated volunteers to implement those plans. Also as previously reported, David worked with several Ripon College staff to arrange a visit to the college by Ripon High School juniors for the sake of promoting college attendance and service involvement. David coordinated and facilitated a panel on the benefits of community service at the April 4<sup>th</sup> event. The panel consisted of Ripon College students, a recent Ripon College graduate, and community members. The high school principle expressed interest in repeating this event in the next academic year.

As noted above, responsibility for coordinating individual and group service projects will be delegated to one of the residence hall directors. Responsibility for assisting with the coordination, implementation, and evaluation of service learning projects will go to the new Assistant Dean for Faculty Development, Becky Matzke, Associate Professor of History.

## **Advising a Student Organization: WRPN**

**Servant Leadership Principles: Growth of others, Providing direction**

In spring 2016, David Scott continued to serve as adviser for a student organization, WRPN, the campus radio station. During that time, he helped them significantly revise their constitution. These revisions reflected the transition from over-air to on-line broadcast, updated leadership positions to reflect current station practices, and structured the organization to incorporate leadership best practices. David also oversaw elections for executive leadership positions for the group for the following school year.

## **Mentoring a Co-Curricular Program: Ripon College Speakers Bureau**

*Fall 2016 (Update under the new Pieper Chair)*

**Servant Leadership Principles: Empathy, Healing, Building community, Authenticity, Growth of Others, Providing Direction**

As of August 21, 2016, Steve Martin began advising the Ripon College Speakers Bureau as part of his Pieper Chair duties. Steve, along with departmental colleague Dr. Jody Roy, began the Bureau several years ago to develop skills via service-learning and collaborative work with community partners. Among many other engagements, the students of the Speakers Bureau present anti-bullying and anti-violence messages at area middle schools. Their efforts have resulted in an invitation to be speakers and workshop coordinators at the annual national conference of Students Against Violence Everywhere (SAVE) to be held in April, 2017. See the Appendix for an article about the Speakers Bureau at the Ripon Area Middle School.

## **Conclusion**

The shift in reporting schedule for all Pieper Chairs falls at a convenient time for Ripon College. This report wraps up David Scott's time as Pieper Chair, summarizing the end of his work and noting future plans for elements of that work, and it looks forward to the beginning of Steve Martin's time as Pieper Chair, laying out the framework for the major initiatives and responsibilities he will lead in the position. It is with gratitude to the Susan and Richard Pieper Foundation that David surrenders the chair and with bright expectations for the future that Steve assumes it.

# Appendices

## Ripon College Graduate Questionnaire Results

<i>Servant leadership trait</i>	2013	2014	2015	2016
Empowering and developing people	53%	59%	56%	62%
Humility	54%	54%	56%	54%
Authenticity	53%	50%	52%	54%
Accepting others	65%	68%	58%	68%
Responsibility for people, organizations, and resources	74%	68%	70%	75%
Providing direction to others/groups	63%	64%	66%	66%

*Activities associated with greater servant leadership learning:*

2013	2014	2015	2016
Two or more leadership positions	Two or more leadership positions	Two or more leadership positions	
Political organization	Political organization		
Residence Assistant	Residence Assistant		
Four or more awards	Four or more awards		Four or more awards
Diversity organization			
Student media			Student media
Off-campus study			
	Student government		
	Community service		Community service
	Two or more campus activities		
		Two or more sports	Two or more sports
		Two or more Greek groups	
		One leadership position	One leadership position
			Spirituality organization
			One award

*Activities associated with lower servant leadership learning:*

2013	2014	2015	2016
Zero leadership positions	Zero leadership positions	Zero leadership positions	Zero leadership positions
Two or more sports	Two or more sports		
Two to three awards			Two to three awards
Spirituality organization			
	One campus activity	One campus activity	
	One leadership position		
		Conducted research	
		Professional society	
		One on-campus job	
		Fine arts	
			Zero on-campus jobs
			One sport

## **UW-Madison Servant Leadership Survey Results**

Administered to students in spring 2016 REL 115: Introduction to Ethical & Servant Leadership

N = 19

1. a. One attribute of Servant Leadership is listening. By listening, we mean hearing and valuing the ideas of others, including those who are followers.

How important do you think listening is in being an effective leader?

1 = Not at all    2 = Slightly    3 = Somewhat    4 = Very    5 = Extremely

*Average = 4.42*

1. b. In your experience at Ripon College, how much did you learn specifically about listening as an important principle for effective leadership?

