



Suzanne
and Richard
Pieper
Family
Foundation:
Annual
Report

2019-2020
Academic
Year

Submitted By:

Douglas J Nelson, P.E.

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

Milwaukee School of Engineering

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Servant-Leadership, a Year of Change and Growth

It was another year of extraordinary growth for Servant-Leadership at Milwaukee School of Engineering. The development of the CREATE Institute has enabled the Office of Servant-Leadership to reach much further and have a much wider impact on campus. Student leaders were heavily involved in activities to grow the program. CREATE staff assisted in carrying out many old and introducing new events and activities on campus. Of course, the COVID-19 pandemic impacted the whole campus. It is fascinating to compare reactions of institutions and see the demonstration of true leadership take place. The demonstration of MSOE's leadership during this time that exemplifies the tenets of Servant-Leadership. Having such a great demonstration at the top levels helps all understand the value of the Servant-Leadership program on the MSOE campus.

2019-2020 Goals as Reported Last Year

The goals in this report are organized according to the outcomes (criteria) as listed on the reverse side of the award letter. The seven criteria are:

1. Outcomes baseline data: baseline committed, documented, established - one time - Alumni and students
2. Sound acceptance of Servant-Leadership with students and faculty through their interest, voluntary inclusion in programs, organizations: one time
3. Outcomes measures - seniors, graduate in the workplace: Above demographic norms to max this area or #4... just measuring the internal and external data will create an award of some kind
4. Phenomenally above demographic norms for maximizing this area
5. Breakthrough venture that promises new beginnings in acts of goodness: on campus, community, collaborations, in our world
6. An excellent year in carrying out all elements of the missions of the chair as agreed on accepting the chair
7. A servant leader (past student or faculty) that leads at an element or segment of our world - Example: Nelson Mandela, Mother Teresa, Mahatma Gandhi

Outcomes 1 & 2 are not addressed in this document because they are the baseline for the original appointment and endowment.

As detailed throughout last year's report, the following is a summary of the goals we had for the 2019-2020 academic year.

Goals as they relate to **Outcomes 3 & 4** for the 2019-2020 academic year include the following:

1. Successfully analyze ongoing data collected as part of the CREATE Institute's assessment of the MSOE Mindset goals as they relate to Servant-Leadership.
2. Work with the Assistant VP of Institutional Effectiveness to further revise the university assessment plan and more effectively measure the impact of Servant-Leadership at MSOE and modify any MSOE specific questions on the 2019-2020 MSL to serve as a valuable assessment.

Goals as they relate to **Outcome 5** for the 2019-2020 academic year include the following:

1. Continue to cooperate with the CREATE Institute by integrating Servant-Leadership into all new and ongoing Faculty training.
2. Continue to participate in the Strategic Planning process as specific aspects of the Strategic Plan move to the implementation phase.
3. Develop a Servant-Leadership based Community of Learners on campus to develop the student leaders of the campus. This Living Learning Community will be the tentacles that organically infuse the student body with Servant-Leadership principles.

The goals related to **Outcome 6** for the 2019-2020 academic year are:

1. Implement integration strategies for inclusion of Servant-Leadership into the training of all students, faculty, and staff at MSOE. This includes new and existing members of the MSOE community.
2. Work with other WISL leaders to develop a robust track for the International Summit that focuses on Servant-Leadership delivery through all levels of education.

Throughout this report, evidence of the achievement of the above goals is presented. Additionally, new goals for 2019-2020 are listed within each outcome section and summarized at the end.

Outcomes 3 & 4: Outcomes Measures Compared to Demographic Norms

Longitudinal Data

The graph in Figure 1 represents longitudinal/baseline data that was updated with measures from the 2019-2020 academic year.

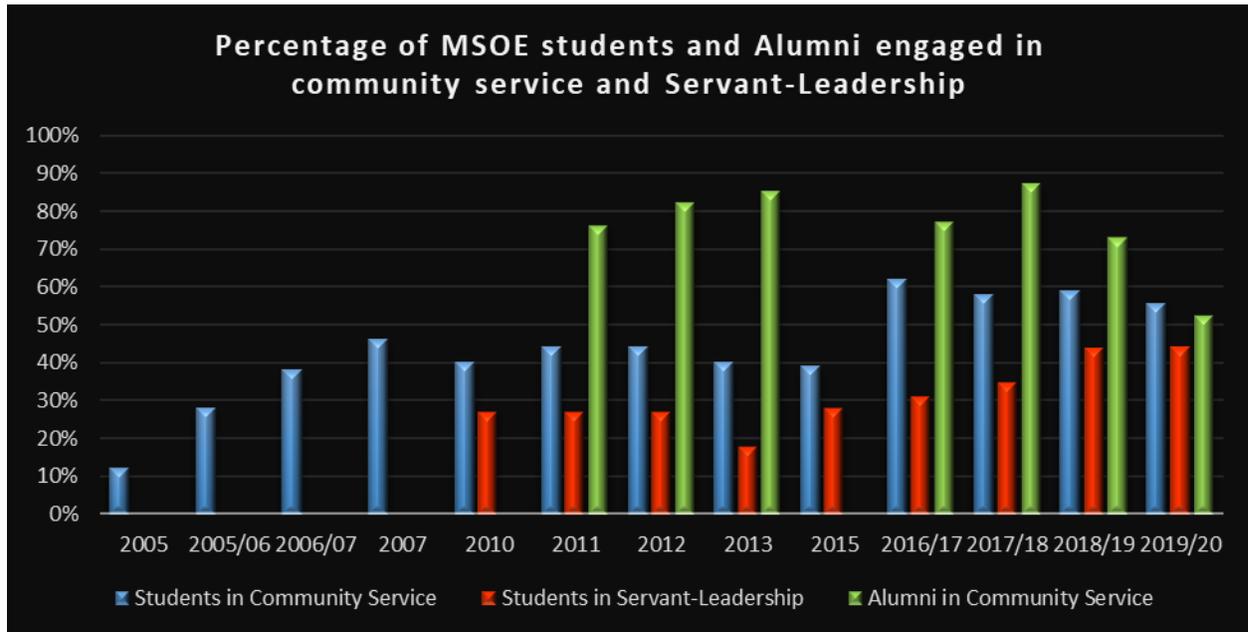


Figure 1 Student and Alumni Community Service and Servant-Leadership Engagement

The data from the 2019-20 academic year indicates that the level of involvement of Alumni appears to have dropped from last year. While no one wants to see a drop in participation, this actually reflects an intentional effort by Servant-Leadership at MSOE to engage Alumni. The first step was to have this survey available to ALL alumni. A link to the survey was sent to all alumni on two occasions. While the number of respondents was similar both years, the diversity of programs across campus is much more representative of MSOE graduates and it is likely that past surveys were skewed in the positive direction because of the email list that was available for distribution. It is important to know that 85% of those that responded positively about their community involvement shared what types of involvement that they participated in, including:

- AIA|DC Summer Camp for kids, Teaching architecture in fun activities to enhance their STEM skills (Science, Technology, Engineering, and Math).
- Red Cross disaster response, Election Officer
- Mobile Food Pantry volunteer in North Chicago IL.
- I volunteered with my company on two separate occasions to clean up trash along the Milwaukee River and to paint graphics on a couple walls at Sherman Phoenix.
- On the board for Building 2 Learn, which works with schools and communities to build

education and opportunities in industry for underserved communities. Actively involved in ACE Program for high school students to learn about the building industry. STEM work at Middle school in the Milwaukee area. Helped with class project advising at Bayview high school. Involvement in Autism Society of SE Wisconsin.

- Several Boards including: YMCA, Zoological Society, Seton Catholic Schools, Seminary Board, Building Trades Pension Fund, Legatus of Milwaukee, AGC Education Foundation. Also participated in Capital Committees for Messmer, Marquette, and Zoo.
- Playground build organized through company
- Revitalize Milwaukee
- I volunteer on several boards in the community including a board that promotes youth baseball and softball, our local historical society, and our local community charity gala. I also started a scholarship program from my business this year, which I hope to have our first recipient this spring.
- I serve on the Board of Directors for Discovery World and lead the Infrastructure Committee. In addition, I was able to get JCI to donate \$100K for underprivileged women engineers.

While it would be presumptuous to take credit for all of these individuals' community involvement; having 52% of the MSOE alumni involved in the types of activities mentioned above is rather remarkable and is one of the goals that we want to improve.



The 2018 Volunteering in America report found that 77.34 million adults (30.3 percent) volunteered through an organization last year.
[Corporation for National and Community Service](#)

The student survey continues to give us encouraging data. The students who indicate that they have participated in community service over the past year has maintained between 56% and 59% of respondents over the past three years. The percentage of respondents that indicate that they have participated in Servant-Leadership activities (including classroom activities) in the last twelve months has stayed at 44% from last year.

One question that we ask students is if they have participated in Servant-Leadership activities or projects in their classes over the past year. Approximately 40% of the students that responded indicated that they did so. We also survey the faculty and ask how many have included aspects of Servant-Leadership as part of their course. By extrapolating the results from faculty to all sections across campus and identifying which courses students took, only _____

116 students across campus had 0 or 1 courses that included Servant-Leadership concepts (Table 1). The distribution of course contacts was normal is tendency with the peak number of students having S-L contact in 7 courses within the most recent academic year.

Table 1 Number of Courses taken per year with S-L Concepts

In other words, they all had a course where the instructor indicated that there were aspects of Servant-Leadership in the course. The reason for this discrepancy can only involve speculation at this time, but likely revolves around a difference in how one interprets Servant-Leadership. Some informal discussions indicate that this is possible.

Overall, the data above indicate a strong tendency towards community service and Servant-Leadership integration at MSOE.

Continued Emphasis on Measuring Outcomes

In conjunction with the CREATE Institute and the Associate VP

of Academic Success & Institutional Effectiveness there is a renewed emphasis on student’s success and its measurement. This effort is being driven by both the newly adopted strategic planning process and the resultant decision to transform the campus schedule to a semester based calendar and delivery from the current quarter system.

Number of S-L Courses Predicted per Student	Number of Students and Predicted Courses with S-L Concepts				
	First-Year	Sophomore	Junior	Senior	Total Students
0			1	17	18
1	18	10	10	60	98
2	23	45	44	76	188
3	39	43	94	87	263
4	38	77	113	70	298
5	56	75	63	74	268
6	106	84	85	79	354
7	173	80	78	70	401
8	110	79	42	52	283
9	63	51	18	50	182
10	21	61	8	35	125
11	2	26	5	10	43
12	2	9		1	12
13		2			2
14		2			2
Totals	651	644	561	681	2537

MSOE has a long history of measuring direct academic success. Reviews and accreditation of our academic programs by institutions like the Higher Learning Commission (HLC), ABET (formerly the Accreditation Board for Engineering and Technology), and the Commission on Collegiate Nursing Education (CCNE) have been part of the MSOE culture over the 117 years of our history. Coupled with the success of MSOE graduates and employer’s desire for those graduates, it has been clear that MSOE graduates are very skilled at their chosen technical skills.

In 2018 the MSOE Mindset as shown in figure 1 was adopted as the guiding force for MSOE’s educational philosophy moving forward and the CREATE Institute was formed to infuse this mindset into the campus culture. Of course, it is important to note that this mindset has been brought forward from the Office of Servant-Leadership.



Figure 1 MSOE Mindset Graphic as Adopted by the Campus in 2018

While the specific concepts identified in this MSOE Mindset graphic are a culmination of MSOE’s 117 year history and most are not new, the new emphasis on these concepts created the need to measure the effectiveness of these aspects of an MSOE education. This effort started in 2018 with the administration of the Multi-Institutional Study of Leadership (MSL) survey. Questions specific to Servant-Leadership were included in the administration of the survey. The next administration of this survey is scheduled for spring of 2021. As the process moves forward the mapping of the survey results to the critical aspects of the Servant-Leader and Entrepreneurial mindsets is being done as of this writing and will be continued in the 2020-21 academic year.

Implementation of the semester schedule across campus is not a small project, in fact, the deadline for implementation has been put back a year from the original date due to several other initiatives that are happening on campus, including the impact of the COVID-19 pandemic. While this is a large project, it is an excellent opportunity to rethink how all courses are offered across campus. This is true for all courses and especially true for the general education offerings and the infusion of the Servant-Leadership mindset into the future

direction of the campus. A committee focusing on this issue has been working throughout 2020 to develop a plan on this issue. How to measure the impacts of our future model is clearly part of the conversation at these meetings.

