



# Establishing Contextual Benchmarks

Servant-Leadership at  
Milwaukee School of  
Engineering in the Wider Social and  
Cultural Milieu

From the *Report to the Pieper Family  
Foundation 2007*



Dr. Samuel P. Scheibler

*This year the Office for Servant-Leadership has continued to fulfill its commission to inculcate the highest principles and practices of integrity, openness, empathy, and selflessness into the pragmatic life of our engineering, business, and nursing students in the classroom, the laboratory, the athletic field, the dormitory, and the wider community.*

*Our model of “Building Community through Service” has been manifested in a number of community outreach projects including high school and junior high school tutoring programs, first-response emergency relief, health and safety education, professional apprenticeship programs and a variety of specialized local endeavors. The “inner life” of our student body is experiencing quantifiable growth and expanding in its comprehensiveness and ecumenism.*

*We have seen the fruition of two years of labor in the complete “overhaul” of an academic department that is seeking to create curricula grounded in ethical decision-making and a deepening awareness of teamwork, courage, vision, and building empathy for the needs of others.*

*This year the Pieper Family Endowed Chair for Servant-Leadership has continued to gain both national and international attention in its efforts to create a better world – one student at a time.*

# Contents

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The Purpose of Servant-Leadership at MSOE.....	4
Goals of the Office for Servant-Leadership .....	5
Progress in Context – Setting Contextual Benchmarks .....	6
College students.....	9
2007 in Context .....	11
Comparing Voluntary Service Rates: The United States, the 50 Major Metropolitan Areas of the United States and Milwaukee .....	11
Comparing Voluntary Service Rates: The United States, the 50 Major Metropolitan Areas of the United States, Milwaukee and Milwaukee School of Engineering.....	12
Comparing Voluntary Service Choices: Milwaukee and MSOE .....	13
Comparing Principal Voluntary Service Activities: The United States and Milwaukee ..	14
Comparing Principal Voluntary Service Activities: The United States and Milwaukee, continued.....	15
Comparing Principal Voluntary Service Activities: The United States, Milwaukee and MSOE.....	16
Comparing Volunteering Frequency: The General Volunteering Population and College Students .....	17
Comparing Volunteering Frequency: The General Volunteering Population and College Students and MSOE .....	18
Achieving Our Goals .....	19
References for statistical analysis.....	20
Integrity of Data and Method of Calculation .....	22
And finally... ..	24

## THE PURPOSE OF SERVANT-LEADERSHIP AT MSOE

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The Office of Servant-Leadership seeks to promote a dynamic Servant-Leadership model throughout the MSOE community. We believe that Servant-Leadership provides the best standard for dealing with the changing nature of work, social relationships, and community development in an increasingly complex and globalized world. The Office of Servant-Leadership is working to create opportunities for students who “aspire to be principled, innovative and socially conscious contributors to a caring and civil society.”

Servant-leadership emphasizes increased service to others; an approach to work that emphasizes the healthy organic and functional relations between the components of our humanity and our vocational and occupational objectives, and a sharing of power in decision making.

As a concept, Servant-Leadership defies facile definition. It does not fit the neat, straight-angle warp and weft fabric of conventional management principals but rather is a rich tapestry of variegated hues and subtle patterns. The multi-dimensional and wide-ranging complexities of the practice of Servant-Leadership, however, do not preclude quantitative and qualitative analysis of its development, progress, and impact. Measurement rests, of course, upon a clear and comprehensive definition of the subject.

For the purposes of establishing benchmarks for objective, quantitative analysis, the Pieper Family Endowed Chair for Servant-Leadership defines this complicated construct as follows:

**Leadership:** We believe that leadership is exemplifying the qualities of moral character that enables one to inspire and improve others. Furthermore, we believe that leadership is not a position, but a process.

**Servant-Leadership:** We believe that Servant-Leadership means leadership whose primary purpose is to serve others by investing in their development and well-being while jointly accomplishing tasks and goals that facilitate the common good.

Therefore, we believe that leadership begins from within the individual person. It is character in action. Servant-Leaders have a fundamental commitment to serving others with integrity and humility while encouraging excellence and growth in those whom they lead. They

are leaders of vision that pursue their vision from a foundation of humility, empathy, compassion, and the highest standards of ethical behavior.

**Planting Servant-Leadership:** We believe that Servant-Leadership is best taught by example. We agree with Stephen Covey: “If you really want to get servant-leadership, then you’ve got to have institutionalization of the principles at the organizational level and foster trust through individual character and competence at the personal level. Once you have trust, then you lead people by coaching, empowerment, persuasion, example, and modeling. That is servant-leadership.”

In the Office of Servant-Leadership we firmly believe that MSOE students already possess a passion for service and a creative impulse to change the world. We believe that guiding, training, and facilitating the growth of MSOE students in Servant-Leadership is our best hope for transformative leadership in the twenty-first century.

We also seek to assist the MSOE faculty in awakening and sharpening the intellectual rigor and moral virtues that create awareness to, and dedication toward, the common good. Through teaching and program development, the Office of Servant-Leadership strives to animate, advance, and support the MSOE faculty as they develop the next generation of global leaders.

We are working to help the MSOE staff create a healthy, cooperative, and servant-oriented environment that sets a moral compass for the university.

## GOALS OF THE OFFICE FOR SERVANT-LEADERSHIP

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**Student formation:** assisting students in vocational and professional development that takes into account careful balance and the integration of the physical, mental, emotional, and spiritual dimensions of their lives; establish within our students a respectful and cooperative relationship with others; helping our students connect their intellectual, spiritual, and leadership capacities for service to the world around them.