1 = Nothing    2 = A little bit    3 = Some    4 = Quite a bit    5 = A great deal

*Average = 3.58*

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

1 = Not at all    2 = Slightly    3 = Somewhat    4 = Very    5 = Extremely

*Average = 3.89*

2. a. Another attribute of Servant Leadership is awareness. By awareness, we mean having a keen sense for what is happening with others, using cues from the environment to inform decisions and opinions of others, and not being fooled by appearances.

How important do you think awareness is in being an effective leader?

1 = Not at all    2 = Slightly    3 = Somewhat    4 = Very    5 = Extremely

*Average = 4.21*

2. b. In your experience at Ripon College, how much did you learn specifically about awareness as an important principle for effective leadership?

1 = Nothing    2 = A little bit    3 = Some    4 = Quite a bit    5 = A great deal

*Average = 3.16*

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

1 = Not at all    2 = Slightly    3 = Somewhat    4 = Very    5 = Extremely

*Average = 3.63*

3. a. Another attribute of Servant Leadership is persuasion. By persuasion, we mean using compelling reasons to convince others to do things rather than relying on formal authority.

How important do you think persuasion is in being an effective leader?

1 = Not at all    2 = Slightly    3 = Somewhat    4 = Very    5 = Extremely

*Average = 4.0*

3. b. In your experience at Ripon College, how much did you learn specifically about persuasion as an important principle for effective leadership?

1 = Nothing    2 = A little bit    3 = Some    4 = Quite a bit    5 = A great deal

*Average = 3.32*

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

1 = Not at all    2 = Slightly    3 = Somewhat    4 = Very    5 = Extremely

*Average = 3.53*

4. a. Another attribute of Servant Leadership is conceptualization. By conceptualization, we mean communicating and helping others communicate ideas and vision for an organization.

How important do you think conceptualization is in being an effective leader?

1 = Not at all    2 = Slightly    3 = Somewhat    4 = Very    5 = Extremely

*Average = 4.11*

4. b. In your experience at Ripon College, how much did you learn specifically about conceptualization as an important principle for effective leadership?

1 = Nothing    2 = A little bit    3 = Some    4 = Quite a bit    5 = A great deal

*Average = 3.47*

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

1 = Not at all    2 = Slightly    3 = Somewhat    4 = Very    5 = Extremely

*Average = 3.61*

5. a. Another attribute of Servant Leadership is foresight. By foresight, we mean having the ability to anticipate the future and its consequences.

How important do you think foresight is in being an effective leader?

1 = Not at all    2 = Slightly    3 = Somewhat    4 = Very    5 = Extremely

*Average = 4.11*

5. b. In your experience at Ripon College, how much did you learn specifically about foresight as an important principle for effective leadership?

1 = Nothing    2 = A little bit    3 = Some    4 = Quite a bit    5 = A great deal

*Average = 3.47*

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

1 = Not at all    2 = Slightly    3 = Somewhat    4 = Very    5 = Extremely

*Average = 3.61*

6. a. Another attribute of Servant Leadership is growth. By growth, we mean having a strong commitment to the professional and personal growth of others, and recognizing tangible and intangible contributions of others.

How important do you think a commitment to growth is in being an effective leader?

1 = Not at all    2 = Slightly    3 = Somewhat    4 = Very    5 = Extremely

*Average = 4.21*

6. b. In your experience at Ripon College, how much did you learn specifically about growth as an important principle for effective leadership?

1 = Nothing    2 = A little bit    3 = Some    4 = Quite a bit    5 = A great deal

*Average = 3.53*

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

1 = Not at all    2 = Slightly    3 = Somewhat    4 = Very    5 = Extremely

*Average = 3.84*

7. a. Another attribute of Servant Leadership is building community. By building community, we mean having a strong sense of community spirit and believing that an organization needs to function as a community.

How important do you think building community is in being an effective leader?

1 = Not at all    2 = Slightly    3 = Somewhat    4 = Very    5 = Extremely

*Average = 4.26*

7. b. In your experience at Ripon College, how much did you learn specifically about building community as an important principle for effective leadership?

1 = Nothing    2 = A little bit    3 = Some    4 = Quite a bit    5 = A great deal

*Average = 3.95*

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

1 = Not at all    2 = Slightly    3 = Somewhat    4 = Very    5 = Extremely

*Average = 3.89*

8. a. Another attribute of Servant Leadership is having a calling. By having a calling, we mean having a natural desire to serve others while sacrificing self-interest for the good of the group.