Response to 2019-2020 Goals for Outcomes 3 & 4

Goals as they related to Outcomes 3 & 4 for the 2019-2020 academic year are listed below with our responses to those goals:

1. Successfully analyze ongoing data collected as part of the CREATE Institute's assessment of the MSOE Mindset goals as they relate to Servant-Leadership.
 - a. **Three critical surveys were performed as described above. The results of these surveys directly impacted actions. One specific example includes responses from Alumni who are interested in becoming more involved on campus. These comments were relayed to the MSOE Alumni office and have become one aspect of their new programming plan.**
 - b. **One positive outcome of the COVID-19 pandemic for our campus is the understanding that regular collection of data (both through formal surveys and informal portals for input) are welcomed by students. While not a direct outcome of the MSOE Servant-Leadership program, it is a campus wide demonstration of the value of *Listening, Empathy, Healing, Awareness, Commitment to the Growth of People, and Building Community*. As important to mention is that these tenets are supported whole heartedly by the highest levels of the administration.**
2. Work with the Assistant VP of Institutional Effectiveness to further revise the university assessment plan and more effectively measure the impact of Servant-Leadership at MSOE and modify any MSOE specific questions on the Spring 2020 MSL to serve as a valuable assessment.
 - a. **This is an ongoing process that is shepherded by the Associate Vice President of Academic Success and Institutional Effectiveness (note title change from above) in cooperation with the Chair of Servant-Leadership and the Director of the CREATE Institute. The key is the proper mapping of the questions on surveys and the elements of the Servant-Leadership mindset.**
 - b. **Given that the 2020 administration of the MSL will now be done in Spring 2021, this will continue into the next academic year.**

2020-2021 Goals for Outcomes 3 & 4

Goals as they relate to Outcomes 3 & 4 for the 2020-2021 academic year include the following:

1. Continue to work with the Associate Vice President of Academic Success and Institutional Effectiveness to further revise the university assessment plan and more effectively measure the impact of Servant-Leadership at MSOE and modify any MSOE specific questions on the Spring 2020 MSL to serve as a valuable assessment.
2. Create and participate in short surveys of effectiveness as needed throughout the academic year.

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

Update: CREATE Institute at MSOE Year 2

The CREATE Institute has become entrenched in the fabric of the institution. The major methods of this accomplishment include:

- **The CREATE Institute Hosted the Welcome Back Celebration.** This annual meeting at the beginning of the fall term was centered on the importance of the mindset to the success of future graduates.
- **Faculty Development and Assistance.** Specific faculty development seminars were offered to all members of the faculty and staff. Emphasis was made on infusing the MSOE mindset into first year courses.
- **CREATE Faculty Fellows.** 12 faculty were selected to champion the MSOE Mindset within their departments across campus. Most of this work was done in a one-on-one setting as the concept of the mindset was stressed and communicated by these individuals to their colleagues
- **Student Fellows.** Similarly, 12 students were selected from across campus to work with students on the MSOE Mindset. They held weekly meetings with students, assisted CREATE Institute staff on projects, and worked within their networks to convey the MSOE Mindset to other students.

One measure of the level to which the CREATE Institute has become engrained on campus is that they were instrumental in training all faculty in online education. This training was done in one week with additional support throughout the Spring term.

Update: A New Chair

In last year's report to the Pieper Family Foundation it was stated that, "It is expected that the added resources of the CREATE Institute will increase the impact of the Chair across the MSOE campus." This has proven to be the case. As the MSOE Mindset (and hence the Servant-Leadership mindset) the sheer numbers of individuals that heard about Servant-Leadership was significantly higher than what any one individual could do. Table 1 demonstrates the impact of the variety of venues had on classes across campus.

The variety of Servant-Leadership activities that are available to the Chair and that can improve the promotion of Servant-Leadership on campus seems endless. During this first official year of the Chair's service, the list of areas of involvement include:

- Milwaukee area Servant-Leadership roundtables attendance and hosting.
- Service on the Wisconsin Servant-Leadership Steering Committee.
- Service on the International Servant-Leadership summit steering committee.
- Administering a grant from the Brady Corporation Foundation that enables leadership by students on community based projects in Milwaukee.
- Serving as a Co-Host for the International Servant-Leadership Summit's monthly "pre-conference" presentations held via Zoom.

All of the above is undertaken in the service to students at MSOE. The knowledge, attitudes, and camaraderie gained in the above relationships leads to better transmission of the principles of Servant-Leadership to our students, faculty, and staff. It is an honor to serve in the stewardship position of these principles on our campus.



THE CREATE INSTITUTE FOSTERS THE GROWTH OF THE MSOE MINDSET BY STRENGTHENING STUDENTS' ENTREPRENEURIAL MINDSET AND THE SERVANT-LEADER PHILOSOPHY THAT TRANSFORMS STUDENTS INTO COMMUNITY BUILDERS AND ETHICAL PROFESSIONALS.

FROM THE MSOE WEBSITE

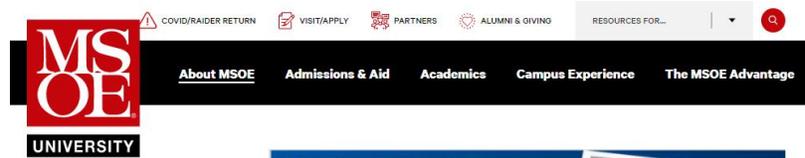
Update: Critical Activities Across Campus

A tipping point was reported in recent years. This cultural shift has remained apparent. The following are some examples of how the momentum has continued:

- The Chair for Servant-Leadership was asked to present "Servant-Leadership and the

MSOE Mindset” during new faculty onboarding at the start of the 2019-20 and 2020-2021 academic years.

- The MSOE marketing team worked diligently to share the work of Servant-Leadership at MSOE. The online MSOE newsroom highlighted multiple stories during the academic year that focused on projects demonstrating Servant-Leadership at MSOE.



STUDENTS 06.09.2020

Honors students help United Community Center commemorate 50-year anniversary



[Back to News Listing](#)

- Several new faculty have introduced Servant-Leadership into their courses. CREATE staff and the Chair are working with these faculty as they do so.
- The Servant-Leader roundtables continued to evolve. They became a monthly event scheduled every second Friday of the month. The venue was changed to the CREATE classroom on campus. There was renewed emphasis on inviting the local (downtown) community to attend in addition to students, faculty, and staff. These changes seem to have increased attendance and the diversity of the groups. Of course, with COVID-19



restrictions, the meetings had to move to an online venue. These events have become a wonderful catalyst to interdisciplinary collaboration and community

building.

- Examples of Servant-Leadership abound on campus. Faculty and staff are living the tenets of servant-leadership as mentors to our students, students demonstrate the servant-leader philosophy in their course projects, and students serve the community as servant-leaders in their extra-curricular efforts. One example is the rowing Club's [STEM to Stern project](#), spearheaded by MSOE students Rachel Hunter and Monique Landry.

Figure 3 Summer 2019 Downtown Roundtable



Figure 4 MKE Rowing Club's Website

- The University's Strategic Planning process continued over the past year with committees taking up critical aspects of the plan and determining the direction to move with each initiative. The complete plan is kept up-to-date on the Universities Website and the Foundation Board Members are encouraged to view the updates at www.msoe.edu. The board will see examples throughout the plan that indicate our commitment to fostering the growth of servant leaders within the MSOE community.

We are excited to keep this momentum going as we prepare for the 2020-21 academic year.

Response to 2019-2020 Goals for Outcome 5

Goals as they related to Outcome 5 for the 2019-20 academic year are listed below with our responses to those goals:

1. Continue to cooperate with the CREATE Institute by integrating Servant-Leadership into all new and ongoing Faculty training.
 - a. **A total of five presentations were made directly by the chair to faculty or with faculty to their classes regarding Servant-Leadership.**
 - b. **All projects offered on campus through the CREATE Institute required students to relate the project and its management to at least one tenet of Servant-Leadership.**
2. Continue to participate in the Strategic Planning process as specific aspects of the Strategic Plan move to the implementation phase.
 - a. **The Chair served on the Strategic Planning Student Life committee.**
 - b. **The Director of the CREATE Institute served on several committees related to**

the Strategic Plan. The most critical to Servant-Leadership infusion into courses is the General Education requirements committee.

3. Develop a Servant-Leadership based Community of Learners on campus to develop the student leaders of the campus. This Living Learning Community will be the tentacles that organically infuse the student body with Servant-Leadership principles.
 - a. **The CREATE Student Fellows (among them Rachel Hunter mentioned above) served as one group of students that infused Servant-Leadership into their activities and events across campus.**
 - b. **The Chair taught GS-398, MSOE Student Organization Leadership, in the Spring term. The power of this class was that seven guest speakers spoke to this group of evolving leaders on various aspects of successful leadership. This group included the University President who spent two hours with this group during the COVID-19 crisis and talked directly about how one leads during unusual times. He proved his slant towards Servant-Leadership during the two hours.**

2020-2021 Goals for Outcome 5

While we have made great strides towards integrating Servant-Leadership into the institutional fabric of Milwaukee School of Engineering, there will always be work to do in this area. Goals as they relate to Outcome 5 for the 2020-21 academic year include the following:

1. Work Closely with the Office of Alumni Affairs to encourage Servant-Leadership development through alumni involvement on campus.
2. Work closely with the newly appointed Vice President of Student Affairs & Campus Inclusion as Servant-Leadership is infused in student lead organizations across campus.

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

Areas of Focus

It has been another busy year for Servant-Leadership at MSOE. As always, we focused our efforts in three distinct areas:

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

While there are some areas of overlap, we have categorized this year's activities into these areas. Additionally, we have tried to clarify the initiatives that have become sustainable due to 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. As mentioned previously, it is getting increasingly difficult to determine what activities were influenced by Servant-Leadership at MSOE directly and what activities are a result of the cultural shift that we are experiencing at MSOE. We believe that this is a wonderful challenge to have and is in-fact the goal of the Office of Servant-Leadership at MSOE. We want to coach students, faculty, and staff to become servant-leaders who then continue these various initiatives without our help.



It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership.

Nelson Mandela

While all the initiatives that we begin are initially dependent on the Office of Servant- Leadership at MSOE, within a year or two, most are self-sustaining and require very few resources from our office. Instead, we help to keep the MSOE community informed about the opportunities available to them and nurture the growth of new initiatives.

Collaboration with Classroom Instruction

Again this year, Servant-Leadership at MSOE took advantage of the resources of the CREATE Institute by participating in a survey that was sent to all faculty across campus. The areas of this survey that pertain to Servant-Leadership included a description of activities in courses that the instructor considers part of the MSOE Mindset. In addition, the faculty member was asked to identify if their course contained aspects that the instructor considered reflect Servant-Leadership tenets. The choices were:

1. Considered how their actions and behavior affected others
2. Identified personal strengths and skills for improvement
3. Enhanced listening skills
4. Valued other perspectives
5. Discussed ethical standards in the workplace
6. Identified what has influenced their personal ethics
7. Compared leadership frameworks

All but one faculty member indicated that they incorporate at least one of these concepts into

their class(es).

The highlights include of the survey include:

- There were 319 (up from 156 last year) responses from faculty.
- Of the 319, 178 responses self-identified by the faculty to contain three or more of the key characteristics listed above related to Servant-Leadership.
- Table 1 summarizes the impact to students across campus from the positive responses in this survey. Essentially, 100% of all students will be exposed to at least one of the items listed above each year and a majority one item per term (three per year).
- Faculty reported the following representative activities:
 - Student groups had relevant discussion questions weekly to review and relate their experiences and ethical beliefs.
 - We spent part of our class time in small groups reviewing and discussing ethical questions.
 - Understanding different perspectives with patience, learn to listen and respect opinions of all team members

While the comments listed above are heartening, the fact that there has been greater than a threefold increase in faculty reporting that they are including these concepts into their classes is amazing. As noted above, the increase in faculty reporting incorporating Servant-Leadership into courses is significant. Table 2 lists the departments and the number of courses that indicate Servant-Leadership being taught.

Table 2 Number of Courses Incorporating Servant-Leadership in each Department

Academic Department	Number of Courses 2018-19	Number of Courses 2019-20
Civil and Architectural Engineering and Construction Management	14	37
Electrical Engineering and Computer Science	12	56
Humanities, Social Science and Communication	12	43
Mechanical Engineering	6	49
Physics, Chemistry, and Mathematics	4	49
Radar School of Business	12	47
School of Nursing	14	29
Total	74	310

While the breakdown by department is important, far more telling is the number of students impacted by Servant-Leadership. As stated earlier, the percentage of students self-reporting having Servant-Leadership in at least one class over the past year is 44%. If the number of courses and the students enrolled in those courses are counted the percentage is 100% of our students have been “touched” by Servant-Leadership concepts **each year**.