**Community Partnerships:** collaborating with civic, humanitarian, professional, industrial and business organizations to provide students with internship and other growth opportunities in service and leadership; creating an environment of cooperation and trust that moves our students, faculty, staff, and alumni toward the building of healthier communities in southeast Wisconsin and throughout the world...

**Curricular and Faculty Development:** providing courses in practical ethics and Servant-Leadership studies for MSOE students; supplying resources to assist university faculty in integrating teaching, research, and community service.

**Staff Support:** partnering with MSOE staff in nurturing the university's commitment to promoting community and fostering a healthy, servant-leader's approach to work; helping to make MSOE the best place to work in Milwaukee.

**Health and Wellness:** assisting everyone in the MSOE community to make wellness-oriented life style choices.

## 2007 Goals

- ✧ **Focus Groups for Freshmen & Seniors**
- ✧ **Senior Design**
- ✧ **Training Sessions**
- ✧ **Residence Halls Collocation**
- ✧ **Benchmark Analysis**
- ✧ **Volunteer Expansion**
- ✧ **Partnership Expansion**
- ✧ **Alumni Development**
- ✧ **Community Development**
- ✧ **Curriculum Development**
- ✧ **Publication**
- ✧ **Outstanding Student Awards**

## PROGRESS IN CONTEXT – SETTING CONTEXTUAL BENCHMARKS

In our first year of Servant-Leadership at MSOE we established guidelines for setting quantifiable benchmarks for our progress; in our second we completed an extensive “Benchmark Analysis” utilizing a decade of available university research and surveys, testing, and interviewing conducted by our Office. In this third year we have established “Contextual Benchmarks” comparing the progress of the Pieper Family Endowed Chair for Servant-Leadership to national, regional, local and peer trends. Our goal is to quantify and qualify how Servant-Leadership at MSOE fits into the greater context of society.

As an overview to the 2007 Report and to place the material in accurate context we offer the following:

Volunteerism is on the rise in the United States – a trend that warms the heart of everyone involved in Servant-Leadership. In Servant-Leadership, however, we recognize that community service amongst university students must be the outgrowth of a “servant’s heart” rather than an activity compelled by self-interest. While building a better resume, gaining practical professional experience, improving communication and interpersonal skills, experiencing cross-cultural engagement or even assuaging a sense of personal guilt are all valid impetuses for college students entering community service, these motivations will not automatically turn the volunteer into a Servant-Leader.

Community service can be an invaluable tool for exemplifying and “teaching” students Servant-Leadership (“teaching” is in quote marks as it has been our contention that Servant-Leadership cannot be “taught” in the traditional sense but can only be inculcated through role modeling, encouragement, engagement, and practice). Service, however, is not *ipso facto* Servant-Leadership. Service learning, while an extraordinary opportunity for developing Servant-Leaders, should never be confused with Servant-Leadership *per se*.

Compulsory volunteering is an oxymoron. The current trend in higher academic circles is to add “community service” as a graduation requirement in the hope that 18-22 year olds might “catch” the spirit of altruism and empathy runs counterintuitive to the reality of how most college students react to any additional requirements (academic or otherwise).

The granting of academic credit for organized and quantified acts of service and compassion, however, can be a healthy encouragement to the growth of Servant-Leadership in the university setting. Furthermore, recognizing community service as an accredited (insofar as academic credits towards a degree are granted) element in the university curriculum underscores an institutional commitment to many of the qualities germane to Servant-Leaders.

*[The Chair owes a debt of gratitude to Dr. Matthew Fuchs, Professor Emeritus and Late Chair of the Architectural Engineering and Construction Management Department. Long before “volunteerism” and “service learning” were buzz words in academic literature Dr. Fuchs established a community service outreach protocol for students in his program. This foresight is particularly potent as the opportunities for significant, quantifiable outreach by young men and women studying architectural and structural engineering or construction management are almost limitless in greater Milwaukee. While other Departments at Milwaukee School of Engineering have not followed the AE/CM example,*

*the confidence expressed by Dr. Fuchs in the value added to engineering curriculum through community outreach has been a tremendous inspiration to the endeavors of the Chair for Servant-Leadership.]*

In the initial tenure of the Pieper Family Endowed Chair for Servant-Leadership at MSOE we have had several important advantages:

- With the exception of the aforementioned protocol for Architectural Engineering and Construction Management, MSOE provides neither academic incentive nor formal mechanisms for incorporating community outreach and service into its undergraduate or graduate curricula
- The division of the academic year into quarters rather than semesters significantly intensifies the student's workload, thus making "free time" more of a luxury than a standard commodity
- The rigor of an engineering curriculum with the concomitant burdens upon the time, energy, health and attitude of 18-22 year old undergraduates
- No quantifiable tradition of community outreach and public service by the university or its constituent departments with the exception stated above
- An urban campus populated almost entirely of students from either suburban or rural backgrounds
- A complete absence of formal institutional recognition for the outreach, programs or successes of the Office for Servant-Leadership

All of these advantages serve to underscore our belief "that MSOE students already possess a passion for service and a creative impulse to change the world." (p. 3) In an academically rigorous environment with daunting expectations at an institution with no tradition of outreach where the administration demonstrates, at best, a marginal interest in Servant-Leadership a student has to be motivated by far more than primal self-interest to volunteer their time, talent and energy in the service of others.

Our task in the Office for Servant-Leadership has been "awakening and sharpening the intellectual rigor and moral virtues that create awareness to, and dedication toward, the common good." (p. 2) Our day-to-day endeavor has been to animate, advance, and support the inherent goodness and humanity of our remarkable students.

