



YEARLY REPORT FOR:

Suzanne and Richard Pieper Family Foundation, LTD.

SUBMITTED BY:

Dr. David Howell

**Susan and Richard Pieper Family Foundation Endowed
Chair for Servant-Leadership**

Assistant Professor

Milwaukee School of Engineering

Office: (414) 277-7373

Mobile: (414) 940-4961

howell@msoe.edu

January 11, 2010

Contents

Introduction	4
Established Outcomes	4
Sound Acceptance of Servant-Leadership with Students and Faculty through their Interest, Voluntary Inclusion in Programs, Organizations	5
Introducing Servant-Leadership to Existing Courses	5
Academic Committees	8
Student Organizations, Clubs, Sports, Fraternities, and Sororities for 2009	9
Center for Sustainability	10
Mentor Program	10
Engineers Without Borders	11
Proposed Servant-Leadership Mini-Grant	12
Outcomes Measures: Seniors, Graduates in the Workplace	12
Mark Jeter	13
Alison Bernero	13
Matt Stachelski	13
Dane Van Domelen	14
Ryan Smaglik	15
Jeff Chan	15
Catherine Weitenbeck	15
Phenomenally above the Demographic Norms for Maximizing Servant-Leadership	16
Wisconsin Campus Compact	16
AmeriCorps	17
SEWSLC	18
WAICU Directors of Community Engagement	18
Greenleaf Center for Servant-Leadership	18
Breakthrough Venture(s) that Promise New Beginnings in Acts of Goodness	19
Project-Kenya	19
Blue Lotus Farm and Retreat Center	21
Community Warehouse	24
Urban Ecology Center	25
Our Next Generation	25
Campus Volunteer Services	26
Summit Education Association	27
MSOE Servant-Leadership website	27
Project Turkey	27
Big Brothers Big Sisters of Metropolitan Milwaukee	28

Books for the Zimbabwean Technical College_____	28
Wheelchair Days _____	28
Support Our Troops_____	28
Sahs Award_____	28
An Excellent Year in Carrying Out all Elements of the Missions of the Chair	29
Infrastructure, Connections, and Budget _____	29
Teaching Servant-Leadership_____	30
Servant-Leadership Presentations _____	30
A Servant-Leader (Past Student or Faculty) that Leads at an Element or Segment of our World _____	31
Next Steps _____	33
YMCA _____	33
2010 Servant-Leadership/Service Learning Conference _____	33
Girls on the Run _____	34
Student Athletic Advisory Committee _____	34
Great Lakes Restoration Project _____	34
Homework Hotline Mentor Program _____	35
Layton Boulevard West Neighbors, Inc. _____	35
Continued Work with AmeriCorps _____	35
Sustained Research to Track the Progress of Servant-Leadership at MSOE	36
Conclusion _____	37

Introduction

The focus of last year's report targeted the students at Milwaukee School of Engineering (MSOE) and what they do to enact Servant-Leadership. The focus of this report is similar – with an added emphasis on sustainability. Much of my first year as Chair for Servant-Leadership at the MSOE targeted on my own learning curve; I needed to learn about Servant-Leadership theory in order to understand how to create opportunities for students to implement it. This process is still in development, but in my second year as Chair I now have the added benefit of having an established community to work with:

- Students who want to continue existing projects
- Academic colleagues who share common interests and objectives
- Community partners that want to work closer with our students

Much of the work conducted in the first year involved community building; we are still growing new communities, but we are doing it through a pre-existing network, one that has experience in Servant-Leadership and Service Learning.

Established Outcomes

The established outcomes for Servant-Leadership at MSOE have not changed. Dr. Samuel Scheibler introduced Servant-Leadership to our institution as the first Pieper Family Foundation Endowed Chair for Servant-Leadership. Part of that introduction involved the generation of our established outcomes:

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

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

- **Leadership:** We believe that leadership is exemplifying the qualities of moral character that enables one to inspire and improve others. Furthermore, we believe that leadership is not a position, but a process.
- **Servant-Leadership:** We believe that Servant-Leadership means leadership whose primary purpose is to serve others by investing in their development and well-being while jointly accomplishing tasks and goals that facilitate the common good. Therefore, we believe that leadership begins from within the individual person. It is character in action. Servant-Leaders have a fundamental commitment to serving others with integrity and humility while encouraging excellence and growth in those whom they lead. They are leaders of vision that pursue their vision from

a foundation of humility, empathy, compassion, and the highest standards of ethical behavior.

- **Planting Servant-Leadership:** We believe that Servant-Leadership is best taught by example. We agree with Stephen Covey: "If you really want to get servant-leadership, then you've got to have institutionalization of the principles at the organizational level and foster trust through individual character and competence at the personal level. Once you have trust, then you lead people by coaching, empowerment, persuasion, example, and modeling. That is servant-leadership."¹

Sound Acceptance of Servant-Leadership with Students and Faculty through their Interest, Voluntary Inclusion in Programs, Organizations

Last year, I made several attempts to integrate Servant-Leadership courses into the MSOE curriculum. Specifically, I proposed a minor in Servant-Leadership. Unfortunately, the process for introducing new minors at MSOE is going through substantial changes; specifically, it will be unlikely that new courses in Servant-Leadership will be created only for the purpose of a minor degree. Hence, proposing a minor is not a likely possibility.

As to ensure that Servant-Leadership theory makes its way into the courses at MSOE, I decided to work with faculty in the attempt to integrate Servant-Leadership into existing courses.

Introducing Servant-Leadership to Existing Courses

The following courses are currently integrating Servant-Leadership theory.

IE 340: Project Management

Dr. Leah Newman and Professor David Driefus teach a course in Project Management for the Industrial Engineering department on campus. They have had mixed success in the past teaching this course and believe that the course would improve if the students creating projects could do them for the benefit of the community – hence, they would work for real clients that have real needs (rather than fabricating fictitious clients as they have done in the past). I am creating an event where Professor Newman and Driefus will meet with our community partners to talk about projects the students can engage in for the benefit of the community. Through these courses, the students will be able to learn project management theory and Servant-Leadership theory simultaneously.

MS 4801 and CM 3022: Project Management

The Rader School of Business and the Department of Construction Management also offer their own courses in Project Management. I have contacted the faculty who teach these courses, letting them know of the work we are doing for IE 340. These faculty members are interested – and somewhat eager – to see what type of alliances we can generate for the betterment of our Project Management courses. A meeting is taking

¹ http://www.srpieperfamilyfoundation.com/PDF/MSOE_Benchmark_Assessment_2007.pdf

place in January 2010 to introduce interested community partners to the faculty; it will be a good opportunity to see these relationships develop.

SS 472: Social Problems

Dr. Alicia Domack, a new faculty member in General Studies, teaches a course in Social Problems. She invited me to talk to her class about what Servant-Leadership is and how we address social problems by implementing Servant-Leadership theory. Alicia has designed the course in such a way that the students are forming small groups and generating grant proposals. The office of Servant-Leadership has agreed to provide funds for groups that enact Servant-Leadership projects while meeting the social needs of our community. Some of the projects consist of the following:

- Building a facility for a non-profit in town (Repairers of the Breach) that work with the homeless demographic. This facility will organize medical equipment.
- Gathering toys for patients at Children's Hospital, and initiating a program that will enable MSOE students to play with kids at Children's Hospital.
- Building picnic tables so MSOE students can dine outside in the spring, summer, and fall.
- Creating better infrastructure on campus for students who go through a catastrophic experience.
- And so on.

There are 12 groups that will plan and implement Servant-Leadership projects.

CM 212: Surveying

Professor DeAnna Letzke is working with Blue Lotus Farms and a group of students on campus that want to design and implement a canoe launch and boat dock that can enable kids in wheelchairs to safely get into canoes. For more detail on this initiative, visit the Breakthrough Ventures portion of this document.

TC 261: Research Methods

I am currently teaching a course in qualitative research methodology. We have decided to conduct an ethnographic research project that will focus in on how potential employers determine the necessary soft-skills of prospective employees. We are working with my contacts at Milwaukee Center for Independence (<http://www.mcfi.net>) so that we can interview and survey professionals who hire MSOE graduates on a regular basis. It is our hope that the data collected will help MSOE students understand the need for developing one's soft-skills before entering the workforce.

MS 3411: Leading Project Teams

Professor Mindy Davis is teaching a section of MS 3411 this term. The course is designed to build on the theory students receive in MS 4801, Project Management. I gave a presentation on Servant-Leadership for Professor Davies' class at the beginning of the term; the students are currently designing projects that will enable them to learn how to lead project teams while exercising Servant-Leadership theory.

EN 432: Business Communications

Dr. Nadya Shalamova is teaching this course in business writing to business majors. We have contacted a number of our community partners who have since expressed interest in having internal and external business documents created by students taking this course. In doing so, the students will have an opportunity to work for a live client.