One aspect of our program that has enabled such a goal to be attained is with emphasis on first- and second-year students. During 2019-20 faculty teaching our first-year General Studies series of courses were asked by the Vice President of Academics to introduce the MSOE Mindset within their sections. All faculty teaching GS 1001 and many in CS 1002 invited CREATE Institute staff including the Director, CREATE staff, Faculty Fellows, Dr. Baumgartner, and the Chair of Servant-Leadership to present the MSOE Mindset to students. Through this process all first-year students were introduced to Servant-Leadership last year. The cumulative impact of these efforts is amazing.

Serving the Greater Milwaukee Area

Our goal is to provide as many opportunities as possible to help students learn about the community that surrounds our campus. There are non-profits within walking distance of our campus that 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 – the events below are examples of how we support students who have a desire to serve this population. All 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. Our role is to help ensure that they continue to be sustainable initiatives by mentoring student leaders to coach newer students to become future leaders.

The following are descriptions of the most notable local servant-leadership projects that students organized and led during the 2018-2019 academic year. While the university offered dozens of other opportunities for our students to engage in community service



Figure 5 Milwaukee Empty Bowls is now a low input, student run event.

throughout the year, for purposes of this report, one-time volunteer opportunities are excluded from this list.

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. This is an activity that our students look forward to all winter long! Other than to record sign ups, the students run the event.

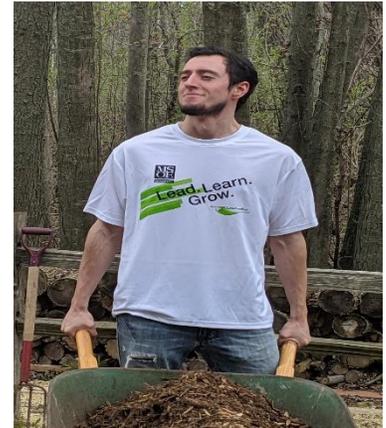


Figure 6 Blue Lotus Fall Cleanup-2020

Milwaukee Empty Bowls – Servant-Leadership at MSOE sponsored the 21st annual Milwaukee Empty Bowls event at the Kern Center on October 13th. This is one of the signature events that Servant-Leadership at MSOE sponsors annually. The event uses art to heighten hunger awareness and raise funds to donate to food pantries and meal programs in Milwaukee. This year's recipients were Fondy Food Center, Friends Community Ministry, Just One More Ministry, and Milwaukee Rescue Mission. In October, over 300 volunteers, 35 restaurants, four bakeries and more than 2,000 attendees raised \$67,000 to donate to charities listed above. Servant-Leadership at MSOE coordinated MSOE's involvement of over 100



Figure 7 2019 Milwaukee Empty Bowls

student volunteers. Additionally, throughout the year, MSOE students supported Milwaukee Empty Bowls in their needs as a non-profit. For example, a student designed their marketing materials as part of a user experience practicum. Our partnership with Milwaukee Empty Bowls has grown throughout the years and we are pleased to play a larger role in this amazing community event. In addition to helping our students connect with the Greater Milwaukee Community, this event brings over 2,000 visitors to our campus every year.

Outreach to St. Joan Antida High School – MSOE professors, Dr. Cynthia Barnicki of Mechanical Engineering and Dr. Anne-Marie Nickel of Physics and Chemistry continue to work with classes of students at St. Joan Antida High School. The duo received a research grant in 2015 which became a catalyst to this partnership. Nickel and Barnicki have continued with the relationship through sponsorship of Servant-Leadership at MSOE. Now these professors volunteer their time to introduce minority high school students to the exciting world of chemistry through chocolate. “We talked about the chemical makeup of the molecules, why chocolate is special, tested the hardness of it, talked about nucleation – how you can ‘ruin’ chocolate by not cooling it correctly,” Barnicki said.

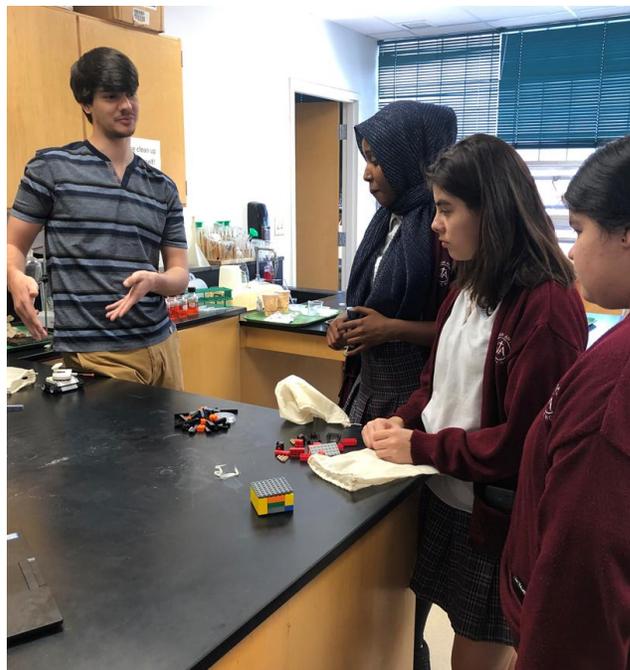


Figure 8 St Joan Antida High School Session 2019

Tricklebee Café – In 2014 MSOE students worked with the owner of Tricklebee Café on North Avenue to renovate an outdoor garden adjacent to the café. Since that time MSOE students have worked with Café and its clients on projects such as an apartment which had water damage, a composting unit, and a freshman group of students who organized a STEM event for local youth. Tricklebee is one of the areas ‘pay as much as you can’ restaurants that



Figure 9 STEM event held at the TrickleBee Cafe.

provides opportunities of community members to pay-it-forward and support those in the area that are unable to pay for food. Chair Doug Nelson has led this effort in his role in the Civil and Architectural Engineering and Construction Management Department.

MLK DAY OF SERVICE

To commemorate the Servant-Leadership of Dr. Martin Luther King Jr., Servant-Leadership at MSOE hosted the Annual MLK Day of Service at MSOE. Over 100 hygiene supply kits were assembled for each of three local nonprofits- The Milwaukee Rescue Mission, The Guest House of Milwaukee and The MacCanon Brown Homeless Sanctuary. The students also created placemats for The Caring Place’s Meals on Wheels program. This annual event is hosted by Servant-Leadership at MSOE to provide students an opportunity to honor Dr. Martin Luther King, Jr. while giving back to the community. This year, the CREATE student fellows organized the event with volunteers from several student organizations including Circle K International, Kappa Sigma Mu Sorority, Lambda Zeta Nu Sorority, National Society of Black Engineers and Habitat for Humanity.



Figure 10 MLK DAY OF SERVICE

Milwaukee County Zoo Steam Train Project – Servant-Leadership at MSOE has joined efforts with various community partners on a multi-year project to renovate the Milwaukee County Zoo Steam Train system. The initial phase of this partnership is focusing on the design and construction of a new water tower that serves the



Figure 11 Students from the Greater Milwaukee Area collaborating on the Zoo Train design

steam train. This collaboration is led by Learn Deep and includes various institutions of higher education and several local high schools. Over 80 high school students from Bradley Tech, Menomonee Falls High School, Franklin High School, Brookfield Central High School, New Berlin School District, and Carmen High School are being mentored by college students from MSOE, Marquette, MATC, WCTC, and UWM. Additionally, industry partners from the Milwaukee County Zoo, Coalition for Sustainable Rail, HOH Water Technology, Briggs & Stratton, and Operating Engineers Local 420 are mentoring the high school students during the design process. MSOE students have surveyed the train's path and designed the areas for improvement. COVID-19 restrictions have stalled progress on the project temporarily.

MSOE Art and Design Club – Over the past year a group of students under the direction of one CREATE student fellow formed an Art and Design Club on campus. The group secured and outfitted a space for the group to utilize. They hosted events such as bowl making sessions to support Milwaukee Empty Bowls, mural painting, and community building. They are working to coordinate closely with similar groups at nearby universities.



Figure 12 MSOE making Bowls for MKE Empty Bowls

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. While international travel was curtailed because of COVID-19 restrictions in the March of 2020, several of the traditional travel events were able to be completed just before restrictions were being initiated.

Cardamom Drying-Senahu, Guatemala

The Office of Servant-Leadership assisted a team of four students and one faculty member to represent MSOE's Engineers Without Borders chapter to travel to Senahu, Guatemala. These students were able to test their Senior Project output to improve the energy efficiency of cardamom drying. This project will allow resources to be diverted from purchasing wood for heating to other critical sources within villages.



Figure 13 Improving Cardamom Drying in Guatemala

Bridges to Prosperity-Chiaj, Guatemala

The Office of Servant-Leadership assisted a team of eight students and one faculty member to represent MSOE's Engineers Without Borders chapter to travel Chiaj, Guatemala. These students were able to construct a bridge across a river that regularly prevented children to attend school and all community members to travel into the community. The students had spent the previous year designing the bridge and planning for the construction. The rapport that has been developed over many years with this community and EWB-USA allows this to be a very successful program for the local community and the growth of MSOE students. The Office of Servant-Leadership and the Milwaukee Area Rotary Club assist by sponsorship of the trip. EWB is consistently an exemplar of infusing Servant-Leadership into student led organizations.



Figure 14 Bridges to Prosperity continues in Guatemala

to

Global Brigades, 2019-2020-Panama and Ghana

Over the break between Winter and Spring Quarters, the Office of Servant-Leadership assisted Global Brigades teams to travel to Panama and Ghana. The Medical Brigade travelled to Ghana and the Business, Public Health, and Water Brigades travelled to Panama. Approximately 39 students spent a week working in each location.



Figure 15 Bringing water to locations in Panama.

Dr. Bernard A. Cohen Global Humanitarian Fund Selection Committee

The Chair of Servant-Leadership was selected to be the chair of the selection committee for the new fund to be used for humanitarian projects on campus. The Dr. Bernard A. Cohen Humanitarian Fund has been set up to identify needs for uses that are not ongoing and cannot be funded from regular departmental budgets. This fund dovetails nicely with the International Leadership Program now being operated by the Office of Servant-Leadership.

Other Efforts

Third Annual Diversity Retreat – This annual diversity retreat was a weekend-long retreat in Upham Woods Outdoor Learning Center that focused on diversity, community, and leadership. The idea for this retreat was presented to Student Life by a student who previously attended a national diversity conference through the support of Servant-Leadership at MSOE. After receiving the support from Student Life, this student organized and facilitated this retreat where participants examined the meaning of social change and developed an action plan to bring back to their community. They learned how to synthesize this action plan into their lives to become an effective leader. They examined these issues through an experiential pedagogy, building upon their existing knowledge as well as learning gained through this experience. The goal of this retreat was for participants to develop a greater understanding of what it means to be a leader in a diverse ever-changing world.

Faculty Research and Presentations

- **Dr. Todd Davis** (Principal Investigator), Shana Davis, **Dr. Dave Howell**, and **DeAnna Leitzke**, *Building Engineers and Construction Managers: The Impact of International Service Projects on the Development of Undergraduate Students*. Proceedings of the 36th Annual ARCOM Conference, 7-8 September 2020, UK, Association of Researchers in Construction Management, _____

715-724.

- **Dr. Tammy Rice-Bailey** (Principal Investigator), **Dr. Tyra Hildebrand**, and **DeAnna Leitzke**, *Creating Value for STEAM Students: Incorporating Experiential Learning into Engineering and Technical Communication Classes Through Community Engagement*, Qualitative Research Project at a School of Engineering. Paper presented at IEEE ProComm2020 Virtual Conference, July 21, 2020.
- **Dr. Victoria Carlson Ohlers**, **Dr. Patrick Jung**, and **Dr. Bernard A. Cohen** “*Assessment of the Value of an Academic Preparation for Short-Term International Humanitarian Missions*” was accepted at the ISTAfrica conference. Research performed and submitted by. Presentation was to have been May, 6th, 2020.
- On June 29, **Dr. Michael Carriere** presented “Online Teaching, Civic Engagement, and Servant Leadership in the Era of the Covid-19 Pandemic,” MSOE Humanities, Social Science, and Communication Department Online Teaching Mini-Conference. On July 27, he was a panel discussant for “This is Milwaukee” online discussion series.

