

Suzanne & Richard Pieper Family Foundation
Endowed Chair for Servant Leadership



College of Engineering
UNIVERSITY OF WISCONSIN-MADISON

Annual Report
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Servant Leader Chair for the UW-Madison College of Engineering

The Suzanne and Richard Pieper Family Foundation endowed a servant leader chair position at the UW-Madison College of Engineering in the fall of 2008. The mission of the chair is to “help prepare future leaders in their chosen fields to live lives of service to others by teaching and exemplifying character and moral values. Their examples and actions will lift up society, enrich organizations and communities, and have a positive effect on the least privileged.”

The original chair at UW-Madison was Jeffrey Russell, former department chair for the Department of Civil and Environmental Engineering and current Vice Provost for Lifelong Learning, who held the position from Fall 2008 until July 2012. The current chair is Greg Harrington, who also serves as associate department chair for the Department of Civil and Environmental Engineering and is responsible for oversight of the department’s undergraduate program. Greg also teaches and conducts research in the area of drinking water engineering, which has given him opportunities to serve local communities with their drinking water needs and to help students perform drinking water development projects in developing countries. For these efforts, Greg was awarded the Ragnar E. Onstad Award for Service to Society by the College of Engineering in May 2015.

Greg works closely with a Servant Leadership team to support the implementation of programs furthering the Foundation’s mission. Mark Kueppers, serves the College of Engineering as a part-time faculty associate and also serves as the full-time Assistant Director of Leadership Development at the Center for Leadership & Involvement. In these roles, Mark supports student directed leadership programming and UW-Madison’s Leadership Certificate. He has supplied vision and direction during the creation of a coordinated, campus-wide leadership initiative to give a more unified approach to leadership education across campus. Mark has been integral in helping to provide campus insight and connections.

For the first three months of 2015, Greg and Mark were joined on the Servant Leadership team by Alicia Hazen, Director of the Student Leadership Center for the College of Engineering. Near the end of March, Alicia accepted a position as Director of Career and Leadership Development for the School of Human Ecology. Alicia’s work shepherding leadership development in the College of Engineering undoubtedly played an integral role in that hiring process. We are excited for Alicia as she continues her professional growth. The College of Engineering has not hired a replacement director, but Pieper programming responsibilities were assigned in October 2015 to Angela Kellogg, a new advisor in Engineering Career Services. The Student Leadership Center advises the 55+ registered engineering student organizations, providing student leaders with the leadership training, support and resources necessary to implement quality programs and events. The Student Leadership Center also assists student organizations with special event planning, budgeting and financial oversight, organizational development and more.

We are pleased to provide the Pieper Family Foundation with this annual report summarizing our activities in 2015 and our goals for 2016. The report is organized in accordance with the criteria set by the foundation to conduct its annual evaluation. We have also included specific information identifying how the funding provided for the Servant Leader Chair has made an impact. We look forward to receiving feedback from the foundation on our activities and to continuing our work into the coming year.

Criterion 1 – Outcomes Baseline Data

Typical Thinking that Goes into Evaluating the Criterion

“The servant leader chairs, with the exception of one, established this criteria before the chair was awarded, expressed in the form of a graph. In all cases this has been done through standard student surveys that the school was already conducting. From those surveys, questions were selected that represent the values, characteristics, actions, and involvement of someone representative of a servant leader. Institutions were asked to plot this going back five or six years as a baseline. The document established the database that will then be used in the future. The alumni portion of this is more elusive and each school has its own unique process. Whatever the benchmark that is established for the school, it’s compared historically going back as many years as possible both for the school and their peers in other schools, which is then continued each year in the future. This is a one-time award.”

Year 2015 Progress

As noted in previous reports, we continue to track data in the senior exit survey that is administered by Educational Benchmarking Inc (EBI). Our baseline data is from the 2007-08 academic year, the year prior to the one in which the college received the Pieper Family Foundation award. Our analysis of data since the baseline year is presented in our section on Criterion 3.

We acknowledge that the EBI survey measures important traits of leaders but does not directly address the attributes used to describe servant leaders. Thus, we worked with the University of Wisconsin Survey Center during 2013 to propose a new assessment survey that does this, and this survey was implemented for the first time in 2014. We also helped fund the campus-wide implementation of a survey used by the Multi-Institutional Study of Leadership. This survey also focuses on leadership knowledge, including servant leadership. This survey was administered in 2015 and we will continue to analyze the data from this survey into 2016. These new surveys are described in more detail in our section on Criterion 3.

Year 2016 Goals

We expect to continue our work with these newer surveys in the coming year. Please see more in our discussion of Criteria 3 and 4.

Criterion 2 – Baseline Acceptance of Servant Leadership

Typical Thinking that Goes into Evaluating the Criterion

“Clear indication that the school is functioning with the qualities of a servant leader; building community, listening, awareness, stewardship, conceptualization and foresight, commitment to the

growth of people and empathy. Displayed in multiple examples of what the school is actually doing will validate this area. It is not unusual that the institutions that receive the Chair already have these types of programs underway. If they are of substantive magnitude, both locally, community, nationally, and internationally, one could expect to receive this one-time award.”

Year 2015 Progress

Since our initial report for Year 2008, we have continued to refine our approach, increase our participation, and expand our involvement across campus in servant-leadership activities. Most notably, we have advanced from learning about servant-leadership toward a deeper adoption and commitment to the servant-leader model by aligning it with the broader college and campus commitments to leadership development. Based on the input of our Servant Leadership team, the recently developed UW-Madison Leadership Framework highlights specific leadership competencies and values that are directly connected to Servant Leadership characteristics. These include, but are not limited to, the following:

Servant Leadership Characteristics	UW-Madison Leadership Framework
Awareness	Self-Awareness
Persuasion	Fostering Bridge-Building & Collaboration
Commitment to the Growth of People	Supporting Learning & Development of Others
Building Community	Connection and Community

Most importantly, the Leadership Framework is based on the concept of leadership as the phenomenon of positive change in an individual, group or community’s beliefs, values or behaviors. This dovetails with the Servant Leadership philosophy of being in service to others and not for the purposes of power and authority. Since 2008, we have continued to explicitly integrate Servant Leadership into programming and courses and we have now helped to support campus by ensuring that these principles are being addressed on a campus level. Specific examples will be further presented in our section on Criterion 6.

Year 2016 Goals

Please see our discussion of Criterion 6.

Criterion 3 – Outcomes Measures Above Demographic Norms

Typical Thinking that Goes into Evaluating the Criterion

Measuring each year what was established in Criterion 1. The baseline data graphs represented in Criterion 1 are updated, both the peer group and the school. If this is considered qualitative data in the minds of the foundation, they will receive an award. If the alumni data is missing, the

award will not be made at maximum. If the norms in the institution are reasonably above average, one can expect a higher level award. If there are things missing, one can expect a lower level.

Year 2015 Progress

Senior Exit Survey

When receiving the Servant Leader Chair Endowment back in 2008-09, we used results from our senior exit survey to establish baseline performance for Criterion 1. In all of our annual reports since that time, we have continued to use results from that survey to provide longitudinal analysis for Criteria 3 and 4. Rather than provide all of the data from that survey for this report, we summarize and discuss the results of those questions that have relevance to leadership education. We also provide a comparison of our student perceptions with the perceptions of students at peer universities.

The senior exit survey is administered by Educational Benchmarking Inc (EBI) and is taken by seniors at numerous engineering programs across the nation. This allows us to compare the perceptions of our students with the perceptions of students at other engineering programs. For each academic year, we receive the mean response for engineering students from UW-Madison, for engineering students within participating Carnegie peer group programs (research intensive universities), and for engineering students from all programs that participate in the exit survey.

We use statistical analysis to determine:

- whether our students' perceptions are significantly better or worse than perceptions of students at our peer programs, and
- if our students' perceptions are improving or declining with time.

Because a change in educational practice will generally take four to six years to be observed in a senior exit survey, we evaluate the above items over four to six year time intervals.

We selected the following nine questions to analyze for this report:

1. Satisfaction with value derived from team experiences.
2. Satisfaction with value of engineering program student organization activities.
3. Satisfaction with leadership opportunities in engineering program extracurricular activities (Question asked on 2010-2014 surveys) / Satisfaction with the engineering program having extracurricular leadership activities (Question asked on 2015 survey).
4. Satisfaction with your fellow students' ability to work in teams.
5. Satisfaction with your fellow students' level of camaraderie.
6. Degree that engineering education enhanced ability to function on multidisciplinary teams (Question asked on 2010-2013 surveys) / I am confident that I can function on multidisciplinary teams (Question asked on 2014-2015 surveys).

7. Degree that engineering education enhanced ability to understand ethical responsibilities (Question asked on 2010-2013 surveys) / I am confident that I can understand ethical responsibilities (Question asked on 2014-2015 surveys).
8. Degree that engineering education enhanced ability to understand professional responsibilities (Question asked on 2010-2013 surveys) / I am confident that I can understand professional responsibilities (Question asked on 2014-2015 surveys).
9. Degree that engineering education enhanced ability to recognize the need to engage in lifelong learning (Question asked on 2010-2013 surveys) / I am confident that I can recognize the need to engage in lifelong learning (Question asked on 2014-2015 surveys).

An example of the data is provided in Figure 1 for the third question in the above list: “satisfaction with leadership opportunities in engineering program extracurricular activities.” This figure shows our students’ satisfaction with leadership opportunities and compares their mean satisfaction level with the mean satisfaction level of students at other engineering institutions. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). The remaining data are provided in Appendix A.

For the time period from 2009-10 through 2014-15, there was no statistically significant improvement or decline in UW-Madison student perceptions of leadership opportunities, even though there was an apparent decrease in student perceptions over the previous year. However, for the same time period, statistical analysis showed that UW-Madison students had a significantly better perception of leadership opportunities at UW-Madison than did peer students of their own institutions. It is possible that the most recent year’s decline is due to a rephrasing of the EBI question, but we will keep an eye on this in the coming years.

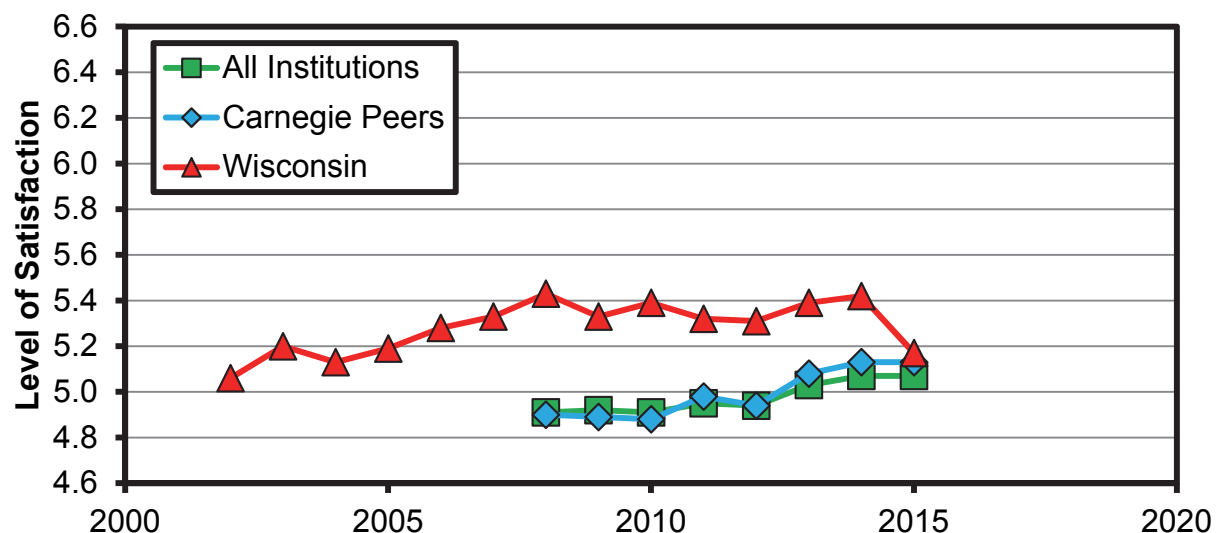


Figure 1. Mean level of satisfaction with leadership opportunities in engineering program extracurricular activities. The x-axis is organized on an academic year basis, so that 2012 refers to the 2011-12 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year.

When considering the other questions in the same manner, we reached the following conclusions from the EBI survey:

- Our students had significantly better perceptions of the following items than students at EBI-participating Carnegie peer institutions and at all EBI-participating institutions:
 - Satisfaction with value derived from team experiences.
 - Satisfaction with value of engineering program student organization activities.
 - Satisfaction with leadership opportunities in engineering program extracurricular activities.
 - Satisfaction with fellow students' ability to work on teams.
 - Satisfaction with how engineering education enhanced ability to function on multidisciplinary teams.
 - Satisfaction with how engineering education enhanced ability to recognize need to engage in lifelong learning.
- Student perceptions significantly improved for the following items:
 - Satisfaction with how engineering education enhanced ability to function on multidisciplinary teams.
 - Satisfaction with how engineering education enhanced ability to understand ethical responsibilities
 - Satisfaction with how engineering education enhanced ability to understand professional responsibilities
 - Satisfaction with how engineering education enhanced ability to recognize need to engage in lifelong learning.

We note that the improvement in the latter four items is likely due to EBI's decision to rephrase these questions.

National Survey of Student Engagement (NSSE)

As noted in our goals from last year's report, the EBI senior-exit survey is primarily oriented to measuring educational outcomes and does not ask other pertinent questions such as whether a student participated in service-oriented activities. The university periodically participates in the National Survey of Student Engagement (<http://apir.wisc.edu/students-surveys.htm>), which asks freshmen and seniors to answer questions on topics such as whether students have participated or plan to participate in community service or volunteer work, and whether UW-Madison has contributed to students' ability to contribute to their community. UW-Madison participated in this survey in 2014 and the Office of Academic Planning and Analysis has not yet posted a longitudinal comparison of engineering student data with the prior surveys. We plan to continue reporting progress on the above items as the university participates in this survey. However, we note that this survey is intended to assess student engagement, which is not necessarily an assessment of student leadership.

Multi-Institutional Study of Leadership

Due to the limitations of NSSE as an engagement survey rather than a leadership survey, we helped fund the first-ever participation of UW-Madison in the Multi-Institutional Study of Leadership (MSL). UW-Madison students participated in the MSL survey in 2015. Because this was a new initiative for our team, we describe this activity in more detail in our section on Criterion 5.

Work with University of Wisconsin Survey Center

As noted in last year's annual report, we worked with the University of Wisconsin Survey Center (UWSC) to create a survey that directly addressed servant leader attributes. Because the MSL involved an extensive amount of additional effort, we postponed a follow-up of this survey until 2016.

Year 2016 Goals

As noted in our last annual report, we continue to be interested in collecting assessment data that goes beyond the data collected from the EBI and NSSE surveys. As noted in our section on Criterion 5, we have received a complete set of data from the MSL and we have evaluated a portion of that data. For the coming year, we have participated with the UW Center for Leadership and Involvement in hiring a graduate student to further dissect the data to better understand how our engineering students compare to the general student body. For example, we have the data to analyze gender differences amongst engineering students. We believe this effort will result in a research paper suitable for peer-reviewed publication. We will also implement our UWSC survey once again in the coming year and will likely continue to use it once every two years. If the foundation sees value in surveying alumni at response rates on the order of 10%, we may also ask our alumni to complete the survey. Please note that our accreditation agency, ABET, is no longer expecting engineering programs to survey alumni because the data are not considered representative of the entire alumni base and the data is generally considered to be of limited value.

Criterion 4 – Outcomes Measures Phenomenally Above Demographic Norms

Typical Thinking that Goes into Evaluating the Criterion

If Criterion 3 is profoundly above the norms and a result of the program indicates that they are continuing to track in that way, you can expect awards at this level. For example, on a scale of 1-10, a typical peer institution might be a 4 or 5. A typical institution that would have been considered for a chair might be a 6. Phenomenal performance might be an 8 or a 9. We would expect eventually most of the institutions will be tracking at a 9, which would tend to maximize this award.

Year 2015 Progress

The primary distinction between Criteria 3 and 4 is whether outcomes measures are above demographic norms or phenomenally above demographic norms. In our section on Criterion 3, we described how our students perceive our college relative to how other students perceive their colleges. While we have shown that our students perceive items such as leadership opportunities to be above demographic norms (Criterion 3), we defer to the foundation's judgment on whether these perceptions are phenomenally above demographic norms (Criterion 4). As an example, the database used for Criterion 3 is based on a scale of 1 to 7. Converting this to a scale of 1 to 10, our Year 2014-15 scores were in the range of 7.3 to 9.0, an improvement above our Year 2007-08 scores of 7.1 to 8.0. For comparison, our peer institutions' students had perceptions ranging from 6.8 to 8.1 in the baseline year and from 7.1 to 8.7 in Year 2014-15. While our scores are certainly at or near the level of 8 noted by the foundation for Criterion 4, the peer institution averages are also significantly higher than the 4 to 5 range noted for Criterion 4.

Year 2016 Goals

As noted above, the primary distinction between Criteria 3 and 4 is whether outcomes measures are above demographic norms or phenomenally above demographic norms. Thus, our goals for Criterion 4 are similar to those already stated for Criterion 3.

Criterion 5 – Breakthrough Venture Promising New Beginnings in Acts of Goodness

Typical Thinking that Goes into Evaluating the Criterion

We are attempting to encourage the institution, its faculty and student body to think beyond their envelope, searching for new ways of networking and collaboration, whole new approaches to enrichment and effectiveness. This is not about ideas, it is about validated actions. If those actions include the institution, the community it lives in, the world it lives in nationally and internationally, and they are phenomenally above it or have exhibited a breakthrough and others are following, this would be a max award. If they have something that is really promising and covers all those areas, it might be on the lower end of the scale. An activity that has some promise will likely receive a rating of "1" while an activity that is transformational or systemic will likely receive a rating of "3." An activity that is both transformational and systemic – the ideal synergistic nurturing – may receive a rating of "5."

Year 2015 Progress

In 2015, we continued to advance our work by supporting leadership efforts that focused on transformational and systemic change. The four primary accomplishments we report below are: 1) our continued efforts to launch a college-wide leadership course, 2) further implementation of the UW-Madison's Leadership Framework through the efforts of the Coordinated Leadership

Initiative, 3) campus participation in the Multi-Institutional Study of Leadership, and 4) our outcomes from the annual student award that promotes servant leadership focused community projects.

Leadership Course

As noted in some of our servant leader chair meetings during the year, we continued to face significant challenges in Year 2015 towards offering college-wide leadership-oriented coursework. As noted in last year's annual report, we began working with the Deans' Educational Innovation Committee (EIC) to develop a sustainable way of delivering leadership content to a broader audience within the College of Engineering. This included the submittal of a proposal to combine College of Engineering funds with Pieper Endowment funds to create a course that was acceptable to all departments within the college. This proposal was submitted to the EIC's competition for educational innovation. Unfortunately, state budget cuts forced the college and the EIC to focus their attention on retaining freshman-level engineering coursework and technical communication coursework. Thus, our proposal was not funded. We are in the process of rethinking our budget model for this course and this is described in our Year 2016 Goals for Criterion 5.

Although we did not offer a college-wide leadership course, we did provide funding to support a leadership course offered in the Department of Civil and Environmental Engineering. This course is jointly taught by Norm Doll (former president and chairman of Pieper Power) and Mark Rounds (currently vice president of development at Vogel Bros.). General information about the course and a listing of topics (including a section on servant leadership) are provided in Appendix B. This course is being offered again in Spring 2016, with funding partially provided by the Pieper Endowment.

Coordinated Leadership Initiative

The Servant Leadership team continues to play a critical role in supporting UW-Madison's Coordinated Leadership Initiative (CLI). The CLI is a cross-campus effort sponsored by the Provost and Dean of Students to align and connect existing campus leadership development opportunities, shape and inform the development of new opportunities, and allow for a more formal and intentional analysis of campus needs.

During the 2012-2013 academic year, we, along with team members from a wide variety of UW-Madison schools and colleges, developed a Leadership Framework that was inclusive of leadership research and theory and grounded in the concept of social change and service. During this process the concepts of Servant Leadership were kept in mind. We worked with hundreds of faculty, staff, and students individually, in small groups, and in large group settings to solicit input and feedback on the framework. The framework was unveiled in July 2013 and the final version, based on additional feedback, was released in February 2014.

Over the last 20 months, we have shifted from soliciting feedback on the Framework to supporting students, faculty and staff in implementing the framework in their programming and courses. The College of Engineering has stepped forward to align the Framework to programming and a course as indicated in the descriptions below.

- **College of Engineering, Civil Engineering Capstone Course:** This capstone involves three mini-modules using the leadership competencies and outcomes components of the UW-Madison Leadership Framework. It requires biweekly project updates to track student learning. The course reached 80 seniors in the spring semester and 50 seniors in the fall semester of CY15.
- **Wisconsin Engineering Student Council:** This program integrates the UW-Madison Leadership Framework into five to eight hour-long sessions of leadership development to provide engineering students an opportunity to learn leadership and management skills. In FY15 the council consisted of 5-10 freshman students.