EN 241: Speech

As a member of the General Studies faculty, I teach several sections of Speech in any given year. Since I became Chair for Servant-Leadership, I have redesigned my syllabus so my students can reflect on how speech theory overlaps with the experiences one has interviewing for a job. We then invite high-school students who participate in the after-school programs at Our Next Generation (<http://www.ongkids.org>) to visit the class and talk about job-interview techniques and strategies. This benefits the MSOE students in that they have to "teach" what they are learning in our speech course; it benefits the high-school students since they will soon be entering the workforce and need more knowledge on how to successfully interview.

SS 494: The Sustainable City

Dr. Michael Carriere, a new full-time faculty member in General Studies, is designing a course that will enable students to consider what goes into the generation of a sustainable city (for more information, visit <http://www.sustainable-city.org>). It is our hope that, through the resources provided by the office of Servant-Leadership and other resources on campus, the students will travel to New Orleans to see how this city is being redesigned; we also want to incorporate a project that would enable the students to participate in the city's redesign.

OR 2000: Leadership and Teamwork

I have been working with Instructor Sally Cissna to refine the syllabus for OR 2000. The students learn a great deal of small-group theory in this course that can be applied to their senior projects. The students also practice small-group theory by meeting in groups and tracking their ability to effectively communicate while designing and implementing a project that benefits the MSOE community in some way.

OR 3000: Applied Servant-Leadership

I have revamped the syllabus for OR 3000. This year, greater emphasis is placed on in-class discussion of Servant-Leadership theory. Half of the class time is now spent talking about topics such as alternative leadership theories, service, building community, active listening, empathetic listening, empathy, emotional transmission, awareness and persuasion, conceptualization and foresight, and the commitment to the growth of people.

Proposed General Studies Honors Program

Dr. Katherine Wikoff of the General Studies Department is proposing a series of honors courses to the MSOE Curriculum Committee. As per her proposal:

Students will explore the "city as text," learning to "read" the city. Readings from humanities disciplines about the concept of "the city" are included, and film will be used as a supplement to students' reading. Students will write papers in response to their reading and service-learning experience; the final

paper will be persuasive and include research from primary and secondary sources.

A series of courses will be included:

- GS 101 Honors Seminar: City as Text – “Reading the City” (humanities focus)
- GS 102 Honors Seminar: City as Text – “Writing/righting the city” (public issue focus)
- GS 103 Honors Seminar: City as Text – “Speaking the city” (aesthetics focus)

Some of the proposed course outcomes include:

- develop capacity for independent thought through self-selection of the public policy issue and by proposing a solution to a problem related to that issue
- develop awareness of social responsibility and interpret personal experience through a service-learning project
- become aware of ethical issues specific to human social interactions within the framework of a city
- understand basic aesthetic principles, including relationships between form and function
- become aware of social/civic issues surrounding the aesthetics of designing public spaces
- work as part of a team to plan and stage a public speaking event
- work as a member of a team to organize and manage an event

Academic Committees

Serving as the Chair for Servant-Leadership – as well as a Professor in General Studies – enables me to participate in numerous committees on campus. I chair two committees that have direct overlap with Servant-Leadership:

1. Faculty Development Committee: As the Chair of this committee, I work with a small group of faculty address the needs of faculty development. We are currently launching a faculty discussion series on campus that will enable faculty to share their research with each other – the type of presentations we normally give at academic conferences. By sharing our research with each other (as we do with our disciplinary colleagues), it is the hope of this committee that a stronger bond will develop within the faculty. It is also our hope that faculty will better understand what is being taught.
2. Academic Advising Committee: As the Chair of this committee, we have been revising the definition of what academic advising is on campus. We are trying to include language that will enable advisors to focus more on the developmental needs of students – as a way of balancing out our emphasis on the students’ academic needs. This committee reports to the Retention Committee; it is our hope that developing better advising on campus will not only retain more students, but it will improve the relationships students have with their academic advisors.

The other committees I serve on include:

- Incoming Student Committee

- Minority Student Committee
- Sustainability Steering Committee
- C.A.R.E. Committee (Campus Assistance Resources for Everyone)
- 2009 Faculty In-Service Committee
- Technical Communication Industrial Advisory Committee

Student Organizations, Clubs, Sports, Fraternities, and Sororities for 2009

Reporting to Pat Coffey, the Vice President of Student Life, has enabled me to work closely with my Student Life colleagues. They help coordinate a long list of projects and initiatives that exemplify Servant-Leadership:

- Wednesday Community Concerts, St. John's Cathedral
- College Nights, Study Nights, Grace Lutheran Church
- Discover Milwaukee Series (exposing students to major Milwaukee sites : Zoo, Museums, Domes, Central Library, County Historical Society, Art Museums, various Milwaukee business districts, development of the Community Passport)
- Milwaukee Downtown Planning Commission Survey Assistance/Promotion
- East Town Association Survey Assistance/Promotion
- Better Your City (promoting reporting of problems within the city to the DPW)
- Health Department Activities (awareness of restaurant code violators and more)
- Election Awareness (voting/ election promotions, registering of voters, candidate guide development)
- LinkedIn Networking/ Career Development Promotions
- Be an Organ Donor Promotions (Wisconsin, Illinois, Iowa and Minnesota)
- Wisconsin/ National No-Call Lists Promotions
- Circle K Blood Drives
- Big Brothers/Big Sisters Volunteer Promotions
- Project Management Community Fundraiser Programs (Down Syndrome, Arthritis, Rescue Mission, Healthcare for the Homeless, Diabetes, Habitat for Humanity)
- Martin Luther King Art Contest
- Martin Luther King Taste of Soul
- School supplies collection by Circle K
- Milwaukee Leadership Workshop Event
- Troop Care Packages (collection and mailing of care packages for troops)
- School Supplies/Toys for Children in Iraq & Afghanistan

- Food Donation Collections for Second Harvest
- Sexual Violence Against Women Awareness
- Professional Development Day (NSBE)
- Milwaukee River Clean-up (Ecology Club)
- POW/MIA Awareness Program (Arnold Air Society)
- Meaningful Makeover at the Salvation Army Emergency Shelter
- Summer festivals (including Summerfest, church, and ethnic festivals)
- Summer Park Concert Series (Jazz in the Park, County Park concerts, and State Fair Park Wednesday Night Live concerts)
- St. Ben's Community Meal Volunteers
- Host Families for Japanese Students involved in summer exchange program
- MSOE Campus & Community Fair
- U.S. Constitution & Citizenship Week Events
- Veterans Day Parade and Awareness
- Summit Education Tutoring Program
- Coat and Blanket Collection for the Homeless
- Holiday Lights Festival in downtown Milwaukee
- Hat, Gloves & Scarf Collection for Needy School Children within Milwaukee Schools

Center for Sustainability

Dr. Carol Diggelman of the Architectural Engineering and Building Construction department has worked with the office of Servant-Leadership to integrate a Center for Sustainability at MSOE. Sustainability, within this context is defined as the ability to improve "...environmental stewardship and technological innovation at MSOE by increasing interdisciplinary, collaborative research through a Center for Sustainability." Servant-Leadership believes that sustaining one's environment is a way of sustaining one's self.

I am now participating as a member of the steering committee for the Center for Sustainability. It is my hope that the office of Servant-Leadership will participate in projects that focus on sustainability on and off campus.

Mentor Program

The Mentor Program run through the Learning Resource Center (http://www.msoe.edu/life_at_msoe/current_student_resources/academic_resources/mentor/) continues to help new students adjust to college. The program gives new students a way to develop special bonds with MSOE faculty, staff and fellow students, enhancing their first year at MSOE. Mentors and peer mentors act as friendly and

helpful resources who can provide answers to some of the important questions new students may have as they begin college.

New student mentees meet their mentor/peer mentor team and fellow mentees during new-student orientation, when the Mentor Program hosts a reception to welcome new students and their parents to campus. Throughout the rest of the academic year, activities between mentors and mentees vary depending upon the interests of people in each mentee group. Typical examples of small-group activities include meeting regularly for lunch, dinner or study sessions; occasional outings to restaurants, and attendance at local athletic or cultural events. The underlying purpose of any activity is to help new students feel connected to the MSOE community and to make the first year of college a positive one.

In addition to the activities of individual mentor/mentee groups, the Mentor Program organizes educational and fun activities, events and programs that all mentees are encouraged to take part in. Participation in the Mentor Program can help new students establish a very helpful network that they can maintain throughout their time at MSOE and beyond.

For the 2009/10 academic school year, the Mentor Program coordinates 41 mentors, 85 peer mentors, and 245 mentees.

Engineers Without Borders

Engineers Without Borders (EWB) (<http://ewb.groups.msoe.edu>), a member of Engineers Without Borders USA (<http://www.ewb-usa.org>), improves the quality of life of those in underprivileged areas by implementing economical and sustainable engineering projects. It also encourages engineers and engineering students to develop international responsibility.