Student Projects—the following is a listing of student projects undertaken across campus with support from the office of Servant-Leadership. Typically the support was in the form of guidance from the CREATE Project Coordinator as they assured that students reflected on their experiences in terms of Servant-Leadership.

- Mechanical Engineering Students in Dr. Leah Newman’s classes designed:
 - A mobile laundry unit for the homeless
 - Instructions to construct composting facility at the TrickleBee Café
 - Mobile Maker Unit and coding modules for SHARP Literacy
- Students in Anne-Marie Nickel’s (Associate Professor, Physics and Chemistry Department) Chemistry of Food course participated in a hands-on learning experience at Mount Mary University’s Food Science Lab.
- Students are working closely with Dr. Michael Carrier to continue the development of the McCannon Brown Homeless Sanctuary in Milwaukee. Students, over time, have provided guidance on building utilization, floor layout, and the design of an aquaponics food production system.
- Students in Dr Mark Daughtery and Dr. Leah Newman’s classes have developed plans for a simple compost unit to be piloted at the TrickleBee Café and We Got This MKE community garden. The plans include complete instructions for assembly as well as operation of the unit after construction.
- MSOE Baseball players and students in CM 2200 Construction Methods came together to design, construct, and install dugout benches in the newly constructed MSOE baseball field north of downtown.

- Students in CM 2200 Construction Methods constructed a small playhouse that was auctioned off by the MSOE Development office in their annual fund raiser.
- Students in HU 494-Projects in User Experience worked under the direction of Amii LaPoint to develop a user interface for the Light-the-Hoan project.



In addition to the above efforts, MSOE faculty and staff who practice servant-leadership philosophy have spent the last year continuing to increase MSOE's involvement in the Servant- Leadership community at-large. Below is a list of events, conferences, and presentation that the Chair for Servant-Leadership, various Servant-Leader/CREATE Faculty Fellows and other faculty and staff have participated in during the past academic year and summer. Our team has enjoyed meeting with many like-minded professionals and these opportunities have helped us to grow as a servant-leaders.

- Professor Gene Wright and Chair Douglas Nelson served on the Milwaukee Servant Leader group as representatives of MSOE.
- Professor Gene Wright and Chair Douglas Nelson serve on the planning committee for the International Servant-Leadership Summit to be held in June 2021.
- Professor Gene Wright and Chair Doug Nelson attended and/or facilitated several servant leader roundtables throughout the Greater Milwaukee Area.
- Chair Douglas Nelson and Dr. David Howell served as members of the Three Holy Women Global Solidary Committee in preparation for their humanitarian trip to Uganda.
- Chair Douglas Nelson served as International Leadership Committee Chair at MSOE.
- In August 2019, Chair Douglas Nelson presented at New Faculty Training Session – Introduction to Servant-Leadership. At another faculty session CREATE Director Deanna Leitzke presented on the MSOE Mindset.
- In February 2019, the HSC Department hosted a teaching workshop for all faculty across campus.
- Servant-Leader Faculty Fellow Dr. Wikoff is chair of Repairers of the Breach Communications and Fund Development committee. Dr. Wikoff shares her experiences as a volunteer at Repairers of the Breach to enhance the educational experience for her students and help them develop their capacity for empathy and community building.

- Chair Douglas Nelson represented MSOE at the Milwaukee Servant-Leader Group winter strategic planning session. Together this group of community and industry partners works to increase the awareness of the servant-leadership philosophy throughout the Greater Milwaukee Area. The goal of the session was to begin thinking strategically about the future of this group.
- CREATE Director DeAnna Leitzke is a member of SHARP Literacy’s Board of Directors. Through this role as a Director, DeAnna Leitzke will strive to support the mission of the organization as a representative of the MSOE community. SHARP Literacy is a community partner of Servant-Leadership at MSOE and provides opportunities for MSOE students to use the knowledge they learn in the classroom to serve the community while practicing servant-leadership tenets.
- In January, CREATE Director DeAnna Leitzke and Chair Douglas Nelson travelled with Dr. Eric Baumgartner, Dr. William Farrow, Dr. Joshua Carl, Dr. Mark Daugherty, Professor Gene Wright, Dr. Vikki Carlson-Oehlers, Dr. Anne-Marie Nickels, Dr. Leah Newman, Dr. Tammy Rice-Bailey, Dr. Icaro do Santos, Dr. Jera Sullivan, Dr. Kseniya Fuhrman, Natalie Villegas, Tyra Hildebrand, Dr. Ruth Barrat, John Osmanski, and Dr. David Howell to the annual KEEN Conference in Dallas, Texas. As representatives of Servant-Leadership at MSOE, DeAnna Leitzke and Doug Nelson dedicated their visit to better understanding how the Entrepreneurial Mindset compliments the Servant-Leader Mindset. Dave Howell, Mark Dougherty and Deanna Leitzke presented at this conference.
- On March 9th, 2020 the Office of Servant-Leadership supported Women’s Week and a Diversity and Inclusion Design Thinking Workshop
- The Office of Servant Leadership is Cosponsoring the first campus-wide book read. The book is Bad Blood; which is a case study of a silicon valley start-up that went horribly wrong due to deep seated ethical issues. The read started in June 2020 and will continue through the 2020-21 academic year.
- The Office of Servant-Leadership supported MSOE students participation in the Wisconsin Louis Stokes Alliance for Minority Participation (WiscAMP). Students attended several workshops and several CREATE student fellows participated.

Response to 2019-2020 Goals for Outcome 6

The response to our goals related to Outcome 6 for the 2019-2020 academic year are:

1. Implement integration strategies for inclusion of Servant-Leadership into the training of all students, faculty, and staff at MSOE. This includes new and existing members of the MSOE community. Assure tracking of faculty trained.

Looking Ahead

As detailed throughout the report, the following is a summary of the goals we have for the 2020-2021 academic year:

Goals as they relate to Outcomes 3 & 4 for the 2020-2021 academic year include the following:

1. Continue to work with the Associate Vice President of Academic Success and Institutional Effectiveness to further revise the university assessment plan and more effectively measure the impact of Servant-Leadership at MSOE and modify any MSOE specific questions on the Spring 2020 MSL to serve as a valuable assessment.
2. Create and participate in short surveys of effectiveness as needed throughout the academic year.

Goals as they relate to Outcome 5 for the 2020-21 academic year include the following:

1. Work Closely with the Office of Alumni Affairs to encourage Servant-Leadership development through alumni involvement on campus.
2. Work closely with the newly appointed Vice President of Student Affairs & Campus Inclusion as Servant-Leadership is infused in student lead organizations across campus.

The goals relate to Outcome 6 for the 2020-2021 academic year are:

1. Continue to implement integration of Servant-Leadership into the training of all students, faculty, and staff at MSOE. This includes new and existing members of the MSOE community.
2. Work with WISL leaders to present a high quality experience at the International Summit on Servant-Leadership in June 2021.
3. Work with other WISL leaders to continue to develop a robust Servant-Leadership program in Milwaukee, Wisconsin, and beyond.

We look forward to yet another year of significant growth at Milwaukee School of Engineering!

Appendix A: Sample Student Reflection Comments

**Engineers Without Borders
Reflection Paragraphs**

Chiaj, Guatemala

February 28- March 7, 2020

MSOE student members of the Engineers Without Borders (EWB) chapter travelled to Chiaj, Guatemala in the intersession between the Winter and Spring term in 2020 to begin construction on a bridge which they designed throughout the academic year. The individuals were asked to reflect on their experience by selecting one tenet of Servant-Leadership and relating it to their trip.

Building Community (SK)

My name is xxxxxx and I am a sophomore Civil Engineering student. Earlier this year I was fortunate enough to travel down to Guatemala with EWB-MSOE. My work with EWB has helped show me the importance of building a community. While travelling, I got to see how close and friendly the advisors and returning travelers were with our partners down in Guatemala. The locals helped us feel welcomed into their town and made us feel as if we were part of their community. Throughout the week on the jobsite, I created a closer bond with some of the locals by making jokes and working hard with them. As the week progressed they were increasingly eager to help out because we have made a closer connection between us. We were both there to make a lasting impact in their community. I admire MSOE's work down in Guatemala because they chose to stick with a single region and build a strong connection within that community. Each year, MSOE travelers get to witness the past projects and how they have benefitted the local communities. I got to witness firsthand how impactful and life changing these projects are for the Guatemalans. I appreciate the donations because our work with EWB is truly a blessing and without these funds many communities would still be lacking in the resources they need to achieve a better quality of life.

Building Community (TG)

My name is xxxxxxxx and I am a sophomore in biomedical engineering. I traveled to Guatemala in the spring for engineers without borders to help with the Chiaj bridge. I would like to share some comments regarding the great time I had building the bridge and specifically assisting in building community.

When I traveled down to Guatemala in the spring it was my first time ever outside of the United States. However, I was excited to travel and help those who are in need around the world. While in Guatemala I had the amazing opportunity to interact closely with the people of Guatemala and I got to sharpen my Spanish speaking skills. One of the greatest memories of the trip I will keep forever is communicating strictly in Spanish with the locals about their lives or the bridge. I vividly remember how thrilled the volunteers from the various communities were to assist in building this bridge. Not only did this bridge help those in Chiaj but it helped many other villages around the area to ease them in their travels. Overall, the close interaction and communication with the Guatemalan people along with the assisting in building their community and the interpersonal relationships will forever be a cherished memory.

Commitment to People's Growth. (GE)

A servant leader must be committed to the growth of the people that they work with, and the idea that the people come before the achievement of a goal. As the project manager for EWB-MSOE's most recent project, the Chiaj vehicular bridge, I listened to and understood the needs of the people in the community of Chiaj and the surrounding communities. The original roadway at the site of the bridge crossed through a river that, in the rainy season, would see water heights up to five feet. This meant that the roadway was impassable for much of the rainy season. After meeting with the members of the community, I understood how much of an impact this bridge project would have, not only for the people in Chiaj, but also the people in the surrounding communities. I oversaw the design and construction of the bridge project, which as of this summer is now accessible. This means that children can now reach school when the river is too high to pass, that people in the smaller communities now have year-round access to the larger town of Joyabaj for economic opportunities such as markets, and that people can reach larger communities and cities for medical care. The implementation of this bridge project will see the improvement in the quality of life for the local people, and may even promote growth of the surrounding communities. This project was one of the greatest experiences I've been involved with, and I will cherish the memories made for a lifetime.

Listening

If I had to choose one of the 10 aspects to comment on in relation to the EWB trip it would have to be listening. It became very clear that listening was of the utmost importance on the trip. I learned that listening is the first step taken during an EWB project. Because of the importance we put on the partnership with the Guatemalans it is of priority to listen to what they have to say first. Then act knowing where and what it is they are asking help with. This became more clear in everything we did on the site as well. Each action needed to be carefully attended to the first step was to listen to what the plan was. And as a young freshman the only way I felt I could properly help in project was to listen carefully first before taking any kind of action. It became abundantly clear that listening was the first major sign of respect and true intent for partnership. It is something I strive to include in my everyday life. To listen first and then act.

Appendix B: Faculty and Course Survey Results

(Begins on the next page)

Year	Term	Short Course	Prior year?	Number of S-L Characteristics	1 - Please identify which, if any, of the following learning opportunities your students engaged with in this course. Check all that apply.	1 - Feel free to add any further details about the teaching and learning which occurred in this course.
2020	Q1	BA 4410		7	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives, Discussed ethical standards in the workplace, Identified what has influenced their personal ethics, Compared leadership frameworks	
2020	Q3	AE 2012		2	Identified personal strengths and skills for improvement, Discussed ethical standards in the workplace	
2020	Q3	AE 2250		4	Considered how their actions and behavior affected others, Valued other perspectives, Discussed ethical standards in the workplace, Identified what has influenced their personal ethics	No lab in this class. We had 1 lecture and 1 small group discussion weekly (with prerecorded lecture). Small groups had weekly discussion questions with relevant current events to discuss and resolve. Also had small group project assignments requiring the students to work online collaboratively.
2020	Q1	AE 3201		1	Considered how their actions and behavior affected others	
2020	Q2	AE 3221		3	Considered how their actions and behavior affected others, Valued other perspectives, Discussed ethical standards in the workplace	
2020	Q3	AE 3251		1	Considered how their actions and behavior affected others	

2020	Q1	AE 3301		1	Discussed ethical standards in the workplace	
2020	Q3	AE 3321		3	Enhanced listening skills, Identified what has influenced their personal ethics, Valued other perspectives	
2020	Q2	AE 3531		7	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives, Discussed ethical standards in the workplace, Identified what has influenced their personal ethics, Compared leadership frameworks	
2020	Q2	AE 4121	YES	2	Considered how their actions and behavior affected others, Discussed ethical standards in the workplace	
2020	Q1	AE 431		1	Valued other perspectives	
2020	Q1	AE 4311	YES	3	Considered how their actions and behavior affected others, Enhanced listening skills, Valued other perspectives	It is always an exceptional learning experience undertaking a real life project that has many implications.
2020	Q1	AE 4412	YES	4	Valued other perspectives, Discussed ethical standards in the workplace, Identified what has influenced their personal ethics, Compared leadership frameworks	The end project was set up as a competition with industry experts serving as judges
2020	Q1	AE 4712	YES	4	Considered how their actions and behavior affected others, Enhanced listening skills, Valued other perspectives, Identified personal strengths and skills for improvement	A real life client looking for solutions to a piece of vacant land.