In addition to College of Engineering efforts, CLI supports a growing community of leadership practitioners, including students, faculty and staff across campus, who are implementing the Leadership Framework in a wide variety of new and continuing programming. The following is a sample of high impact programming that has recently (2014-2015) been aligned with the Leadership Framework to effect positive change in beliefs, values and behaviors (for a full list of Framework aligned programming please see Appendix C – “CLI FY15 Annual Report”).

- **Adventure Learning Programs (ALPs):** ALPs is a student organization that provides workshops to improve group dynamics and build community on campus. ALPs uses the UW-Madison Leadership Framework for 40 student facilitators to reflect on their leadership skills and to track their leadership growth over their tenure with the program. The framework gives facilitators terminology for writing resumes and interviewing. The program reached 40 undergraduate students in FY15.
- **All-Campus Leadership Conference 2015:** Presented by the Student Leadership Program, this is the largest fully student-run event at UW-Madison, with an audience of approximately 900 individuals. Each of the conference’s 25 breakout sessions was required to meet one or more values or competencies of the UW-Madison Leadership Framework. The framework helped students focus on learning more about their leadership needs and interests.
- **Bucky’s Award Ceremony:** This event spotlights excellence in individual and organizational leadership. The UW-Madison Leadership Framework served as the rubric for the Outstanding Leadership Award. The Awards program recognized 10 student organizations and 6 student leaders. 170 people attended the FY15 ceremony.
- **DoIT Digital Publishing and Printing:** Employees of DoIT’s Digital Publishing and Printing office lean on the UW-Madison Leadership Framework values and competencies

to develop stretch and growth goals for themselves with guidance from managers. The resulting dialog increased employees' connections and commitment to their work. This year, 42 staff members used the CLI Leadership Competency Assessment booklet as part of performance goal-setting.

- **Health Equity Leadership Institute:** The week long institute, sponsored by the UW-Madison School of Medicine and Public Health, included a workshop based on the UW-Madison Leadership Framework competencies Honoring Context and Culture and Decision-Making. Scholars explored solutions to address common social justice challenges faced in academic workplaces. Over 22 scholars from 15 states attended this program.
- **Leadership and Civic Engagement for Social Change Course:** This course engages first year students looking to explore who they are, how identity impacts leadership, and how to create change in their communities. Students have the opportunity to translate their leadership development into action through the lens of civic engagement and social justice.
- **Leadership Certificate:** The Leadership Certificate program, designed around the UW-Madison Leadership Framework, is for student leaders who excel in their leadership roles both inside and outside the classroom. The Certificate marks a formal acknowledgement of student contributions and achievements. Two students piloted the re-designed Leadership Certificate program in the spring of '15 and fifteen more completed the program this fall.
- **Student-Athlete Advisory Committee (SAAC):** The Office of Student-Athlete Development is committed to inspiring, engaging, and advancing student-athletes outside of the athletic arena by providing programming and resources through four key pillars: Leadership & Involvement, Personal Development, Career Development, and Diversity & Inclusion. SAAC is a student organization made up of 58 students. In FY15, SAAC focused on one of the 7 leadership competencies at each monthly meeting.
- **Summit Executive Centre, Chicago, IL:** Owner and UW-Madison Alumnus, Louise Silberman, invited CLI to offer two customized, day long events for managers and employees. The UW-Madison Leadership Framework was introduced as a foundation for success, with an emphasis on Self-Awareness, Moving Ideas into Action and Interpersonal Communication. The workshops encouraged open and frank dialogue as a way for all employees to understand each person's contribution to success.
- **UW-Madison Arboretum Earth Partnership Restoration:** Restoration team leaders are an essential corps of land care volunteers at the Arboretum. They participate in ecological restoration by leading other volunteers from diverse backgrounds. Team leaders teach and supervise volunteers, practicing leadership and communications skills aligned with the UW-Madison Leadership Framework. 12-20 leaders of 600-900 volunteers engaged with the framework in leadership training during FY15.

- **University of Wisconsin Libraries:** The library system incorporates the UW-Madison Leadership Framework into leadership development groups for staff.
- **Wisconsin Area Health Education Center (AHEC):** Community Health Internship Program (CHIP): Wisconsin AHEC's statewide CHIP is for students participating in community health internships in 49 sites throughout the state. 25 mentors were trained in using the CLI Leadership Competency Assessment to guide 50 interns in leadership development over the 8 week summer program.

In addition to these change initiatives, The Office of Talent Management, within UW-Madison's Human Resources Office is creating training materials for faculty and staff that incorporate the Framework into its popular Fully Prepared to Lead series. This revised program will focus on the 7 Leadership Competencies from the Framework and launch in April 2016. The training will be available to all faculty and staff on campus.

CLI continues to benefit from the talent and energy of campus and community volunteers to steer the initiative forward. Currently, a pilot Leadership Resource Directory is being developed that will allow participants to search for development opportunities by different elements of the Framework (Values or Competencies). Additionally, a monthly Community of Practice meeting is held for leadership educators to convene and share how they are implementing the Framework into their programming. That community provides a network of peers that suggest evolving leadership practices and support as we build a campus of positive change agents.

As the momentum continues to build, we have seen continued interest in the Leadership Framework from audiences near and far. Presentation sessions were offered at two regional NASPA sessions this past year and there is interest in pursuing an application to present at the International Leadership Association (ILA) in Oct. 2016. INROADS, Inc., a national organization committed to "developing and placing talented underserved youth in business and industry and prepare them for corporate and community leadership" has requested both individual and organizational leadership assessments based on the Framework. Framework related orientations, trainings or workshops have been provided specifically for audiences from more than 15 states and several countries – including a presentation to delegates from Nazarbayev University in Kazakhstan.

Direct Impact of Pieper Chair to the Coordinated Leadership Initiative: As a result of the financial support of the Pieper Foundation Chair, the CLI was able to provide partial funding for staff to support the development of a leadership resource directory (located within our updated website) and enhance Leadership Framework tools. The directory will connect users with learning resources to support their leadership development (programs, books, articles, etc.). The requirements gathering process was completed in May and the pilot directory will be available at the end of January. Additionally, as a result of the staff assistance, a new leadership assessment tool was developed, along with personalized reports, which supports individual and organizational development. Finally, we were able to generate a robust Annual Report as a result of the staff support (Appendix C).

Multi-Institutional Study of Leadership

In 2015, UW-Madison participated in the Multi-Institutional Study of Leadership (MSL). The MSL is an international research program focused on understanding the influences of higher education in shaping socially responsible leadership capacity & other leadership related outcomes (e.g., efficacy, cognitive skills, and resiliency). Beyond a research program, the MSL is an international movement toward more effective, evidence-based college student leadership development (see Figure 2). A total of 80 institutions of higher education participated in this study.

We collaborated with the School of Business, Wisconsin Union, the Center for Leadership & Involvement and the McNair Scholars program to bring this important research to the UW-Madison campus. In February 2015, 5,000 undergraduate students received this survey that is, in part, based on theoretical concepts of Servant Leadership. Of the 5,000 students who received the survey, more than 2,100 responded. See Appendix D for the survey Codebook and list of questions.

The College of Engineering also collected data via a comparison sample. Of the 5,000 students receiving the survey, 500 were specifically from the College of Engineering. In May we received reports that illustrate the responses of UW-Madison students and College of Engineering students while also comparing this data with other institutions across the country. A detailed set of general results is provided in Appendix E, in which engineering students are labeled as “Comparative Sample 2.”

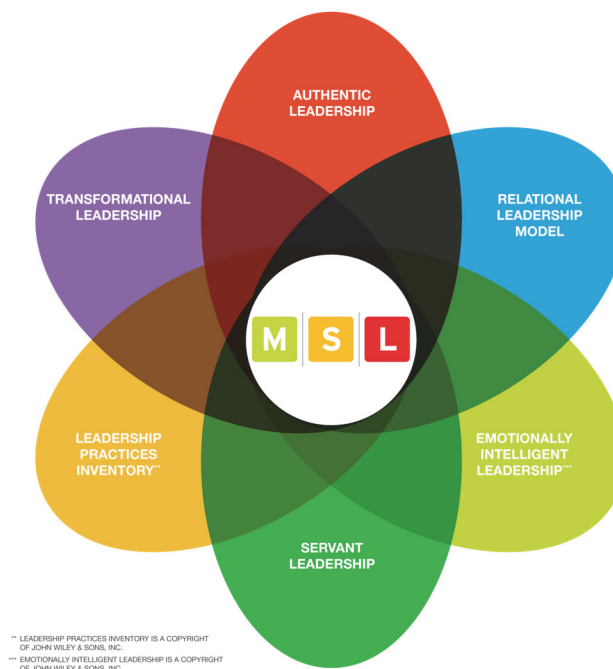


Figure 2 – Visual model of the Multi-Institutional Study of Leadership

With the exception of two outcomes, engineering students could not be differentiated from the general student body at a 99% level of confidence. The two outcomes having statistically significant differences were:

1. **Citizenship:** Our engineering students perceived themselves more negatively than the general student body perceived itself with respect to citizenship attributes. Although statistically significant, the magnitude of the difference was deemed trivial by MSL. The questions considered in the citizenship outcome were as follows:

*Think of the most effective, functional group of which you have **recently** been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.*

- *I believe I have responsibilities to my community.*
 - *I work with others to make my communities better places.*
 - *I participate in activities that contribute to the common good.*
 - *I value opportunities that allow me to contribute to my community.*
 - *It is important to me that I play an active role in my communities.*
 - *I believe my work has a greater purpose for the larger community.*
2. **Pathways to hope:** MSL uses this definition of hope in the context of resiliency and leadership – “the process of thinking about one’s goals, along with the motivation to move toward those goals (agency), and the ways to achieve those goals (pathways).” There was no significant difference between engineering students and the general student body with respect to motivation/agency. However, our engineering students perceived themselves more positively than the general student body perceived itself with respect to pathway attributes. Although statistically significant, the effect was deemed trivial by MSL. The questions considered in the pathways to hope outcome were as follows:

- *I can think of many ways to get out of a jam.*
- *There are lots of ways around any problem.*
- *I can think of many ways to get the things in life that are important to me.*
- *Even when others get discouraged, I know I can find a way to solve a problem.*

In addition to comparisons between different student populations, the MSL also evaluated whether students perceived changes in thinking during the years from high school senior to college senior. The general student body at UW had statistically significant improvement in all leadership categories while they were in college. UW engineering students had statistically significant improvement in all but two leadership categories while they were in college. There was no statistically significant decline in any of the leadership categories, but the categories of *citizenship* and *complex cognitive skills* showed no statistically significant change in perception through college.

The results suggest that we need to prioritize the understanding of citizenship responsibilities amongst our engineering students. This could be done throughout the various engineering curricula, from freshmen engineering classes to senior capstone design.

Direct Impact of Pieper Chair to the Multi-Institution Study of Leadership: UW-Madison and the College of Engineering were able to participate in this important research as a direct result of the financial support of the Pieper Foundation Chair. The data provided by engaging in the Multi-Institutional Study of Leadership will help us understand, on a broad scale, how effective our leadership programming is for students. This will become particularly true as we continue future participation in the MSL to assess longitudinal change in student perception.

Student Award for Servant Leadership

This past year we continued “The Pieper Servant Leadership Fund” student award program, which offers financial support (up to a total of \$10,000) for UW-Madison College of Engineering students to lead service-learning or community outreach projects that “lift up society, enrich organizations and communities, and have a positive effect on the least privileged.” Projects need to demonstrate their alignment with The Pieper Family Foundation belief that human goodness is not simply innate; it requires action and service to others; and that character is inspired and facilitated in cultures, organizations, and families by and through the example of enlightened leadership. To receive an award, students must write a proposal in response to a request for proposals (see Appendix F). The program requires student leadership – student participation without leadership is insufficient to receive an award. In their proposals, students must state how they will use servant leadership principles in their oversight of the project.

We partially funded the following four 4 projects in 2015:

- Guatemala-Joyabaj Potable Water Service - Engineers Without Borders
- Tabuga Water Improvement - Engineers Without Borders
- Latinos Exploring Engineering Professionals - Society of Hispanic Professional Engineers
- STEM Outreach - Graduate Engineering Research Scholars (GERS)

Award recipients were asked to author a final report after the conclusion of their events and those reflections are also provided in Appendix F.

Year 2016 Goals

Leadership Course

The challenges encountered in 2015 have led to opportunities for 2016. As we entered 2015, we did not have sufficient funds to cover the full cost of a college-wide leadership course. However, the funding set aside for that purpose in 2015 has carried over to 2016. This can be combined with a portion of the income generated from the endowment in 2015 so that we may offer a course without the assistance of college funding. We believe the budget for this will be sustainable due

to the increasing endowment and the extra income associated with that endowment, thanks to the generosity of the Pieper Family Foundation. Our plan in developing this course is as follows:

- February 2016 – develop a position description for hiring an instructor to develop course content, with input from the Dean’s Office in the College of Engineering, the Educational Innovation Committee of the College of Engineering, the UW Center for Leadership and Involvement, and the UW Coordinated Leadership Initiative. We wish to maintain some consistency with the campus leadership framework.
- March 2016 – advertise for the instructor, using the network of campus partners that we have been establishing for the past two years.
- April 2016 – appoint the best candidate.
- May 2016 to August 2016 – appointee develops course content and continuous improvement process with oversight from the Pieper Servant Leadership team and input from the entities noted above. Course content is expected to include the principles of servant leadership and students will be expected to complete the survey we created in collaboration with the UW Survey Center.
- September 2016 to December 2016 – appointee offers class for first time, while implementing the assessment process designed to provide continuous improvement.
- December 2016 to January 2017 – improve course based on assessment data
- January 2017 to May 2017 – offer course second time.

Coordinated Leadership Initiative

In 2016, the University’s leadership website (www.leadership.wisc.edu) will add a leadership resources directory, supporting the UW-Madison community in connecting to growth opportunities for the purposes of positive change. Additionally, we’ll be partnering with the Provost’s Office to determine a data collection plan for programs using the Leadership Framework. The Community of Practice and volunteer administrative teams will continue to support Framework implementation across campus and beyond.

Multi-Institutional Study of Leadership

In addition to receiving the report provided in Appendix E, the university received the complete set of data from MSL in a file that can be analyzed by SPSS (a statistical analysis software package). The report only allows us to (1) compare UW engineering students with the general student body at UW and (2) see how students perceive their growth in understanding leadership principles during their college years. The data set allows us to run additional analyses, such as comparing UW engineering students with UW business students, comparing UW engineering students with general students at all participating institutions, and comparing subgroups of engineering students with each other (e.g., women vs men). We can also get additional information about the general student body at UW. We are collaborating with the Center for Leadership and Involvement to hire a graduate student assistant to do the statistical analysis during the coming spring semester. Within the last two weeks, we hired Morgaine Gilchrist-Scott and she will begin work on January 5.

Student Award for Servant Leadership

Now that Angela Kellog is appointed to assist with Pieper Chair programming, we will be advertising for more applications to our student award program in the coming semester. Our goal over time is to increase funding for this award to \$10,000/year.

Criterion 6 – Carrying Out Mission of the Chair

Typical Thinking that Goes into Evaluating the Criterion

This is a follow-up of Criterion 2 and is an annual consideration. Is there a broad range of deliverable areas with some reasonable quantity of people involved carrying out the mission of the chair as agreed to and accepted by the institution?

Year 2015 Progress

This year, we solidified our work within the College of Engineering and deepened our networks of partners across campus. The most promising connection has been with Kathy Cramer, the director of the UW Morgridge Center for Public Service (<http://morgridge.wisc.edu/index>). This connection has led to potential community-based projects that allow for interaction between engineering students (especially those in civil and environmental engineering) and non-engineering students. Beyond these connections we've also been involved across campus in the following:

1. **UW-Madison's Coordinated Leadership Initiative.** Mr. Kueppers has served in his role as a co-leader of the campus-wide Coordinated Leadership Initiative (CLI). His specific role is to ensure that CLI is sustainable by developing key partnerships with campus and community leaders. Specifically, Mark is working with Executive Sponsors to integrate the UW-Madison's Leadership Framework into key campus-wide change initiatives. Currently the CLI receives administrative assistance from over 40 campus volunteers and is connected to an invested community of 450 known supporters. See Criteria #5 above for further details.
2. **Campus Servant-Leadership Working Group.** Dr. Harrington and Mr. Kueppers are members of this group that meet monthly to read articles, discuss relevant topics, and host/sponsor campus-wide activities related to Servant-Leadership.
3. **Multi-Institutional Study of Leadership.** Mr. Kueppers has helped direct UW-Madison's participation in the [Multi-Institutional Study of Leadership](#) (MSL), an international research program focused on understanding the influences of higher education in shaping socially responsible leadership capacity. In addition to learning how

UW-Madison students compare to their peers at other institutions, we will also be able to compare engineering students to all other data that is available.

4. **Chancellor's Scholars Program.** Dr. Harrington continues to serve as a Chancellor's Scholar mentor, designed to increase educational opportunities for academically talented underrepresented minority students. More information on this program may be found at <http://www.provost.wisc.edu/csp.htm>.
5. **College of Engineering Student Leadership Center.** We continue to work with Mr. John Archambault, Assistant Dean for Student Development, who has a supervisor role for the Student Leadership Center (<http://slc.engr.wisc.edu/>). This includes co-sponsorship of workshops and activities, and close partnerships with SLC activities and the Engineering Leadership course.
6. **Meyerhoff Undergraduate Excellence Award for Leadership, Service, and Scholarship.** Dr. Harrington serves as a reviewer of student applications for this university-level award, which recognizes students who have made outstanding leadership and service contributions to the University and/or the surrounding communities while maintaining a record of academic excellence. The award is named after the benefactor, Harvey "Bud" Meyerhoff from Baltimore, Maryland. Mr. Meyerhoff, a successful businessman and philanthropist, is a 1948 graduate of UW-Madison.

Year 2016 Goals

As 2016 approaches, we are looking to continually add to our Servant Leadership programming opportunities while ensuring their interconnectedness. This will help ingrain a culture of leadership development within College of Engineering, and eventually across campus. In addition to the continuation of all work listed above, in 2016, we plan to:

1. Support the implementation of the Leadership Framework into more academic courses throughout campus to ensure alignment with the new Leadership Certificate program.
2. Review MSL survey data, specifically of engineering students, to understand the College of Engineering and UW-Madison's effectiveness in shaping socially responsible leadership capacity.

Criterion 7 – Servant Leader that Leads at an Element or Segment of our World

Typical Thinking that Goes into Evaluating the Criterion

Is there evidence that a professor in their nurturing locally, community, nation and world is consistently contributing or leading service model versus the power model? Are there multiple students participating in that level? Such a critical mass would be considered promising and obviously if such a leader or professor nurtures someone else who moves into that level, you could

expect the maximum award. Examples are Nelson Mandela, Mother Teresa, and Mahatma Gandhi.

Year 2015 Progress

As noted in our Year 2014 report, we cannot point to an individual leader who is the caliber of Gandhi, Mandela, or Mother Teresa. However, we remind the foundation that there is a pervasive desire among our student body to serve the world in positive ways that follow the vision set forth by such leaders. As an example, our university “consistently places on the Peace Corps’ annual list of schools that produce the most alumni volunteers” (<http://peacecorps.wisc.edu/>). Since the creation of the Peace Corps in 1961, 3000 UW-Madison alumni have served in the Peace Corps and this is second only to the University of California – Berkeley. In some ways, this desire for positive community service is ensured by UW-Madison’s holistic admissions process, in which admissions counselors look for “sustained involvement in activities in or out of school, leadership, community involvements” and other items in addition to standardized test scores and high school grade-point averages (<http://www.admissions.wisc.edu/appTipSheet.php>). In the 2010-11 academic year, 73 percent of UW-Madison seniors reported participating in community service or volunteer work (http://apir.wisc.edu/studentsurveys/NSSE_2011_Final_report.pdf).

Across campus we have made the effort to shift the paradigm from leadership development for the purpose of power and personal achievement to leadership for the purpose of positive change. We’ll be monitoring the Badgers Step Up! program data to see in what ways we are seeing a culture change in dangerous drinking behavior. We look forward to highlighting “change initiatives” that benefit our communities in future reports.

Within the UW-Madison College of Engineering, active service-oriented student organizations include Engineers Without Borders (<http://ewbuw.org/>) and Engineering World Health (<http://ewh.slc.engr.wisc.edu/index.html>). Even the more traditional discipline-related organizations and honor societies are involved in community-level service activities (<http://slc.engr.wisc.edu/organizations.html>). Examples of service projects may be found by clicking on the links of some student organizations.

Year 2016 Goals

While we wish to approach this criterion with some humility, we believe there are a significant number of our former engineering students who are bringing positive change to the world while exhibiting the attributes of servant leaders. This belief is reinforced by the large number of students who are planting the seeds for such service while they are on campus. It is clear that we do not track our alumni in ways that our fellow servant leader institutions do. One of our goals for the coming year is to honor the efforts of our alumni and, to do this, we intend to develop an approach to help us stay informed and engaged. This was a stated goal for Year 2015 and we needed to reset priorities once the impact of university budget cuts on priority setting became more clear.

In addition to this, we hope to use the Servant Leader Chair endowment to continue encouraging engineering students to participate in activities that serve underprivileged communities both locally and in developing countries. Our funding of student projects focused on providing clean water to impoverished communities and exposing the STEM fields to underrepresented communities is contributing to positive social change. Additionally, the CLI will look to partner with campus and community entities to address social issues, including the anti-bullying campaign that is being generated at UW-Madison. We look forward to participating with and supporting our communities in making the world more just and humane.