How important do you think having a calling is in being an effective leader?

1 = Not at all    2 = Slightly    3 = Somewhat    4 = Very    5 = Extremely

*Average = 3.29*

8. b. In your experience at Ripon College, how much did you learn specifically about having a calling as an important principle for effective leadership?

1 = Nothing    2 = A little bit    3 = Some    4 = Quite a bit    5 = A great deal

*Average = 3.11*

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

1 = Not at all    2 = Slightly    3 = Somewhat    4 = Very    5 = Extremely

Average = 3.53

9. a. Another attribute of Servant Leadership is empathy. By empathy, we mean understanding what is happening in the lives of others and how it affects them.

How important do you think empathy is in being an effective leader?

1 = Not at all    2 = Slightly    3 = Somewhat    4 = Very    5 = Extremely

Average = 3.89

9. b. In your experience at Ripon College, how much did you learn specifically about empathy as an important principle for effective leadership?

1 = Nothing    2 = A little bit    3 = Some    4 = Quite a bit    5 = A great deal

Average = 3.32

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

1 = Not at all    2 = Slightly    3 = Somewhat    4 = Very    5 = Extremely

Average = 3.47

10. a. Another attribute of Servant Leadership is healing. By healing, we mean having appreciation for the emotional health and spirit of others, and facilitating the healing process when the emotional needs of others arise.

How important do you think healing is in being an effective leader?

1 = Not at all    2 = Slightly    3 = Somewhat    4 = Very    5 = Extremely

Average = 3.37

10. b. In your experience at Ripon College, how much did you learn specifically about healing as an important principle for effective leadership?

1 = Nothing    2 = A little bit    3 = Some    4 = Quite a bit    5 = A great deal

Average = 3.16

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

1 = Not at all    2 = Slightly    3 = Somewhat    4 = Very    5 = Extremely

Average = 3.0

11. a. The final attribute of Servant Leadership is stewardship. By stewardship, we mean having the ability to prepare an organization for its destiny, usually to the betterment of society.

How important do you think stewardship is in being an effective leader?

1 = Not at all    2 = Slightly    3 = Somewhat    4 = Very    5 = Extremely

Average = 4.53

11. b. In your experience at Ripon College, how much did you learn specifically about stewardship as an important principle for effective leadership?

1 = Nothing    2 = A little bit    3 = Some    4 = Quite a bit    5 = A great deal

Average = 3.95

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

1 = Not at all    2 = Slightly    3 = Somewhat    4 = Very    5 = Extremely

Average = 3.68

12. You may have learned about some or all of the attributes of Servant Leadership we have just described in other types of learning experiences before coming to Ripon College, or since your arrival here.

Did you learn about any of the aspects of Servant Leadership through ...

A workshop offered on campus – 5 Yes

A course offered on campus – 19 Yes

A student organization of any kind – 13 Yes

A mentor or adviser – 11 Yes

Somewhere else – 12 Yes

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

- I had a licensing class for becoming a soccer coach that I took. Being one of the only people there that had played soccer their whole life I had to communicate ways that would help the others understand the game and become better coaches.
- In my job, they all listen to me because I go through some of the facts in here.
- Working with people, coaching most effective.
- I think being in this class reminded me of what it's like & how important these assets are everyday - you could deal w/ situations that challenge these aspects but being reminded of how significant they are is very helpful.
- Listening - at camp it is extremely important to listen to your campers and the other staff for many activities like team building. I feel I do best at listening whether at camp or here on campus.
- Persuasion - often used to help other people make proper, ethical decisions by persuading them with the consequences of their decisions.
- organizations, class, event planning, volunteering, being an RA
- Yes, when leading in sports you need to listen.
- Yes, listening in groups and communicating as a whole
- sports + fraternity
- Foresight: Knowing the consequences of the outcome, I decided not to follow that pathway that I would really like to go.
- Inside my Greek organization
- Community - student volunteers for the BMP [Blue Mountain Project]
- Leading within my fraternity or on my sports team
- I have been the VP. Of Psi Chi for two years and that role includes a great deal of listening to the other members.

### *Comparison between 2014 and 2016 survey results*

In 2014, 11 out of 23 students (48%) participated in the survey, since it was assigned as homework outside of class.

In 2016, 19 out of 22 students (86%) participated in the survey, since it was conducted during class time.