2020	Q2	AE 4721	YES	7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	This was the AE senior design course
2020	Q2	AE 4731	YES	7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	
2020	Q2	AE 5980		4	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q3	AE 6214		1	Identified personal strengths and skills for improvement	

2020	Q1	AE 6460	YES	1	Discussed ethical standards in the workplace	This is a graduate class so the projects were individual, research focused ones. The course didn't use team based projects for this reason. The nature of teaching a graduate class is fundamentally different from undergraduate ones.
2020	Q2	AE/CV 1002		3	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Valued other perspectives	
2020	Q1	AE/CV 5220		3	Considered how their actions and behavior affected others, Valued other perspectives, Discussed ethical standards in the workplace	This course is amenable to various learning strategies. Lectures are necessary to deliver materials, but students engaged self-learning of new material and were assigned many open-ended problems with multiple "correct" answers. Students worked alone, in groups, and as a class.
2020	Q3	AE/CV 6224		1	Considered how their actions and behavior affected others	
2020	Q1	AE/CV 6230		1	Considered how their actions and behavior affected others	
2020	Q1	BA 1000		3	Considered how their actions and behavior affected others, Discussed ethical standards in the workplace, Identified what has influenced their personal ethics	

2020	Q1	BA 1015		3	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Discussed ethical standards in the workplace	
2020	Q1	BA 1801		3	Considered how their actions and behavior affected others,Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q1	BA 2220		7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	
2020	Q2	BA 2222		7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	
2020	Q3	BA 2225		2	Identified personal strengths and skills for improvement,Discussed ethical standards in the workplace	
2020	Q1	BA 2401		3	Considered how their actions and behavior affected others,Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q1	BA 2442		4	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Discussed ethical standards in the workplace,Compared leadership frameworks	
2020	Q1	BA 2501		1	Discussed ethical standards in the workplace	
2020	Q1	BA 2503		2	Identified personal strengths and skills for improvement,Discussed ethical standards in the workplace	

2020	Q1	Ba 2661	YES	4	Considered how their actions and behavior affected others,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q1	BA 2720		1	Valued other perspectives	
2020	Q2	BA 2850		1	Discussed ethical standards in the workplace	
2020	Q2	BA 3411		5	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Compared leadership frameworks	
2020	Q1	BA 3423	YES	4	Considered how their actions and behavior affected others,Enhanced listening skills,Valued other perspectives,Compared leadership frameworks	Students were divided into 7 teams of 4 individuals. They identified a problem and used LEAN Startup methods and Business model canvas to create a business. They identified audience, markets, value, Min viable product. Deliverables included completed Business model canvas, business value model, class presentation and weekly reflection journals.

2020	Q1	BA 3444	YES	7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	Topics were applied through team based learning
2020	Q3	BA 3447	YES	6	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	
2020	Q1	BA 3593		4	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Discussed ethical standards in the workplace	
2020	Q1	BA 3797 , BA 3799		2	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement	
2020	Q1	BA 3799		3	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills	
2020	Q1	BA 3801		3	Valued other perspectives,Identified what has influenced their personal ethics,Compared leadership frameworks	

2020	Q1	BA 3803		3	Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Compared leadership frameworks	
2020	Q1	BA 3998		6	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Identified what has influenced their personal ethics,Compared leadership frameworks	
2020	Q2	BA 4344		4	Identified personal strengths and skills for improvement,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	
2020	Q3	BA 4350		2	Identified personal strengths and skills for improvement,Enhanced listening skills	
2020	Q3	BA 4449		2	Considered how their actions and behavior affected others,Discussed ethical standards in the workplace	
2020	Q3	BA 4601		4	Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	Course was International Marketing; we discussed challenges raised by the pandemic in exploring countries for their final research paper and presentation.
2020	Q1	BA 4620		6	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	I showcased various sales methodologies to supplement the Futrell methodology and text
2020	Q3	BA 4626		4	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives	

2020	Q1	BA 4650		3	Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	
2020	Q3	BA 4668		2	Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q3	BA 4669	YES	5	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	
2020	Q1	BA 4820		2	Considered how their actions and behavior affected others,Valued other perspectives	
2020	Q1	BA 4990		4	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives	
2020	Q1	BA2222		2	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement	
2020	Q1	BE 1005		2	Considered how their actions and behavior affected others,Identified what has influenced their personal ethics	

2020	Q1	BE 3005		3	Considered how their actions and behavior affected others,Valued other perspectives,Discussed ethical standards in the workplace	This is a unique professional topics course. Many guest lecturers, including MSOE faculty from other department, participated to introduce topics relevant to BME students. Each topic was related to an ongoing case study via discussion or short reflection paper.
2020	Q3	BE 3015	YES	1	Discussed ethical standards in the workplace	Did a role play with another faculty member.
2020	Q2	BE 3905		1	Considered how their actions and behavior affected others	
2020	Q3	BE 3915		2	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement	
2020	Q2	BE 4015	YES	4	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q3	BE 4025	YES	1	Discussed ethical standards in the workplace	
2020	Q3	BE 411		4	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives	
2020	Q2	BE4205		3	Considered how their actions and behavior affected others,Enhanced listening skills,Valued other perspectives	
2020	Q1	BI 102		2	Identified personal strengths and skills for improvement,Valued other perspectives	

2020	Q2	BI 2020		6	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	
2020	Q2	BI 3350		4	Considered how their actions and behavior affected others,Enhanced listening skills,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	
2020	Q2	CE 1901		7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	
2020	Q1	CE 2801		2	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement	
2020	Q2	CE 2812		7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	
2020	Q1	CE 4000		3	Considered how their actions and behavior affected others,Enhanced listening skills,Discussed ethical standards in the workplace	
2020	Q2	CE 4010/SE401		4	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives	

2020	Q3	CE 4020/SE402		5	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives, Discussed ethical standards in the workplace	
2020	Q1	CH 200		1	Enhanced listening skills	
2020	Q3	CH 201		1	Identified personal strengths and skills for improvement	Week 1 was hands-on on campus. There were demos and lab simulations that were virtually "hands-on" where the students "drove" the simulation or demo.
2020	Q1	CH 2050		1	Identified personal strengths and skills for improvement	evaluated models
2020	Q1	CH 223		1	Enhanced listening skills	Learn with 3D models, learn from each other
2020	Q2	CH 302		1	Identified personal strengths and skills for improvement	
2020	Q2	CH 3020		1	Identified personal strengths and skills for improvement	
2020	Q3	CH 353	YES	1	Considered how their actions and behavior affected others	I normally include field trips in this class, but was unable to do so this spring due to social distancing. For participation points, students picked up trash from their neighborhoods and posted about what they found in MS Teams.
2020	Q1	CM 2200	YES	4	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Discussed ethical standards in the workplace, Compared leadership frameworks	

2020	Q3	CM 3013		2	Identified personal strengths and skills for improvement,Discussed ethical standards in the workplace	Class did not have a lab. We had 2 lectures and 1 small group breakout session weekly. Student groups had relevant discussion questions weekly to review and relate their experiences and ethical beliefs.
2020	Q2	CM 3024		2	Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q1	CM 3112		1	Discussed ethical standards in the workplace	
2020	Q2	CM 325		2	Considered how their actions and behavior affected others,Discussed ethical standards in the workplace	
2020	Q3	CM 4002		1	Discussed ethical standards in the workplace	
2020	Q1	CM 4311		7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	
2020	Q2	CM 4321		3	Identified personal strengths and skills for improvement,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	

2020	Q2	CM 5045		7	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives, Discussed ethical standards in the workplace, Identified what has influenced their personal ethics, Compared leadership frameworks	
2020	Q3	CM 5520	YES	7	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives, Discussed ethical standards in the workplace, Identified what has influenced their personal ethics, Compared leadership frameworks	Graduate level class. We spent part of our class time in small groups reviewing and discussing ethical questions. The student groups discussed relevant articles among themselves weekly.
2020	Q1	CS 1011		1	Identified personal strengths and skills for improvement	
2020	Q2	CS 2300		1	Discussed ethical standards in the workplace	
2020	Q3	CS 2400		1	Discussed ethical standards in the workplace	
2020	Q3	CS 2852		2	Identified personal strengths and skills for improvement, Valued other perspectives	
2020	Q1	CS 2911		2	Identified personal strengths and skills for improvement, Valued other perspectives	
2020	Q1	CS 3841		2	Identified personal strengths and skills for improvement, Valued other perspectives	
2020	Q3	CS 3851		2	Identified personal strengths and skills for improvement, Valued other perspectives	
2020	Q1	CS 4981		1	Discussed ethical standards in the workplace	
2020	Q2	CV 2001		2	Considered how their actions and behavior affected others, Identified what has influenced their personal ethics	
2020	Q3	CV 415	YES	1	Identified personal strengths and skills for improvement	
2020	Q2	CV 4900	YES	3	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Valued other perspectives	

2020	Q3	CV 4920	YES	3	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Valued other perspectives	
2020	Q3	CV 712		1	Considered how their actions and behavior affected others	
2020	Q1	EB 1001		3	Identified personal strengths and skills for improvement, Valued other perspectives, Compared leadership frameworks	Understanding different perspectives with patience, learn to listen and respect opinions of all team members
2020	Q1	EB 2001		4	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Valued other perspectives, Identified what has influenced their personal ethics	
2020	Q2	EB 2100		6	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives, Discussed ethical standards in the workplace, Identified what has influenced their personal ethics	
2020	Q2	EB 3100		3	Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives	
2020	Q1	EB 3410		3	Identified personal strengths and skills for improvement, Valued other perspectives, Discussed ethical standards in the workplace	

2020	Q2	EB 3420		4	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives	contemporary issues we are currently facing
2020	Q2	EB 3600		6	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	
2020	Q1	EB 3810		1	Valued other perspectives	
2020	Q3	EB 3860		1	Identified personal strengths and skills for improvement	
2020	Q1	EB 401		3	Identified personal strengths and skills for improvement,Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q2	EB 4300		5	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	They had to weigh dangers and positive uses of Synbio but then take a stand and argue
2020	Q1	EB 4910	YES	7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	Literature survey and how to make important decisions about interviews and jobs
2020	Q2	EB 4920	YES	7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	
2020	Q2	EB 499		1	Identified personal strengths and skills for improvement	

2020	Q1	EE 1000	YES	2	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement	
2020	Q2	EE 201		1	Identified personal strengths and skills for improvement	
2020	Q2	EE 2060		4	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives	The course was had an extensive laboratory work and students appreciated that so much.
2020	Q2	EE 2070		5	Identified personal strengths and skills for improvement, Valued other perspectives, Discussed ethical standards in the workplace, Identified what has influenced their personal ethics, Enhanced listening skills	
2020	Q2	EE 2931	YES	2	Identified personal strengths and skills for improvement, Valued other perspectives	
2020	Q1	EE 3001B		1	Enhanced listening skills	The conversion from task-based technician thinking to process, problem solving thinking is a major aspect in this bridge course. Lecture and lab sessions, homework, and exams are structured in the context of promoting this conversion.
2020	Q3	EE 3112		2	Identified personal strengths and skills for improvement, Valued other perspectives	
2020	Q3	EE 3401		2	Identified personal strengths and skills for improvement, Enhanced listening skills	
2020	Q1	EE 407	YES	4	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Valued other perspectives, Compared leadership frameworks	