Appendix A – Senior Exit Survey Data for Questions Relevant to Leadership Education

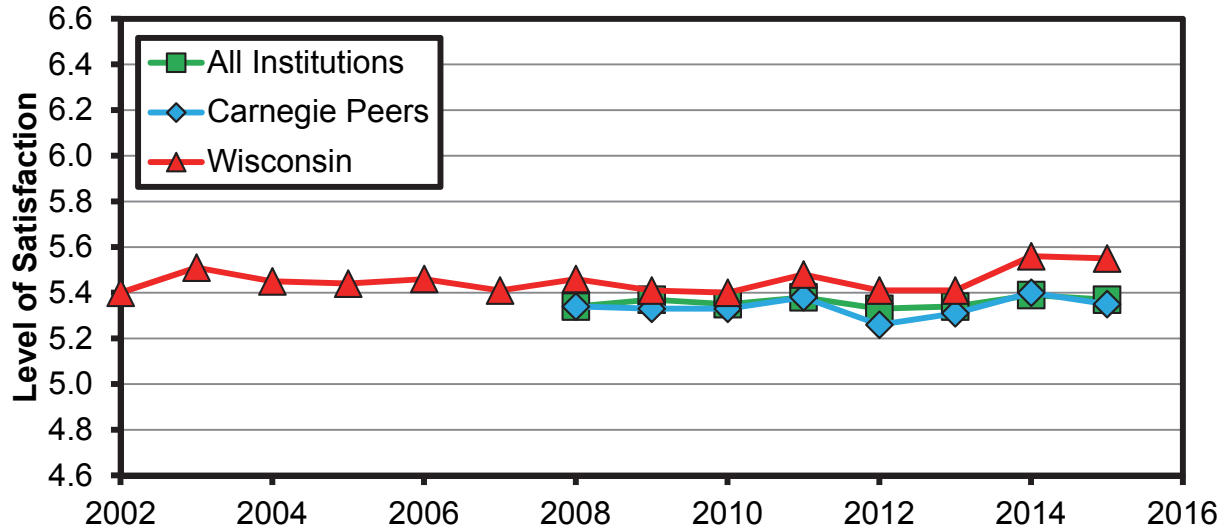


Figure A1. Mean level of satisfaction with value derived from team experiences. The x-axis is organized on an academic year basis, so that 2012 refers to the 2011-12 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer engineering institutions is statistically significant at a 95% confidence level. For the same period, there was no statistically significant improvement or decline in student perception at Wisconsin.

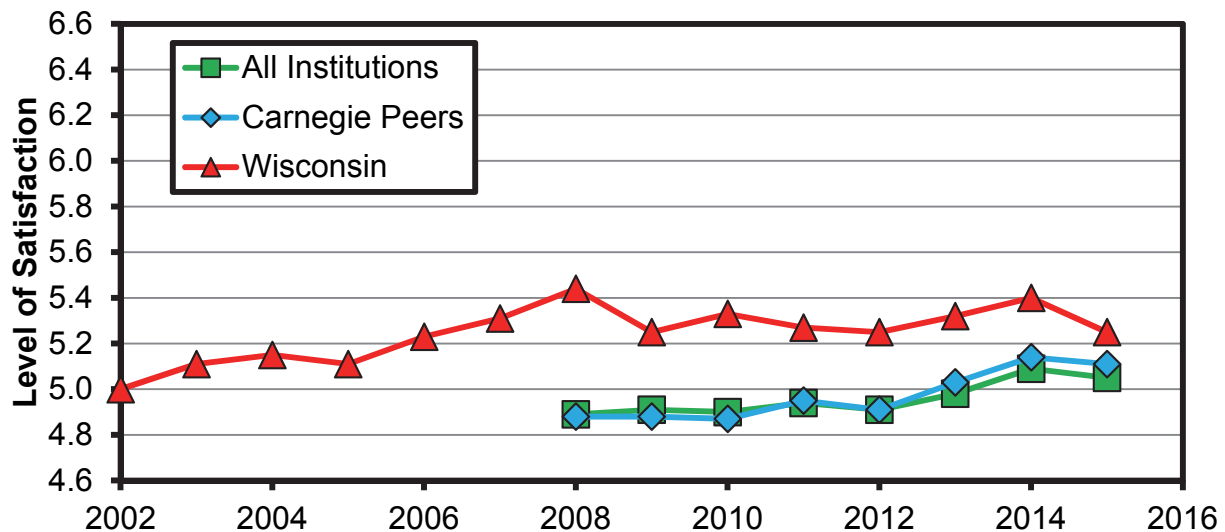


Figure A2. Mean level of satisfaction with value of engineering student organization activities. The x-axis is organized on an academic year basis, so that 2012 refers to the 2011-12 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer engineering institutions is statistically significant at a 95% confidence level. For the same period, there was no statistically significant improvement or decline in student perception at Wisconsin.

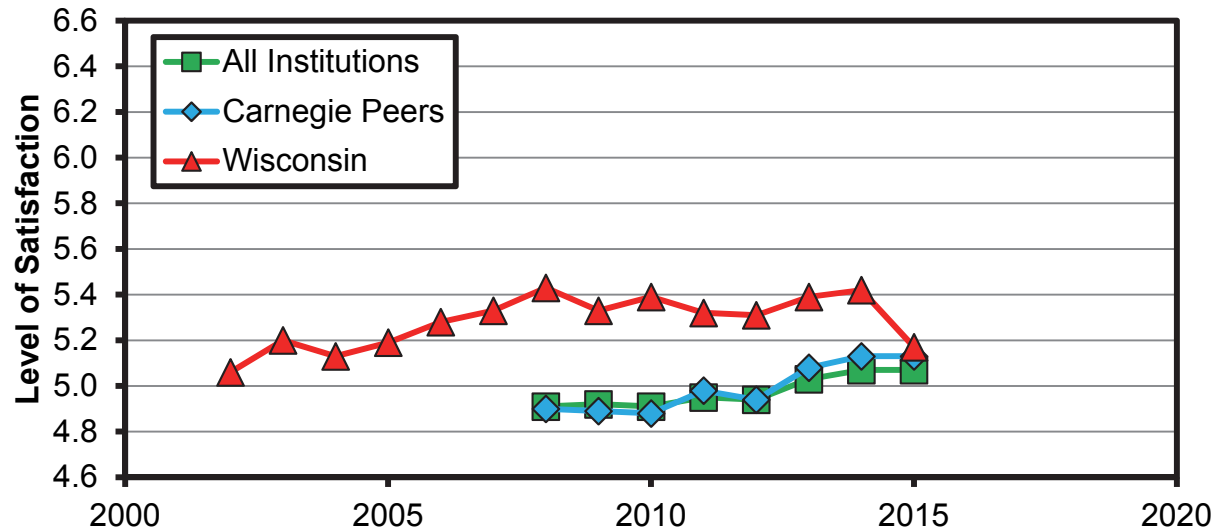


Figure A3. Mean level of satisfaction with leadership opportunities in engineering student organization activities. The x-axis is organized on an academic year basis, so that 2012 refers to the 2011-12 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer engineering institutions is statistically significant at a 95% confidence level. For the same period, there was no statistically significant improvement or decline in student perception at Wisconsin.

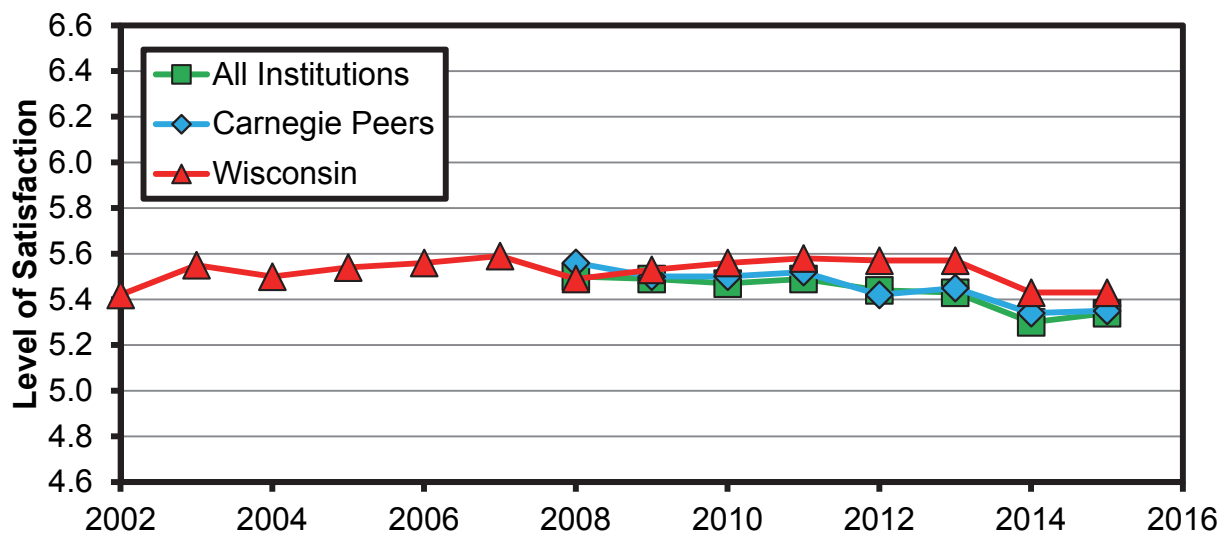


Figure A4. Mean level of satisfaction with fellow students' ability to work in teams. The x-axis is organized on an academic year basis, so that 2012 refers to the 2011-12 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer institutions was statistically significant at a 95% confidence level. For the same period, there was no statistically significant improvement or decline in student perception at Wisconsin.

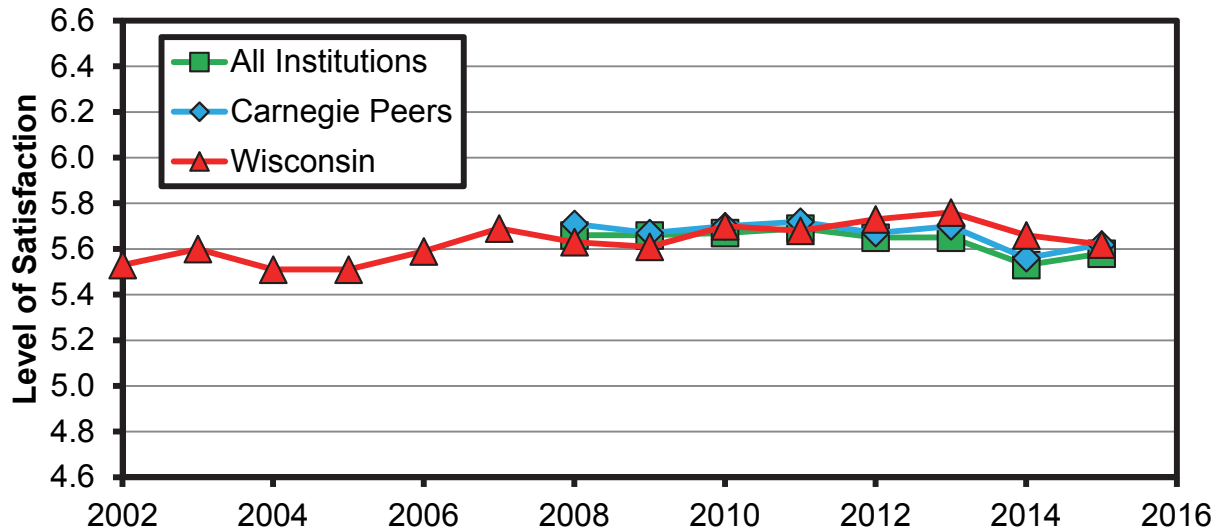


Figure A5. Mean level of satisfaction with fellow students' level of camaraderie. The x-axis is organized on an academic year basis, so that 2012 refers to the 2011-12 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer institutions was not statistically significant at a 95% confidence level. For the same period, there was no statistically significant improvement or decline in student perception at Wisconsin.

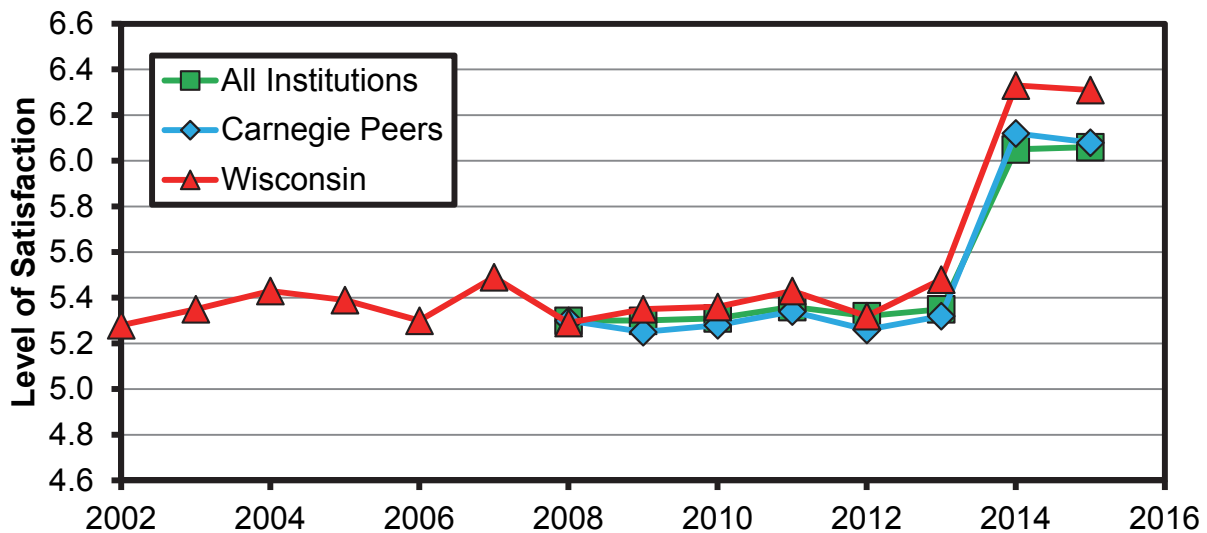


Figure A6. Mean level of satisfaction with how engineering education enhanced ability to function on multidisciplinary teams. The x-axis is organized on an academic year basis, so that 2012 refers to the 2011-12 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer institutions was statistically significant at a 95% confidence level. For the same period, there was a statistically significant improvement in student perception at Wisconsin. However, the large improvement for all institutions in 2013-14 is likely due to a rephrasing of the question asked by EBI.

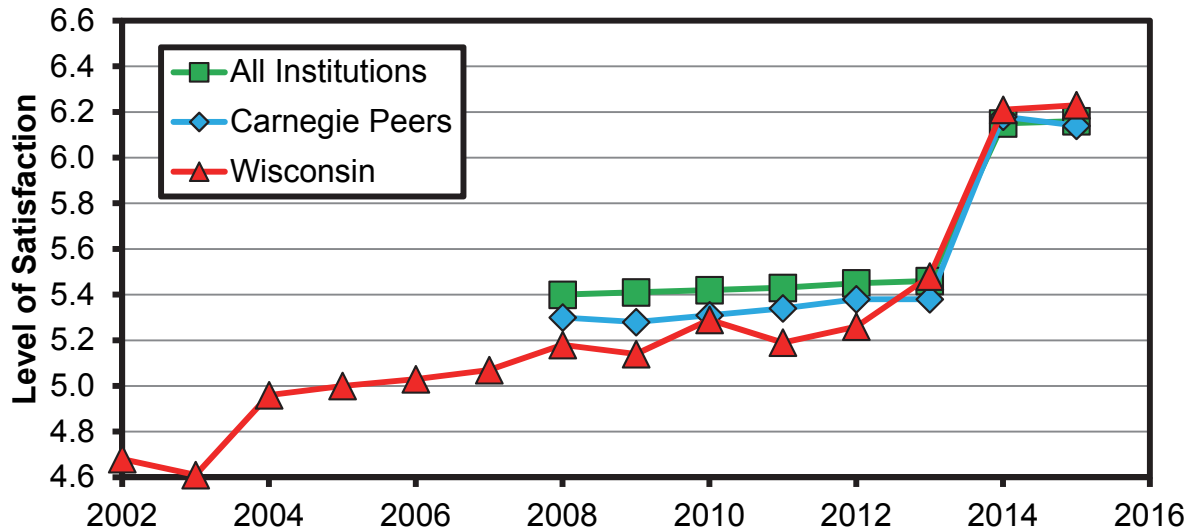


Figure A7. Mean level of satisfaction with how engineering education enhanced ability to understand ethical responsibilities. The x-axis is organized on an academic year basis, so that 2012 refers to the 2011-12 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer institutions was not statistically significant at a 95% confidence level. For the same period, there was a statistically significant improvement in student perception at Wisconsin. However, the large improvement for all institutions in 2013-14 is likely due to a rephrasing of the question asked by EBI.

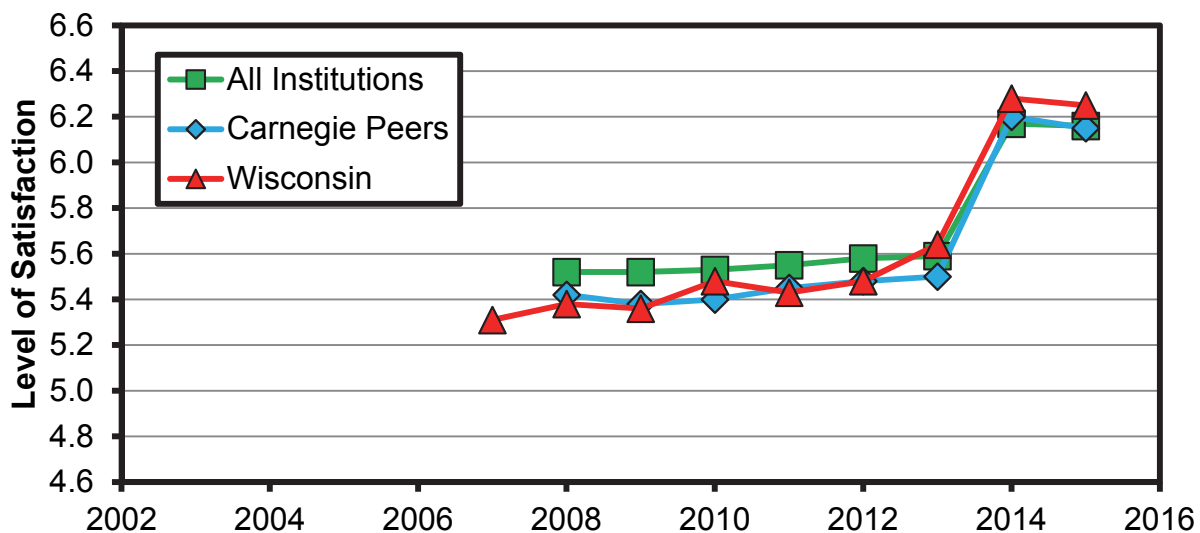


Figure A8. Mean level of satisfaction with how engineering education enhanced ability to understand professional responsibilities. The x-axis is organized on an academic year basis, so that 2012 refers to the 2011-12 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer institutions was not statistically significant at a 95% confidence level. For the same period, there was a statistically significant improvement in student perception at Wisconsin. However, the large improvement for all institutions in 2013-14 is likely due to a rephrasing of the question asked by EBI.

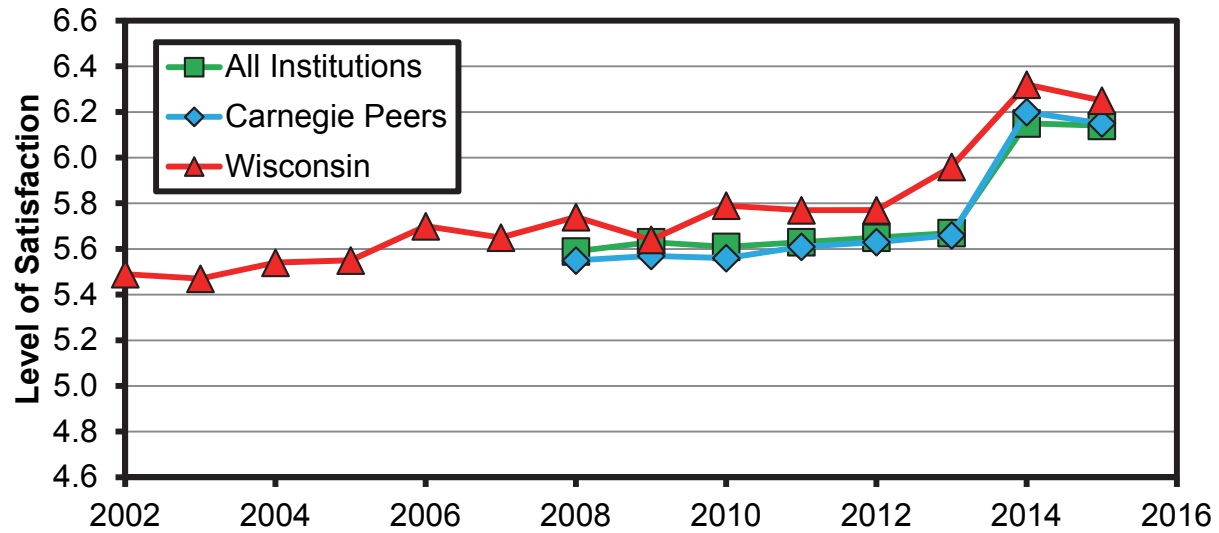


Figure A9. Mean level of satisfaction with how engineering education enhanced ability to recognize need to engage in lifelong learning. The x-axis is organized on an academic year basis, so that 2012 refers to the 2011-12 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer engineering institutions is statistically significant at a 95% confidence level. For the same period, there was a statistically significant improvement in student perception at Wisconsin. However, the large improvement for all institutions in 2013-14 is likely due to a rephrasing of the question asked by EBI.