Since 2006, the MSOE chapter has focused its efforts on the people of Guatemala. By partnering with professional engineers to design, plan, and construct bridges and water delivery systems, they enable MSOE students to learn engineering while improving the lifestyles of those living in rural communities in Guatemala.

The office of Servant-Leadership helps students participate in EWB projects by providing them with travel grants. And, EWB helps the office of Servant-Leadership by working us through the processes one must go through to implement an engineering project in an offsite location. For example, explaining the procedures one must go through to ensure that our students are not liable for the work they create in the field is critical—we don't want to put our students at risk as they

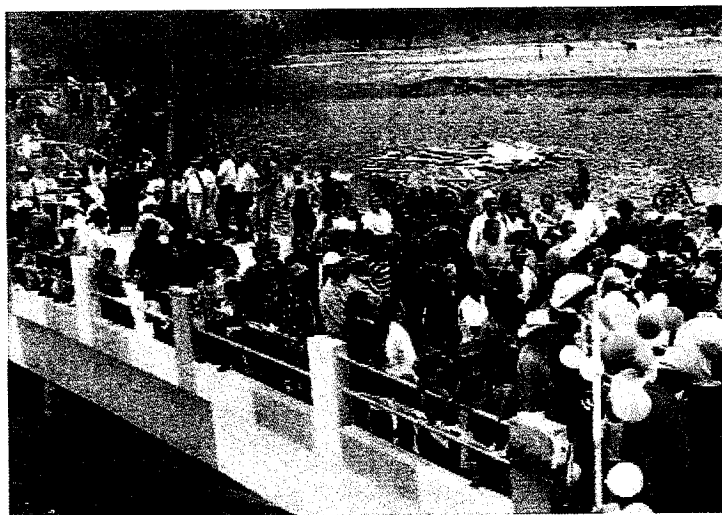


Figure 1: The bridge MSOE students helped build in Joyabaj, Guatemala.

serve the needs of others. Douglas Stahl, a professor of Architectural Engineering and the Faculty Advisor for EWB at MSOE has been especially helpful in his willingness to teach me how to help students engage in Servant-Leadership in the field.

Proposed Servant-Leadership Mini-Grant

The Chair for Servant-Leadership is in the process of proposing a mini-grant for faculty who want to introduce Servant-Leadership theory into their courses. I received the idea from Professor Jenice Kienzle, the Coordinator for Academic Service-Learning at the University of Wisconsin-Superior; they have implemented similar grants at her institution with preliminary success. The grants will enable us to:

- integrate Servant-Leadership theory into targeted academic courses at the Milwaukee School of Engineering;
- encourage faculty to integrate Servant-Leadership theory into their course(s);
- compensate faculty for the time it takes to initially integrate Servant-Leadership theory into their course(s); and
- enable students to practice Servant-Leadership theory in their academic domains.

With the permission of the Vice President of Academics, I will invite faculty and academic teaching staff to submit proposals for Servant-Leadership mini-grants. The mini-grants support faculty and academic teaching staff in the integration of Servant-Leadership theory within a chosen course.

Specifically, the office of Servant-Leadership hopes to award four (4) \$500 mini-grants in the spring of 2010. Recipients will be expected to:

- learn and apply the key components of Servant-Leadership;
- work with the Chair of Servant-Leadership to determine which community needs parallel with the goals of the course;
- develop meaningful opportunities for students to reflect on their service and connect it to the course learning goals.
- implement Servant-Leadership theory into an MSOE class under your instruction during the 2010 spring quarter;
- attend a minimum of three (3) one-on-one meetings with the Chair of Servant-Leadership during the quarter.
- present an electronic copy of the revised course syllabus;
- complete an evaluation of the impact Servant-Leadership has had on your course, your students, and the community.

It takes time and effort to put Servant-Leadership theory into existing courses. Hopefully, these mini-grants will help motivate faculty to make the connection between what they teach and what Servant-Leadership has to offer.

Outcomes Measures: Seniors, Graduates in the Workplace

One of the best parts of serving as Chair for Servant-Leadership is working with students who are about to graduate – and then watching them graduate and take what they learn into their careers. In this section of the report, I would like to highlight

specific students who graduated in the last two years—students who participated in the Servant-Leadership program as students and continue to do so as alumni.

Mark Jeter

In last year's report, I designated Mark Jeter as the *Servant-Leader (Past Student or Faculty) that Leads at an Element or Segment of our World*. The last year has been difficult for Mark in that, like many professionals in our current economy, Mark lost his job as a Project Manager when his company was forced to downsize their workforce. Mark took this "setback" and turned it into an opportunity to rethink the direction of his career. He is now applying for teaching positions in the greater-Milwaukee area to see if his passion for working with youth can become part of his vocation.

To help with this process, I am helping Mark create a learning opportunity for the MSOE student athletes. Mark was once an Olympic-level speed skater and is very connected to the speed-skating community. We have been working together to create an event that will bring together Olympic speed-skaters and MSOE student athletes to talk about the role of mentors in the lives of athletes. It is our hope that, once the 2010 Winter Olympics are over, various speed-skaters working out at the Petitt Ice Arena will come to MSOE and talk with our students about the mentors who helped them become Olympic athletes. We also want to enable the MSOE students to somehow recognize those who mentored our Olympic athletes; how this will happen is yet to be determined.

Alison Bernero

Alison (Ali) is a true Servant-Leader (you can read about what she is up to in the portion of this report that focuses on our relationship with Blue Lotus Farms). Ali is the kind of student who goes to school full-time, works full-time, and engages in service projects full-time. She also creates opportunities for her peers to exercise Servant-Leadership; in doing so, she helps create opportunities for students that want to exercise their engineering prowess. Not only has she been involved in our Blue Lotus initiative, but she was also a key player in "Project Turkey," an event that provided a Thanksgiving dinner for students who didn't leave campus on Thanksgiving day. She is also interested in participating in Project-Kenya during the summer of 2010.

Servant-Leadership helped fund a trip that Ali took to Guatemala during the summer of 2009. She went there as part of her graduate work in Architectural Engineering; her work also benefited the MSOE chapter of Engineers Without Borders (EWB) in that the analysis she conducted on the materials and methods of prospective bridge projects will help EWB decide where to build a bridge on their trip to Guatemala this year. Her work will also save them time and financial resources since they can study the field samples she gathered and brought back to campus.

Matt Stachelski

Matt is a Technical Communication major at MSOE. This last year, his work in Servant-Leadership overlapped with his passion for bicycling. Matt and I share this common interest, and it was fun to work with him when cycling opportunities came to fruition.

In the summer of 2009, Matt took on the task of leading the Bicycle Rehabilitation Challenge. Through my connections with the Southeastern Wisconsin Service Learning Consortium (<http://www.sewslc.org>), we designed a project that enabled inner-city youth to learn bicycle safety by first understanding bicycle engineering. Through Matt's hard work, we were able to:

- get abandoned bicycles donated from the Milwaukee Police Department;
- set the bicycles up with bike stands donated by Wheel and Sprocket;
- create a curriculum that taught middle-school youth bike functionality; and
- implement the curriculum in a summer-camp atmosphere on the MSOE campus.

The project was very successful. Because of its success, we were then able to participate in the Raymond Bike Fair. The Bike Fair helped raise bicycle safety awareness in a small community that had been devastated when a drunk-driver ran into and killed a woman riding her bicycle. Matt's participation in the bike fair was two-fold:

1. He taught the students at Raymond Middle School how to organize the bike fair through theory he received in his Project Management coursework
2. He participated in the bike fair by hosting a session on "types of bicycles."

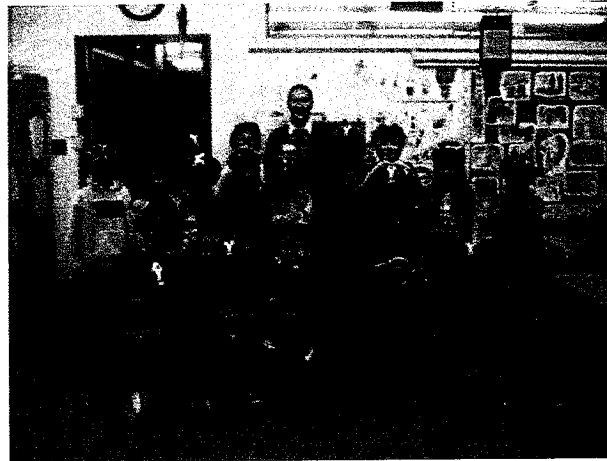


Figure 2: Matt and students at Raymond Middle School.

Matt's participation had a big impact on the overall fair. This serves as a strong example of how MSOE students have a meaningful impact on our neighboring communities.