2020	Q2	EE 408	YES	6	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	
2020	Q3	EE 409	YES	3	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Discussed ethical standards in the workplace	
2020	Q3	EE 4112		2	Identified personal strengths and skills for improvement,Valued other perspectives	
2020	Q2	EE 426		2	Enhanced listening skills,Valued other perspectives	This course involved deep dives into theory, relating it to past learning, and "growing" in theoretical capabilities.
2020	Q1	EE 4480		2	Considered how their actions and behavior affected others,Enhanced listening skills	
2020	Q3	EE 5112		2	Identified personal strengths and skills for improvement,Valued other perspectives	
2020	Q1	EE 5480		3	Considered how their actions and behavior affected others,Enhanced listening skills,Valued other perspectives	
2020	Q1	EN 441		7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	
2020	Q1	GS 1001	YES	7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	

2020	Q2	GS 1002	YES	6	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	
2020	Q1	GS 1003	YES	7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	
2020	Q1	GS 1010		6	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Identified what has influenced their personal ethics,Compared leadership frameworks	
2020	Q1	HU 332		5	Considered how their actions and behavior affected others,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	
2020	Q2	HU 421		3	Considered how their actions and behavior affected others,Enhanced listening skills,Valued other perspectives	
2020	Q3	HU 423		3	Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives	
2020	Q1	HU 427		6	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	
2020	Q1	HU 430		6	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other	

					perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	
2020	Q1	HU 432	YES	6	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	It's worth noting that this was an ethics class, so many of the items mentioned above were central to the course given its subject matter.
2020	Q1	HU 4370		2	Enhanced listening skills,Valued other perspectives	
2020	Q1	HU 443		1	Valued other perspectives	
2020	Q2	HU 445		1	Valued other perspectives	
2020	Q1	HU 4480		1	Valued other perspectives	
2020	Q3	HU 449		1	Valued other perspectives	
2020	Q1	HU 4800		7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	
2020	Q3	HU 4802		2	Enhanced listening skills,Valued other perspectives	
2020	Q3	HU 489		1	Valued other perspectives	In this course, students had the choice of writing the two papers that non-honors sections write OR of writing a single longer paper or doing a creative film/media project related to the honor program's topical focus, "The Power of Place."
2020	Q3	HU 494		5	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Valued other perspectives,Discussed ethical standards in the workplace,Compared leadership frameworks	

2020	Q3	HU 495	YES	3	Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives	
2020	Q3	IE 1190		2	Enhanced listening skills,Valued other perspectives	
2020	Q2	IE 2030		2	Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q2	IE 26		1	Identified what has influenced their personal ethics	
2020	Q3	IE 3310		4	Considered how their actions and behavior affected others,Valued other perspectives,Discussed ethical standards in the workplace,Compared leadership frameworks	
2020	Q3	IE 340	YES	5	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q1	IE 3470	YES	2	Considered how their actions and behavior affected others,Discussed ethical standards in the workplace	
2020	Q1	IE 348		1	Identified personal strengths and skills for improvement	
2020	Q1	IE 3621	YES	3	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Valued other perspectives	
2020	Q3	IE 377		4	Considered how their actions and behavior affected others,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q1	IE 381		4	Considered how their actions and behavior affected others,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	
2020	Q2	IE 3820		3	Considered how their actions and behavior affected others,Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q3	IE 383		4	Considered how their actions and behavior affected others,Valued other perspectives,Discussed ethical standards in the workplace,Compared leadership frameworks	

2020	Q2	IE 423		4	Considered how their actions and behavior affected others,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	
2020	Q2	IE 423		3	Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives	
2020	Q2	IE 426		3	Considered how their actions and behavior affected others,Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q3	IE 431		3	Enhanced listening skills,Valued other perspectives, Identified personal strengths and skills for improvement	
2020	Q2	IE 4332		2	Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q2	IE 440	YES	7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	
2020	Q1	IE 460		2	Identified personal strengths and skills for improvement,Valued other perspectives	
2020	Q1	IE 4773		1	Identified personal strengths and skills for improvement	
2020	Q1	IE 483		3	Considered how their actions and behavior affected others,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	
2020	Q2	IE 4880		6	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Compared leadership frameworks	

2020	Q1	IE 4901	YES	5	Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	IE 4901 is the Senior Design course. I am the faculty instructor on record for the course - I met with the entire class at least once per week to review different IE concepts and techniques and to have student teams update me on progress performance and issues. In addition, I advise two teams (there are a total of six senior design teams this year); the other IE faculty each advise two teams as well.
2020	Q2	IE 4902	YES	4	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q3	IE 613		2	Enhanced listening skills,Valued other perspectives	
2020	Q1	Independent study		5	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Valued other perspectives,Discussed ethical standards in the workplace,Compared leadership frameworks	This was an independent study that was applied to the work place. It was a graduate level course.
2020	Q1	MA 120		1	Identified personal strengths and skills for improvement	
2020	Q1	MA 136		2	Identified personal strengths and skills for improvement,Enhanced listening skills	
2020	Q1	MA 136C		1	Identified personal strengths and skills for improvement	
2020	Q2	MA 137		4	Identified personal strengths and skills for improvement,Enhanced listening skills, Valued other perspectives, Considered how their actions and behavior affected others	
2020	Q1	MA 1830		1	Identified personal strengths and skills for improvement	

2020	Q1	MA 2310		2	Identified personal strengths and skills for improvement,Enhanced listening skills	
2020	Q3	MA 2314		4	Considered how their actions and behavior affected others,Enhanced listening skills,Valued other perspectives,Identified personal strengths and skills for improvement	
2020	Q1	MA 235		1	Enhanced listening skills	
2020	Q1	MA 262		2	Valued other perspectives, Identified personal strengths and skills for improvement	
2020	Q1	MA 330		2	Identified personal strengths and skills for improvement,Enhanced listening skills	
2020	Q2	MA 3320		3	Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives	
2020	Q1	MA 3501		1	Identified personal strengths and skills for improvement	
2020	Q1	MA 3502		1	Identified personal strengths and skills for improvement	
2020	Q3	MA 383		4	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills, Valued other perspectives	
2020	Q3	MA 383		3	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills	
2020	Q3	MA 387		1	Identified personal strengths and skills for improvement	
2020	Q2	MA 388		3	Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives	
2020	Q2	MB 6000		7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	Class was taught online. Strategies were modified to online format. Teams were used as a foundation to the learning process

2020	Q2	MB 6310		7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	
2020	Q2	MB 6320		7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	
2020	Q3	MB 6630		7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	Class was taught using team based learning
2020	Q1	MB 6900		4	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Valued other perspectives,Discussed ethical standards in the workplace	This is a 100% online course
2020	Q2	MB 6950	YES	7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	
2020	Q2	MB 7400		4	Considered how their actions and behavior affected others,Valued other perspectives,Discussed ethical standards in the workplace,Compared leadership frameworks	
2020	Q2	MB 7700		5	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace	

2020	Q1	MB 7770		7	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives, Discussed ethical standards in the workplace, Identified what has influenced their personal ethics, Compared leadership frameworks	
2020	Q3	MB 7800	YES	5	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives, Discussed ethical standards in the workplace	
2020	Q2	MB 7900		3	Considered how their actions and behavior affected others, Discussed ethical standards in the workplace, Compared leadership frameworks	
2020	Q1	ME 1601		1	Identified personal strengths and skills for improvement	
2020	Q2	ME 190		1	Considered how their actions and behavior affected others	
2020	Q1	ME 2001		3	Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives	
2020	Q2	ME 2002		3	Considered how their actions and behavior affected others, Valued other perspectives, Discussed ethical standards in the workplace	
2020	Q2	ME 206		1	Identified personal strengths and skills for improvement	
2020	Q1	ME 2101		3	Identified what has influenced their personal ethics, Identified personal strengths and skills for improvement, Enhanced listening skills	Students did a brief energy and economics analysis of a Zero Energy House - a house that produces as much energy as it uses over the course of a year.
2020	Q1	ME 3005		1	Identified personal strengths and skills for improvement	
2020	Q2	ME 3102		3	Considered how their actions and behavior affected others, Valued other perspectives, Enhanced listening skills	

2020	Q3	ME 3105		4	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives	
2020	Q2	ME 318		1	Considered how their actions and behavior affected others	
2020	Q2	ME 322		2	Valued other perspectives, Discussed ethical standards in the workplace	
2020	Q3	ME 354		2	Identified personal strengths and skills for improvement, Enhanced listening skills	The appreciation of variety of modes through which class material was provided and discussed
2020	Q3	ME 363		3	Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives	
2020	Q2	ME 401		2	Discussed ethical standards in the workplace, Considered how their actions and behavior affected others	
2020	Q2	ME 460		4	Considered how their actions and behavior affected others, Valued other perspectives, Discussed ethical standards in the workplace, Identified personal strengths and skills for improvement, Enhanced listening skills	
2020	Q1	ME 4806		2	Identified personal strengths and skills for improvement, Valued other perspectives	
2020	Q1	ME 485		6	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives, Discussed ethical standards in the workplace, Identified what has influenced their personal ethics	
2020	Q1	ME 490		3	Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives	Students are leading the effort to develop thermal models and test hardware under various weather conditions.

2020	Q2	ME 491		5	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives, Discussed ethical standards in the workplace	
2020	Q3	ME 492		3	Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives	
2020	Q3	ME 4952		1	Identified personal strengths and skills for improvement	
2020	Q2	ME 498	YES	2	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement	
2020	Q3	ME 683		4	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives	As students presented their individual course projects, we had interactions on applications of CFD in various fields.
2020	Q1	ME 860		1	Identified personal strengths and skills for improvement	
2020	Q1	No course number unofficial undergraduate research course		7	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives, Discussed ethical standards in the workplace, Identified what has influenced their personal ethics, Compared leadership frameworks	It would, of course, be good for students to explicitly reflect on these things. Maybe it's just me that's reflecting on them.
2020	Q1	NU 2000	YES	3	Valued other perspectives, Discussed ethical standards in the workplace, Identified what has influenced their personal ethics	
2020	Q2	NU 2011	YES	4	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Valued other perspectives, Identified what has influenced their personal ethics	
2020	Q1	NU 2320		4	Considered how their actions and behavior affected others, Enhanced listening skills, Valued other perspectives, Identified what has influenced their personal ethics	

2020	Q1	NU 2520	YES	5	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q1	NU 260		1	Considered how their actions and behavior affected others	
2020	Q2	NU 2810	YES	5	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace	Gave in person reviews before tests using Kahoot and Jepordy game
2020	Q1	NU 2820		5	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	
2020	Q1	NU 290		5	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q3	NU 300		7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	
2020	Q1	NU 3000	YES	7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	Simulation Lab
2020	Q2	NU 3200		7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	

2020	Q1	NU 3302		5	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q1	NU 3320	YES	4	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives	
2020	Q1	NU 340		5	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q1	NU 350	YES	4	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Identified what has influenced their personal ethics	We also discussed ethics for the clients we will be caring for
2020	Q1	NU 3600		7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	Reflection Logs
2020	Q3	NU 391		5	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace	I picked this course up since a colleague was in the National Guard and sent to New York. I think i did well but very challenging because i teach so differently and i think students appreciated what they learned mostly after the first exam.