The significant difference in participation rates between these two years means that comparisons between the two years should be drawn lightly, as it is likely that the 2014 results reflects only the attitudes of the more motivated students in class, who were more likely to complete homework and therefore to report having learned from the class.

Attribute	Attribute very/ extremely important		Learned quite a bit/great deal about attribute		Very/extremely confident in ability to use attribute	
	2014	2016	2014	2016	2014	2016
Listening		89%	82%	58%	80%	74%
Awareness		84%	64%	26%	73%	53%
Persuasion		68%	36%	42%	40%	47%
Conceptualization		84%	40%	42%	40%	53%
Foresight		79%	70%	37%	33%	53%
Growth of others		79%	80%	63%	80%	79%
Building community		89%	90%	74%	50%	68%
Having a calling		47%	80%	37%	75%	47%
Empathy		68%	70%	32%	80%	58%
Healing		47%	40%	26%	50%	26%
Stewardship		89%	70%	79%	22%	58%

## Framework for the New Ripon College Curriculum

The Educational Policy Committee (EPC) moves the adoption of a framework defining a new curriculum, with planning to begin immediately for implementation in fall 2016. This framework defines the new graduation requirements, the general parameters for the Catalyst Curriculum, and the expectations for implementation. The work of the faculty and administration over the next several years will be guided by this framework, with the understanding both that precise articulation of course-level expectations will be subject to EPC approval, and changes to the framework (including changes to graduation requirements) require a vote of the Faculty Policy Meeting. The adoption of this framework does not preclude the addition of other graduation requirements as the faculty may deem necessary.

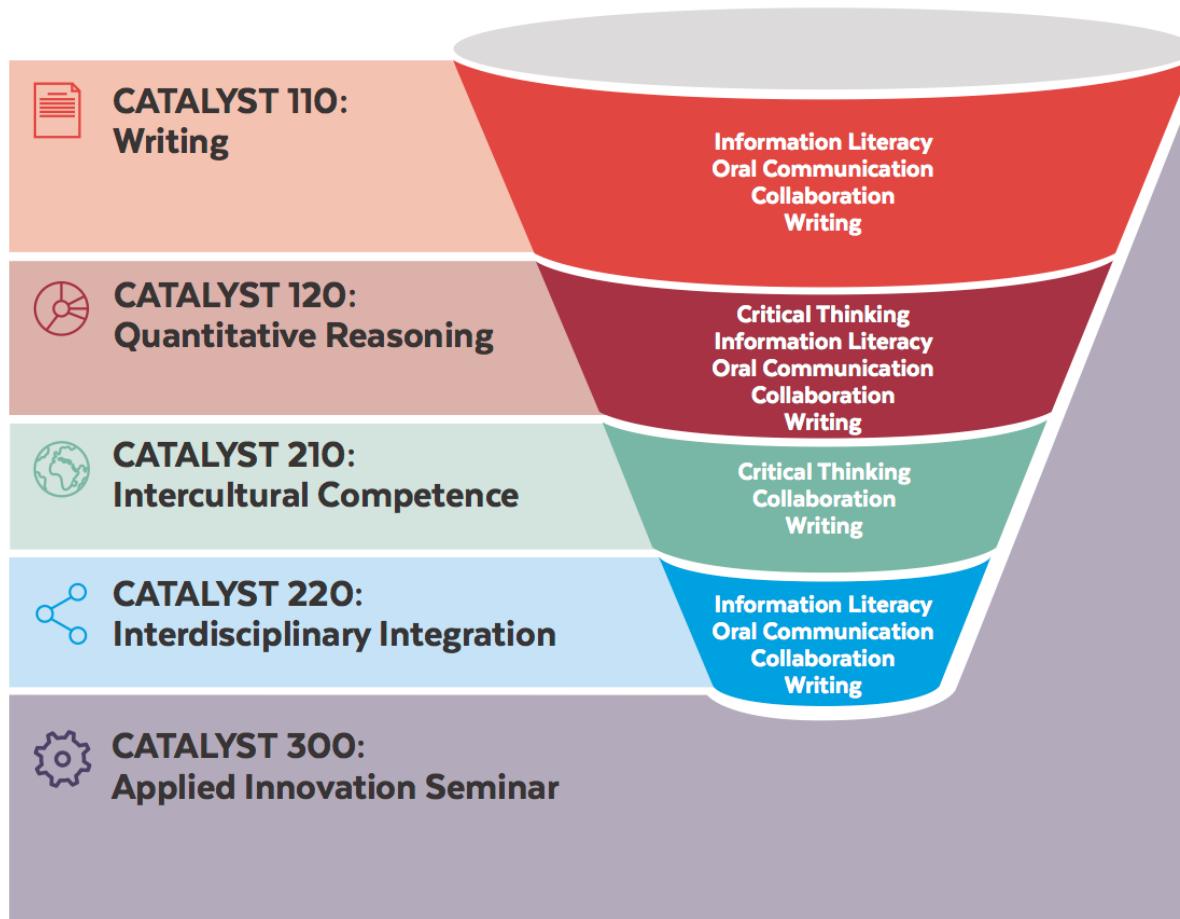
1. Beginning with graduating class of 2020, the following graduation requirements will be in effect for incoming students: "1) completion of the Catalyst Curriculum, 2) completion of a major, 3) the accumulation of 124 credits, and 4) a cumulative grade point average of 2.00 or better."
2. The graduation requirements listed in the 2015-16 *Catalog* will continue to apply to students enrolled prior to fall 2016, and to any transfer students whose accumulated credits place them in the equivalent of a class that would graduate prior to spring 2020.
3. During the transition from the current graduation requirements to the new graduation requirements, Ripon College will support both curricula.
4. Students must complete the graduation requirements under which they enter Ripon College; no transfers from one set to the other will be permitted.
5. The Catalyst Curriculum consists of five courses, culminating in a Problem Solving Seminar generally completed by the end of the junior year. The first four seminars are designed to cultivate the essential skills students need to work collaboratively and independently in the junior seminar, in which they will develop and present proposed solutions to large, open-ended questions, working in teams mentored by faculty members. The seminars also provide grounding in some basic college-level academic skills and expose students to a range of disciplinary approaches.
6. Faculty working groups will continue to define the specific learning outcomes, expected number and type assignments, and other criteria required of each Catalyst seminar, with the understanding that ongoing experimentation, research, and assessment will and should lead to revisions to Catalyst criteria. This work will take place under the authority of the EPC.
7. The Catalyst Curriculum consists of the following seminars, all of which may be taught from a wide range of disciplinary approaches:
  - a. Catalyst 110
    - i. *Writing* is focus of the seminar
    - ii. Preliminary *information literacy* skills are introduced
    - iii. *Collaboration* skills as listening and constructive feedback practiced (for example, in-class workshops, peer critiques)
    - iv. Assumes continued support from CLC, SSS, and ongoing faculty development
  - b. Catalyst 120
    - i. *Quantitative reasoning* is the focus