Dane Van Domelen

Dane graduated in the spring of 2009 with a degree in Biomedical Engineering. As soon as he graduated, he decided to participate in the "Bike and Build" (<http://bikeandbuild.org>) program. The program is affiliated with Habitat for Humanity; participants bike across the country and build affordable houses along the way. The route Dane took started in Charleston, SC and concluded in Santa Cruz, CA—a 4000-mile, 81-day trip that included 16 "build" days. Basically, a group of college students bicycled from city to city, working on various Habitat for Humanity sites. The highlight of Dane's trip involved a nine-day stay in Colorado Springs where they built an entire house. Servant-Leadership donated funds to Dane's adventure; I also worked with Dane by guiding him through various fundraising techniques.

Ryan Smaglik

Ryan is a senior Electrical Engineering major who has a 4-year tenure with Servant-Leadership. In the fall of 2008, Ryan was instrumental in organizing a project for Healthcare for the Homeless – recruiting two dozen students to organize materials for the homeless of Milwaukee. This year, he helped a fellow student, Mustafa Mohammad, enact the same project for Healthcare for the Homeless. It's this type of organic, peer-mentoring that gets me excited to serve as Chair for Servant-Leadership, when one student can show another student how to run an event that meets the needs of our immediate community.

Jeff Chan

Jeff graduated in the spring of 2009 with a degree in Architectural Engineering. Jeff helped develop our relationship with Blue Lotus (<http://www.bluelotusfarm.org/>), a non-profit organization that provides a “summer camp” experience for kids with mental and physical handicaps. Jeff worked with the architectural engineering firm he was interning at during his last year at MSOE. Though Jeff's design of a retaining wall is not going to be implemented (we decided instead to build a canoe launch), his efforts and communications with Blue Lotus is enabling our current project to succeed.

Catherine Weitenbeck

Catherine (Kathy) is a Biomedical Engineering major and is active in two organizations on campus that work closely with Servant-Leadership: Healthcare Without Borders and the Society of Women Engineers. I first got to know Kathy when the office of Servant-Leadership provided her with a travel grant so she could participate in Engineering World Health (<http://www.ewh.org>). To sum up, Kathy spent the summer of 2009 in Costa Rica, learning how to live in the culture and then utilizing her skills as a biomedical engineer to fix hospital equipment at a local clinic.



Figure 3: Kathy working in Costa Rica.

The work that Kathy did in Costa Rica helped prepare her for leading a group of students to El Salvador during the fall/winter term break of 2009. The trip was

organized through Healthcare Without Borders, a group on campus that pursues international opportunities that will help students learn third-world medicine. Kathy's ability to organize and fundraise for the trip made the experience possible for 8 other students—as well as a facilitator she recruited through Engineers Without Borders.



Figure 4: Kathy leads a group of students to El Salvador.

Phenomenally above the Demographic Norms for Maximizing Servant-Leadership

As was the case with last year's approach, we continued to develop our relationships with organizations in Wisconsin that exercise Servant-Leadership and Service Learning.

Wisconsin Campus Compact

We are now into our second year with Wisconsin Campus Compact (WiCC), a coalition of nearly 1,100 college and university presidents and chancellors representing some 5 million students who are committed to fulfilling the public purpose of higher education. As the only national association dedicated to this mission, Campus Compact is a leader in building civic engagement into campus and academic life. Through the Wisconsin Campus Compact state office and the national network, member institutions receive the training, resources, and advocacy they need to build strong surrounding communities and teach students the skills and values of democracy.²

As was the case last year, we continue to work with Service Learning groups at schools such as MATC, Alverno College, Carroll University, Marquette University, University of Wisconsin-Milwaukee, and so on. By learning what these schools are doing, our program (still young in comparison to many of these institutions) can learn from the work they do on campus and in the community.

² <http://www.uwp.edu/departments/community.partnerships/wicampuscompact/index.cfm>

This year's big initiative has focused on the Great Lakes Restoration Project. We are hoping to secure grant money that will enable MSOE students to participate in an initiative that will gather data on how to best restore the ecosystem of the Great Lakes. Pamela Proulx-Curry, the head of Wisconsin Campus Compact, is taking the lead on this initiative and has drafted the majority of the grant application. We will find out in January 2010 if the grant is awarded to fulfill this initiative.

AmeriCorps

Our affiliation with WiCC enabled us to apply for and retain an AmeriCorps VISTA Member for the 2009/10 academic school year. Her name is Kiera Castle, and her work at MSOE has been helpful. The goal of an AmeriCorps VISTA member is to help eradicate poverty in our community; my goal as the Chair for Servant-Leadership is to help introduce Servant-Leadership theory and practice to MSOE students. These two goals often overlap – when they do, Kiera's work effectively integrates into the work of Servant-Leadership on campus.

Kiera has had a number of successes since she started her work at MSOE:

- **General Mills Champions for Health Kids Grant:** Kiera has been working with the grant-writers on campus to apply for a grant that will enable MSOE students to participate in a program that will help inner-city youth to "keep it moving." Specifically, the volunteers will help promote health enrichment and change among the students who participate at Our Next Generation – one of the community partners we work closely with. By engaging youth in healthy activities and educating them with information on nutrition, these students (from the Milwaukee Public School system) can better understand what they can do to pursue healthier lifestyles.
- **Developing Sustainable Relationships with UWM:** Kiera received a Bachelors degree in Psychology from the University of Wisconsin Milwaukee. Her connections at that institution are helping MSOE faculty understand how Service Learning can work in their courses. She has made specific connections with the UWM Cultures and Communities department, the UWM Architecture Faculty, the Architectural Service-Learning Review Board, and the UWM Student Service-Learner program.
- **Servant-Leadership Promotions:** On December 12, Kiera coordinated an event in conjunction with Layton Boulevard West Neighborhood Association – a community partner we have had success with over the last couple of years. Kiera invited MSOE students to help restore a home that Layton Boulevard West purchased; the home integrates green technology and will eventually be sold back to a member of the Layton Boulevard West community. Kiera invited Fox 6 News to promote the event and did a great job representing the project.

Kiera has introduced many other initiatives to our campus. What is most important about her involvement with Servant-Leadership is the heightened awareness of poverty in our community – and the work we can do as an academic community to help address this ongoing issue that impacts Milwaukee and beyond.

SEWSLC

We continue to work with the Southeastern Wisconsin Service-Learning Consortium (SEWSLC) (<http://www.sewslc.org/>), a group that promotes... “the use of service-learning by serving as a clearinghouse of resources, by providing professional development and networking opportunities for its members, and by supporting partnerships between community and educational institutions.”³

Several projects that have grown out of conversations at SEWSLC monthly meetings. are our work with the Raymond Bike Fair and the development of a 2011 conference in Servant-leadership (to be conducted in conjunction with Marquette University).

WAICU Directors of Community Engagement

We also continue to work with neighboring academic institutions through our partnership with the WAICU (Wisconsin Association of Independent Colleges and Universities) Directors of Community Engagement. At our last meeting, representatives from the various WAICU schools discussed ways they successfully integrated Service Learning, particularly through their involvement in WiCC. It was at this meeting that I met Professor Jenice Kienzle from the University of Wisconsin Superior, the woman who gave me the idea to implement the Servant-Leadership mini-grants.

It is helpful to network with these organizations – not just to create new projects and alliances for the practice of Servant-Leadership, but also so that I can meet other people who do the same type of work, people who want to help students exercise their talents for the benefit of our communities.

Greenleaf Center for Servant-Leadership

The International Conference in Milwaukee

It was exciting to participate in the 2009 Annual International Conference that took place in Milwaukee. I was fortunate enough to participate in the breakfast meetings that helped prepare Milwaukee for this event. I was also able to present at the conference on how we have developed the Servant-Leadership program at MSOE. The presentation enabled a handful of students, the Vice President of Student Life, and service-learning colleague from the University of Wisconsin Milwaukee to talk about how they exercise Servant-Leadership. Many of the questions that came from the audience had to do with the implementation of a Servant-Leadership program at an academic institution.

The Spring Retreat at St. Edmund’s Enders Island

This March, I will participate in a retreat that will focus on reflection. This 4-day event will take place a week after I return from my work with students in Kenya; it is my hope that these days in Connecticut will enable me to put the Kenyan experience into perspective before continuing on with the academic year.

³ <http://www.sewslc.org/>

Breakthrough Venture(s) that Promise New Beginnings in Acts of Goodness

We have had numerous successes this last year in terms of aligning ourselves with various community partners. Through these alliances, we have learned not only what the needs of our communities are but how to successfully meet those needs from people who have been doing so for countless years. By enabling MSOE students to participate in these initiatives, we are able to bring their talents to our community partners; in doing so, we create opportunities that did not previously exist.