Appendix B
General Information and Topics for CEE 669 – Special Topics in Construction
Management: Leadership for Construction

CEE 698 Leadership Development – 3 Cr.
Spring Semester 2015

Course Description:

This course starts with learning various concepts of leading others to accomplish a common goal. Concepts we will cover include leadership styles, self examination, human motivation, communication and problem solving. Students will put these learned concepts to work in their chosen project using feedback to improve their leadership effectiveness. Guest lecturers will present their personal views on the subject of leadership, in separate sessions possibly in the evenings as part of outside lecture series. Attendance is required and is included as part of the course grade. The discussions will provide the application framework with assigned reading providing the in depth review. There will be two exams and a report on the leadership project due at course completion. The course grade will be determined by class participation, two exam scores and the final report and presentation. Examples from experience in the construction industry will be used extensively for explanation and discussion, the discussion will be applicable for any industry or organizational setting.

See Moodle course homepage for weekly outline and syllabus.

Course Objectives:

Provide a basic understanding of leadership concepts and styles, individual assessment and relevant coaching. After classroom discussion to gain an understanding of these concepts students are given an opportunity to implement and report on what was learned further enhancing understanding.

Class Schedule and resources:

Discussions are held once per week for 75 minutes, on Thursdays from 9:30 until 10:45 AM in 1213 Engineering Hall. All reading material and video lectures are available on the eCOW2 site page which will be used for all course administration. We will meet on some Tuesdays with advance notice including the first day of class scheduled for Tuesday January 20, 2015.

Assessment of student progress:

Class participation (10%), Homework and Quizzes (20%), Midterm (20%), Final Exam (20%), Leadership Project (30%).

Prepared by Norm Doll

"Knowing others is intelligence; knowing yourself is true wisdom. Mastering others is strength; mastering yourself is true power." -[Laozi](#), Ancient Chinese Philosopher believed to have written the Tao Te Ching, [Laozi books//](#)

Leadership is lifting a person's vision to higher sights, the raising of a person's performance to a higher standard, the building of a personality beyond its normal limitations." Peter Drucker



[My home](#) ► [My courses](#) ► [Engineering](#) ► [CIVIL AND ENVIRONMENTAL ENGR](#) ►
[Spring 2014-2015](#) ► [CIVENGR 669 Spring 2015 \(1\)](#)



[News forum](#)

Course Information:

Meets Some Tuesdays (with advance notice) and every Thursday from 9:30 to 10:45 in Room 1213 Engr. Hall.

Meets Tuesday January 20, first day of class.



[Course Information](#)



[The role of Civil Engineering in Human Development](#)

January 18 - January 24

Welcome, lets get started!

Lets start with WHY. Why are you here?

What do you want to learn from this course?

What Leadership experience do you have and what problems did you encounter?



[Leadership Project Definition](#)



[Leadership Definitions](#)



[Career Development Planner - optional](#)



[Leaders We Need Now](#)



[Start With Why](#)



[Milwaukee's zip code 53210](#)



[Corporate Social Responsibility](#)



[Cleaver Assessment forms](#)

This assignment requires each student to complete the forms that will be sent to you from the Cleaver Company. You will receive a report back on the forms you filled out online. An optional assignment is completing and uploading the Career Planner document, for your personal understanding. They are due on January 28.



Simon Sinek: How great leaders inspire action

Ted Talk video of Simon Sinek's presentation



Attendance

January 25 - January 31

DISC Personality Assessment Systems



Marston's Explanation



DISC - Limitations



DISC - Keys to Motivation



DISC - 8 Classics



Personal Development



Week 2 Quiz



Leadership Project Proposal

The proposal as defined in the Leadership Project document is due next week. It can be preliminary or just be a set of ideas to be defined in a second submittal.



DISC Video Powerpoint Slides



Attendance

February 1 - February 7

Leadership Theories and Skills & Personal Mission Statement



Engineering - Ideal Profession



Qualities of a Servant Leader



The New Transparency of Leadership



Personal Mission Statement



Week 3 Quiz



Developing Your Mission Statement

Video discussing the steps to draft a Personal Mission Statement



Leadership Fundamentals - videos

This is a link to Leadership Fundamentals on lynda.com. It is a series of 21 short video clips plus 2 introductory clips, totaling 1 hour and 24 minutes. You will need these videos to complete the assignment that is due in 3 parts over the next 3 weeks. You can complete it all at once or in 3 parts. When you are finished with the entire set you will be able to download a completion certificate which is an assignment to be turned in.

Restricted: Available from January 21, 2014.



Leadership Fundamentals Exercise through page 6.

Fill in the form and submit it, completed through page 6 minimum. The titles of the video clips align with the Exercise form.



Leadership Fundamentals Exercise form

Use this form for assignments due the weeks of Feb. 2-8 and Feb. 16-22. If you have any trouble typing and saving your answers you can also get this form on the lynda.com Leadership Fundamentals site.



Attendance

February 8 - February 14

Motivational Aspects of Organizations



Maslow's Theory



What Motivates Employees



Maslow's Hierarchy



Herzberg HBR Article - Class use only - Do Not Copy



Maslow's Hierarchy



Employee Motivation Theories



Employee Motivation Theories/Slides



Week 4 Quiz



February 15 - February 21

Focus on Process



W. Edwards Deming biography



Deming's Leadership List



Deming's 14 Points and 7 Diseases



Personal Mission Statement



Week 5 Quiz



Leadership Fundamentals Exercise page 6 through 14.

Complete the remainder of the form and submit.



Leadership Fundamentals Completion Certificate



Attendance



Introduction to Deming and Statistical Process Control - video



Introduction to Statistical Process Control - Slides

February 22 - February 28

Communication and Conflict Management -Lecture by Mark Rounds



Communication Strategies - Video



Communication Strategies - Lecture Slides



Ch 10 - Crucial Conversations



Seven Mistakes



Focus on Recognition



Dialogue



Communication Impact on Brains.



The Happiness Advantage



Week 6 Quiz



March 1 - March 7

Situational Leadership - Lecture by Mark Rounds **NOTE: We will meet both on Tuesday 3/3 and Thursday 3/5**

- Situational Leadership Assignment
- Delegating - McNamara
- Overly Agressive Leaders
- Week 7 Quiz
- Situational Leadership Assignment

March 8 - March 14









Time Management and Organizational Strategy

- Writing Introductions
- Making the most of Organizational Strategy
- Time Management
- Management Time: Who's got the monkey?
- Multitask Study
- Creating a Winning Environment
- Week 8 quiz

March 15 - March 21

Problem Solving, Learning from Failures and Developing Strategy - Guest lecturers Bryce Unger and Daniel Wargolet

- Technical Presentation Writing 1
- Technical Presentation Writing 2
- Reading Financial Statements

-  ICI (Infrastructure Consulting Inc.) Balance sheets
 -  ICI (Infrastructure Consulting Inc.) income statement
 -  AECOM Financials and notes
 -  ICI (Infrastructure Consulting Inc.) Cash flow
 -  ICI (Infrastructure Consulting Inc.) stock equity
 -  Financial Ratios quiz
 -  Financial Reporting class video
 -  Rich's slides from video
-

March 22 - March 28

Prepared for public presentations

-  Quick tips for presentations
 -  Toastmaster Public Speaking Tips
 -  MIT Public Speaking Tips
 -  The Five Dysfunctions of a Team
 -  Problem Solving Opportunities
 -  Improve Success by Improving Problem Solving
 -  Presentation quiz
 -  Presentation Evaluation Form 2015
-

March 29 - April 4

Spring Break-- no class or assignments

-  Mark's Reading List
-

April 5 - April 11

Discussion of Organizational Strategy, Teams, and Personal Development from the lynda.com Leadership Fundamentals video and workbook.



Midterm Exam

April 12 - April 18

Project Presentations



Subordinate survey

April 19 - April 25

Project Presentations



Leadership Project - Draft Report

April 26 - May 2

Project Presentations

May 3 - May 9

Project Presentations



Leadership Project - Final Report



Leadership Project - Final Presentation



Attendance and Participation

Restricted (completely hidden, no message): Available from May 10 2012, 2:00 AM to May 17 2013, 10:00 PM.



Final (12 week) Exam

NAVIGATION



My home

Site home

Site pages

My profile

Current course

CIVENGR 669 Spring 2015 (1)

Participants

Badges

General

January 18 - January 24

January 25 - January 31

February 1 - February 7

February 8 - February 14

February 15 - February 21

February 22 - February 28

March 1 - March 7

March 8 - March 14

March 15 - March 21

March 22 - March 28

March 29 - April 4

April 5 - April 11

April 12 - April 18

April 19 - April 25

April 26 - May 2

May 3 - May 9

☐ Kaltura Media Gallery

My courses

CALENDAR



December 2015



Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

EVENTS KEY



Hide global events



Hide course events




Hide group events



Hide user events

ADMINISTRATION



Course administration

☐ Turn editing on

☐ Edit settings

Users

☐ Filters

Reports

☐ Grades

Badges

☐ Backup

☐ Restore

☐ Import

☐ Reset

Question bank

☐ Repositories

☐ Legacy course files

Switch role to...

My profile settings

Site administration

LATEST NEWS



Add a new topic...

Grade Corrections

10:49 PM,May 18 Norm Doll

Grade Errors

11:51 AM,May 18 Nicholas Zeman

Grades Posted

5:33 PM,May 16 Norm Doll

Final reports and presentations


11:22 AM,May 4 Norm Doll

Class tomorrow

6:02 PM,Apr 27 Nicholas Zeman

Older topics ...

UW COURSE



CIVENGR 698
Spring 2013

Norman Doll

SEM 001

UW COURSE



CIVENGR 698
Spring 2014

Norman Doll

SEM 001

Awad Hanna
SEM 001

UW SECTIONS ☐

SPRING 2015

CIVENGR 669

- SEM 001



Enroll additional users



Edit Spring 2015 roster

LIBRARY RESOURCES

Refresh links

PEOPLE



Participants

MESSAGES



No messages waiting

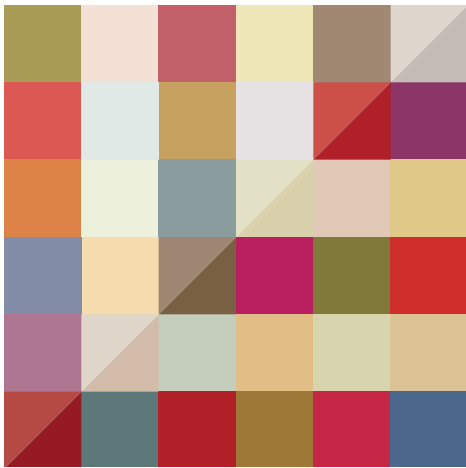
Messages

☐ [Moodle Docs for this page](#)

You are logged in as [Greg Harrington](#) ([Log out](#))
[Home](#)

Appendix C

Coordinated Leadership Annual Report for FY15



COORDINATED LEADERSHIP

ANNUAL REPORT

FY15

August 25, 2015

Submitted by Nancy Mitchell on behalf of the CLI Coordination Team:

Libby Bestul, Blake Bishop, Charlie Cahill, Katherine Charek Briggs, Luke Fuszard, Bruce Harville,
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Catherine Stephens, Hazel Symonette, Emily Utzerath, Harry Webne-Behrman



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON



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COORDINATED
LEADERSHIP

CLI OVERVIEW

The Coordinated Leadership Initiative (CLI) serves as a campus resource to reinforce UW-Madison's commitment to leadership development for the purpose of positive change. To meet this responsibility, CLI facilitated a shared vision and common language for leadership on campus through the UW-Madison Leadership Framework. The focus has now shifted to highlighting and connecting leadership courses, programs and opportunities to the Framework while identifying and promoting practices, approaches and behavior that cultivate positive change.

CLI has benefited from the talent, energy and commitment of a diverse group of volunteers – representing many schools, colleges, divisions and community stakeholders. This vibrant community has strengthened our university's local and global impact through outreach efforts that support leadership development of individuals and organizations. By illuminating critical leadership knowledge, skills and abilities, all of us are able to engage in the phenomenon of positive change

CLI GUIDING PRINCIPLES

Inclusive

Generating leadership development ideas through the active invitation and engagement of diverse perspectives from UW-Madison, the community, across the state, and beyond

Accessible

Creating an open place and space for leadership ideas to be shared and amplified

Decisive and Action-Oriented

Moving leadership development ideas from concept to practice, which sustains leadership development by positively influencing students, staff, and faculty

Reflective

Continually seeking, assessing, and incorporating feedback about decisions and actions to ensure alignment and relevance

Uniquely Wisconsin

Capturing the essence of the Wisconsin Idea, honoring and respecting the culture that both precedes and follows the initiative

"Inclusiveness is wonderful. The framework is for everyone!"

FY15 SUMMARY

CLI continued to make great strides by reaching out to the university community and beyond, and supporting wide-spread adoption of the UW-Madison Leadership Framework. As a result of steady outreach and engagement, the number of interested and invested campus and community members increased substantially. CLI's growing community of practice launched a highly successful peer consultation process for framework adopters. In addition to the efforts of volunteers, the initiative supported a full-time student position in communications, which allowed for expanded outreach. The CLI brand identity became an official licensed trademark of the University of Wisconsin-Madison.

Through generous funding, CLI was able to engage in a business analysis process with DoIT's Project Management Office, resulting in a recommendation to develop four major website enhancements. Two surveys inventoried the campus on existing leadership development resources and asked framework adopters about the kind of support they need. Results of this research underscored solid progress in meeting goals outlined in the CLI Logic Model (See Appendix B). Finally, team members met with leaders of major campus initiatives to strategize a model for sustainability of CLI.

FY15 GOALS

The CLI Coordination Team and UW-Madison community members identified the following goals for FY15: (See Appendix C for a history of CLI annual goals)

1. Initiate and strengthen mutually beneficial partnerships with students, faculty and staff
2. Determine sustainable organizational structure; define budget sources and fiscal responsibility to/for campus community
3. Develop communications strategy through touch points (relational, personal, and technological) to support CLI brand (ex. website)
4. Cultivate stories and impacts; share broadly to inform future work
5. Provide relevant tools, resources, and support based on identified needs of CLI community
6. Provide ongoing assessment and evaluation of progress

FY15 KEY ACCOMPLISHMENTS

Increased On-Campus Involvement

The Coordinated Leadership Initiative had more than a 25% increase in those directly engaged with the initiative through volunteerism, workshop attendance or via other means. These CLI advocates currently include approximately 50 faculty, 315 staff, and 90 students representing numerous campus units as highlighted below.

UW-Madison Colleges and Schools

Arts Institute
College of Agricultural and Life Sciences
College of Engineering
College of Letters & Science
Graduate School
Law School
Nelson Institute for Environmental Studies
Wisconsin School of Business
School of Education
School of Human Ecology
School of Medicine and Public Health
School of Nursing
School of Pharmacy
School of Veterinary Medicine

"CLI should be kept in the forefront of trainers minds as they train new supervisors and managers on campus."

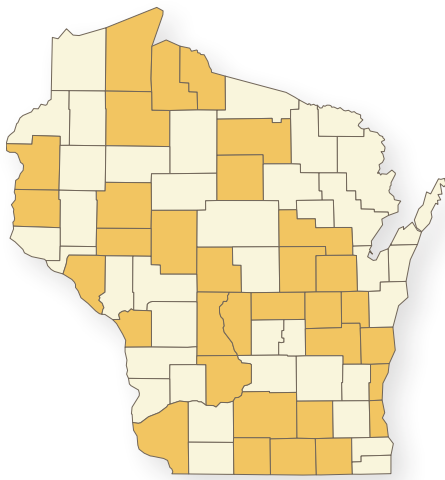
UW-Madison Divisions and Campus Entities

Administrative Process Redesign
Division of Continuing Studies
Division of Enrollment Management
Division of Facilities Planning & Management
Division of Information Technology
Division of Intercollegiate Athletics
Division of International Studies
Division of Student Life
Division of Teaching and Learning
General Library System
Office of Human Resources
Office of the Provost for Teaching and Learning
Office of Quality Improvement
Office of the Registrar
Office of the Secretary of the Faculty
Office of Undergraduate Advising
Officer Education
University Arboretum
University Extension
University Health Services
University Housing

"As a department lead I have adopted the framework and participated in campus groups related to it. I am getting to meet so many new people."

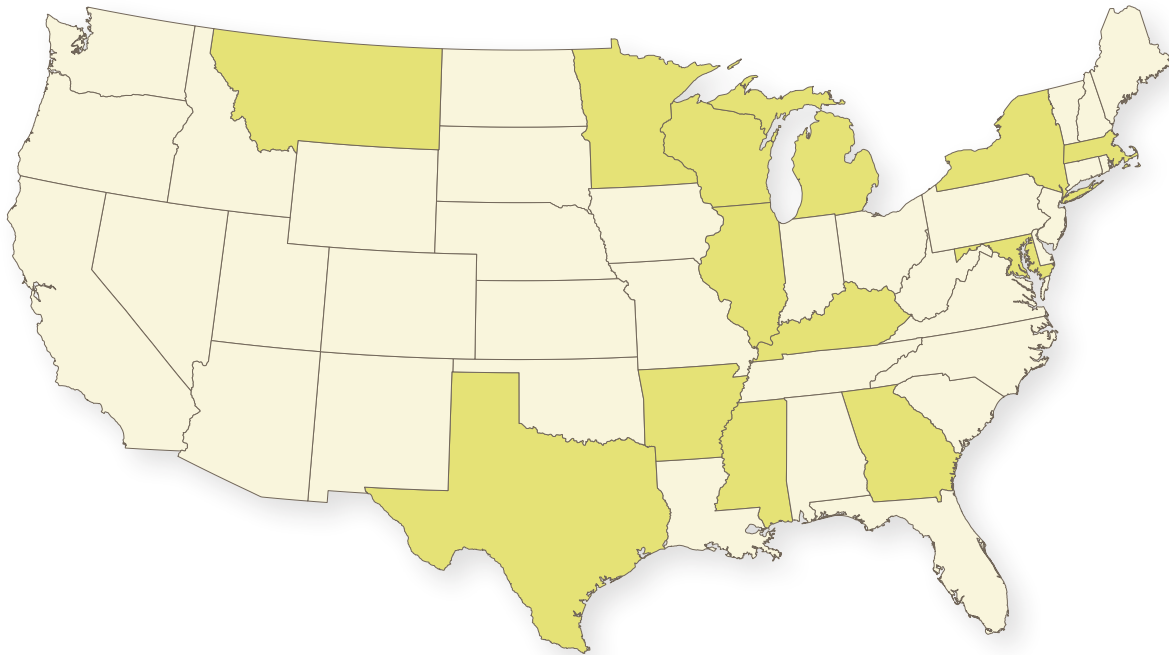
Wisconsin Foundation & Alumni Association

In the spirit of the Wisconsin Idea and in response to growing demand, CLI expanded its reach to include individuals from organizations across the state of Wisconsin and the US. The following maps show locations of individuals and organizations exposed to the UW-Madison Leadership Framework.



Red Cliff Community Health Center, Bayfield County

Scenic Bluffs Community Health Center, Monroe County
 Second Harvest Food Bank of Southern Wisconsin, Dane County
 UW-Extension, Iron County
 UW-Extension, Rock County
 University of Wisconsin-Milwaukee, Milwaukee County
 University of Wisconsin-Whitewater, Jefferson and Walworth Counties
 Watertown Area Cares Clinic, Jefferson County



Out-of-State Outreach

Albany State University, GA
 Castlight Health, CA
 Ferris State University, MI
 Georgia State University, Atlanta, GA
 Howard University, Washington, DC
 NYC Department of Health & Mental Hygiene, New York City, NY
 Michigan Tech University, Houghton, MI
 Mississippi State University, Starkville, MS
 Ramsey County Public Health, St. Paul, MN
 Summit Executive Center, Chicago, IL
 University of Arkansas at Pine Bluff
 University of Illinois at Chicago
 University of Louisville, KY

University of Massachusetts Amherst
University of Montana, Missoula, MT
University of Texas at San Antonio
University of Texas at Tyler
University of Maryland School of Medicine

Framework Implementation on the Rise

CLI worked closely with numerous organizations as they implemented the UW-Madison Leadership Framework in a variety of courses and programs. Featured courses and programs are listed below, spotlighting the launch of 13 new programs in FY15. (*)

Adventure Learning Programs (ALPs) *

ALPs is a student organization that provides workshops to improve group dynamics and build community on campus. ALPs uses the UW-Madison Leadership Framework for 40 student facilitators to reflect on their leadership skills and to track their leadership growth over their tenure with the program. The framework gives facilitators terminology for writing resumes and interviewing. The program reached 40 undergraduate students in FY15.