While outreach and engagement with the wider community is the living proof of a servant's heart, we recognize that volunteerism can arise from a multitude of motivations. Statistics about "volunteer hours" and "project numbers" can give rise to myriad interpretations. For this reason we are thankful for the above-stated advantages afforded us at MSOE. We believe that in the unique environment of Milwaukee School of Engineering a student that vo-

lunteers their time and abilities to others is placing themselves in a precarious position – in a highly competitive, arduous undergraduate curriculum they are voluntarily taking time and energy away from their computers, laboratories and textbooks with neither academic incentive nor hope of short-term recognition or reward. They serve because they truly want to reach out to others. For this reason we firmly believe that our students' community service is one of the best indicators of a deeper reality: they serve others because they possess the qualities and character of emerging Servant-Leaders.

*It is with this understanding of the value of statistics relative to volunteerism that we offer the following statistical analysis in our endeavor to demonstrate the transparency and integrity necessary to Servant-Leadership.*

Volunteerism varies greatly in the United States. Amongst adults (16 years and older) last year's volunteer rates range from a low of 17.5% of the population to a high of 45.9%. Utah and Nebraska lead the nation in voluntary community service while Louisiana and New York finish in 49<sup>th</sup> and 50<sup>th</sup> place respectively. Wisconsin ranks a very respectable 11<sup>th</sup> among the 50 states with a rate of 37.0%

In America's major metropolitan areas (including Milwaukee) the rate at which adults chose to serve others varies from 14.4% to 40.5%. The highest ranking cities are in the Midwest; the lowest on the East Coast. Suburban areas of the country have significantly higher volunteer numbers than the inner cities.

Last year the national average for volunteerism was 28.8% of the adult population.

## *College students*

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Higher education journals are filled with articles about the growth in college student volunteerism.

Between 2002 and 2006 the number of college students that volunteer increased from 2.7 million to 3.3 million. Currently 30.2% of our nation's college students engage in some form of voluntary service. This exceeds the national norm for the adult population by 1.4%.

With 36.2% of our college students volunteering, the Badger States ranks 14<sup>th</sup> among the 50 states (with the overwhelming number of students affiliated with the highly community-centered Church of Jesus Christ of Latter-Day Saints, Utah skews the scale with 62.9% of the collegiate population involved in volunteer work).

According to standardized surveys under the aegis of the Institutional Research Committee, at the beginning of 2005 (with a national volunteering average of 28.8%; a state average of 37.0%; and, a state-wide college student average of 36.2%), Milwaukee School of Engineering had a student body volunteer rate of 13.1%.

Given the “natural growth phenomenon” of university student volunteerism mentioned previously, at the optimum statistical quotient MSOE's volunteer rates should have “naturally” increased to 13.5% in 2006 and 14.3% in 2007. This is a telling statistic as it belies the assumption that the national trend toward greater community engagement and altruism will seep into technical and industrial based higher education through cultural osmosis. As MSOE students attend the same high schools and live in the same communities as their peers at other Wisconsin universities, the 23.1% disparity between MSOE volunteerism and the statewide average for college students at the beginning of 2005 is compelling proof that waiting for “nature” to develop Servant-Leaders through societal trends falls into the same mythic category as hoping to change Wisconsin's weather through wishful thinking.

*Note: Given the “natural growth phenomenon” of university student volunteerism mentioned previously, at the optimum statistical quotient MSOE's volunteer rates should have “naturally” increased to 13.5% in 2006 and 14.3% in 2007.*

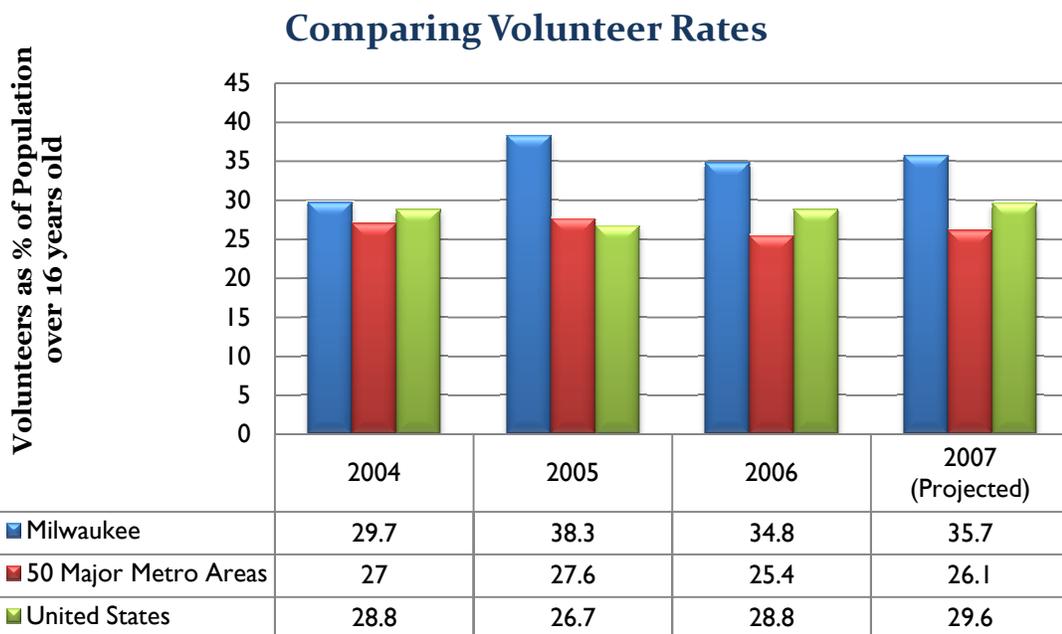
# 2007 in Context

The following statistical analysis places the current (2007) work of Servant-Leadership at Milwaukee School of Engineering within the wider societal context of volunteerism in the United States; in American metropolitan areas; in Wisconsin; in greater Milwaukee; and, in the milieu of American universities as we near the end of the first decade of the new millennium.