- ii. Is not a math or statistics course primarily, but a course using quantitative evidence effectively in authentic disciplinary contexts
    - iii. Seminar will develop skills in *critical thinking*, specifically deductive thinking and/or scientific method
    - iv. Preliminary *information literacy* skills are introduced
    - v. *Oral communication* skills practiced in at least one presentation
    - vi. Assumes continued support from CLC, SSS, and ongoing faculty development
  - c. Catalyst 210
    - i. *Intercultural competence* is the focus
    - ii. For these seminars, culture is approached as an historical and social context within which identity is shaped and social relations expressed
    - iii. Students need to understand the ways that cultures shape individual and group perspectives and biases, including their own
    - iv. To genuinely understand cultural differences, students must understand how power, inequality, oppression, and dominance have formed and continue to impact contemporary cultures
    - v. These seminars will develop skills in *critical thinking*, particularly identifying and understanding assumptions
    - vi. Continuing structured practice of *writing* and *collaboration* skills
  - d. Catalyst 220
    - i. The primary emphases of the seminar are interdisciplinary *integration*
    - ii. The course should be oriented around a meaningful problem or question amenable to at least two disciplinary approaches
    - iii. The course must include at least two distinctly articulated disciplinary approaches, and students must employ these approaches
    - iv. How the seminar meets the threshold of employing at least two distinct disciplinary approaches will be determined by faculty member(s), and could include team teaching, linked courses, guest speakers, one professor employing multiple disciplines, etc.
    - v. Students will continue developing *information literacy* and *writing* skills
    - vi. Seminar will require a presentation to further develop *oral communication*
    - vii. Students will develop *collaboration* skills in substantial group project(s)
  - e. Catalyst 300
    - i. Teams of students collaborate in development of strategies to address large, open-ended problems, mentored by faculty members from across the liberal arts. Student teams present their proposals at a public forum near the end of the semester. The seminar requires engaging in independent research, developing a clearly defined approach, analyzing both evidence and proposed solutions, and working effectively with a diverse group.
    - ii. Skills: *writing*, *oral communication*, *collaboration*, *critical thinking*, *quantitative reasoning*, *information literacy*, *integration*, *intercultural competence*
8. Catalyst courses will not count toward majors or minors.