All-Campus Leadership Conference 2015 *

Presented by the Student Leadership Program, this is the largest fully student-run event at UW-Madison, with an audience of approximately 900 individuals. Each of the conference's 25 breakout sessions was required to meet one or more values or competencies of the UW-Madison Leadership Framework. The framework helped students focus on learning more about their leadership needs and interests.

Badgers Step Up! *

The Badgers Step Up! training program engages student organization participants as agents of change to address alcohol abuse. The program incorporates the UW-Madison Leadership Framework to develop effective intervention techniques and explores the use of specific leadership competencies to reduce harm. FY15 attendance totaled 2380 students.

Bucky's Award Ceremony *

This event spotlights excellence in individual and organizational leadership. The UW-Madison Leadership Framework served as the rubric for the Outstanding Leadership Award. The Awards program recognized 10 student organizations and 6 student leaders. 170 people attended the FY15 ceremony.

College of Engineering, Civil Engineering Capstone Course

This capstone involves three mini-modules using the leadership competencies and outcomes components of the UW-Madison Leadership Framework. It requires biweekly project updates to track student learning. The course reached 60 seniors in the fall semester and 80 seniors in the spring semester of FY15.

"I am using the UW-Madison Leadership Framework to track my own leadership goals and outcomes. I appreciate the holistic nature of the framework, and hope to keep using it in the future with all of our team leaders."

DoIT Digital Publishing and Printing *

Employees of DoIT's Digital Publishing and Printing office lean on the UW-Madison Leadership Framework values and competencies to develop stretch and growth goals for themselves with guidance from managers. The resulting dialog increased employees' connections and commitment to their work. This year, 42 staff members used the CLI Leadership Competency Assessment booklet as part of performance goal-setting.

Health Equity Leadership Institute *

The week long institute, sponsored by the UW-Madison School of Medicine and Public Health, included a workshop based on the UW-Madison Leadership Framework competencies *Honoring Context and Culture* and *Decision-Making*. Scholars explored solutions to address common social justice challenges faced in academic workplaces. Over 22 scholars from 15 states attended this program.

Leadership and Civic Engagement for Social Change Course *

This course engages first year students looking to explore who they are, how identity impacts leadership, and how to create change in their communities. Students have the opportunity to translate their leadership development into action through the lens of civic engagement and social justice.

Leadership Certificate *

The Leadership Certificate program, designed around the UW-Madison Leadership Framework, is for student leaders who excel in their leadership roles both inside and outside the classroom. The Certificate marks a formal acknowledgement of student contributions and achievements. Two students piloted the re-designed Leadership Certificate program in FY15.

"The UW Leadership Certificate embodies the entire framework."

Polygon Engineering Student Council

This program integrates the UW-Madison Leadership Framework into five to eight hour-long sessions of leadership development to provide engineering students an opportunity to learn leadership and management skills. In FY15 the council consisted of 5-10 freshman students.

Queer Emerging Leaders Program (QUELP)

QUELP uses the UW-Madison Leadership Framework outcomes to structure a 14 week course focused on power, privilege, personal narrative, and community organizing. Participants support their own communities by working with organizational partners who serve LBGTQ+ people and needs. QUELP involves 2-3 Staff-Student Facilitators annually and reached 10-15 students during the 2015 spring semester.

"Implementing the framework has been extremely beneficial in teaching leadership and relating the skills learned to real-life scenarios student-athletes encounter every day on campus, and in the community."

Student-Athlete Advisory Committee (SAAC) *

The Office of Student-Athlete Development is committed to inspiring, engaging, and advancing student-athletes outside of the athletic arena by providing programming and resources through four key pillars: Leadership & Involvement, Personal Development, Career Development, and Diversity & Inclusion. SAAC is a student organization made up of 58 students. In FY15,

SAAC focused on one of the 7 leadership competencies at each monthly meeting.

Summit Executive Centre, Chicago, IL *

Owner and UW-Madison Alumnus, Louise Silberman, invited CLI to offer two customized, day long events for managers and employees. The UW-Madison Leadership Framework was introduced as a foundation for success, with an emphasis on *Self-Awareness*, *Moving Ideas into Action* and *Interpersonal Communication*. The workshops encouraged open and frank dialogue as a way for all employees to understand each person's contribution to success.

"The framework offers a way of assessing myself and deciding what leadership skills I need to continue to develop."

UW-Madison Arboretum Earth Partnership Restoration *

Restoration team leaders are an essential corps of land care volunteers at the Arboretum. They participate in ecological restoration by leading other volunteers from diverse backgrounds. Team leaders teach and supervise volunteers, practicing leadership and communications skills aligned with the UW-Madison Leadership Framework. 12-20 leaders of 600-900 volunteers engaged with the framework in leadership training during FY15.

University of Wisconsin Libraries *

The library system incorporates the UW-Madison Leadership Framework into leadership development groups for staff.

Wisconsin Area Health Education Center (AHEC): Community Health Internship Program (CHIP) *

Wisconsin AHEC's statewide CHIP is for students participating in community health internships in 49 sites throughout the state. 25 mentors were trained in using the CLI Leadership Competency Assessment to guide 50 interns in leadership development over the 8 week summer program.

Wisconsin Experience Bus Trip

29 student leaders visit 10 cities over 5 days. Daily reflection questions are grounded in the UW-Madison Leadership Framework. Students showed immeasurable growth in a sense of integrity, engagement and connection to community.

Expanded Services and Event Offerings

CLI's community of practice grew to over 30 members in FY15. The group met monthly and launched a peer consultation process on implementing the UW-Madison Leadership Framework in courses or programs. Outside of these consultations, the number of CLI events increased by 65%. In a survey of the CLI community, 38% reported they had learned about the UW-Madison Leadership Framework by attending a CLI presentation, panel, or workshop. 43% said they first became aware of the framework through a colleague.

Additionally, organizations began requesting customized workshops based on the framework. CLI embraced spontaneous growth of the grassroots movement, recognizing the opportunities to innovate.

The following chart documents the variety of CLI events that were held in FY15:

EVENTS	PURPOSE	SESSIONS
Consultation	Peer-to-peer guidance on framework implementation	11
Introductory Presentation	Overview of CLI and framework	2
Basic Workshop	Exposure to framework tools	8
Customized Workshop	Focus on audience-specific leadership development	4
Open House	Celebrate CLI accomplishments, learn about how framework is being implemented, presentation on CLI website development	1

CLI Website Enhancements

Website Upgrade

In the Fall of 2014, CLI upgraded its static, informational website to a new responsive design, creating optimal viewing on any device. The upgrade also simplified the site's navigation and enhanced the user experience by adding photos, videos, and downloadable tools to support implementation of the UW-Madison Leadership Framework.



Website Redesign

Plans for creating a dynamic, user-centered website continued directly after the Fall 2014 upgrade. In January 2015, CLI partnered with the Division of Information Technology for Phase 1 of a complete redesign of the CLI website. Guided by the goal of “helping students, faculty, and staff feel connected, informed, and ready to engage in the act of leadership”, Phase 1 business analysis resulted in a recommendation to develop four major website features:

Leadership Development Resource Directory that will streamline exploration of the multitude of opportunities available on campus and beyond.

Dynamic Landing Page featuring individualized, data-driven user dashboards.

Leadership Competency Assessments that will identify the specific needs of individuals and organizations and connect them with matching leadership development resources.

Competency-Based Portfolio/Learning Transcript allowing users to track progress over time while interfacing with campus wide systems, to relieve the burden associated with managing multiple records.

“The redesigned website will help students, faculty, and staff, feel connected, informed, and ready to engage in the act of leadership.”

Research Studies Illuminate Stakeholder Needs

Leadership Development Resources Survey

This survey helped identify effective leadership resources currently available, as well as those that are desired by students, staff, and faculty. The results will help our campus develop and coordinate valuable tools and programming in the future. Highlights include:

Most beneficial leadership development resources:

- 24% Community of practice
- 17% Activities
- 16% Conferences
- 15% Books, articles, publications
- 14% Websites, online, databases
- 11% Courses
- 3% Other/individuals/organizations

“The leadership competency assessment will be very useful!”

Framework elements respondents asked to learn more about:

- 14% Moving Ideas into Action
- 13% Supporting Learning & Development of Others
- 12% Inclusive Engagement
- 11% Connection & Community

- 10% Decision-Making
- 10% Fostering Bridge-Building & Collaboration
- 9% Honoring Context and Culture
- 8% Interpersonal Communication
- 8% Self-Awareness
- 5% Integrity

UW-Madison Leadership Framework Implementation Survey

This inventory measured clarity and portability of the UW-Madison Leadership Framework. Those surveyed felt the following were the most useful elements of the framework:

- The leadership values and competencies
- The competency: *Moving Ideas into Action* across the three leadership values: *Integrity, Inclusive Engagement, and Connection and Community*
- The competency: *Self-Awareness*
- The competencies - they help me understand what aspects of leadership I should be focusing on with my students.
- The intersection of values and competencies in a grid because it helps explain the details of what leadership looks like in practice
- The language in the rubric
- The structure and explanation of it all because it is very flexible and can be used in a variety of different programming
- Leadership happens at all levels

“The framework provides a vocabulary for having fair and thoughtful discussions about areas groups and individuals could develop. It provides a concrete way to structure interpersonal goals for individuals and communities.”

Tools Support Framework Orientation and Implementation

In response to our community’s needs, CLI designed, piloted, and developed several tools to assist individuals and organizations implementing the UW-Madison Leadership Framework. Featured tools are listed below:

Customizable UW-Madison Leadership Framework Matrix

This leadership matrix was developed in response to a request for a tool that could be customized to facilitate organizational goal-setting. The blank template allows groups to envision specific, positive results they would like to achieve as they build leadership capacity.

CLI Logic Model Handout

This full-color diagram illustrates goals and progress of CLI since its conception.

Leadership Competency Assessment

Piloted in FY15, this full color assessment invited users to reflect on personal leadership knowledge skills

and abilities, and make plans for future leadership development. The assessment booklet also served as a prototype for online assessments.

Leadership Reflection Journal

The personal Leadership Reflection Journal includes 100 competency-related goals with space to reflect on outcomes. Practice and reflection for learning are the emphasis.

“The activities and handouts help break down the more cerebral concepts underlying the framework.”

UW-Madison Leadership Framework Handout

This handout allows learners to explore the framework in full detail. This is the complete overview of the UW-Madison Leadership Framework.

UW-Madison Leadership Framework Worksheet

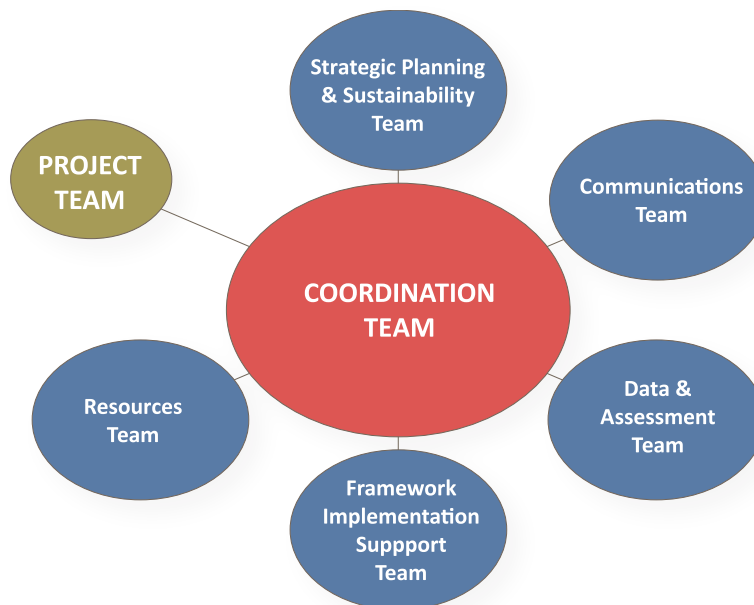
This 11x17 inch worksheet offers space to reflect on the intersections of leadership values and competencies creating positive change.

Values & Competencies Activity Cards

This simple deck of cards can be used in a variety of ways, while teaching the basic elements of the UW-Madison Leadership Framework.

FY15 ORGANIZATIONAL STRUCTURE

CLI’s organizational structure supported ongoing work, provided new roles and opportunities for team members, and was developed with goals for the year in mind. (See Appendix E - FY15 Team Rosters)



Project Team

The Project Team updated executive sponsors and stakeholders and performed administrative functions while helping set goals for the Coordination Team.

Coordination Team

The Coordination Team consisted of the Team Leads from each Functional Team, the Project Team, and several Ad Hoc members to provide shared leadership and coordinate Functional Teams for support, consistency, and feedback across the project.

Functional Teams

Five functional teams addressed FY15 goals and supported ongoing work of the initiative.

Communications Team

Developed communications strategy, including engagement events and the Coordinated Leadership Initiative website, leadership.wisc.edu

Data and Assessment Team

Assessed programs, courses, and other resources connected to the UW-Madison Leadership Framework and determine efficacy

Framework Implementation Support Team

Identified and supported the efforts of the UW-Madison Leadership Framework adopters and champions, in part through the administration of the Community of Practice.

Resources Team

Gathered resources and compiles them into a format for easy access, use, and dissemination.

Strategic Planning and Sustainability Team

Coordinated strategic planning and sustainability of CLI.

APPENDIX A - FY15 BUDGET

Financial Contributions

College of Engineering (Pieper Foundation) - Communications

Center for Leadership & Involvement - Communications, CLI Spring Open House Event

Division of Student Life - Communications, Website Business Analysis

DoIT Digital Publishing and Printing Services - Communications, Printing, Meeting Space

Office of Human Resource Development - Communications

Total Budget: \$47,300

APPENDIX B - CLI LOGIC MODEL



APPENDIX C - ANNUAL GOALS SNAPSHOT

FY16

Develop sustainability model

FY15

Support Implementation of UW-Madison Leadership Framework

FY14

Vet UW-Madison Leadership Framework and begin implementation

FY13

Develop UW-Madison Leadership Framework

FY12

Gauge campus interest and support

APPENDIX D - FY15 LEVELS OF INVOLVEMENT

UW-Madison campus and community members were welcome to engage in any role that fit their interests, needs, and time commitment. There were 5 primary levels of involvement to consider:

Functional Team Coordinator

Participating as a Coordination Team member and helping guide Functional Team

Functional Team Member

Supporting efforts of meeting Functional Team goals

Ad Hoc Participant

Joining Coordination Team or Functional Teams for specific or specialized projects

CLI Community of Practice

Learning from others and sharing experiences related to Leadership Framework implementation

CLI Advocate

Staying engaged through periodic email updates and providing feedback at various stages of the initiative

APPENDIX E - FY15 TEAM ROSTERS

Project Team

Mark Kueppers, Division of Student Life
Geoff Larson, Division of Information Technology
Jessica Moehr, Office of Human Resources

Coordination Team

Libby Bestul, School of Human Ecology
Blake Bishop, Law School
Charlie Cahill, Graduate Student College of Letters and Science
Katherine Charek Briggs, Division of Student Life
Luke Fuszard, Castlight Health
Bruce Harville, Office of Quality Improvement
Karen Kopacek, School of Pharmacy
Mark Kueppers, Division of Student Life
Geoff Larson, Division of Information Technology
Brittany McGowan, Division of Intercollegiate Athletics
Nancy Mitchell, Coordinated Leadership Initiative
Jessica Moehr, Office of Human Resources
Catherine Stephens, School of Education
Hazel Symonette, Division of Student Life
Emily Utzerath, Office of the Provost for Teaching and Learning
Harry Webne-Behrman, Office of Human Resources

Functional Teams

Communications Team

Blake Bishop, Law School
Lindsey Stoddard Cameron, Office of the Secretary of the Faculty
Jean Haefner, Division of Continuing Studies
Nancy Mitchell (Coordinator), Coordinated Leadership Initiative
Catherine Stephens, School of Education
Amy Toburen, Division of Student Life
Harry Webne-Behrman, Office of Human Resources

Data and Assessment Team

Robert Brown, Division of Student Life
Katherine Charek Briggs (Coordinator), Division of Student Life

James Lloyd, Office of Human Resources
Jennifer Nunez, School of Human Ecology
Tracey Pearson, Division of Student Life
Hazel Symonette, Division of Student Life
Jane Zhang, Division of Information Technology

Framework Implementation Support Team

Robert Brown, Division of Student Life
Chris Dakes, Wisconsin School of Business
Marion Farrior, University Arboretum
Donna Freitag, Division of Student Life
Don Gillian-Daniel, College of Agriculture and Life Sciences
Kala Grove, College of Letters and Science
Stephanie Harrill, School of Education
Geoff Larson (Coordinator), Division of Information Technology
Brittany McGowan (Coordinator), Division of Intercollegiate Athletics
Megan Pepper, Division of Student Life
Theresa Pesavento, College of Letters and Science
Andrew Ruis, School of Education
Courtney Saxler, School of Medicine and Public Health
Robert Toomey, Division of Continuing Studies
Emily Utzerath (Coordinator), Office of the Provost for Teaching and Learning
Heather Wetlin, UW-Madison Libraries

Resources Team

Libby Bestul (Coordinator), School of Human Ecology
Ariel Kaufman, University Health Services
Becca Peine, Division of University Housing
Andrew Ruis, School of Education
Trisha Wollenzien, Division of Information Technology

Strategic Planning and Sustainability Team

Chris Dakes, Wisconsin School of Business
Bruce Harville (Coordinator), Office of Quality Improvement
Mark Kueppers, Division of Student Life
Jessica Moehr, Office of Human Resources
Karen Kopacek, School of Pharmacy

APPENDIX F - FRAMEWORK ELEMENTS

VALUES

The key values within the UW-Madison Leadership Framework represent a set of cultural beliefs or ideals that are consistent with our University's history and mission. These universal values serve as a foundation for the framework and help to support the work of leadership development and leadership outcomes.

Integrity

Transparency and truth are central touchstones for integrity. We aim for transparency of information and processes, because we believe openness and accessibility facilitate trust, particularly when there are diverse and divergent perspectives on an issue. We hold ourselves accountable to reach decisions through an ethical process and accept responsibility for acting in the interest of all stakeholders.

Inclusive Engagement

The heart of leadership is the art of inspiring active, informed engagement, and decision-making in the pursuit of the common good. Inclusive Engagement is the process by which we strive to seek and value the input of all, thereby realizing the benefit of the breadth of intelligence among us. At its core, Inclusive Engagement values the crucial knowledge, experiences, and contributions of us all.

Connection and Community

Leadership requires working with communities rather than working on communities by identifying, aligning, and pursuing goals that are mutually beneficial for all people impacted. With humility, we seek to foster active partnerships rather than imposing solutions.

COMPETENCIES

The UW-Madison Leadership Framework competencies are skills, abilities, and knowledge sets that can be taught or developed. All competencies have indicators that allow them to be observed and measured.

Self-Awareness

Consistently self-reflecting in order to reveal strengths, limitations, beliefs, values, and attitudes that generate engagement; committing to personal development in order to provide greater understanding of multiple identities and experiences that affect the ability to facilitate change

Interpersonal Communication

Developing essential relationships through listening, considering, and responding to the needs of individuals and the situation; having the ability to communicate in tactful, compassionate, and sensitive ways to enable these relationships to evolve

Supporting Learning and Development of Others

Developing the capacity and engagement of individuals and groups through feedback and coaching

Honoring Context and Culture

Seeking to understand the organization, culture, system, politics, and dynamics and their influence on actions needed to achieve the group's goals

Decision-Making

Arriving at decisions that impact others and the organization in which the decisions are made; employing critical and strategic thinking to enable creative solutions to be considered and pursued; recognizing that with important systemic dimensions, analysis and ideas from multiple sources give way to implementation and evaluation

Fostering Bridge-Building and Collaboration

Through cooperative participation, encouraging everyone to take ownership of the work that is being done and the outcomes that are created; creating an environment where differences are appreciated, knowing that conflict can serve to expose new solutions to complex problems

Moving Ideas into Action

Offering a compelling vision that inspires groups to engage in the ambiguous transformation process; and being aware that co-creation processes focused on common goals require steady, yet flexible, interventions

OUTCOMES

Leadership outcomes are detailed, specific, measurable, and identifiable results. They are the knowledge, skills, and abilities that might result when an individual upholds the values while endeavoring to demonstrate the competencies in the pursuit of positive change.