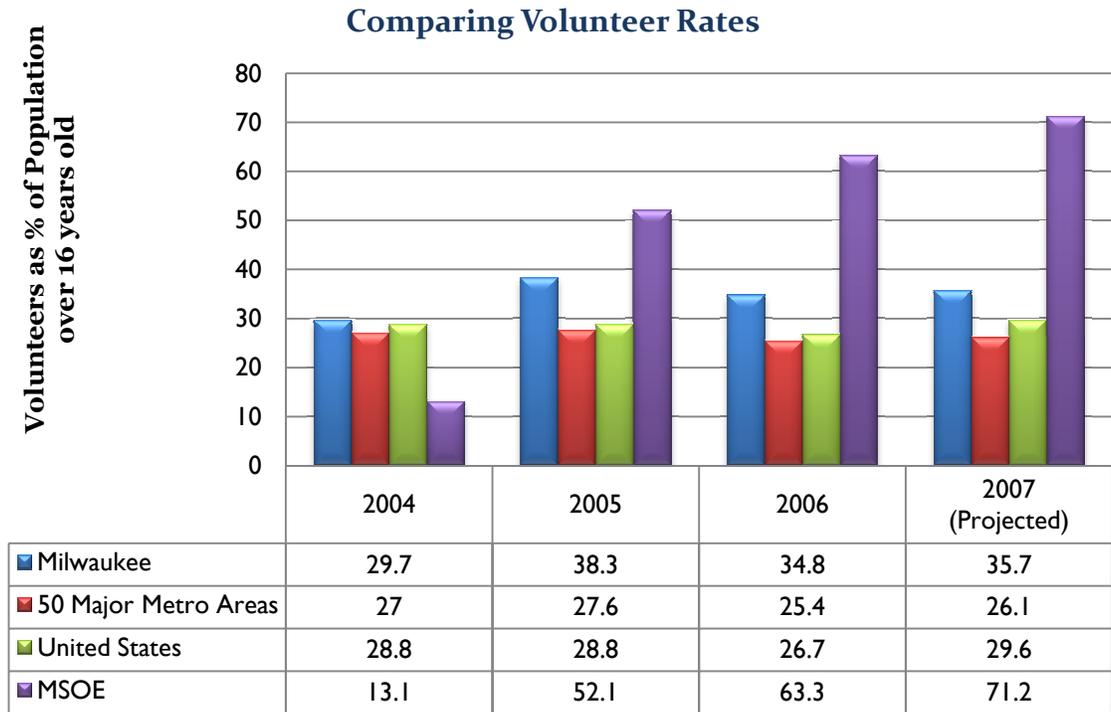
The data source is noted on Page 10 and source material is listed in Addendum III. Information for Milwaukee School of Engineering is drawn from university and departmental approved surveys and statistics gathered by the Higher Education Research Institute.

In the following statistics “Milwaukee” and “greater Milwaukee” both referred to the city of Milwaukee and the surrounding communities in Milwaukee and Waukesha Counties.

## COMPARING VOLUNTARY SERVICE RATES: THE UNITED STATES, THE 50 MAJOR METROPOLITAN AREAS OF THE UNITED STATES AND MILWAUKEE



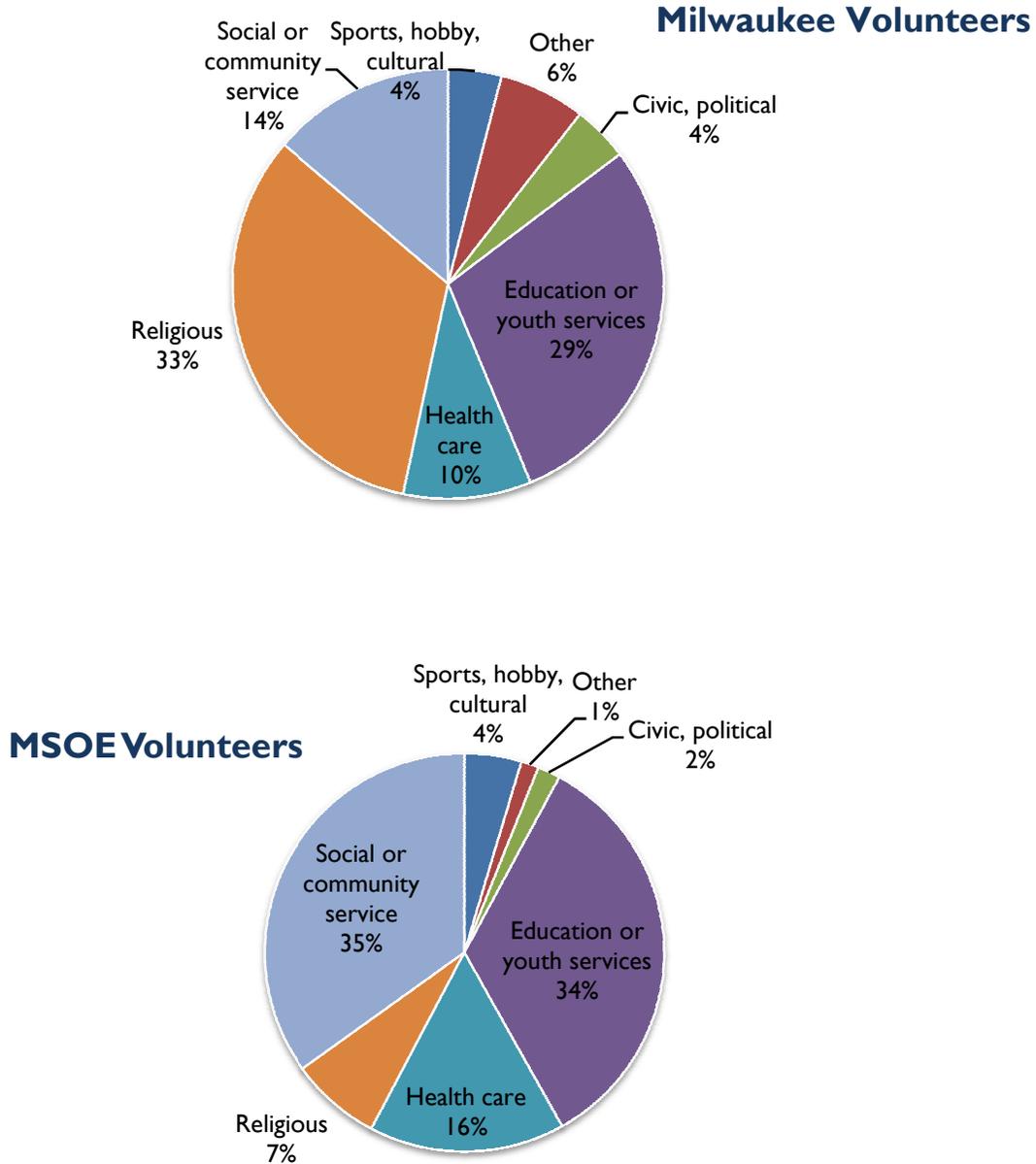
## COMPARING VOLUNTARY SERVICE RATES: THE UNITED STATES, THE 50 MAJOR METROPOLITAN AREAS OF THE UNITED STATES, MILWAUKEE AND MILWAUKEE SCHOOL OF ENGINEERING