Project-Kenya

We decided to continue our work with Project-Kenya (<http://www.project-kenya.org/>) since our work with them last year was so successful. Project-Kenya is a non-profit that works with schools, communities, villages, and medical facilities to provide supplies, support, and assistance to Kenyan communities:

Project-Kenya works in areas that are typically forgotten about by

other major organizations. The goal of Project-Kenya is not to force change upon the villages, but to help facilitate positive, healthy change. Often this is done through education. With the consent and understanding of the villagers we will assist, teach, and build programs and facilities that will ensure a higher quality of life for all.⁴

We sent two groups of students to Kenya through this organization. The first group consisted of two nursing majors—Kristine Radtkenorris and Kathy Brabeck. They engaged in third-world medicine in both Nairobi and Mauta Village. Both Kristine and Kathy have an interest in pursuing careers in third-world medicine; participating in this

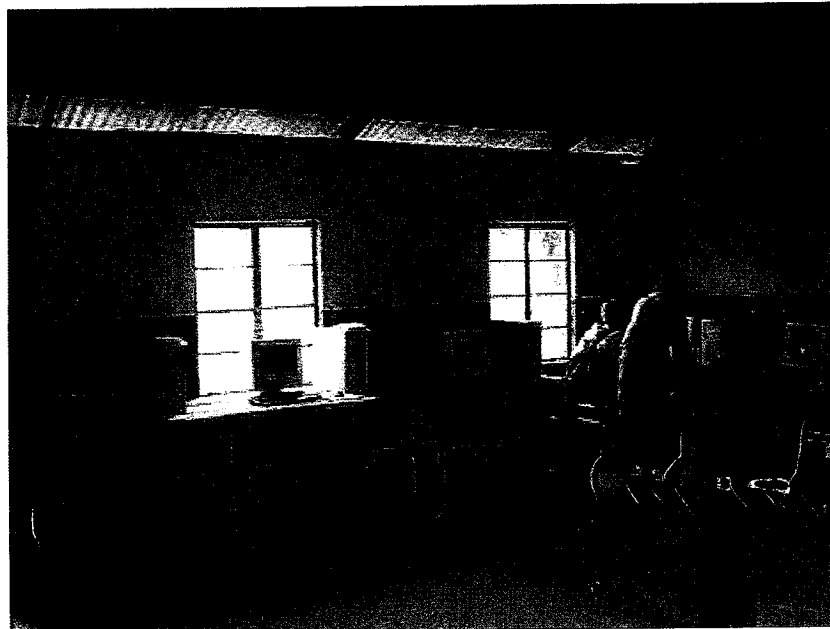


Figure 5: The computer lab in Ubuntu, Kenya.

⁴ <http://www.project-kenya.org/>

trip thus enabled them to “test the waters” and see if this is something they can commit to.

The impact of this trip came back to campus when Kristine and Kathy returned. They were able to share their experiences with their peers in the nursing program—as well as with the student body in general (Kristine gave a presentation to students, staff, faculty, and the anonymous donor who sponsored her trip).



Figure 6: Kathy and Kristine distribute medication in Mauta Village.

In the summer of 2009, we sent three software and computer engineering students back to Kenya to install a computer lab in a rural village. The project began when I was contacted by Dan Pastori, a freshmen software engineer. Dan had access to several dozen personal computers (733-933MHz Pentium 3 desktop computers with 512mb of RAM) that he procured from his high-school computer lab (the lab was upgrading their computers and planned on disposing of the machines that Dan acquired). He wanted to take the computers, recondition them, and install LINUX operating systems on them.

I contacted Brydie Hill at Project-Kenya, asking if she needed computers in Kenya. She said “yes” rather emphatically, and the project was underway. Brydie knew of a school in Ubuntu that had the infrastructure necessary to host twelve to fifteen computers; the teachers at the school let us know that this resource would benefit the students as well as the entire village,



Figure 7: Students line up to view the new computer lab.

since the school itself is a resource for the entire community.

We set up a “mock-lab” in the Servant-Leadership storage area on campus so we could simulate the computer lab as it would be designed in the rural village of Ubuntu, Kenya. Dan enabled several of his classmates to participate in this part of the project.

While Dan and his crew were upgrading the hardware and software, I started to recruit students to travel to Kenya and implement the computer lab. I began in the courses I was teaching in Applied Servant-Leadership (OR 3000) since this class targets software and computer engineers. I quickly found numerous students who were interested and whittled down the list to three prospective candidates: Erik Cooke, Jeff Hansen, and Nik Karpinski.

The trip was extremely successful. The students worked with the villagers as well as with students attending the school in Ubuntu to implement the computer lab. Together, they were able to build the computer tables, wire the computers to the network, test them for stability, and introduce them to the community. The students worked very hard on this project—I consider it to be one of the most successful ventures we embarked on this year.

The next trip to Kenya will take place in February/March of 2010. I will travel with three students—McCoulter Eaton, Jay Konkol, and Ryan Barnet—to help build a rural school in Ribe, Kenya. Ribe has about 400 residents and faces problems endemic to the developing world: too little to each, too little medical care, and too few jobs. The mortality rate in Kilifi District, where Ribe is located, is 12.5 % for children under the age of 5. By building a new school in Ribe, a community resource can be established to enable medical and educational resources to take shape.

The office of Servant-Leadership is providing travel grants for the students while helping the students conduct the necessary fundraising efforts to participate in this project.



Figure 8: The school in Ribe, Kenya.

Blue Lotus Farm and Retreat Center

Fred Bliffert of Bliffert Lumber runs Blue Lotus Farm and Retreat Center (<http://www.bluelotusfarm.org/>). His camp enables disabled children to have that “summer camp” experience. Fred has expressed the need for a wheelchair lift, so that kids who must ride in wheelchairs can safely access canoes and sail boats. It’s possible that we may work in conjunction with the Christopher and Dana Reeves Foundation (<http://www.christopherreeve.org>) to make this happen.

In the spring of 2009, Jeff Chan, an Architectural Engineering major, designed a plan to install a retaining wall – so that disabled kids could safely and easily get into and out of canoes. Jeff worked with the architectural engineering firm he was interning at to design the following plan:

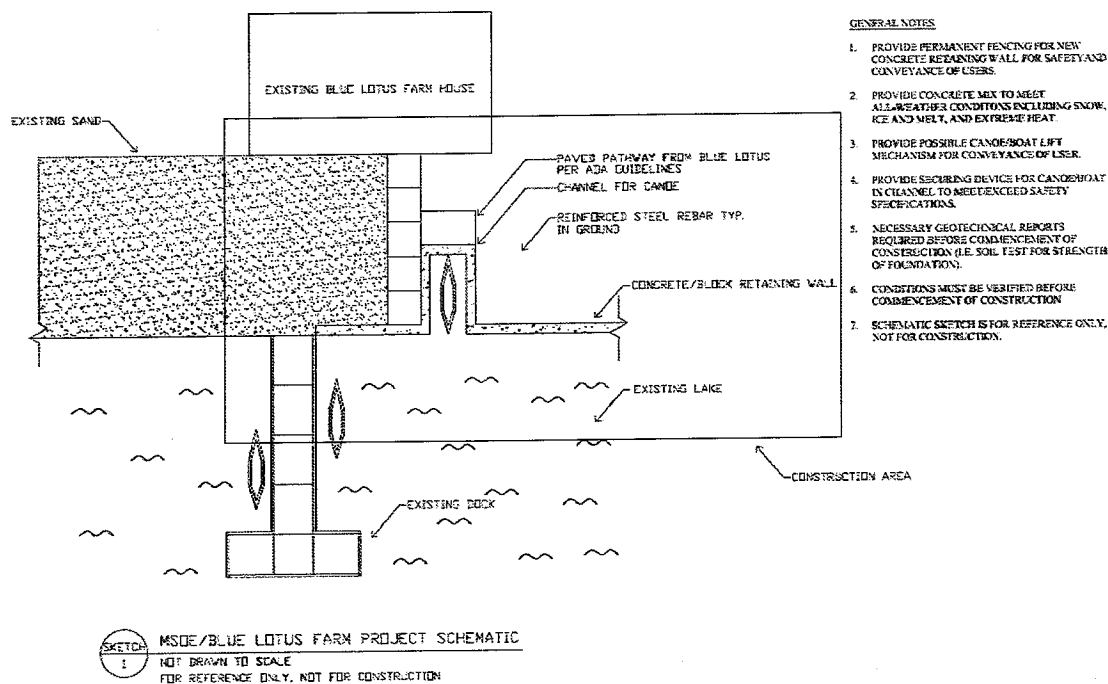


Figure 9: Jeff Chan's design for a retaining wall at Blue Lotus

Because Jeff graduated in the spring of 2009, he was unable to implement his retaining-wall concept.

Our relationship with Blue Lotus continued into the fall of 2009. When we introduced the Blifferts to some of the students who participate in the MSOE Engineers Without Borders chapter. One of the student leaders of this organization, Alison Bernero, took the lead on this initiative.

It was quickly determined that Engineers Without Borders could not facilitate the design and implementation of a retaining wall or the build of a boat dock, because they had already committed to several projects in Central America. This did not deter Alison; she simply decided to work with Servant-Leadership and make this project happen.

Alison decided to turn her plan for this project into the final project for a course she took from me in Creative Thinking (HU 494). In short, she planned an implementation strategy to build a wheelchair accessible boat dock for Blue Lotus Farms. She determined the human resources she would need to fulfill the project and invited the appropriate people to participate in the project.