Appendix D

Codebook for the Multi-Institutional Study on Leadership

Multi-Institutional Study of Leadership
MSL 2015 Codebook
Version v.1 (9.21.2014)

Red Font = Negative Response Item
Blue Font = Skip Pattern
Green Shading = Sub-Study

QUESTION	VARIABLE NAME	VARIABLE LABEL	RESPONSE CODING	NOTES
COLLEGE INFORMATION				
1	DEM1	Did you begin college at your current institution or elsewhere? (Choose one)	1= Started here 2=Started elsewhere	
2	DEM2	How would you characterize your enrollment status? (Choose one)	1=Full-time 2=Less than full-time	
3	DEM3	What is your current class level? (Choose one)	1=Freshman/First-year 2=Sophomore 3=Junior 4=Senior (4 th year and beyond) 5=Graduate Student 6= Unclassified	
4	DEM4	Which of the following best describes your <u>primary</u> major? (Select the category that best represents your field of study)	1=Agriculture/Natural Resources 2= Architecture/Urban Planning 3=Biological/Life Sciences (ex. biology, biochemistry, botany, zoology) 4=Business (ex. accounting, marketing, management, entrepreneurship, finance, human resources, hospitality) 5=Communication (speech, journalism, television/radio) 6=Computer and Information Sciences 7= Criminal Justice 8= Ecology 9=Education	

10=Engineering (ex. chemical, aerospace, civil, industrial, mechanical, biomedical)
11= Environmental Science
12=Ethnic & Cultural Studies
13=Foreign Languages and Literature (ex. French, Spanish)
14=Health-Related Professions (ex. nursing, physical therapy, health technology, pharmacy, kinesiology, health care administration)
15=Humanities (ex. English, literature, philosophy, religion, history)
16=Liberal/General Studies
17 = Library Science
18=Mathematics/Statistics
19 = Military
Science/Technology/Operations
20=Multi/Interdisciplinary Studies
21=Parks, Recreation, Leisure Studies, Sports Management
22=Physical Sciences (ex. physics, chemistry, astronomy, earth science)
23=Pre-Professional (ex. pre-dental, pre-medical, pre-veterinary)
24=Public Administration (ex. city management, law enforcement)
25=Social Sciences (ex. anthropology, economics, political science, psychology, sociology, social work)
26=Visual and Performing Arts (ex. art, music, theater)
27= Women's/Gender Studies
28=Undecided

Multi-Institutional Study of Leadership – MSL 2015 Codebook – Version v.1 (9.21.2014)
For Review and/or IRB Submission Purposes Only

5	ENV1	Are you currently working OFF CAMPUS in a job unaffiliated with your school?	1=Yes 2=No	If NO, skip to question #6
	ENV1a	Approximately how many hours do you work off campus at a site unaffiliated with your campus in a typical 7-day week?	Open response	
6	ENV2	Are you currently working ON CAMPUS?	1=Yes 2=No	If NO, skip to question #7
	ENV2a	Approximately how many hours do you work on campus in a typical 7-day week?	Open response	
	ENV2b	In what department or office do you currently work on campus? If you work in more than one, please indicate the department or office for which you complete the majority of hours.	Open response	
7	ENV3	In an average month, do you engage in any community service?	1=Yes 2=No	If NO, skip to question #8
In an average month, approximately how many hours do you engage in community service... (Choose one for each category)				
	ENV3a	as part of a class?	1=None	
	ENV3b	as part of a work study experience?	2=1-5	
	ENV3c	with a campus student organization?	3=6-10	
	ENV3d	as part of a community organization unaffiliated with your school?	4=11-15 5=16-20	
	ENV3e	on your own?	6=21-25 7=26-30 8=31 or more	
8. Which of the following have you engaged in during your college experience:				
	ENV4a	Study abroad	1=Yes	
	ENV4b	Practicum, internship, field experience, co-op experience, or clinical experience	2=No	
	ENV4c	Learning community or other formal program where groups of students take two or more classes together		
	ENV4d	Living-learning program (ex. language house, leadership floors, ecology halls)		
	ENV4e	Research with a faculty member outside of class		

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ENV4f	First-year or freshman seminar course
ENV4g	Culminating senior experience (ex. capstone course, thesis)

8a. To what degree have you been involved in the following *on-campus* recreational facilities, programs, and/or services?

REC1	Instructor-led group fitness or exercise classes (ex. Yoga, Zumba)	1=Never 2=Once
REC2	Intramural sports (ex. intramural flag football, Ultimate Frisbee)	3=Sometimes 4=Many Times
REC3	Open recreation (ex. pick-up basketball, weight lifting, treadmill)	5=Much of the Time
REC4	Outdoor adventure activities and/or trips	
REC5	Sport clubs (ex. club volleyball, club hockey)	

YOUR PERCEPTIONS BEFORE ENROLLING IN COLLEGE

9. Looking back to *before you started college*, how confident were you that you would be successful in college at the following: (Select one response for each)

PRE1a	Handling the challenge of college-level work	1=Not at All Confident	Cognitive Skills Pretest
PRE1b	Analyzing new ideas and concepts	2=Somewhat Confident	Cognitive Skills Pretest
PRE1c	Applying something learned in class to the “real world”	3=Confident 4=Very Confident	Cognitive Skills Pretest
PRE1d	Enjoying the challenge of learning new material		Cognitive Skills Pretest
PRE1e	Appreciating new and different ideas or beliefs		Cognitive Skills Pretest
PRE2a	Leading others		Leadership Efficacy Pretest
PRE2b	Organizing a group’s tasks to accomplish a goal		Leadership Efficacy Pretest
PRE2c	Taking initiative to improve something		Leadership Efficacy Pretest
PRE2d	Working with a team on a group project		Leadership Efficacy Pretest

10. Looking back to *when you were in high school*, how often did you engage in the following activities: (Select one response for each)

PRE3a	Student clubs and organizations (ex. student government, band, debate club)	1=Never 2=Sometimes
PRE3b	Organized sports (ex. varsity, club sports)	3=Often
PRE3c	Leadership positions in student clubs, groups, or sports (ex. officer in a club or organization, captain of athletic team, first chair in musical group, section editor of newspaper, chairperson)	4=Very Often

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of committee)

11. Looking back to *before you started college*, how often did you engage in the following activities: (Select one response for each)

PRE4a	Performed community service	1=Never	
PRE4b	Reflected on the meaning of life	2=Sometimes 3=Often 4=Very Often	Spirituality: Search for Meaning Pretest
PRE4c	Participated in community or work-related organizations (ex. church group, scouts, professional associations)		
PRE4d	Took leadership positions in community organizations or work-related groups (ex. union leader, PTA president)		
PRE4e	Considered my evolving sense of purpose in life		Spirituality: Search for Meaning Pretest
PRE4f	Worked with others for change to address societal problems (ex. rally, protest, community organizing)		
PRE4g	Participated in training or education that developed your leadership skills		
PRE4h	Found meaning in times of hardship		Spirituality: Search for Meaning Pretest

12. Looking back to *before you started college*, please indicate your level of agreement with the following items:

PRE5a	Hearing differences in opinions enriched my thinking.	1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree	Controversy with Civility Pretest
PRE5b	I knew myself pretty well.		Consciousness of Self Pretest
PREHOP1	I knew I could find ways to solve complex problems even when others gave up.		Hope Pretest
PRERES1	I thought of myself as a strong person.		Resiliency Pretest
PRE5d	I enjoyed working with others toward common goals.		Collaboration Pretest
PREHOP2	I generally met the goals I set.		Hope Pretest
PRE5e	I held myself accountable for responsibilities I agreed to.		Commitment Pretest
PRERES2	I was not easily discouraged when I experienced failure.		Resiliency Pretest

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PRE5f	I worked well when I knew the collective values of a group.	Common Purpose Pretest
PRE5g	My behaviors reflected my beliefs.	Congruence Pretest
PRERES3	I was able to effectively manage negative emotions like sadness, fear, or anger.	Resiliency Pretest
PRE5h	I valued the opportunities that allowed me to contribute to my community.	Citizenship Pretest
PreHOP3	I pursued my goals with great energy.	Hope Pretest

13. Please indicate how well the following statements describe *how you were prior to college*:

PRE6a	I attempted to carefully consider the perspectives of those with whom I disagreed.	1=Does Not Describe Me Well 2	Social Perspective Taking Pretest
PRE6b	I regularly thought about how different people might view situations differently.	3 4	
PRE6c	Before criticizing someone, I tried to imagine what it would be like to be in their position.	5=Describes Me Very Well	

14. We would like you to consider your BROAD racial group membership (ex. White, Middle Eastern, Native American, African American/Black, Asian American/Pacific Islander, Latino/Hispanic, Multiracial) in responding to the following statements. Please indicate what *your perceptions were prior to college*.

PRE7a	My racial group membership was important to my sense of identity.	1=Strongly Disagree 2=Disagree	Collective Racial Efficacy Pretest
PRE7b	I was generally happy to be a member of my racial group.	3=Disagree Somewhat 4=Neutral	
PRE7c	I felt a strong affiliation to my racial group.	5=Agree Somewhat 6=Agree 7=Strongly Agree	

YOUR EXPERIENCES IN COLLEGE

15. How often have you engaged in the following activities *during your college experience*:

ENV5a	Performed community service	1=Never	Social Change Behaviors Scale
ENV5b	Acted to benefit the common good or protect the environment	2=Once 3=Sometimes	
ENV5c	Been actively involved with an organization that addresses a social or environmental problem	4=Often	
ENV5d	Been actively involved with an organization that addresses the concerns of a specific community		

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	(ex. academic council, neighborhood association)
ENV5e	Communicated with campus or community leaders about a pressing concern
ENV5f	Took action in the community to try to address a social or environmental problem
ENV5g	Worked with others to make the campus or community a better place
ENV5h	Acted to raise awareness about a campus, community, or global problem
ENV5i	Took part in a protest, rally, march, or demonstration
ENV5j	Worked with others to address social inequality

16. *Since starting college, how often have you:*

ENV6a	Been an involved member in <u>college organizations</u>?	1=Never 2=Once 3=Sometimes 4=Many Times 5=Much of the Time
ENV6b	Held a leadership position in a <u>college organization(s)</u>? (ex. officer in a club or organization, captain of athletic team, first chair in musical group, section editor of newspaper, chairperson of committee)?	
ENV6c	Been an involved member in an <u>off-campus community or work-based organization(s) unaffiliated with your campus</u> (ex. Parent-Teacher Association, church group, union)?	
ENV6d	Held a leadership position in an <u>off-campus community or work-based organization(s) unaffiliated with your campus</u>? (ex. officer in a club or organization, officer in a professional association, chairperson of committee)?	

17. Have you been involved in the following kinds of student groups during college? (Respond to each item)

ENV7a	Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	1=Yes 2=No
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ENV7f	Honor Societies (ex. Omicron Delta Kappa [ODK], Mortar Board, Phi Beta Kappa)
ENV7g	Media (ex. Campus Radio, Student Newspaper)
ENV7b	Arts/Theater/Music (ex. Theater group, Marching Band, Photography Club)
ENV7c	Campus-Wide Programming (ex. activities board, film series board, major event planning committee)
ENV7p	Multicultural Social Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc., or Latino Greek Council groups such as Lambda Theta Alpha)
ENV7q	Social Fraternities or Sororities (ex. Panhellenic or Interfraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)
ENV7e	International Interest (ex. German Club, Foreign Language Club)
ENV7n	Religious (ex. Fellowship of Christian Athletes, Hillel)
ENV7d	Identity-Based/Multicultural Organizations (ex. racial/ethnic groups, LGBTQ groups, women's groups)
ENV7d1	To what extent have you been actively involved in <i>racial/ethnic groups</i> (ex. Black Student Union, Korean Student Association) <i>on campus</i> during college?
ENV7d2	To what extent have you been actively involved in <i>LGBTQ groups</i> (ex. Pride Alliance, Queer Student Union) <i>on campus</i> during college?
ENV7d3	To what extent have you been actively involved in <i>women's groups</i> (ex. Woman's Circle, National

Insert skip pattern only for this question. If the response is 1 (yes), then ask the follow up questions: ENV7d1, ENV7d2, ENV7d3

Response options for these three sub-questions should be:

0=Never
1=Sometimes
2=Often
3=Very Often

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	Organization for Women) <i>on campus</i> during college?
ENV7h	Military (ex. ROTC, cadet corps)
ENV7i	New Student Transitions (ex. admissions ambassador, orientation advisor)
ENV7j	Resident Assistants
ENV7k	Peer Helper (ex. academic tutors, peer health educators)
ENV7l	Advocacy (ex. Students Against Sweatshops, Amnesty International)
ENV7m	Political (ex. College Democrats, College Republicans, Libertarians)
ENV7o	Service (ex. Circle K, Habitat for Humanity)
ENV7r	Intercollegiate or Varsity Sports (ex. NCAA Hockey, Varsity Soccer)
ENV7u	Recreational (ex. Climbing Club, Hiking Group)
ENV7v	Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)
ENV7w	Student Governance (ex. Student Government Association, Residence Hall Association, Interfraternity Council)

18. A mentor is defined as a person who intentionally assists your growth or connects you to opportunities for career or personal development. Since you started at your current college/university, have you been mentored by the following types of people?

ENV8a1	Faculty/Instructor	1=No
ENV8a2	Academic or Student Affairs Professional Staff (ex. student organization advisor, career counselor, Dean of Students, academic advisor, residence hall coordinator)	2=Yes
ENV8a3	Employer	
ENV8a4	Community Member (not your employer)	
ENV8a5	Parent/Guardian	
ENV8a6	Other Student	

If NO for ALL items, skip to question #19.

For EACH question with a response other than NO, provide the corresponding variable name from the next question.

18b. A mentor is defined as a person who intentionally assists your growth or connects you to opportunities for career or personal development.

Since you started at your current college/university, how often have the following types of mentors assisted you in your growth or development?

ENV8b1	Faculty/Instructor	1=Never
ENV8b2	Academic or Student Affairs Professional Staff (ex. student organization advisor, career counselor, Dean of Students, academic advisor, residence hall coordinator)	2=Once 3=Sometimes 4=Often
ENV8b3	Employer	
ENV8b4	Community Member (not your employer)	
ENV8b5	Parent/Guardian	
ENV8b6	Other Student	

18c. When thinking of your most significant mentor at this college/university, what was this person's role?

ENV8c1	Faculty/Instructor	Select one response from the list of participant provided options, but do not include options not listed to the left.	For cases in which the participant indicates a "1" or higher on variables ENV8b1, ENV8b2, ENV8b3, and/ or ENV8b6, move to the next question. Otherwise, move the participant to question #19
ENV8c2	Academic or Student Affairs Professional Staff (ex. student organization advisor, career counselor, Dean of Students, academic advisor, residence hall coordinator)		
ENV8c3	Employer		
ENV8c6	Other Student		

18d	ENV8c_2	When thinking of your <u>most significant mentor</u> at this college/university, what was this person's gender?	1=Female 2=Male 3=Transgender/Gender Non-Conforming
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18e	ENV8d	When thinking of your <u>most significant mentor</u> at this college/university, what was this person's broad racial group membership?	1=White/Caucasian 2=Middle Eastern 3=African American/Black 4=Native American 5=Asian American/Pacific Islander 6=Latino/Hispanic 7=Multiracial 8=Unsure 9=Race/ethnicity not indicated above
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ENV8D.1	White/Caucasian
ENV8D.2	Middle Eastern
ENV8D.3	African American/Black
ENV8D.4	Native American
ENV8D.5	Asian American/Pacific Islander
ENV8D.6	Latino/Hispanic
ENV8D.7	Multiracial
ENV8D.8	Unsure
ENV8D.9	Race/ethnicity not indicated above

Note these variables are permutations of the above question that allow for the identification of each unique racial group identified above.

19. During interactions with other students outside of class, how often have you done each of the following in an average school year? (Select one for each)

ENV9a	Talked about different lifestyles/customs	1=Never	Socio-Cultural Discussions Scale
ENV9b	Held discussions with students whose personal values were very different from your own	2=Sometimes	
ENV9c	Discussed major social issues such as peace, human rights, and justice	3=Often	
ENV9d	Held discussions with students whose religious beliefs were very different from your own	4=Very Often	
ENV9e	Discussed your views about multiculturalism and diversity		
ENV9f	Held discussions with students whose political opinions were very different from your own		

20	ENV10	Since starting college, have you ever participated in a leadership training or leadership education experience of any kind (ex. leadership conference, alternative spring break, leadership course, club president's retreat)?	1=Yes 2=No	If NO, skip to question #21
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20a. Since starting college, to what degree have you been involved in the following types of leadership training or education?

ENV10a	Leadership Conference	1=Never
ENV10b	Leadership Retreat	2=Once
ENV10c	Leadership Lecture/Workshop Series	3=Sometimes
ENV10d	Positional Leader Training (ex. Treasurer's training, Resident Assistant training, Student	4=Often

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	Government training)
ENV10e	Leadership Course
ENV10f	Short-Term Service Immersion (ex. alternative spring break, January term service project)
ENV10g	Emerging or New Leaders Program
ENV10h	Living-Learning Leadership Program
ENV10i	Peer Leadership Educator Team
ENV10j	Outdoor Leadership Program
ENV10k	Women's Leadership Program
ENV10l	Multicultural Leadership Program

20b. Since starting college, have you been involved in the following types of leadership training or education?

ENV10m	Leadership Certificate Program	1=Yes
ENV10n	Leadership Capstone Experience	2=No
ENV10o	Leadership Minor	
ENV10p	Leadership Major	

ASSESSING YOUR GROWTH

21. Please indicate your level of agreement with the following items:

*For the statements that refer to a group, think of the most effective, functional group of which you have **recently** been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.*

SRLS1	I am open to others' ideas.	1=Strongly Disagree	Controversy with Civility Scale
SRLS3	I value differences in others.	2=Disagree	Controversy with Civility Scale
SRLS4	I am able to articulate my priorities.	3=Neutral	Consciousness of Self Scale
SRLS5	Hearing differences in opinions enriches my thinking.	4=Agree	Controversy with Civility Scale
		5=Strongly Agree	
SRLS9	I am usually self-confident.		Consciousness of Self Scale
SRLS10	I am seen as someone who works well with others.		Collaboration Scale
SRLS13	My behaviors are congruent with my beliefs.		Congruence Scale
SRLS16	I respect opinions other than my own.		Controversy with Civility Scale
SRLS22	I know myself pretty well.		Consciousness of Self Scale

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SRLS23	I am willing to devote the time and energy to things that are important to me.	Commitment Scale
SRLS24	I stick with others through difficult times.	Commitment Scale
SRLS27	It is important to me to act on my beliefs.	Congruence Scale
SRLS28	I am focused on my responsibilities.	Commitment Scale
SRLS29	I can make a difference when I work with others on a task.	Collaboration Scale
SRLS30	I actively listen to what others have to say.	Collaboration Scale
SRLS32	My actions are consistent with my values.	Congruence Scale
SRLS33	I believe I have responsibilities to my community.	Citizenship Scale
SRLS34	I could describe my personality.	Consciousness of Self Scale
SRLS40	I work with others to make my communities better places.	Citizenship Scale
SRLS41	I can describe how I am similar to other people.	Consciousness of Self Scale
SRLS42	I enjoy working with others toward common goals.	Collaboration Scale
SRLS47	I participate in activities that contribute to the common good.	Citizenship Scale
SRLS48	Others would describe me as a cooperative group member.	Collaboration Scale
SRLS51	I can be counted on to do my part.	Commitment Scale
SRLS52	Being seen as a person of integrity is important to me.	Congruence Scale
SRLS53	I follow through on my promises.	Commitment Scale
SRLS54	I hold myself accountable for responsibilities I agree to.	Commitment Scale
SRLS59	I am comfortable expressing myself.	Consciousness of Self Scale
SRLS60	My contributions are recognized by others in the groups I belong to.	Collaboration Scale
SRLS62	I share my ideas with others.	Controversy with Civility Scale
SRLS63	My behaviors reflect my beliefs.	Congruence Scale
SRLS66	I value opportunities that allow me to contribute to my community.	Citizenship Scale

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SRLS69	It is important to me that I play an active role in my communities.	Citizenship Scale
SRLS71	I believe my work has a greater purpose for the larger community.	Citizenship Scale

THINKING MORE ABOUT YOURSELF

22.	DEM5	How would you characterize your political views? (Choose one)	1=Very Liberal 2=Liberal 3=Moderate 4=Conservative 5=Very Conservative
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23. Read each item carefully and select the response option that best reflects you.