9. Catalyst seminars will be approved only if the syllabus meets the skill-development requirements and other course objectives.
10. Implementation of the Catalyst will be overseen jointly by the Dean of Faculty and EPC. An implementation schedule will be developed and maintained publicly, and updated as plans change. Minimally, this schedule will include:
  - a. 2016-17 Catalyst Seminar instructors identified before February 10, 2016
  - b. Workshops to develop 2016-17 Catalyst seminars will take place before the end of spring classes
  - c. EPC will develop final *Catalog* language describing the new graduation requirements, including learning outcomes and Catalyst seminar descriptions, in time for a review by the Faculty Policy Meeting, to occur not later than the May 2016 meeting
  - d. A schedule for developing and implementing the second and third year seminars, including identified faculty development opportunities and other support
11. Student learning in the Catalyst Curriculum will be assessed regularly, and the expectations for the curriculum revised in response.
12. The Dean of Faculty is expected to acquire and distribute sufficient support for faculty development and course design, throughout the implementation of the new curriculum.

## Skills to Be Developed in New Ripon College Curriculum

The following graphics were created upon completion of the development of the Catalyst seminars that are part of the new curriculum. The five-course sequence culminates in the junior-level Catalyst 300: Applied Innovation Seminar, which incorporates all of the skills on the chart.



CATALYST SKILL DEVELOPMENT	110	120	210	220	300
Writing	R	R	R	R	R
Collaboration	R	R	R	R	R
Information Literacy	R	R		R	R
Oral Communication	R	R		R	R
Quantitative Reasoning		R			R
Intercultural Competence			R		R
Integration				R	R
Critical Thinking		R	R		R

## **TED Talks Schedule Spring 2016**

Feb. 29<sup>th</sup>

Talk: Sir Ken Robinson – “Do Schools Kill Creativity?”

Guest: Associate Professor of Educational Studies Herve Some

Mar. 28<sup>th</sup>

Talk: Melissa Fleming – “Let’s Help Refugees Thrive, Not Just Survive”

Guest: Assistant Professor of French and Francophone Studies Jean-Blaise Samou

Apr. 18<sup>th</sup>

Talk: Jessica Jackley – “Poverty, Money, -- and Love”

Guests: Professor of Business Administration Mary Avery, Executive Director of the Center for Social Responsibility Lindsay Blumer, and Assistant Professor of Religion and Pieper Chair of Servant Leadership David W. Scott

## Article about the Ripon College Speakers Bureau

### #SpreadKindness

Each year, the Ripon College Speakers Bureau visits Ripon Middle School and Catalyst students with an important message; bullying is not okay. This year was no exception. To kick off the school year in the month of September, four Ripon College students came to our school to give an uplifting presentation about treating one another with respect. Instead of the traditional "anti-bullying campaign" format the students have delivered in past years, this year they chose to rebrand their message with a positive spin.



In keeping up with social media trends, our Ripon College visitors launched a #SpreadKindness campaign. Their message was simple; if everyone takes small steps to actively spread kindness, our school will be a more positive and inclusive environment. Bullying and student conflicts are undoubtedly a serious issue in schools. The #SpreadKindness campaign is a proactive approach to combating these rising concerns.

The college mentors spent time in each classroom, reaching all students in grade six. Mr. Arft is facilitating students in grades seven and eight. They presented their campaign to students through a variety of mediums. Middle-schoolers took an active role in knocking out bullying by participating in activities ranging from personal testimonies and a walk-the-line demonstration, to small group discussions and brainstorming exercises.



The purpose of the #SpreadKindness campaign is to engage students as key players in minimizing bully-like behaviors, while equipping them with the tools to address harassment and personal conflicts on their own with peers. Students thoroughly enjoyed the presentations, and the reaction to the campaign has been overwhelmingly positive. Each student signed a school-wide banner,

pledging to do their part to spread kindness. Others added the hashtag to their own personal social media pages and encouraged school clubs and organizations to take a stand and incorporate the platform in their programs. The #SpreadKindness effort will not end here. Students and staff plan to continue working to develop the platform as the school year progresses.