Note: Statistics for the United States do not include volunteers assisting in the aftermath of Hurricane Katrina in Louisiana. The statistics do include, however, volunteer efforts in Texas and Mississippi during the period immediately following the hurricane.

Speaking as an anthropologist, the Chair hypothesizes that the “dip” in volunteering numbers in 2006 may be attributed to the redistribution of “volunteer man hours” to Louisiana during this tragedy rather than a reversal of a nationwide trend toward greater engagement with the community.

## COMPARING VOLUNTARY SERVICE CHOICES: MILWAUKEE AND MSOE



Note: MSOE students give over twice as much of their time to social and community services than their fellow citizens volunteering in the greater Milwaukee area. It is significant that MSOE volunteers spend 85% of their time in the critical areas of Social or Community Service, Education or Youth Services and Health Care – spheres of volunteerism that generally require exercising the greatest degree of Servant-Leadership through empathy, listening, healing, commitment to the growth of others and commitment to building community. (See Addendum II)

## COMPARING PRINCIPAL VOLUNTARY SERVICE ACTIVITIES: THE UNITED STATES AND MILWAUKEE

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Not all service is created equal. In addressing the areas of voluntary service where Servant-Leadership is most operative (the greatest number of character traits indicative of a Servant-Leader are exemplified in the work) the most encompassing opportunities are in volunteering of professional assistance. In these instances a Servant-Leader is giving of time, energy and unique training to assist and improve the community.

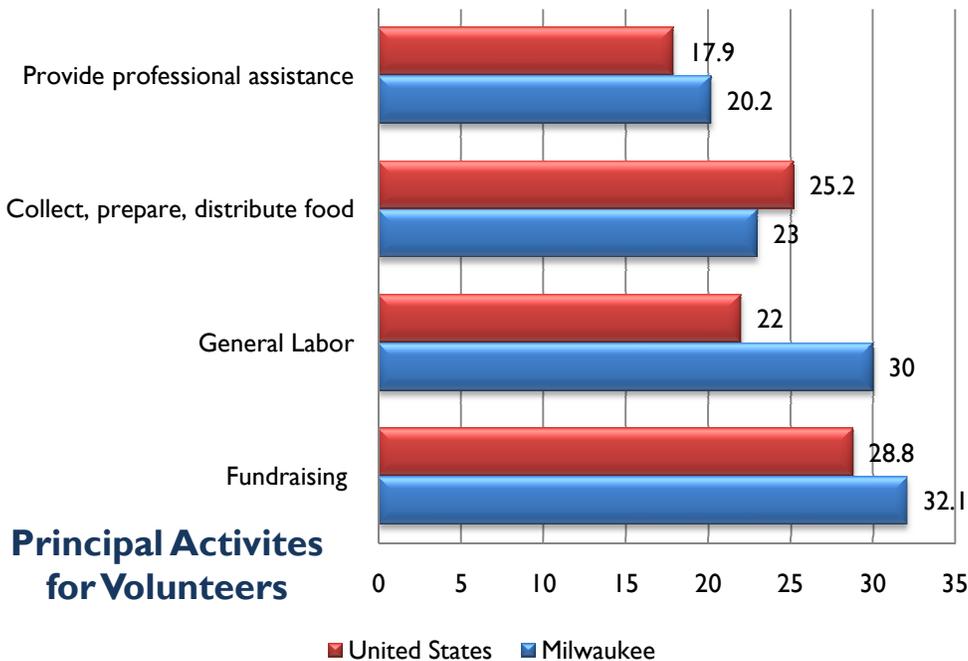
The area of service least instructional and exemplary purpose to Servant-Leadership is fund-raising. It is very difficult to exemplify the characteristics of a Servant-Leader beyond empathy in fund-raising. While Servant-Leaders should be charitable and (if abundance is granted) philanthropic and selling raffle tickets or working at a bake sale may have infinite value in providing necessary operating capital for worthy causes, the skills necessary to successful salesmanship do not automatically collocate to the characteristics of a Servant-Leadership.