HOP1	I can think of many ways to get out of a jam.	1=Definitely False	Hope: Pathways
HOP2	I energetically pursue my goals.	2=Mostly False	Hope: Agency
HOP3	There are lots of ways around any problem.	3=Somewhat False	Hope: Pathways
HOP4	I can think of many ways to get the things in life that are important to me.	4=Slightly False 5=Slightly True	Hope: Pathways
HOP5	Even when others get discouraged, I know I can find a way to solve a problem.	6=Somewhat True 7=Mostly True	Hope: Pathways
HOP6	My past experiences have prepared me well for my future.	8=Definitely True	Hope: Agency
HOP7	I've been pretty successful in life.		Hope: Agency
HOP8	I meet the goals that I set for myself.		Hope: Agency

24. In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas? (Select one response for each)

OUT1a	Ability to put ideas together and to see relationships between ideas	1=Not Grown At All 2=Grown Somewhat	Cognitive Skills Scale
OUT1b	Ability to learn on your own, pursue ideas, and find information you need	3=Grown 4=Grown Very Much	
OUT1c	Ability to critically analyze ideas and information		
OUT1d	Learning more about things that are new to you		

25. How confident are you that you can be successful at the following? (Select one response for each)

OUT2a	Leading others	1=Not at All Confident	Leadership Efficacy Scale
OUT2b	Organizing a group's tasks to accomplish a goal	2=Somewhat Confident	

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	OUT2c	Taking initiative to improve something	3=Confident	
	OUT2d	Working with a team on a group project	4=Very Confident	
26. How often do you...				
	SUB2a	search for meaning/purpose in your life?	1=Never	Spirituality: Search for Meaning
	SUB2b	have discussions about the meaning of life with your friends?	2=Sometimes	
	SUB2c	surround yourself with friends who are searching for meaning/purpose in life?	3=Often	
	SUB2d	reflect on finding answers to the mysteries of life?	4=Very Often	
	SUB2e	think about developing a meaningful philosophy of life?		
27. The following statements inquire about your thoughts and feelings in a variety of situations. For each item, be as honest as possible in indicating how well it describes you.				
	SPT1	I try to look at everybody's side of a disagreement before I make a decision.	1=Does Not Describe Me Well	Social Perspective Taking Scale
			2	
	SPT2	I sometimes try to understand my friends better by imagining how things look from their perspective.	3	
			4	
			5=Describes Me Very Well	
	SPT3	I believe that there are two sides to every question and try to look at them both.		
	SPT4	When I'm upset at someone, I usually try to "put myself in their shoes" for awhile.		
	SPT5	Before criticizing somebody, I try to imagine how I would feel if I were in their place.		
28. 27. Please indicate your level of agreement with the following items. For the statements that refer to a group, think of the most effective, functional group of which you have recently been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.				
	MOT1	I only join groups with good reputations.	1=Strongly Disagree	External Self-Concept
	MOT2	I need to be part of a group that reflects my values.	2=Disagree	Internal Self-Concept
			3=Neutral	
	MOT3	I am willing to persist in the face of adversity to meet my group's goals.	4=Agree	Goal Internalization
			5=Strongly Agree	
	MOT4	Others recognize me as a good person because of		External Self-Concept

MOT5	my contributions to the group. Providing quality leadership, whether recognized or not, is important to me.	Internal Self-Concept
MOT6	When I agree with my group's goals, I work harder to make a difference.	Goal Internalization
MOT7	It is important that others think I do high quality work.	External Self-Concept
MOT8	I need to see that my actions make a difference in the group.	Internal Self-Concept
MOT9	I put my group's progress toward a goal above my own success.	Goal Internalization

29. Indicate how much you agree with the following statements as they apply to you over the last *month*. If a particular situation has not occurred recently, answer according to how you think you would have felt.

RES1	I am able to adapt when changes occur.	1=Not at All True	Resiliency Scale
RES2	I can deal with whatever comes my way.	2=Rarely True	
RES3	I try to see the humorous side of things when I am faced with problems.	3=Sometimes True	
RES4	Having to cope with stress can make me stronger.	4=Often True	
RES5	I tend to bounce back after illness, injury, or other hardships.	5=True Nearly All the Time	
RES6	I believe I can achieve my goals, even if there are obstacles.		
RES7	Under pressure, I stay focused and think clearly.		
RES8	I am not easily discouraged by failure.		
RES9	I think of myself as a strong person when dealing with life's challenges and difficulties.		
RES10	I am able to handle unpleasant or painful feelings like sadness, fear, and anger.		

YOUR COLLEGE CLIMATE

30. Indicate your level of agreement with the following statements about your experience on your current campus:

ENV11a1	I feel valued as a person at this school.	1=Strongly Disagree	Belonging Climate
ENV11b1	I have encountered discrimination while attending this institution.	2=Disagree	Non-Discriminatory Climate:
		3=Neutral	Indirect
ENV11a2	I feel accepted as a part of the campus community.	4=Agree	Belonging Climate
ENV11b2	I feel there is a general atmosphere of prejudice	5=Strongly Agree	Non-Discriminatory Climate:

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ENV11a3	among students. I feel I belong on this campus.	Indirect Belonging Climate
ENV11b3	I would describe the environment on campus as negative/hostile.	Non-Discriminatory Climate: Indirect
ENV11c1	<u>Faculty</u> have discriminated against people like me.	Non-Discriminatory Climate: Direct
ENV11c2	<u>Staff</u> members have discriminated against people like me.	Non-Discriminatory Climate: Direct
ENV11c3	Other <u>students</u> have discriminated against people like me.	Non-Discriminatory Climate: Direct

BACKGROUND INFORMATION

31.	DEM6	What is your age?	Open Response	
32.	DEM16	Have you ever been a member of the military?	1=Yes 2=No	If response is no (2), then skip to Dem7
	DEM16.1	Select the response that best describes your <i>current</i> military involvement status.	1=ROTC, cadet, or midshipman at a service academy 2=In Active Duty, Reserves, or National Guard 3=Discharged Veteran NO LONGER serving in active duty, reserves, or national guard	
33.	DEM7	What is your gender?	1=Male 2=Female 3=Transgender/Gender Non-Conforming	If 1 or 2, skip to question #32
	DEM7a	Please indicate which of the following best describe you: (Mark all that apply)	1=Female to male 2=Male to female 3=Intersexed 4=Gender Non-Conforming 5=Genderqueer 6=Two-spirit 7=Third gender 8=Preferred Response Not Listed (SPECIFY):	
34.	DEM8	What is your sexual orientation?	1=Heterosexual	

			2=Bisexual 3=Gay/Lesbian 4=Queer 5=Questioning 6=Rather not say	
35.	DEM9	Indicate your citizenship and/or generation status: (Choose one)	1=Your grandparents, parents, <u>and</u> you were born in the U.S. 2=Both of your parents AND you were born in the U.S. 3=You were born in the U.S., but at least one of your parents was not. 4=You are a foreign born, naturalized citizen. 5=You are a foreign born, resident alien/permanent resident. 6=You are an international student.	
36a	DEM10a	Please indicate your broad racial group membership: (Mark all that apply)	1=White/Caucasian 2=Middle Eastern 3=African American/Black 4=American Indian/Alaska Native 5=Asian American/Pacific Islander/Asian 6=Latino/Hispanic 7=Multiracial 8=Race/Ethnicity Not Listed	DEM10
36b	DEM10b	Please indicate your ethnic group membership: (Mark all that apply)	African American/Black 1=Black American 2=African 3=West Indian 4=Brazilian 5=Haitian 6=Jamaican	Note that: 1) This question only pertains to those who mark responses of AA/ Black, Asian, Latino, or Multiracial;

7= Caribbean: Not Listed
8= Black: Not Listed
Asian American/Pacific Islander/Asian
1=Chinese
2=Indian/Pakistani
3=Japanese
4=Korean
5= Filipino
6=Pacific Islander
7=Vietnamese
8= Asian: Not Listed
9=Pacific Islander: Not Listed
Latino/Hispanic
1=Mexican/Chicano
2=Puerto Rican
3=Cuban
4=Dominican
5=South American
6=Central American
7= Latino: Not Listed

2) The response options that appear should reflect just those that correspond with their broader racial group membership.

37. We are all members of different social groups or social categories. We would like you to consider your BROAD racial group membership (ex. White, Middle Eastern, American Indian, African American/Black, Asian American/Pacific Islander, Latino/Hispanic, Multiracial) in responding to the following statements. There are no right or wrong answers to any of the statements; we are interested in your honest reactions and opinions.

SUB4b	I often regret that I belong to my racial group.	1=Strongly Disagree	PRIVATE COLLECTIVE RACIAL ESTEEM
SUB4c	Overall, my racial group is considered good by others.	2=Disagree	PUBLIC COLLECTIVE RACIAL ESTEEM
SUB4d	Overall, my race has very little to do with how I feel about myself.	3=Disagree Somewhat	IMPORTANCE TO IDENTITY
SUB4f	In general, I'm glad to be a member of my racial group.	4=Neutral	IMPORTANCE TO IDENTITY
SUB4g	Most people consider my racial group, on the average, to be more ineffective than other groups.	5=Agree Somewhat	PRIVATE COLLECTIVE RACIAL ESTEEM
SUB4h	The racial group I belong to is an important	6=Agree	PUBLIC COLLECTIVE RACIAL ESTEEM
		7=Strongly Agree	IMPORTANCE TO IDENTITY

		reflection of who I am.		
	SUB4j	Overall, I often feel that my racial group is not worthwhile.		PRIVATE COLLECTIVE RACIAL ESTEEM
	SUB4k	In general, others respect my race.		PUBLIC COLLECTIVE RACIAL ESTEEM
	SUB4l	My race is unimportant to my sense of what kind of a person I am.		IMPORTANCE TO IDENTITY
	SUB4n	I feel good about the racial group I belong to.		PRIVATE COLLECTIVE RACIAL ESTEEM
	SUB4o	In general, others think that my racial group is unworthy.		PUBLIC COLLECTIVE RACIAL ESTEEM
	SUB4p	In general, belonging to my racial group is an important part of my self-image.		IMPORTANCE TO IDENTITY
38.	DEM11a	Do you have a long-lasting condition (physical, visual, auditory, mental, emotional, or other) that substantially limits one or more of your major life activities (your ability to see, hear, or speak; to learn, remember, or concentrate)?	1=Yes 2=No	If NO, skip to question #36
	DEM11b	Please indicate the condition(s) you have:	1=Deaf/Hard of Hearing 2=Blind/Visual Impairment 3=Speech/Language Condition 4=Learning Disability 5=Physical or Musculoskeletal (ex. multiple sclerosis) 6=Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder 7=Psychiatric/Psychological Condition (ex. anxiety disorder, major depression) 8=Neurological Condition (ex. brain injury, stroke) 9=Medical (ex. diabetes, severe asthma) 10=Not Listed	
39.	DEM12	What is your current religious preference?	1=Agnostic	

		(Choose one)	2=Atheist 3=Bahá'í 4=Baptist 5=Buddhist 6=Catholic 7=Church of Christ 8=Confucianism 9=Eastern Orthodox 10=Episcopalian 11=Hindu 12=Muslim 13=Jehovah's Witness 14=Jewish 15=LDS (Mormon) 16=Lutheran 17=Methodist 18=Pentecostal 19=Presbyterian 20=Quaker 21=Seventh Day Adventist 22=Taoist 23=Unitarian/Universalist 24=UCC/Congregational 25=Protestant: Non-Denominational 26= Christian: Not Listed 27= Religion Not Listed 28=None
40.	DEM13	What is your best estimate of your grades so far in college? [Assume 4.00 = A] (Choose one)	1=3.50 – 4.00 2=3.00 – 3.49 3=2.50 – 2.99 4=2.00 – 2.49 5=1.99 or less 6=No college GPA

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41.	DEM14	What is the <u>HIGHEST</u> level of formal education obtained by any of your parent(s) or guardian(s)? (Choose one)	1=Less than high school diploma or less than a GED 2=High school diploma or a GED 3=Some college 4=Associate's degree 5=Bachelor's degree 6=Master's degree 7=Doctorate or professional degree (ex. JD, MD, PhD) 8=Don't know
42.	DEM15	What is your <u>best estimate</u> of your parent(s) or guardian(s) combined total income from last year? If you are independent from your parent(s) or guardian(s), indicate your income. (Choose one)	1=Less than \$12,500 2=\$12,500 - \$24,999 3=\$25,000 - \$39,999 4=\$40,000 - \$54,999 5=\$55,000 - \$74,999 6=\$75,000 - \$99,999 7=\$100,000 - \$149,999 8=\$150,000 - \$199,999 9=\$200,000 and over 10=Don't know 11=Rather not say
43.	ENV12	Which of the following best describes where you are currently living while attending college? (Choose one)	1= Off campus with partner, spouse, and/or children 2= Off campus with parent/guardian or other relative 3=Other off-campus home, apartment, or room 4=College/university residence hall 5= Other on-campus student housing 6= Fraternity or sorority house 7=Other
44.	DEF	Please provide a brief definition of what the term	Open response

leadership means to you.

Appendix E
Multi-Institutional Study of Leadership
General and Sub-Study Outcomes



**MULTI-INSTITUTIONAL STUDY OF
LEADERSHIP**

2015

School Report



**General and Sub-Study
Outcomes**

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General and Sub-Study Outcomes

This report provides key information on your students' reported achievement across the general and sub-study outcomes in the MSL. It also provides statistical tests to determine the extent to which your students score significantly differently than their peers in the comparison groups that you've selected. In addition to the general and sub-study outcomes, this report also includes the MSL Delta Measure tables, which provide a change over time analysis focused on outcome achievement for seniors at your school (for community colleges, this measure has been adapted to include all students in your sample).

Reading the Tables

Please consider the following when reviewing tables:

- The blue column in each table represents the results for your random sample respondents only.
- Different measures use different size scales. Please consult the header for each major variable to determine the scaling. For example, some measures may be built on a 4, 5, or 7-point scale, and thus a mean of 4 will be interpreted very differently from one scale to another.
- In tests of significance, a boxed 'S' indicates the result is statistically significant at the .01 level.
- For statistically significant results, effect sizes are calculated and reported as 'trivial,' 'small,' 'moderate,' or 'large.' We recommend that you examine closely any results with effect sizes of small or greater.
- Cells populated with a period indicate that an insufficient number of respondents, less than 15, answered that particular question for analyses to be conducted. The MSL requires 15 cases for a statistic to be reported to ensure respondent confidentiality as well as appropriate interpretations of the data are made. Basing a finding off of fewer than 15 cases may lead to erroneous conclusions.
- The data presented in these tables include all responses received from respondents in the survey for each item or measure. In some places, where individual items were missing (item missing data), composite measures were not calculated. To help identify cases in the data with high rates of missing data, we have calculated a variable called CORE_PCT (CORE variable percentage). This variable will consist of a proportion of CORE variables with responses over the total number of CORE variables. This measure will be included in the analytic data file and may be used to filter specific cases with various levels of completeness.

The General and Sub-Study Outcomes Tables

This table describes students' capacities across core outcomes and substudy outcomes in the MSL. Data represent your random sample, the MSL National Sample, and other benchmark/comparison sample groups pre-selected by your institution for inclusion in this report. Statistical tests of differences are provided comparing your general population data with data from each of your comparison groups using independent samples *t*-tests. Results in this section are useful for:

- benchmarking student capacity from your random sample with that of students in selected benchmark/ comparison sample groups, and
- determining potential outcome areas that should be targeted for further development.

Mean (M): Represents the average score for all cases on an outcome measure with higher number indicating greater capacity.

Standard Deviation (SD): Indicator of the variation of the distribution from the mean.

Sig: Provides the results of an independent samples t-test to determine whether the mean for this comparison group is significantly different than the mean in the blue column (general population sample); significance is determined at the .01 level

Effect: Indicates the effect size, or magnitude, of any significantly different results

General Outcome Measure Scores and Comparisons

University of MSL2015				MSL National Sample				Coalition: Catholic				Custom Pk: 999999				MSL2012 School Data: 999999				Comparative Sample 1			
M	SD	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect		
Social Change Model Leadership Outcomes																							
Scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5)																							
Consciousness of Self	4.05	0.61	4.05	0.61			4.07	0.61			4.08	0.63			4.12	0.57	S	-	4.10	0.61			
Congruence	4.27	0.56	4.24	0.57			4.26	0.56			4.27	0.56			4.28	0.54			4.33	0.51			
Commitment	4.42	0.49	4.40	0.51			4.42	0.51			4.41	0.52			4.42	0.49			4.48	0.45			
Collaboration	4.21	0.53	4.18	0.54			4.21	0.54			4.21	0.55			4.23	0.52			4.26	0.52			
Controversy with Civility	4.29	0.51	4.23	0.53	S	-	4.24	0.53	S	-	4.26	0.55			4.27	0.52			4.34	0.49			
Citizenship	4.00	0.67	3.94	0.68	S	-	4.00	0.66			4.01	0.69			4.04	0.65			4.06	0.64			
Resiliency	3.88	0.67	3.88	0.65			3.90	0.65			3.90	0.66			3.98	0.64	S	-	3.96	0.63	S	-	
Omnibus SRLS	4.20	0.47	4.17	0.48	S	-	4.20	0.48			4.20	0.49			4.22	0.46			4.26	0.45			
Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)																							
Leadership Efficacy	3.12	0.67	3.12	0.66			3.15	0.65			3.16	0.66			3.15	0.64			3.16	0.65			
Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)																							
Complex Cognitive Skills	3.17	0.62	3.18	0.62			3.20	0.61			3.21	0.62			3.16	0.62			3.29	0.60	S	-	
Scored on a 5-point scale from Does Not Describe Me Well (1) to Describes Me Very Well (5)																							
Social Perspective-Taking	3.96	0.72	3.88	0.74	S	-	3.89	0.73	S	-	3.92	0.74			3.94	0.72			4.05	0.68	S	-	
Significance: S = p < .01 Effect Sizes: Trivial - Small ○ Moderate ◐ Large ●																							

Indicator of effect size: A dash indicates the effect is trivial, a white circle indicates a small effect, a half filled circle is a moderate effect, and a fully shaded circle is a large effect

Be sure to check the scaling for each measure before interpreting the mean scores

The presence of an 'S' indicates that the difference between this comparison group mean and the general population mean is statistically significant.

MSL2015 General Outcomes

University of Wisconsin-Madison			MSL National Sample				Comparative Sample 1				Comparative Sample 2				Carnegie Peers: Very High Research				Custom Peer: 240444			
	M	SD	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect
Social Change Model of Leadership Outcomes																						
<i>Scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5)</i>																						
Consciousness of Self	4.05	0.59	4.05	0.61			4.16	0.54	S	-	4.03	0.63			4.01	0.61			3.97	0.61	S	-
Congruence	4.26	0.52	4.24	0.57			4.25	0.48			4.23	0.53			4.22	0.56			4.19	0.57	S	-
Commitment	4.44	0.46	4.40	0.51	S	-	4.50	0.42			4.44	0.47			4.38	0.51	S	-	4.34	0.52	S	-
Collaboration	4.22	0.49	4.18	0.54			4.29	0.45			4.23	0.47			4.16	0.54	S	-	4.13	0.54	S	-
Controversy with Civility	4.24	0.49	4.23	0.53			4.22	0.46			4.19	0.48			4.21	0.53			4.18	0.53	S	-
Citizenship	3.95	0.68	3.94	0.68			3.98	0.63			3.84	0.66	S	-	3.92	0.69			3.86	0.69	S	-
Omnibus SRLS	4.19	0.44	4.17	0.48			4.23	0.40			4.16	0.43			4.15	0.48	S	-	4.11	0.47	S	-
Resiliency	3.86	0.62	3.88	0.65			3.95	0.58			3.92	0.61			3.84	0.65			3.81	0.64		
<i>Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)</i>																						
Leadership Efficacy	3.14	0.63	3.12	0.66			3.34	0.58	S	○	3.15	0.61			3.10	0.65			3.08	0.65	S	-
<i>Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)</i>																						
Complex Cognitive Skills	3.19	0.61	3.18	0.62			3.23	0.57			3.13	0.61			3.15	0.62			3.09	0.63	S	-
<i>Scored on a 5-point scale from Does Not Describe Me Well (1) to Describes Me Very Well (5)</i>																						
Social Perspective-Taking	3.83	0.71	3.88	0.74			3.74	0.72			3.75	0.75			3.85	0.74			3.82	0.73		
<i>Scored on an 8-point scale ranging from Definitely False (1) to Definitely True (8)</i>																						
Hope (Agency)	6.67	1.04	6.62	1.06			6.89	0.88	S	○	6.72	1.06			6.56	1.09	S	-	6.47	1.13	S	-
Hope (Pathways)	6.52	0.94	6.50	1.00			6.56	0.92			6.69	0.91	S	-	6.46	1.00			6.39	1.01	S	-
Significance: S = p < .01 Effect Sizes: Trivial - Small ○ Moderate ◐ Large ●																						

MSL2015 Sub-Study Outcomes

University of Wisconsin-Madison			MSL National Sample				Comparative Sample 1				Comparative Sample 2				Carnegie Peers: Very High Research				Custom Peer: 240444			
	M	SD	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect
Sub-Study Outcome Measure Scores and Comparisons																						
<i>Scored on a 4-point scale ranging from Never (1) to Very Often (4)</i>																						
Spirituality: Search for Meaning	1.55	0.83	1.66	0.83	S	-	1.49	0.80			1.40	0.83			1.59	0.83			1.54	0.82		
<i>Scored on a 7-point scale ranging from Strongly Disagree (1) to Strongly Agree (7)</i>																						
Private Collective Racial Esteem	5.57	1.03	5.52	1.10			5.86	0.93	S	○	5.50	1.08			5.47	1.10			5.50	1.09		
Public Collective Racial Esteem	5.19	1.15	4.94	1.22	S	○	5.50	1.19			5.08	1.14			4.97	1.22	S	-	4.96	1.24	S	-
Importance to Identity	3.29	1.36	3.59	1.41	S	○	3.51	1.42			3.07	1.30			3.50	1.45	S	-	3.65	1.45	S	○
Significance: S = p < .01 Effect Sizes: Trivial - Small ○ Moderate ◐ Large ●																						

The MSL Delta Measure: Change Over Time

This table describes changes in students' perceived capacities across core outcomes in the MSL and is limited to those students who have experienced the campus environment for the longest duration – respondents who identified as seniors and beyond (omitting graduate students). All MSL respondents are asked to retrospectively report on their capacities prior to college as well as present capacities. This table specifically analyzes only data provided by students who indicated they are in their senior year. Data represent seniors in your random sample, the MSL National Sample, and other benchmark/comparison sample groups pre-selected by your institution for inclusion in this report. Data in the blue columns represent seniors from your institution's random sample. Statistical tests in this table examine differences in the reported capacities of seniors prior to the start of college and currently. This is done using paired samples *t*-tests. Similar tests are provided for seniors in each of your comparison groups. The presence of an 'S' symbol indicates the differences are significant at the .01 level: the rate of change in students' capacities is above and beyond simple chance. Results in this section are useful for:

- determining the degree to which students change in their capacity across key outcomes while in college,
- identifying the extent to which outcomes of focus for your institution reflect developmental gains, and
- benchmarking against comparison groups to see where your students are either mirroring patterns of significant difference or demonstrating unique patterns.