She now has up to 30 students participating. They run sub-groups that are responsible for surveying the topography, designing the dock and ramp, fundraising, drafting, and so on.

She also included a faculty member to participate—Professor DeAnna Letzke. DeAnna teaches several courses that will facilitate this project—from surveying to Project Management. Her participation in this initiative is especially important to the development of Servant-Leadership at MSOE in that she is the first “engineering” faculty member who is successfully integrating Servant-Leadership theory into her courses—all for the benefit of our community.

Another exciting aspect of this project is how the students involved in the design of the dock and ramp are utilizing theory they received in the courses they’ve taken during their tenure at MSOE. Glenn Frazee, for example, used theory from the following courses to design the current draft of the dock:

- AE200: Statics
- AE201: Strengths of Materials
- AE750: Wood Design (graduate level)
- CM224: Construction Estimating I

The following image depicts the current design of the dock and canoe launch:

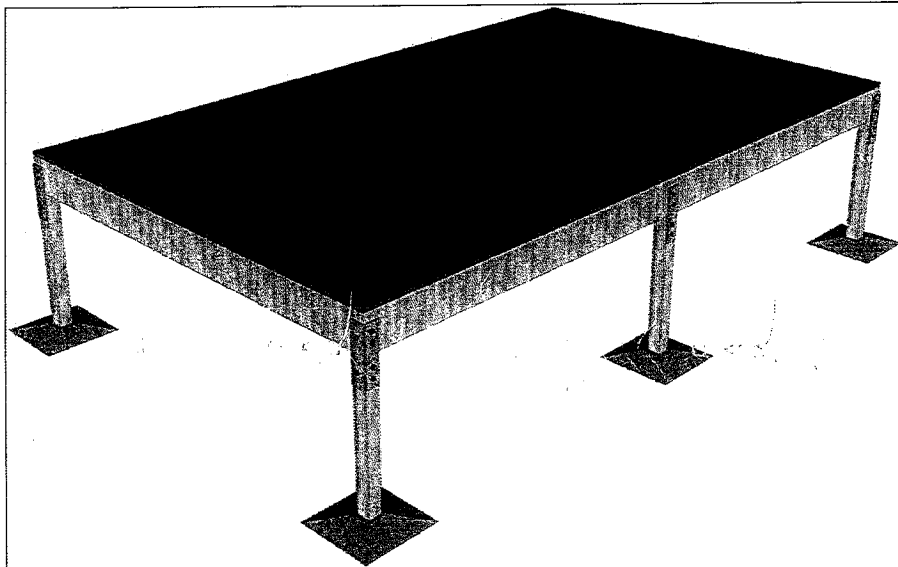


Figure 10: Glenn Frazee's dock design for Blue Lotus

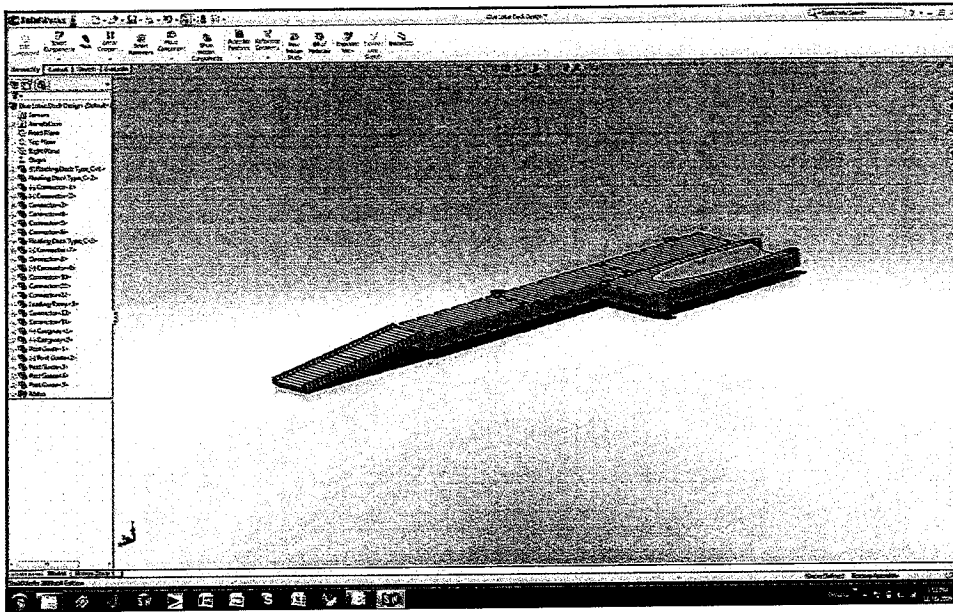


Figure 11: Zachary Griffa's canoe launch design

To reiterate, this project is a great success to date because it is student-driven and student initiated, it incorporates Servant-Leadership theory and resources, works its way into current MSOE curriculum, and benefits from the knowledge-base of upper-classmen.

Community Warehouse

Community Warehouse is "...a non-profit, faith-based provider set up to serve people in the Milwaukee community with affordable home and facility improvement materials."⁵ We worked with Community Warehouse last spring so that a group of students taking a course in Project Management could conduct flow analysis of their floor-space. Community Warehouse has a lot of inventory coming in—about 40% of their floor-space does not have racks. By redesigning the way they utilize their warehouse space, Community Warehouse was able to give their customer-base a better experience.

We were also able to engage in another project that enabled two electrical engineering students—Noelle Layman and Curtiss Albrecht—to assemble and test light fixtures donated by Brass Light Gallery. Noelle is a master electrician and has taken LU 494; with this experience-base, Noelle is able to lead this project. She was also able to help Community Warehouse with a neon sign they built but did not have the resources to install—another "project" that enabled MSOE students to use their talents to benefit the community.

As a result of our work with Community Warehouse, a faculty member in General Studies, Michael Carriere, is working with this non-profit and will use it as an example

⁵ <http://www.thecommunitywarehouse.org/>

of urban restoration. This spring, he will teach a course that focuses on the design of sustainable cities.

Urban Ecology Center

Our ongoing relationship with the Urban Ecology Center enabled the school's Engineers Without Borders chapter to design and build a bike ramp – so that kids using their bikes can easily and safely get to and from the Oak Leaf Bike Trail.

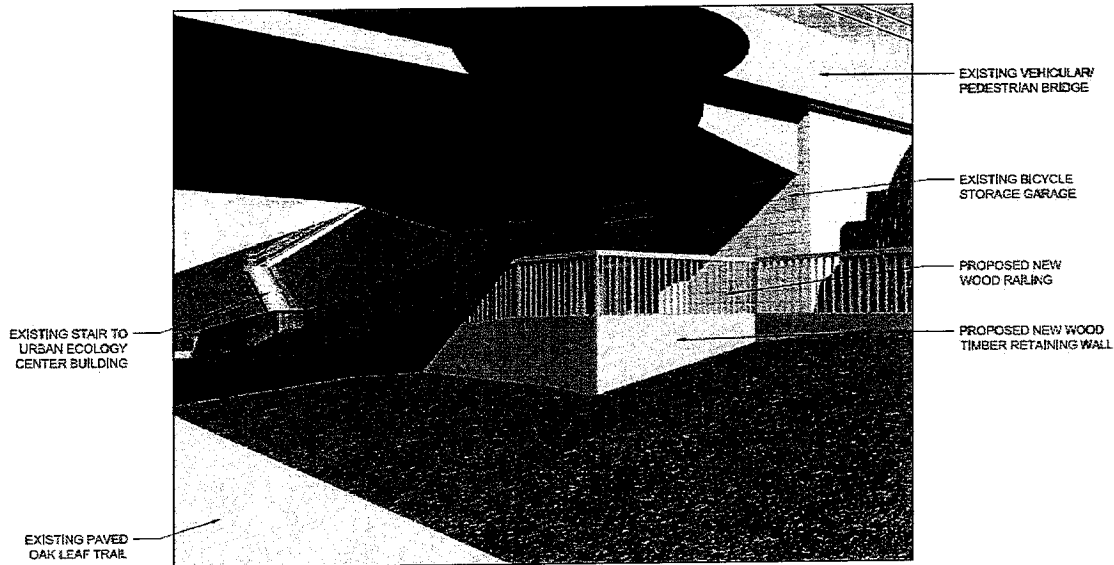


Figure 12: blueprint design of bike ramp project.

The project took more time and financial resources than were originally anticipated, but by the end of the summer, it was successfully implemented.

Our Next Generation

A community partner that we continue to work closely with is Our Next Generation (ONG) (<http://www.ongkids.org>). Our basic work with this non-profit involves after-school tutoring at Westside Academy II, a charter school located in the heart of Milwaukee.