Rather unfortunately, the greatest number of hours given to volunteer work for both the nation and Milwaukee are dedicated to fund-raising.

*All statistical material in this report is drawn from the MSA Data (2002-2007) of the Corporation for National and Community Service and is used with permission.*

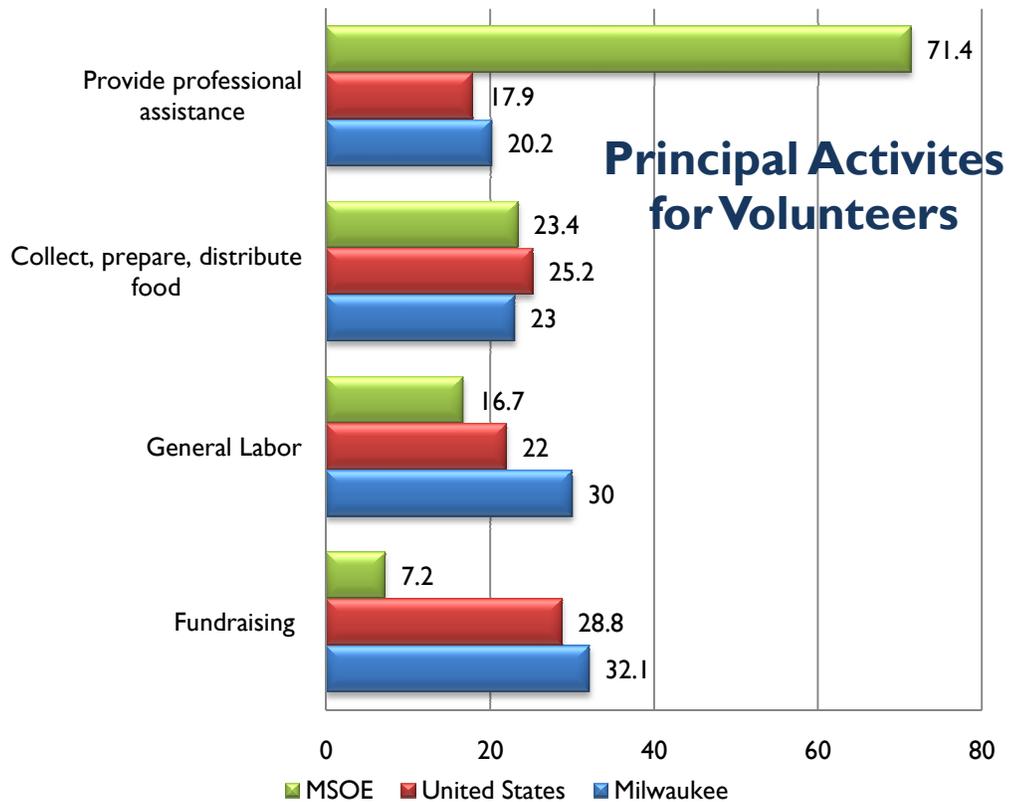
*The MSA Data includes HERI material  
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See Addendum III.*

## COMPARING PRINCIPAL VOLUNTARY SERVICE ACTIVITIES: THE UNITED STATES AND MILWAUKEE, CONTINUED



Note: While “Provide Professional Assistance” attracts only 20.2% of volunteerism in greater Milwaukee this level of commitment to engagement of talent, ability, time and energy is unusually high for a major American metropolitan area. In other urban regions of the nation such as Dallas/Fort Worth, Atlanta, Indianapolis and Boston the donation of time to “Provide Professional Assistance” is statistically negligible

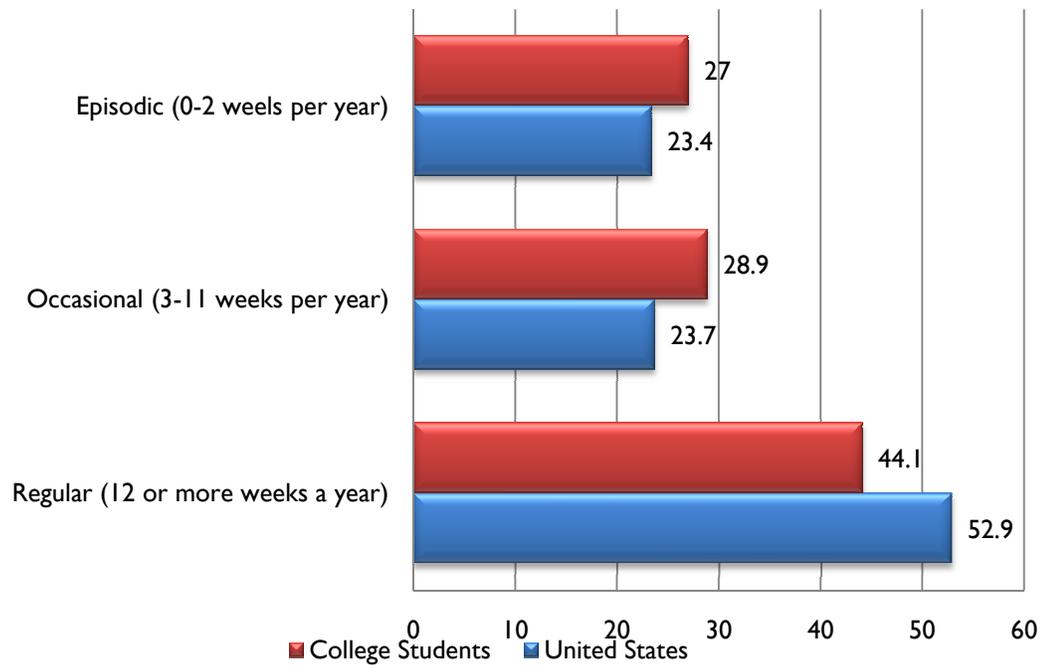
## COMPARING PRINCIPAL VOLUNTARY SERVICE ACTIVITIES: THE UNITED STATES, MILWAUKEE AND MSOE