Mean (M): Represents the average score for all cases on an outcome measure with higher number indicating greater capacity.

Standard Deviation (SD): Indicator of the variation of the distribution from the mean.

Sig: Provides the results of an independent samples t-test to determine whether the mean for this comparison group is significantly different than the mean in the blue column (general population sample); significance is determined at the .01 level

Effect: Indicates the effect size, or magnitude, of any significantly different results

MSL2015 Delta Measure: Change Over Time

University of MSL2015				MSL National Sample				Coalition: Catholic				Custom Peer: 999999				MSL2012 School Data: 999999				Comparative Sample 1			
	M	SD	Sig Effect	M	SD	Sig Effect	M	SD	Sig Effect	M	SD	Sig Effect	M	SD	Sig Effect	M	SD	Sig Effect	M	SD	Sig Effect		
Social Change Model of Leadership Outcomes																							
Scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5); please note separate scale for Resiliency																							
Consciousness of Self																							
Prior to College	3.41	1.05	S ●	3.45	1.00	S ●	3.48	0.99	S ●	3.44	1.02	S ●	3.48	0.97	S ●	3.46	0.99	S ●					
Senior Year	4.15	0.61	S ●	4.13	0.58	S ●	4.17	0.57	S ●	4.18	0.58	S ●	4.20	0.55	S ●	4.10	0.61	S ●					
Congruence																							
Prior to College	3.84	0.98	S ●	3.92	0.86	S ●	3.94	0.86	S ●	3.92	0.87	S ●	3.97	0.80	S ●	3.95	0.87	S ●					
Senior Year	4.33	0.56	S ●	4.29	0.55	S ●	4.32	0.54	S ●	4.30	0.55	S ●	4.32	0.52	S ●	4.33	0.51	S ●					

Seniors' perceived capacity on outcome measure prior to college

Seniors' perceived capacity on outcome measure during spring semester senior year

Indicator of effect size: A dash indicates the effect is trivial, a white circle indicates a small effect, a half filled circle is a moderate effect, and a fully shaded circle is a large effect

Be sure to check the scaling for each measure before interpreting the mean scores

The presence of an 'S' indicates that the difference between this comparison group mean and the general population mean is statistically significant.

MSL2015 Delta Measure: Change Over Time

University of Wisconsin-Madison				MSL National Sample				Comparative Sample 1				Comparative Sample 2				Carnegie Peers: Very High Research				Custom Peer: 240444				
	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect
Social Change Model of Leadership Outcomes																								
Scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5)																								
Consciousness of Self																								
Prior to College	3.37	0.96	S	●	3.45	1.00	S	●	3.52	0.96	S	●	3.59	0.96	S	●	3.42	0.99	S	●	3.40	0.99	S	●
Senior Year	4.13	0.59	S	●	4.13	0.58	S	●	4.16	0.54	S	●	4.03	0.63	S	●	4.09	0.60	S	●	4.06	0.59	S	●
Congruence																								
Prior to College	3.91	0.88	S	●	3.92	0.86	S	●	3.94	0.78	S	○	4.01	0.81	S	○	3.91	0.86	S	○	3.91	0.84	S	○
Senior Year	4.29	0.57	S	○	4.29	0.55	S	○	4.25	0.48	S	○	4.23	0.53	S	○	4.27	0.56	S	○	4.23	0.56	S	○
Commitment																								
Prior to College	4.20	0.82	S	○	4.13	0.83	S	○	4.32	0.70	S	○	4.31	0.70	S	○	4.16	0.81	S	○	4.15	0.80	S	○
Senior Year	4.45	0.51	S	○	4.43	0.50	S	○	4.50	0.42	S	○	4.44	0.47	S	○	4.41	0.51	S	○	4.37	0.52	S	○
Collaboration																								
Prior to College	3.90	0.84	S	●	3.84	0.87	S	●	4.03	0.72	S	○	3.94	0.77	S	○	3.83	0.86	S	●	3.78	0.86	S	●
Senior Year	4.29	0.53	S	●	4.24	0.53	S	●	4.29	0.45	S	○	4.23	0.47	S	○	4.21	0.54	S	●	4.20	0.53	S	●
Controversy with Civility																								
Prior to College	3.85	0.81	S	●	3.86	0.83	S	●	3.77	0.84	S	●	3.90	0.74	S	○	3.88	0.82	S	●	3.88	0.80	S	●
Senior Year	4.31	0.52	S	●	4.27	0.53	S	●	4.22	0.46	S	●	4.19	0.48	S	○	4.25	0.54	S	●	4.23	0.52	S	●
Citizenship																								
Prior to College	3.76	0.85	S	○	3.73	0.89	S	○	3.79	0.94			3.71	0.87			3.75	0.89	S	○	3.71	0.92	S	○
Senior Year	4.00	0.69	S	○	3.98	0.68	S	○	3.98	0.63			3.84	0.66			3.96	0.69	S	○	3.92	0.68	S	○
Omnibus SRLS																								
Prior to College	3.83	0.55	S	●	3.82	0.56	S	●	3.89	0.52	S	●	3.91	0.48	S	●	3.82	0.54	S	●	3.81	0.54	S	●
Senior Year	4.24	0.47	S	●	4.22	0.47	S	●	4.23	0.40	S	●	4.16	0.43	S	●	4.19	0.48	S	●	4.17	0.46	S	●
Resiliency																								
Prior to College	3.53	0.74	S	●	3.53	0.81	S	●	3.67	0.73	S	○	3.67	0.74	S	○	3.51	0.80	S	●	3.53	0.82	S	●
Senior Year	3.95	0.60	S	●	3.95	0.64	S	●	3.95	0.58	S	○	3.92	0.61	S	○	3.90	0.64	S	●	3.90	0.63	S	●
Significance: S = p < .01 Effect Sizes: Trivial - Small ○ Moderate ● Large ●																								

MSL2015 Delta Measure: Change Over Time

University of Wisconsin-Madison					MSL National Sample				Comparative Sample 1				Comparative Sample 2				Carnegie Peers: Very High Research				Custom Peer: 240444			
	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect
Leadership Efficacy					Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)																			
Prior to College	2.80	0.69	S	●	2.83	0.76	S	●	2.98	0.65	S	●	2.89	0.64	S	○	2.82	0.74	S	●	2.80	0.73	S	●
Senior Year	3.28	0.61			3.24	0.63			3.34	0.58			3.15	0.61			3.22	0.63			3.21	0.63		
Complex Cognitive Skills					Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)																			
Prior to College	3.01	0.59	S	●	3.01	0.64	S	●	3.02	0.55	S	○	3.04	0.53			3.02	0.62	S	○	2.99	0.63	S	○
Senior Year	3.36	0.61			3.34	0.58			3.23	0.57			3.13	0.61			3.30	0.58			3.28	0.56		
Social Perspective-Taking					Scored on on a 5-point scale from Does Not Describe Me Well (1) to Describes Me Very Well (5)																			
Prior to College	3.45	0.90	S	●	3.52	0.91	S	●	3.33	0.88	S	●	3.51	0.87	S	○	3.50	0.90	S	○	3.45	0.89	S	●
Senior Year	3.92	0.69			3.94	0.72			3.74	0.72			3.75	0.75			3.89	0.73			3.87	0.73		
Hope Scale - Agency					Scored on an 8-point scale ranging from Definitely False (1) to Definitely True (8)																			
Prior to College	3.98	0.62	S	●	3.89	0.67	S	●	4.05	0.56	S	●	4.03	0.62	S	●	3.92	0.65	S	●	3.91	0.67	S	●
Senior Year	6.76	1.10			6.70	1.05			6.89	0.88			6.72	1.06			6.65	1.09			6.60	1.10		
Hope Scale - Pathways					Scored on an 8-point scale ranging from Definitely False (1) to Definitely True (8)																			
Prior to College	3.98	0.62	S	●	3.89	0.67	S	●	4.05	0.56	S	●	4.03	0.62	S	●	3.92	0.65	S	●	3.91	0.67	S	●
Senior Year	6.62	0.93			6.57	0.99			6.56	0.92			6.69	0.91			6.54	0.99			6.48	0.95		
Significance: S = p < .01					Effect Sizes: Trivial -					Small ○					Moderate ●					Large ●				

Appendix F

Student Awards for Pieper Servant Leadership Projects

Pieper Servant Leadership Project Funding Application

Overview

The Pieper Servant Leadership Fund is offering financial support (total of \$10,000) for UW-Madison College of Engineering students to lead service-learning or community outreach projects that “lift up society, enrich organizations and communities, and have a positive effect on the least privileged.” Projects should be aligned with The Pieper Family Foundation belief that human goodness is not simply innate; it requires action and service to others; and that character is inspired and facilitated in cultures, organizations, and families by and through the example of enlightened leadership. A total of \$10,000 is available and will be distributed among multiple projects to maximize the overall impact of the funds.

In partnership with the Student Leadership Center, the Pieper Family Foundation encourages full time students and registered student organizations to apply for funds via the application form below by October 15, 2014. Grants will be awarded and winners will be notified on or around October 24, 2014.

Criteria for Selection

A successful proposal will clearly articulate responses to the questions below.

1. In what ways does your proposal expect project leaders to “lift up society, enrich organizations and communities, and have a positive effect on the least privileged.” Furthermore, how will project leaders put into action and support the 12 Principles of Servant Leadership as outlined in this article: <http://www.ianrpubs.unl.edu/live/q1481/build/q1481.pdf> (<http://www.ianrpubs.unl.edu/live/q1481/build/q1481.pdf>)? Minimally, the proposal must specifically address how project leaders will use the principles of Awareness, Stewardship, Growth, and Building Community.
2. In what ways does your proposal engage yourself and others in leadership activities that extend beyond simply participation in an event or organization that is led by someone else?
3. To what extent does your proposal build on existing partnerships with other individuals and organizations to maximize the impact of your work (e.g. shared funding, combined resources, build on existing program or infrastructure).

Budget Summary and Allocation of Funds

You must include a detailed budget for how you propose to spend the requested amount. The budget must include both projected income and expenses for the project, including any additional grants or gifts you plan to obtain for the project.

In order to support as many proposals as possible, the review committee may elect to fund portions of a proposal and encourage applicants to seek supplemental funding for the remainder.

Award Requirements

Recipients of Pieper Funds must agree to:

1. Successful completion of project by June 1, 2015 as defined in proposal (please include a project schedule in your proposal).
2. Submit 2-3 page project progress report (if project is still active), or project summary (if project is completed) to Student Leadership Center by December 15 of each year until the project is completed. Details to be included in these reports to be determined.
3. Complete a Servant Leadership Survey upon initial award of funds and at the conclusion of the project.
4. Respond to other requests for information, updates, presentations, etc. as requested by the award committee.
5. Include the SLC logo along with written acknowledgement that “This program is partially funded through the Pieper Servant Leadership Fund at UW-Madison” on any and all marketing materials generated for the project.
6. Comply with University Rules and Regulations, and SLC policies and procedures. If a proposal is accepted, the contact person listed will need to schedule an appointment with the SLC Director and Financial Specialist to discuss the program expenses, necessary paperwork that may need to be filled out, and how monies will be disbursed. This meeting must occur within two weeks of being awarded the funds.
7. Attend the Kelvin Redd workshop, hosted by SLC on November 11.

The UW Madison chapter of Engineers Without Borders (EWB-UW) has partnered with the community of Tabuga, Ecuador and the Ceiba Foundation, a conservation organization, to create community development solutions that will improve the lives of those in Tabuga.

In August of 2014, a group of students traveled to Ecuador to assess the current water situation and to interact directly with community members. They found that many community members are concerned about access to clean water. The community draws water from a clean well nearby, but cannot store it safely or distribute it to all members of the community. The system allowed algae and undesirable microorganisms to grow while the water is stored in a cistern. In addition, the stored water only reached one quarter of the community. Finally, the water that was delivered was extremely high in minerals and formed a precipitate when boiled. Some community members that did not receive water still paid for the operation of well, which led to disputes.

With the help of Pieper grant funds, we returned to Tabuga in January of 2015. This time a comprehensive geographical survey was performed. The information from this survey was used to create a pressure model for the water network and evaluate its viability for serving the community. We determined that a large scale overhaul was not necessary to allow delivery of water to all community members. Additionally, extensive water testing was performed to determine sources of biological contamination and mineral content of water. Finally, we spent multiple days meeting with community members and children to hear their concerns and educate them on the system. Surprisingly many were unaware on how the system functioned. We also visited the local government to advocate for the community and acquire future assistance in implementation. We left the community with some recommendations to quickly improve their water quality.

With the information collected during the two assessment trips, we created a plan to incrementally improve the water system. As described above, there are a multitude of problems, including biological contamination, high mineral content, poor pressure, and lack of control valves. We planned to implement changes in August of 2015 that would improve the efficiency and workability of the system. These included a series of valves to isolate certain parts of the system, an automated control for the pump, and a chlorinator.

Of these goals, we were able to accomplish some, but had to postpone others. Upon arrival to the community, we learned that the system had changed since our last visit. Large stretches of pipe were no longer functional. In order to ensure water delivery to the greatest number of people, we decided to replace this pipe before tackling our other objectives. We were successfully able to install new pipe, which allowed multiple families to get water from the system who previously could not. Unfortunately, this delay prevented us from completing the float control and chlorinator. However, before we left, we instructed knowledgeable community leaders on how to install both these systems, so they may be able to finish them.

Servant leadership has been employed through out this project as it is integral to the EWB mission and structure. Service is perhaps the defining characteristic of our organization. All aspects of a project are directed towards serving the needs of the community. This includes the physical needs of the community as well as the skills and knowledge required to maintain the system that is implemented. Sustainability is a core tenet of EWB, so growth of the community is a major goal of every project to ensure that lasting change is achieved. In our project specifically, we have emphasized an education program that incorporates youth from the community as well as their parents. This will ensure the community is invested and knowledgeable about the system for generations to come.

In addition to growth of the community, growth of EWB students is important. EWB projects give university students a chance to apply classroom skills in a way that cannot be obtained while at school. For example, students were able to perform a geographical survey of the entire town. In addition, the international experience helps diversify student's perspectives and prepare them for the global work environment. Development of young students is also essential to the survival of our organization; students are constantly graduating, so we must train new members.

As we move forward with further implementation projects, servant leadership will be a key to success. As we learned on the trip in August, awareness and listening are essential in order to successfully complete tasks in a community in which there are many stakeholders and logistics to juggle. Furthermore, we must continue to build our

relationship with the entire community, not just select individuals, to ensure that the entire community remains invested in the system for years to come.

Photos of project work in Tabuga, Ecuador



The Society of Hispanic Professional Engineers is dedicated to empowering the Hispanic community to realize its potential as leaders in innovation, science, math and engineering. Our chapter maintains this mission by encouraging the next generation of students to study engineering. By informing high school students about engineering and engaging them in all the wonderful opportunities engineering has to offer, the students become exposed to a profession that they might not have considered previously. One of our biggest events that allow us to work with high school students is LEEP (Latinos Exploring Engineering Profession), which is what the Pieper Foundation Award allowed us to host.

We hosted LEEP on March 27th, 2015 on UW-Madison's engineering campus. The goal of this annual event is to inspire high school students to pursue engineering. To accomplish this, the event was broken into four parts. The first was a workshop called "What is Engineering?" The students learned a little about the different fields of engineering, but this workshop really focused on thinking like an engineer. They were presented with a case study that they had to solve using the design process. Another component of LEEP allowed the students to interact with industry members from companies such as Kraft, Cargill, and Rockwell Automation. They were able to learn a little more about engineering in the real world and the day-to-day life of an engineer.

The third and fourth component of LEEP were under the theme of "Engineering is Fun!" We had a challenge workshop where the students built different devices to complete various tasks, such as a device that carried "radioactive" material from one site to another. The students were also able to take tours of various labs on campus including the driving simulator and TRACE experience lab. Finally, we had a STEM experience fair where other organizations on campus discussed what they do and how the students can get involved.

The feedback after the event was very positive. The students seemed to get a lot out of the event. Most of the students said they became more interested in STEM and would consider pursuing a career in a STEM field. It was unfortunate that we did not have more time for hands-on activities, which the students expressed they wish there had been more of. Still, the event was very successful and, besides a few minor time delays, ran very smoothly.

Our team was responsible for designing the challenge workshops, organizing the rooms and food, coordinating with the lab directors and company representatives, and contacting the schools. Our members employed servant leadership by designing the events and workshops so that it was most beneficial to the students. We thought about what we would have liked to know when we were in high school and tried to design the workshops to answer those questions. The day of the event, our members gained personal leadership skills as they led tours and the challenge workshops. They learned about themselves as leaders and how they best lead, as well as what skills they can work on to become better servant leaders.

The main objective was to serve the students and help them grow. We also hoped to leave the students with the aspiration to become leaders some day. We have had students who attended LEEP in the past that come to Madison and become leaders at our chapter. Hopefully this year's event has the same effect. Most importantly, LEEP offered our chapter the chance to give back to our community and make it a little better. SHPE values the morals and change that servant leaders bring.

The Society of Hispanic Professional Engineers would like to sincerely thank the Pieper Foundation for helping this event become a reality. LEEP really makes an impact on high school students lives and can lead to amazing results. Thank you for your support of our mission.

PROJECT SUMMARY

The funded project, termed “GERs STEM Outreach”, comprised science and math outreach to underserved local Madison elementary schools (K-5) with high populations of underrepresented minorities (URMs): Nuestro Mundo (74.5 % minority, 66.1 % economically disadvantage), Hawthorne (62.4 % minority, 74 % economically disadvantage), and Gompers (47 % minority, 50.6 % economically disadvantage).

This project was a continuation and expansion of Science Nights that we have been offering to Nuestro Mundo for the past 5 years. Funding for GERs STEM Outreach allowed us to 1) continue offering Science Night to Nuestro Mundo and 2) expand the service offering to other local Madison elementary schools that have requested our Science Nights in the form of Science Days for individual classrooms. For the past 5 years, Science Nights have been organized and implemented by URM STEM graduate students in the Graduate Engineering Research Scholars (GERs) and Science and Medicine Graduate Research Scholars (SciMed GRS) at the University of Wisconsin-Madison. The new Science Days were organized and implemented by GERs students.

With the Pieper Servant Leadership Fund, we were able to serve 355 K-5 students; 238 of those students are classified as URM and 237 of those same students are classified as economically disadvantaged. This is a 140-150% increase in student engagement from the 150-200 students that we normally served at Nuestro Mundo in the previous years.

The program’s success was determined via teacher feedback and requests for continued outreach for the following academic year. Both Science Days (at Hawthorne and Gompers) and Science Night (at Nuestro Mundo), have been requested for the 2015-2016 school year. Additionally, other underserved local Madison elementary schools with high populations of URMS, specifically Falk Elementary and Allis Elementary, have also requested engagement for the next school year.

SERVANT LEADERSHIP IN ACTION

GERs STEM Outreach enhanced URM awareness of and exposure to the STEM fields.

The outreach efforts were organized and implemented by URM STEM graduate students in GERs and SciMed GRS. Through this project, we address the principles of servant leadership through the following mechanisms:

1. Calling: GERs and SciMed GRS students organized and implemented Science Nights and Science Days. The graduate students were not financially compensated for their time or efforts and, more often than not, contributed their own funds to the outreach. The time and monetary sacrifice is one of the reasons the schools that we’ve engaged with have continued to request our return.
2. Listening, awareness, foresight: Through communication with the local schools and extensive research, we’ve identified that the needs of the URM community are not only present but staggeringly more severe in the Madison community than in the rest of the nation (i.e. student achievement scores 10% below the national average). In collaboration with the local schools, we developed Science Night and Science Days activities that reinforced what the students were learning as part of their academic curriculum. Additionally, through planning with teachers, we were able to introduce students to new science and math concepts and activities that the schools were not able

to fund. For example, we were able to introduce the students to water and air filtration systems, biological and technological samples of luminescence and iridescence, adaptable and interactive rain cycle models, etc.

3. Stewardship, growth, building a community: Our outreach efforts alleviated several factors that contribute to the low URM representation in STEM. Namely, by targeting our STEM outreach efforts to elementary school students (K-5), we ensured that we exposed the students to science and math early in their academic careers so that we can help maintain and increase their interest in STEM-related subjects throughout the remainder of their education and training. From these outreach efforts, we are building a Madison community of students, parents, and educators who are passionate about and active in URM training for STEM careers. In addition, we are developing a community of STEM graduate students with passion and experience in teaching and service.
4. Empathy, persuasion, healing: As GERS and SciMed GRS students are all URMs in the STEM fields, we empathize with the need of the URM community in Madison. Many of us read the statistics about disparity and can recount numerous instances where we personally identify with the statistics. While the project called for us to share our time and efforts, we undeniably shared a part of our personal story with the students, parents, and educators. For each school that we engaged with, we recruited GERS and SciMed GRS students with similar background (ethnic and socioeconomic) as the students that we would be interacting with. This personal investment allowed the students to connect with us and, through these personal interactions, the students were exposed to URM role models in STEM who are passionate about bringing positive change to the URM community of Madison.