2020	Q2	NU 4600		6	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Enhanced listening skills, Discussed ethical standards in the workplace, Identified what has influenced their personal ethics, Compared leadership frameworks	As a mental health class they are challenged to think about changing the system and incorporating new technology like vaccines for substance abuse and telehealth
2020	Q1	NU 4700	YES	6	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives, Discussed ethical standards in the workplace, Identified what has influenced their personal ethics	clinical practicum; 6 hour clinical day two days per week with 1 hour prep prior to clinical (not included in clinical hours)
2020	Q2	NU 4702		4	Considered how their actions and behavior affected others, Valued other perspectives, Discussed ethical standards in the workplace, Identified what has influenced their personal ethics	
2020	Q3	NU 4710	YES	7	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives, Discussed ethical standards in the workplace, Identified what has influenced their personal ethics, Compared leadership frameworks	this was by far very challenging to perform clinicals virtually. all i can say is when asked if they had to go to the unit tomorrow and start providing care, would they feel confident they could to this comfortably and confidently and all said yes. So i feel i did my part despite the lack of hands on teaching
2020	Q1	NU 4711	YES	4	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Valued other perspectives, Discussed ethical standards in the workplace	

2020	Q3	NU 485	YES	7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	online case studies and networking with mock interviews
2020	Q1	NU 4860	YES	5	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	
2020	Q3	NU 4880		5	Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	worked better then i thought, except the ATI predictor was very time consuming because we had to purchase their product in order to do the 3 hour predictor. It may have been \$5.00 a student, but it took time away from what usually teach because we had to set up some thing called proctorial.
2020	Q1	NU 4960		7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	
2020	Q3	NU 4970	YES	7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	

2020	Q1	NU 6311		3	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Discussed ethical standards in the workplace	
2020	Q3	NU 6371		3	Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives	
2020	Q3	OR 0911		4	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives	
2020	Q2	OR 0911		5	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q3	OR 1912		6	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	
2020	Q3	OR 402		6	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	
2020	Q2	PE 674		1	Valued other perspectives	
2020	Q2	PE 699		1	Identified personal strengths and skills for improvement	
2020	Q3	PH 2011	YES	3	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Identified what has influenced their personal ethics	
2020	Q1	PH 2021		1	Enhanced listening skills	
2020	Q3	PH 2021		1	Discussed ethical standards in the workplace	

2020	Q3	PH 2031		4	Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q3	PH 2031		1	Identified personal strengths and skills for improvement	
2020	Q3	PH 324		1	Identified personal strengths and skills for improvement	
2020	Q2	PH 3600		4	Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q3	SC 310	YES	1	Discussed ethical standards in the workplace	
2020	Q1	SE 2030		5	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Valued other perspectives,Discussed ethical standards in the workplace,Compared leadership frameworks	
2020	Q3	SE 2800		5	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Compared leadership frameworks	
2020	Q2	SE 2811		1	Discussed ethical standards in the workplace	
2020	Q3	SE 2832	YES	1	Discussed ethical standards in the workplace	
2020	Q1	SE 3010		4	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives	By not checking ethics, I'm NOT implying students are unethical or that there was zero discussion at all!
2020	Q2	SE 3020		3	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Valued other perspectives	
2020	Q3	SE 3030		5	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q1	SE 3821		2	Considered how their actions and behavior affected others,Valued other perspectives	Course involved extensive interviewing of nurses and other stakeholders for a

						simulated project.
2020	Q2	SE 3830		5	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives, Discussed ethical standards in the workplace	
2020	Q1	SE 3910	YES	2	Considered how their actions and behavior affected others, Discussed ethical standards in the workplace	Heavily lab based course; heavy emphasis on project based learning with some applicable theory in the lecture, The labs were intense in this course, but were not open-ended projects
2020	Q1	SE 400	YES	3	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Valued other perspectives	
2020	Q3	SE 402	YES	4	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Valued other perspectives, Discussed ethical standards in the workplace	
2020	Q3	SE 4940	YES	2	Considered how their actions and behavior affected others, Discussed ethical standards in the workplace	
2020	Q2	SE3020		2	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement	
2020	Q1	SS 415AM	YES	3	Considered how their actions and behavior affected others, Enhanced listening skills, Valued other perspectives	
2020	Q1	SS 4595		6	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives, Discussed ethical standards in the workplace, Identified what has influenced their personal ethics	
2020	Q2	SS 460		4	Identified personal strengths and skills for improvement, Enhanced listening skills, Discussed ethical standards in the workplace, Identified what has influenced	

					their personal ethics	
2020	Q2	SS 460		5	Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	
2020	Q3	SS 460H		4	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Valued other perspectives,Identified what has influenced their personal ethics	
2020	Q1	SS 461		7	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	
2020	Q1	SS 462		3	Considered how their actions and behavior affected others,Valued other perspectives, Enhanced listening skills	
2020	Q2	SS 466		3	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Valued other perspectives	
2020	Q2	SS 467		3	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Valued other perspectives	
2020	Q1	SS 471		1	Valued other perspectives	
2020	Q3	SS 473		1	Valued other perspectives	
2020	Q3	SS 474		5	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	

2020	Q2	SS 476		4	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives	
2020	Q1	TC 1400		3	Enhanced listening skills,Valued other perspectives,Compared leadership frameworks	
2020	Q1	TC 342		5	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace	
2020	Q3	TC 4510		2	Enhanced listening skills,Valued other perspectives	
2020	Q3	TC 452		6	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Compared leadership frameworks	
2020	Q1	UR 4981		5	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Identified what has influenced their personal ethics	
2020	Q2	UR 4982		5	Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics	
2020	Q3	UR 4983		6	Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace,Identified what has influenced their personal ethics,Compared leadership frameworks	
2020	Q3	UX 1400	YES	5	Considered how their actions and behavior affected others,Identified personal strengths and skills for improvement,Enhanced listening skills,Valued other perspectives,Discussed ethical standards in the workplace	

2020	Q2	UX 241H		3	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Valued other perspectives	
2020	Q1	UX 253		5	Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives, Discussed ethical standards in the workplace, Identified what has influenced their personal ethics	
2020	Q1	UX 333		6	Considered how their actions and behavior affected others, Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives, Discussed ethical standards in the workplace, Compared leadership frameworks	
2020	Q1	UX 361		3	Identified personal strengths and skills for improvement, Enhanced listening skills, Valued other perspectives	

Appendix C: Resume of Douglas Nelson

(Begins on the next page)

Douglas J. Nelson, P. E.

N23W25025 Valleyview Lane, Pewaukee, WI 53072 (920) 342-2467 email: Dnelson128@wi.rr.com

WORK EXPERIENCE

2011-Present Milwaukee School of Engineering, Milwaukee, WI 53202

Assistant Professor, Civil and Architectural Engineering and Construction Management Responsibilities include:

- Teaching courses in all three academic disciplines
- Serve on campus committees
- Coordinate courses in expertise areas
- Courses taught include:
 - Intro to Architectural Engineering
 - Intro to Project Management
 - Building Construction Materials
 - Plumbing & Fire Suppression Design
 - Architectural Senior Design
- Advising students
- International student projects
- Advise student organizations
- Perform outreach activities
- Specifications and Contracts
- Building Construction Methods
- Fire Protection/Plumbing Design
- Construction Estimating
- Civil Senior Design Coordinator

Servant Leadership/Create Fellow

- Shared MSOE Mindset with campus community
- Served on KEEN/MSOE Mindset Implementation Committee
- Assisted with Servant Leadership Program Outreach
- Assisted Students with Projects

2005-2011 Ruekert/Mielke Engineers, Waukesha, WI 53188

Water Supply and Wastewater Treatment Design Supervisor

Responsibilities included:

- Design of Water Supply and Wastewater Treatment Systems for Municipal, Industrial, and Decentralized applications
- Work with communities and regulatory agencies
- Market/Business Development
- Reviewed and approved construction documents
- Outreach to professional and educational organizations
- Project Management
- Supervise group of up to 7 engineers
- Assisted owners with procurement of construction contracts

1999 – 2000 Knight Treatment Systems, Oswego, NY 13126

2001-2005 Vice President-Science and Engineering.

Responsibilities included:

- New Product Development
- Site Assessment and System Installation
- Market Development
- Governmental Relations and Approval
- Dealer and Distributor Training
- Industrial System Design

WORK EXPERIENCE (Cont)

1985 - 2001 State University of New York, College of Agriculture and Technology, Morrisville, NY 13408

1985 – 1992 Assistant Professor, Agricultural Engineering

1992 – 2001 Tenured Associate Professor, Agricultural Engineering

2000 – 2001 Department Chair, Agricultural Engineering

Responsibilities included:

- Oversight, coordination, and planning for 5 full time departmental faculty and department budget.
- Designing, developing, and delivering courses in Environmental Technology, Water Supply and Sanitation, Plumbing, Welding, Electrification, Residential Construction, Refrigeration, Construction Surveying, and Heating. All are technical courses taught with intensive laboratory component.
- Initiating and coordinating the AAS curriculum in Environmental Technology.
- Advisement of students.
- Committee work for campus governance.
- Coordination of, and consultation with, program advisory committees.

1985 - 2001 State University of New York, College of Agriculture and Technology, Morrisville, NY 13408

(Continued)

1988 – 1999 Director - Environmental Training Center

Responsibilities included:

- Supervising, coordinating, and evaluating 20+ part-time and three full-time instructors and staff in the delivery of courses and workshops to environmental professionals throughout the State of New York.
- Teaching certification courses for Water and Wastewater Treatment Operators and other environmental professions.
- Budget development and management.
- Coordination and cooperation with other State agencies.
- Grant writing and administration.
- Initiating and developing training agreements with businesses, industries, municipalities, and NGO's across New York State and the nation.
- Initiating and coordinating the State Onsite Wastewater Treatment Training Network.

ADDITIONAL WORK EXPERIENCE

2009 – 2011 Moraine Park Technical College, Fond-du-Lac, WI,

Water Technician Program Instructor (Part time, Online)

1983 - 1985 VVS Central School, Verona, NY

Vocational Agriculture Instructor

1981 - 1983 Fort Plain Central School, Fort Plain, NY

Vocational Agriculture Instructor

Responsibilities included:

- Development of appropriate localized instruction.
- Teaching courses in traditional and online modalities.
- Advising students.
- Grant research and writing for VEA grants.

EDUCATION

- 1985** Cornell University, Ithaca, NY; M.A.T. in Agricultural Education
1981 Cornell University, Ithaca, NY; B.S. in Agricultural Education
1979 SUNY - Morrisville, Morrisville, NY; A.A.S. in Agricultural Engineering
1977 Hamilton Central School, Hamilton, NY

CERTIFICATIONS

- 2014** Green Plumbing Designer
2002 Certified Soil Tester in Wisconsin for Onsite and Storm Water Systems
2002 Professional Engineer License NY#079994, WI#35788
1997 Fellowship-Advanced Technology Environmental Education Center, University
and of Northern Iowa, Cedar Falls, IA. A two-week intensive program for 30
1996 selected Environmental Technology Instructors representing two-year colleges
and High Schools from throughout the US
1991 Certificate-Empire State Food and Agricultural Leadership Institute, Cornell
University, Ithaca, NY. A Two-year intensive Agricultural/Rural Leadership
Training Program for 30 individuals/two-year class.
1985 Permanent Certification as a Teacher of Agriculture in New York State

MSOE COURSES TAUGHT

- AE 100 Introduction to Architectural Engineering and Construction Management renumbered to CV/AE 1001 and 1002-Freshman Seminar
- AE 1231 Building Construction Materials
- AE 225 Specifications and Contracts
- AE 2212 Building Construction Methods (Renumbered to CM 2200)
- AE 3121 Introduction to Plumbing and Fire Protection Systems
- AE 3141 Plumbing and Fire Protection Systems Design
- AE 3521 Plumbing System Design
- AE 4721 AE Senior Design/Build 2
- AE 4731 AE Senior Design/Build 3
- AE 4733 AE Senior Design Working Drawings
- AE 5520 Advanced Plumbing Design
- AE 6560 Water Reuse Systems
- CM 224 Construction Estimating 1 (renumbered to CM 2250)
- CM 3011 Project Management for AEs and CMs (renumbered to CM 4311)
- CM 3112 Building Mechanical Systems for Construction Managers
- CV 490/492 Civil Senior Design, Course Coordinator (renumbered to CV 4900/4920)
- HU 432 Ethics for Engineering and Business
- SS 495 Water: How it Makes and Breaks Community (co-taught with SS faculty)
- Ethics for Practicing Engineers
- Chair and member of thesis committees for Masters candidates
- Curriculum Specific Camps for High School Students

SELECTED ENGINEERING PROJECTS

Wastewater Treatment/Pumping Facility Design—Village of Slinger, New Berlin Schools, Village of Mukwonago, Village of Dousman, City of Pewaukee, Village of Fontana

Wastewater Planning Studies—Village of Kewaskum, Village of Dousman, Village of Mukwonago, Village of Slinger, City of Hartford, City of Port Washington, City of Oconomowoc

Development Reviews—Village of Fontana, City of Hartford

Construction Administration and Review—New Berlin Schools

Water Supply Studies—Southeastern Wisconsin Regional Planning Commission (SEWRPC), City of Racine, Village of Eagle, Village of Pewaukee

PROFESSIONAL AFFILIATIONS

- Society of Fire Protection Engineers-Wisconsin, 2011 - Present
- American Society of Plumbing Engineers (ASPE), 2011 – Present
- Award for Scientific Achievement, 2014
- Kenneth G. Wentink Award of Excellence, 2016
- Water Environment Federation (WEF), 1988 – Present, Earl T. Mann award -1998
- Central States Water Environment Association (CSWEA), 2005-present
 - Bill Boyle Educator of the Year Award - 2017
- American Water Works Association (AWWA), 1990 - Present
- Rural Water Association, 1993 - 2011
- Wisconsin Wastewater Operators Association (WWOA), 2002-Present
- Wisconsin and National Onsite Wastewater Recycling Association, 2002-Present
- Town and Country RC&D – 2003-Present, President Elect of BOD 2005
- National Science Foundation-Advanced Technology Environmental Education Center
- National Environmental, Safety, & Health Training Association, 1989 - 2008
 - Certified Environmental Trainer - Wastewater, May 1990-2008
- New York State and Wisconsin Farm Bureau, 1987 - Present
- National (and NYS) Vocational Agriculture Teachers Association, Life Member
- Partnership for Environmental Technology Education (PETE), Member and Conference presenter, 1993-1999