Figure 13: Stephanie Dahlke tutoring middle-school students

The relationship between the office of Servant-Leadership and Campus Volunteer Services (CVS) has enabled CVS to take on the role of facilitating the tutoring at ONG. Mustafa Mohammad, President of CVS, volunteered with ONG last year when we tutored on Wednesday afternoons; Mustafa simply took on the role of Servant-Leader when he became President of CVS, enabling students from that student organization to participate in this mentoring program.

Campus Volunteer Services

The relationship between the office of Servant-Leadership and CVS also enabled our work with Healthcare for the Homeless to continue, thus adding to the sustainability of our ongoing initiatives. Last year, a group of students helped organize materials for the homeless that were donated to Healthcare for the Homeless; the event was a success, so CVS wanted to host the same event – which they did in December of 2009.



Figure 14: Students organize materials for the homeless.



Figure 15: The students who sorted materials for the homeless.

The students who participate in this event last year and this year expect it to happen again in 2011; it's this type of momentum that makes Servant-Leadership at MSOE more student-centered.

Summit Education Association

There are numerous opportunities to mentor inner-city youth in the greater Milwaukee area. We have now established a relationship with another after-school program – Summit Education Association (<http://www.summitea.org/>). We are working with this non-profit because they are located on the south-side of town and meet the specific needs of the Hispanic community. By working with numerous after-school programs, we can give MSOE students choices as to what part of the Milwaukee community they want to serve.

MSOE Servant-Leadership website

The Servant-Leadership website (http://www.msoe.edu/life_at_msoe/campus_activities/servant_leadership/index.shtml) went through some major renovations this last year. Not only did we update the language on each of the pages, but we also introduced a blog and a page that lists current Servant-Leadership opportunities. Unfortunately, I have not been able to update these near real-time communication tools on a regular basis, so I have included our AmeriCorps VISTA Member, Kiera Castle, in the process. Hopefully, the two of us can do a better job this upcoming year to keep these pages full of current information.

Project Turkey

Several students and staff members teamed up to provide a thanksgiving meal for students who remained on campus to celebrate Thanksgiving. We did this project last year with great success, so it only seemed natural to do it again this year. The faculty and staff participated by donating side-dishes, casseroles, and deserts to the event, and Servant-Leadership provided a ham and a turkey. The evening was a great success: Ali Bernero, an AE major, cooked the turkey and ham, and Rachel and Rose worked to coordinate the day's events (watching the Thanksgiving day parade, playing board

games, etc.). We didn't have the same number of students that participated the year before, in large part because fewer students were staying in the dorms over the break.

Big Brothers Big Sisters of Metropolitan Milwaukee

We are continuing to work with BBBS, though we have found it to be challenging since BBBS requires a year-long commitment from its tutors (the type of commitment many of our students cannot make). In order to do something more realistic, specific students (Joseph Bosas and Stephanie Dahlke) coordinated events for "bigs" and their "littles" to participate in on our campus: working in the Mac Computer Lab on projects, using the facilities in the Kern Center, watching productions by our campus Theatre Troupe, and so on.

Books for the Zimbabwean Technical College

One of the groups of students I taught in OR3000, Applied Servant-Leadership, organized a drive to gather books for the Zimbabwean Technical College, an initiative that was started by Agnieska Janiak, an Assistant Professor in the Physics and Chemistry Department. Part of this project involved textbook recycling through the school bookstore and Library. In all, three pallets of books were donated to this cause.

Wheelchair Days

Jason Goike, an Architectural Engineering major, is the organizer for Wheelchair Days—an event that enables students, faculty, and staff to ride in wheelchairs to experience what it is like to be in a chair for a sustained period of time. Over 100 students participated in the event last year. This year, we plan on running the event in the spring (once the snow goes away).

Support Our Troops

Rick Gagliano, the Director of Student Activities, coordinates the assembly and delivery of care packages for the U.S. troops fighting in Afghanistan and Iraq. As a way of supporting Rick's efforts, Servant-Leadership pays all postage fees associated with the delivery of the packages.

Sahs Award

Every spring, MSOE hosts a Student Leadership Dinner to recognize students who demonstrate leadership on and off campus. The Daniel E. Sahs Memorial Award for Service is given to the student who demonstrates service to the MSOE community. Historically, Student Life has coordinated this effort, but as of 2009, this responsibility will be managed by Servant-Leadership.



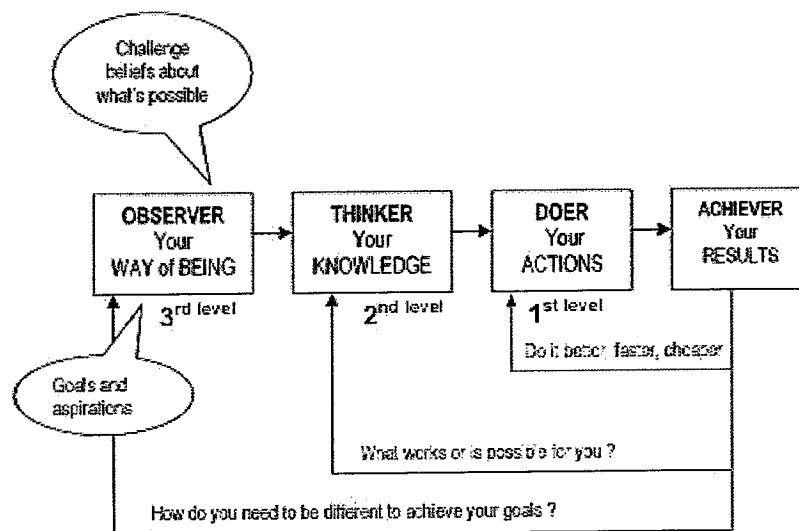
Figure 16: students organizing packages for the troops.

An Excellent Year in Carrying Out all Elements of the Missions of the Chair

The Elements of the Missions of the Chair, as defined by the Suzanne and Richard Pieper Family Foundation, focus on modeling Servant-Leadership through curricular opportunities, K-12 ventures, and the engenderment of an environment that fosters the development of future leaders.

Infrastructure, Connections, and Budget

When I give a presentation on Servant-Leadership, I talk about two things in particular. One is the staged approach of moving from the abstract to the concrete:



Before a student can think about how to solve a problem, they have to first observe it. Similarly, before a student can do something about solving a problem, they have to think about what they will do. This staged approach is what I try to implement at MSOE—so that our students can achieve results that demonstrate how Servant-Leadership impacts their lives and their communities.

This is a large part of the work we do in higher education: to help students learn abstract concepts—the intangible—and make it tangible. This is especially relevant at a school of engineering that boasts more labs than classrooms.

In order to enable students to give shape to their ideas, I tell them that the office of Servant-Leadership provides three things:

- Infrastructure: a pre-existing network that connects MSOE to our community
- Connections: people who can help students enact Servant-Leadership
- Budget: the resources to make it all happen

Much of what I do as Chair for Servant-Leadership involves providing these resources. My schedule is filled with meetings in the ongoing intent to bring the right people into the right place at the right time. By playing this role, the Chair helps students find the resources necessary to do great things.

Teaching Servant-Leadership

Since 1989, I have taught at the post-secondary level for numerous institutions: The University of Alaska-Fairbanks, Washington State University, Chapman University, and now Milwaukee School of Engineering. My teaching method has changed over time, just as I change as a person from year to year. Upon reflecting on the last two years, I have discovered that my role as a professor on a university campus has substantially morphed into a role that takes the tenants of Servant-Leadership into consideration and application. Granted, I now teach courses such as OR-2000 and OR-3000 that focus on Servant-Leadership theory, but what I find most interesting is how Servant-Leadership is transforming the courses that are not Servant-Leadership specific:

- EN 241, Speech, enabled me to bring in students from Our Next Generation as part of a discussion on how to interact in job interviews;
- HU 494, Creative Thinking, brought on projects that let students exercise their creative thought process by orchestrating initiatives that involved and benefited the community;
- TC 261, Research Methods, is designing an ethnographic study that will provide useful data for Milwaukee Center for Independence.

When I update a syllabus in preparation for the upcoming term, I work Servant-Leadership into the curriculum. I don't think this is happening because I am the Chair for Servant-Leadership; rather, it's happening because it is a way of enabling my students to learn while meeting the needs of others.

Servant-Leadership Presentations

I have had numerous opportunities to talk about Servant-Leadership – its history, theory, and how we are applying it at MSOE. The following list represents those speaking engagements:

- **MSOE Health, Development and Wellness Series:** I had the opportunity to present three times this year for this ongoing series that is hosted by the Counseling office on campus:
 - The first presentation focused on how to succeed academically at MSOE and took the shape of 7 upper-classmen talking in small groups with freshmen – with all of the conversations focusing around the “Seven Habits of Highly Effective MSOE Students.”
 - The second presentation looked at how to deal with writing anxiety and how flow theory serves as a model for engaged writing experience. This presentation was shared with Cindy Kotlerak, the director of the writing program in the Learning Resource Center.
 - The third presentation looked at how to prepare to study as well as how to implement meta-cognitive strategies for academic preparedness. Reflection was also a large part of this presentation's emphasis—how we do not learn from experience but rather on reflecting on experience (to quote John Dewey).