*MSOE students are following the philosophical direction of Robert K. Greenleaf's **Inverted Pyramid** by directly up-ending the national and local trend to place "provide professional assistance" at the bottom of the volunteers' list.*

## COMPARING VOLUNTEERING FREQUENCY: THE GENERAL VOLUNTEERING POPULATION AND COLLEGE STUDENTS

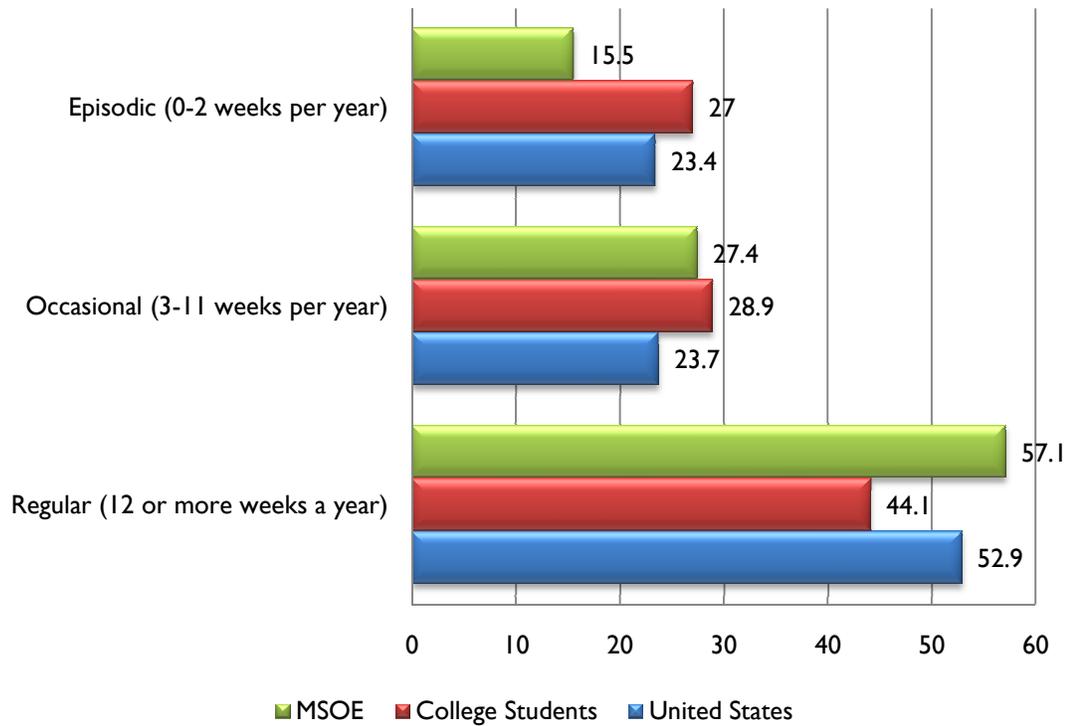
### Volunteering Frequency



*Contrary to conventional wisdom, college students that work part-time are far more likely to volunteer than those with fewer demands on their time.*

## COMPARING VOLUNTEERING FREQUENCY: THE GENERAL VOLUNTEERING POPULATION AND COLLEGE STUDENTS AND MSOE

### Volunteering Frequency



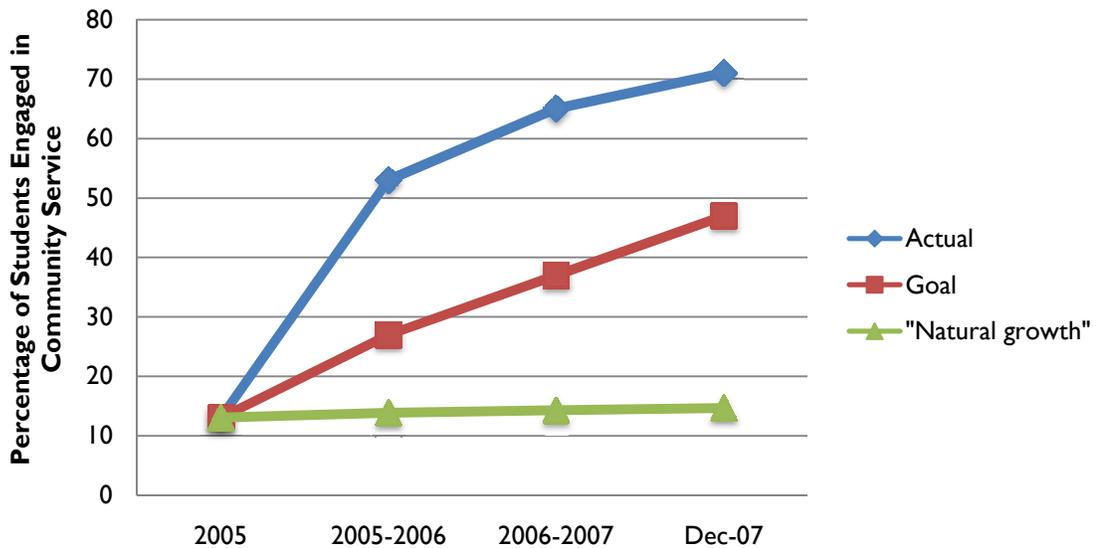
*MSOE's student body has surpassed the national and regional norm in every category regarding volunteer service.*

## ACHIEVING OUR GOALS

When the Chair was established due diligence required that we accurately and thoroughly examine our “starting point.” Utilizing university data we quantified the involvement of the student body as of 31 December, 2005. Under the direction of Vice President Patrick J. Coffey the Chair set aggressive goals for each year of the initial tenure using (as previously explained) volunteer service as a key indicator of growth in the “spirit of Servant-Leadership” at MSOE. Below is a chart of our progress to date. The blue line represents the goals set in January, 2005; the gold line indicates our actual percentages.