RECENT PROFESSIONAL PRESENTATIONS

- 2015-18** ASPE—Green Plumbing Design. Multiple offerings across the country. One offering via webinar
- 2015** Ethics for young professionals. Water Reuse Systems. MSOE Profession Engineering Education. Engineering and Construction Ethics. 2 hour workshop for construction professionals ASPE—Annual conference presentation.
- 2014-19**

RECENT PROFESSIONAL PRESENTATIONS (Cont)

- 2011- 19** WEF—Nutrient control in the real world. Pre-conference workshop at the annual conference.
- 2011** WWOA—Retrofitting existing facilities with rotary effluent filters. Wisconsin Wastewater Operators Association annual conference.
- 2010** WWOA—Use of Geothermal Heat Pumps at Wastewater Treatment Facilities
- 2010** Ruekert/Mielke Seminar—Water Reuse Applications and Technology
- 2010** Water Industry Exposition—Water Reuse Overview
- 2010** Wisconsin Rural Water Association—Implications of New Phosphorus Standards
- 2009** WWOA—Implications of Pharmaceuticals in Wastewater
- 2008** Wisconsin Wastewater Operators Association (WWOA)—Implementing Electronic O&M Manuals
- 2007** WEFTEC—Supporting Author—Using IFAS for Ammonia Removal in Northern Climates
- 2006** WWOA—Utilizing IFAS to Upgrade Existing Facilities
- 2005** WEFTEC—Utilizing Microbial Inoculation to Recover a Single Pass Sand Filter
-
- 2002** NYS Federation of Lake Associations—Bioremediation of Failed Soil Absorption Area
- 2001** WEFTEC Wet Weather Operation of Wastewater Treatment Plants, New Orleans, LA
- 2001** NYS Association of Towns—Fundamentals of Onsite Wastewater Treatment Systems, New York City, NY
- 2000** NYS Federation of Lake Associations—Onsite Wastewater Systems to Improve Lake Quality, Hamilton, NY
- 1999** National Wastewater Operators Trainers Conference—Utilizing Training Resources for Advanced Troubleshooting Instruction, Providence, RI
- 1999** Northeast Wastewater Operator Trainers Conference—Wet Weather Operation of Wastewater Treatment Plants, Lake Placid, NY
- 1999** Northeast Partnership for Environmental Technology Education—Overview of Preserving the Legacy, a National Curriculum Development Project, Baltimore, MD
- 1998** National Wastewater Operators Trainers Conference—Wet Weather Operation of Wastewater Treatment Plants, Tucson, AZ
- 1998** New York Water Environment Association Conference—Wet Weather Operation of Wastewater Treatment Plants, New York City, NY

SELECTED SEMINARS ATTENDED

- 2010** AGSTAR National Conference on Digester Gas Utilization for Agriculture
- 2009** WEFTEC Utilization of Modeling for Wastewater Treatment Facility Design
- 2008** UW-Madison Professional Engineering Education Project Management for Wastewater Facilities Design

- 2006** WEFTEC Design of Wastewater Facilities for Phosphorus Removal
- 2004** Madison Area Technical College Introductions to Computer Aided Drafting
- 2002** National Onsite Wastewater Recycling Association (NOWRA) Treating High Strength Wastewaters Workshop.
- 2002** UW Madison Maintaining POWT Systems
- 2002** National Environmental Health Association annual meeting, Minneapolis, MN
- 1999-** NOWRA annual meeting, Jekyl Island, GA, Grand Rapids, MI, Virginia Beach VA,
- 2008** Kansas City MO, Nashville TN, and Milwaukee, WI.
- 1996** ISO 14000, What Does it Mean for Trainers? Northeast PETE conference
- 1995** National Wastewater Operator Trainers Conference-Kansas City.
- 1994** Alternative Training Techniques-National Environmental Training Association Annual Conference, San Antonio, Texas.
- 1993** TQM in Environmental Training-a one-day workshop offered through the New England Interstate Environmental Training Center.
- 1993** First Things First-a national teleconference by Steven Covey.

TRAINING/TEACHING CERTIFICATIONS HELD

- Basics of Environmental Systems Management (NETCSC curriculum)
- Onsite Wastewater Treatment Systems (NETCSC curriculum)
- Basic Wastewater Treatment Plant Operations
- Advanced Wastewater Treatment Plant Operations and Management
- Water Treatment Plant Operations
- CET in Wastewater and Water (National Certification)
- GETF ISO 14000 Trainer
- Supervisory Management

COMMITTEES AND SPECIAL PROJECTS

AT SUNY-MORRISVILLE

(Year indicates year of initiation)

- 2001** Campus-wide Promotion Committee.
- 2000** New York State Dairy Equipment Technician Certification Committee.
Committee to initiate certification program for technicians working in the field.
- 1999** American Association of Community Colleges, Improving the International Workforce Grant—Developing Wastewater Operator Training Programs at the Mexican Technological Universities.
- 1999** New York State Department of Environmental Conservation Non-Point Source Pollution Onsite Wastewater Taskforce.
- 1999** Euronet—One of four Environmental Technology instructors selected from the US to develop curriculum in conjunction with instructors from Europe.
- 1998** NYS DOH Drinking Water Treatment Certification stakeholders committee.
- 1998** New York State Department of Environmental Conservation Pollution Prevention Unit Stakeholders group.
- 1998** SUNY-Morrisville Dean of Science and Technology Search Committee
- 1998** Development of Statewide Onsite Wastewater Treatment Training Center.
- 1997** SUNY-Morrisville Presidential Search Committee

- 1997** New York State Environmental Assistance Network Member.
- 1997** Madison County Planning Department (EPA grant), Onsite Wastewater Training Program—training program for designers, installers, maintainers, and inspectors.
- 1997** Conference Coordinator-Two Year College Environmental Faculty Conference.
- 1996** SUNY Colleges of Technology Alliance Natural Resources Task Force Team Leader.
- 1995** Integrated Community Network consortium member-An electronic network of two-way interactive audio/video services linking education, industry, municipal agencies, and social service providers in central New York.
- 1994** Interdepartmental Environmental Technology planning team chair.
- 1993** Intelcom Preserving - the – Legacy Project-National Video and Textbook Development Project. (Final phase 1997)
- 1993** NYSDEC, Restructuring of Wastewater Operator Training in New York
- 1992** National Environmental Training Center for Small Communities (NETCSC) national advisory committee. 1992-1998.

Appendix D: Memo Regarding Chair's Time Commitment

(Begins on the next page)

To: The Richard and Suzanne Pieper Family Foundation Board Members
From: Douglas J. Nelson, Chair of Servant-Leadership
Date: October 13, 2020
Subject: Chair's Time Commitment

The following is intended to address the time commitment that was experienced during academic year 2019-2020. The times spent in each category are estimates based on calendar recordings in my MS Outlook Calendar.

The four categories identified in the July 8th, 2020 email are:

- Facilitate and nurture student leaders formally and informally
- Work in their professional discipline
- Creations of scholarly papers/research and nurture servant leadership or character education
- To include the servant/leader principles in the curriculum of the institution.

Each of these categories is expected to be approximately 25% of the efforts spent at the institution. Many of the activities undertaken by the Chair (and CREATE staff) are aimed at infusing the culture of the MSOE Mindset and hence, the Servant-Leadership Mindset across campus. Many of the activities can be placed into multiple categories. Therefore the following list represents examples of activities and is not exhaustive or exclusionary.

Facilitate and nurture student leaders formally and informally

Activities detailed generally classified in this category include:

- All CREATE student fellows trained in tenets of Servant-Leadership
- All projects sponsored through the CREATE institute required students to relate their efforts to at least one tenet of Servant-Leadership
- All students who did international travel with support from the Office of Servant-Leadership were asked to do reflection papers on how Servant-Leadership related to their experience abroad
- Work with the UNESCO Chair for BioEthics on programing across campus

Estimated time spent: **400 hours**

Estimated percent of annual commitment: **24%**

Work in their professional discipline

This is a highly variable category and depends on the needs of the University during the specific term discussed. Since 2014 I have commonly been on overload due a variety of reasons, not the least of which was the fact that my wife was working in Arkansas (2014-2017) and I needed things to fill my time. Getting off of that overload schedule has proven harder than expected and was complicated by being chosen as Chair. Activities over the past year include:

- Teaching traditional classes and/or labs (one or two per term)
- Coordinating Civil Engineering senior project course sequence
- Advising graduate students in their projects
- Attending/presenting at professional conferences
- Teaching workshops for professionals in the field

Estimated time spent: **700 hours**

Estimated percent of annual commitment: **41%**

Creations of scholarly papers/research and nurture servant leadership or character education

This category is one in which we have seen some increased activity over the past year. I will not focus on the portion identified as “nurture servant-leadership or character education” because I feel that is 100% of what I do in all of the categories. It is what I do all day, every day; in both my professional and personal life. Example activities in this category include:

- **Dr. Todd Davis** (Principal Investigator), Shana Davis, **Dr. Dave Howell**, and **DeAnna Leitzke**, *Building Engineers and Construction Managers: The Impact of International Service Projects on the Development of Undergraduate Students*. Proceedings of the 36th Annual ARCOM Conference, 7-8 September 2020, UK, Association of Researchers in Construction Management, 715-724.
- **Dr. Tammy Rice-Bailey** (Principal Investigator), **Dr. Tyra Hildebrand**, and **DeAnna Leitzke**, *Creating Value for STEAM Students: Incorporating Experiential Learning into Engineering and Technical Communication Classes Through Community Engagement*, Qualitative Research Project at a School of Engineering. Paper presented at IEEE ProComm2020 Virtual Conference, July 21, 2020.
- **Dr. Victoria Carlson Ohlers**, **Dr. Patrick Jung**, and **Dr. Bernard A. Cohen** “*Assessment of the Value of an Academic Preparation for Short-Term International Humanitarian Missions*” was accepted at the ISTAfrica conference. Research performed and submitted by. Presentation was to have been May, 6th, 2020.
- On June 29, **Dr. Michael Carriere** presented “Online Teaching, Civic Engagement, and Servant Leadership in the Era of the Covid-19 Pandemic,” MSOE Humanities, Social Science, and Communication Department Online Teaching Mini-Conference. On July 27, he was a panel discussant for “This is Milwaukee” online discussion series.
- Students in UR 4981, 2, and 3 resurrected an ethnographic study of the Servant-Leadership program on campus.
- Attending seminars and reading relevant articles on Servant-Leadership

Estimated time spent: **100 hours**

Estimated percent of annual commitment: **6%**

To include the servant/leader principles in the curriculum of the institution

This category has been an emphasis area over the past few years. It has grown from a relatively short list of activities undertaken by a few faculty on campus to having every student touched by Servant-leadership during their time at MSOE. Activities include:

- Inclusion of the MSOE Mindset into First-year students experiences
- Moving toward project based learning and infusing the tenets of Servant-Leadership into those projects
- Stressing Ethics in Senior Project courses across campus as those students engage real clients on real projects.

Estimated time spent: **200 hours**

Estimated percent of annual commitment: **12%**

Comments

1. The above does not include various reporting requirements, which are estimated at 75 hours per year. (4.5%)

2. Also not included are hours spent in individual meetings with students for counseling or advising. Estimated at 100 hours per year. (6%)
3. This accounting does not account for the impact of others in the CREATE Staff who are having a very large impact on spreading the word for Servant-Leadership.
4. Servant-Leadership at MSOE has specifically aimed at making Servant-Leadership part of the culture across the campus. As such, the impact of any one activity or event is not typically going to indicate an impact and the hours spent may or may not be fruitful this year. We hope that all of the efforts over many years lead to a group of individuals who graduate and have impact on the world.
5. It should be noted that the “contract” for the Chair’s position is for 50% in regular faculty position and 50% Servant-Leadership and does not specify the 25% roles listed above. I am working on this adjustment for the future.
6. The percentages listed above are only estimates and do not include many of the meetings needed to operate a University.
7. Note that annual hours available are figured at 1700 based on 50 weeks and full time during the three terms and half time during the summer.