This year the student body at MSOE passed Utah in percentage of students in regular community service.

### Initial Goals and Actual Percentages



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## INTEGRITY OF DATA AND METHOD OF CALCULATION

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The problem with having an anthropologist in the Chair (well, one of the problems) is our obsession with accurate statistics and record keeping. Graduate students in anthropology lay awake at night trying to postulate ways to reduce the margin of error in their field data (I once drove a Univac computer – yes, I am that old – into a meltdown trying to force an algorithm that would minimize the margin of error in calculating ritual courtship trends on a small group of islands in Micronesia).

A word of clarification –

In calculating statistics on volunteer service (and other community outreaches) we all use the standards set by Corporation for National and Community Service. These were developed in concert with HERI (the Higher Education Research Institute at UCLA with whom we have worked). HERI is undoubtedly the most reputable repository of data on American colleges and university – MSOE uses the CIRP survey tools administered by HERI and we based two (2) of our benchmark surveys for future tracking of Servant-Leadership at MSOE on HERI's exceptional work.

It is inaccurate to take basic enrollment numbers and calculate any survey or trend on the raw data. For example, in calculating volunteering there is a scale for first semester freshmen (too overwhelmed to contribute much); for students with mobile disabilities; for students working full-time, etc. A composite “realistic mean” is established and the statistics calculated from this point. At the risk of bringing back terrible historical memories, social scientists use a methodology much like the 3/5 person formula of our Constitution only the motivation is accuracy rather than racism.

For these and many other reasons anthropologist are always nervous around people with “easy statistics” (the best example is the divorce rate in America – the oft quoted “half of all marriages end in divorce” can be established in raw math, but if the number of polygamic divorces is removed – people getting divorced for the second, third, fourth, or, in the Southern California, the ninth time – the impression of the durability of American marriage is changed entirely; in point of fact 7 out of 10 first marriages in America endure but you have to do the hard calculations to separate this truth from the “easy stats” of the popular press).

So...

Here is the formula with which we began with our data (we used this same formula in one of our pamphlets written to explain Servant-Leadership to Software Engineering students) –

Keyfitz's model:  $P(t)$  may be used to estimate the total number of students enrolled in a given time period. From a time  $A$  to a later time  $B$ , the integral of  $P(t)$  on  $[A,B]$  gives the total number of person-hours for that time interval. Keyfitz uses a base figure of 4 years as average study-span thus the number of people involved from time  $A$  to time  $B$  is approximately  $(1/4)$  of the integral of  $P(t)$  on the  $[A,B]$ . Keyfitz assumes that exponential growth occurred in various time intervals  $[A, B]$ , but with possibly different constants  $C$  and  $r$  for each time interval. He chooses  $C$  and  $r$  to match given values of  $P(t)$  at  $A$  and  $B$ . This requires solving two equations in 2 unknowns:  $P(A)=C e^{rA}$  and  $P(B)=C e^{rB}$ .  $P(B)/P(A)=e^{r(B-A)}$  and hence  $r=\{\ln[P(B)]-\ln[P(A)]\}/(B-A)$ . Once  $r$  is known,  $C$  is obtained immediately from  $C=P(A)e^{-rA}$ . Note that  $\ln$  is the natural logarithm, the logarithm to the base  $e$ . Keyfitz then integrates

Cert on the interval  $[A,B]$ . An anti-derivative is  $(C/r)e^{rt}$  and the definite integral is the anti-derivative at B minus the anti-derivative at A. The total service -years from A to B is  $(C/r)[e^{rB}-e^{rA}]$ . By algebra, this is equal to  $(1/r)[P(B)-P(A)]$ . By substituting the value of r described just above, the total person-years from A to B is  $[P(B)-P(A)](B-A)/\{\ln[P(B)]-\ln[P(A)]\}$ .

Note: r is a variable applicable to student circumstances such as commuting, married, etc.

Out of this we arrive at the actual numbers of truly “available” student hours and student bodies and begin calculating our statistics from this point. Crucial to accuracy, however, is the fact that we use the same calculations at every data collection point so MSOE's 13.1% volunteer rate in 2004 was calculated by the same standards as subsequent, more service-oriented years.

Dr. Samuel Scheibler

## AND FINALLY...



### Final thoughts

People are often unreasonable, illogical, and self-centered... forgive them anyway

If you are kind, people may accuse you of selfish ulterior motives... be kind anyway

If you are successful, you will win some false friends and some true enemies... succeed anyway

If you are honest and frank, people may cheat you...  
be honest and frank anyway

What you may spend years building, someone may destroy overnight... build anyway

If you find serenity and happiness, people may be jealous... be happy anyway

The good you do today, people will often forget tomorrow... do good anyway

Give the world the best you have, and it may never be enough... give the world the best you have anyway

You see, in the final analysis, it's all between you and God... it was never between you and them anyway

Kent Keith, CEO Greenleaf Center for Servant-Leadership

**Thank you and God bless,**

**Dr. Samuel P. Scheibler**  
**Founding Chair, Pieper Family**  
**Chairs for Servant-Leadership**