- **Professor Newman's leadership course:** I continue to present to Dr. Newman's leadership courses on Servant-Leadership and how this leadership model compares to other models.
- **Mindy Davis' MS3411:** I introduced Servant-Leadership theory to this class and will work with them during the winter term of 2010 as they enact Servant-Leadership projects.
- **The Greenleaf International Conference:** Last spring, I shared a presentation with several students that focused on developing a Servant-Leadership program at a university. The presentation was titled "The Steep Learning Curve: Lessons in Starting a Servant-Leadership Program."
- **MSOE Board of Regents:** This January, I will present to the MSOE Board of Regents, informing them of our program and our ongoing initiatives.
- **MSOE Campus and Community Fair:** At the beginning of the school year, we hosted an event in the Kern Center that enabled students to meet the various community partners we work with. Kiera Castle, our AmeriCorps VISTA Member, gave a presentation that looked at the overlap between the community partners.
- **MSOE Resident Assistants:** In the fall, I talked to the Resident Assistants about Servant-Leadership and how we can be a resource for the students in the dormitories.
- **MSOE Peer-Mentor Program:** In the fall, I also presented to the peer-mentors, focusing on how mentoring is an act of Servant-Leadership.
- **MSOE Faculty In-Service:** I participated in two faculty in-service presentations, one that looked at Servant-Leadership and issues of sustainability and a second that looked at the connection between Servant-Leadership and academic advising.
- **Alicia Domack's Social Problems and Sociology classes:** Dr. Domack has afforded me the opportunity to talk about Servant-Leadership and community building to a number of the sociology courses she teaches.
- **OR 102:** Faculty in the School of Nursing enabled me to talk to their first-term students about how Servant-Leadership overlaps with the nursing profession.
- **OR 402:** Several faculty that teach this one-credit course (to help students transition out of the university environment) let me talk about Servant-Leadership as it relates to deciding what to look for in a prospective employer.

A Servant-Leader (Past Student or Faculty) that Leads at an Element or Segment of our World

Last spring, Katherine Brabeck graduated from MSOE with a bachelor's degree in Nursing. Kathy was very involved in Servant-Leadership projects during my first year as Chair for Servant-Leadership:

- **Shoo the Flu:** Kathy coordinated the distribution of flu vaccinations by coordinating other nursing students as they volunteered their time, enabling the MSOE community to benefit from receiving vaccines.
- **David's Donors:** Kathy, along with 8 other nursing students, signed up to be bone-marrow donors—a program put together by an MSOE alumnus whose son was recently diagnosed with bone-marrow cancer.
- **Project-Kenya:** Kathy traveled to Nairobi through Project-Kenya and worked with urban and rural Kenyans to administer third-world medicine. She spent a week volunteering at an orphanage and then spent a week meeting the medical needs of a community living in the Kenyan countryside.
- **Student Worker in Health Services:** Kathy served as a student worker in the Health Services department—located adjacent to the Office of Servant-Leadership. Because we worked in close proximity to each other, Kathy would frequently come into my office to brainstorm various Servant-Leadership initiatives. I would also go to her desk to run ideas by her since she had valuable insights as to the “doability” of projects.

It did not surprise me when Kathy successfully interviewed for nursing positions at local hospitals: through her applied coursework in the nursing program, she had the opportunity to build good working relationships with a number of hospitals in Southeastern Wisconsin. When she did graduate, she was offered a number of work opportunities—but the one she accepted was a job at Children's Hospital (<http://www.chw.org>).

Kathy now works with premature infants on the 5th floor of Children's Hospital, helping them and their families through the first week of life. She works the night shift—a job requirement she has to contend with since she is new to her profession. Nevertheless, she does not let the odd hours of her new career deter her enthusiasm for working with infants in need.

Kathy is very enthusiastic about her work. I asked her if she finds it challenging, but she says no—it's not hard work for her to do. She admits that it's difficult to come to terms with many of the health-related issues of premature infants, but her passion to help them through their first few weeks of life overcompensates for the complications they contend with.

This is why I see Kathy as a true Servant-Leader: she serves as she leads. As long as I have known her and worked with her, the term “servant” and “leader” are synonymous.

On a personal note, I'm thrilled to see Kathy working at Children's because my son spent a week there earlier this year. The passion and compassion that the nursing staff showed my son made this unbearable process bearable. Knowing that Kathy is now working in this



Figure 17: Kathy and Kenyan children.

specific community has an added impact on my view of her as a Servant-Leader. It has also impacted my desire to fully participate as the Chair for Servant-Leadership.

Next Steps

Our projects are ongoing. The following list represents initiatives that are currently in the planning stages and will hopefully grow to fruition within the next calendar year.

YMCA

The main focus of Servant-Leadership at MSOE targets the students. This is appropriate, but it does not take into account the entire MSOE community. Involving other communities within our institution better enables our university to incorporate Servant-Leadership into the entire institution. It is with this intent that we started a relationship with the downtown chapter of the YMCA (<http://www.ymcamke.org>). They need adult mentors to work with high-school students – the type of mentors who have already successfully completed their college experience. With this need in mind, we asked the faculty and staff of MSOE to mentor high-school students who participate in the downtown chapter of the YMCA.

Starting mid-January 2010, these high-school students will come to MSOE on Tuesday afternoons and receive tutoring and mentoring from the faculty and staff that agreed to participate in this program. We hope to grow this initiative as the year progresses, starting with 15 students and 10 mentors and ending with 30 students and 15 mentors.

In the spring term of 2010, we may start a second program that will run on Thursday afternoons, an initiative that will benefit middle-school students. The details of this second weekly event with the YMCA are still under development.

2010 Servant-Leadership/Service Learning Conference

In 2008, I presented with some MSOE students at the Midwest Service Leaders Conference that was held at Marquette University. This 2-day conference was a big success, drawing in 120 participants from various academic institutions that represent the upper Midwest. This student-run conference did not take place in 2009. A colleague of mine at Marquette voiced interest in conducting the conference again – but this time she wanted to coordinate it in conjunction with another academic institution. I offered MSOE as a companion-institution, and we began holding meetings to organize the event.

Because Marquette's Service Learning office is large in proportion compared to the office of Servant-Leadership at MSOE, we decided to enable Marquette students to coordinate the event. MSOE students – along with two students from Lawrence University – will also be involved in planning the event; more importantly, we will host the conference on the MSOE campus.

The conference will have a Servant-Leadership presence in its content. It is my hope that all 3 of the Chairs for Servant-Leadership (MSOE, Lawrence University, and the University of Wisconsin Madison School of Engineering) can combine to provide material for the presentations – and the students to participate in the presentations.

Girls on the Run

Girls on the Run (<http://www.girlsontherun.org/>) is a non-profit prevention program that encourages preteen girls to develop self-respect and healthy lifestyles through running.⁶ Servant-Leadership has teamed up with Women's Connections to recruit female students for the program (it will launch in the spring of 2010). Servant-Leadership has also agreed to enable MSOE to serve as a designated site for the program.

I have also agreed to serve as a Board Member for Girls on the Run, enabling me to host board meetings and coaching events on the MSOE campus.

Student Athletic Advisory Committee

We are also working with student leaders that represent the Student Athletic Advisory Committee (SAAC) to bring our NCAA student-athletes to our "Girls on the Run" initiative, thus enabling our athletes to mentor inner-city youth through a vehicle they are very familiar with: athletics.

It's also my hope that the Olympic Mentoring Program, being led by Mark Jeter, benefits the student athlete demographic on campus. Because the office of Servant-Leadership is located in the Kern Center (the MSOE Health and Wellness facility), I see the student athletes on a daily basis – we share the same workspace. Our shared physical proximity should enable us to work closely together.

Great Lakes Restoration Project

Pam Proulx-Curry, the Executive Director of Wisconsin Campus Compact, is working with the members of the Southeast Wisconsin Service Learning Consortium (SWSLC) to coordinate a grant through Science Education for New Civic Engagements and Responsibilities (SENCER) (<http://www.sencr.net/>). If we land this grant, it will enable MSOE students to receive paid opportunities to work with other college students that study in southeastern Wisconsin.

The focus areas for the Wisconsin plan (and described therein as well) are:

- Water Management: Ensure the sustainable use of our water resources while confirming that the States retain authority over water use and diversions of Great Lakes waters.
- Aquatic Invasive Species: Stop the introduction and spread of non-native aquatic invasive plants and animals.
- Habitat and Species: Enhance fish and wildlife populations by restoring and protecting wetlands, rivers, streams and associated uplands.
- Coastal Health: Promote programs to protect human health against adverse effects of pollution in the Great Lakes ecosystem.

⁶ <http://www.girlsontherun.org/default.html>

- Contaminated Sediments: Restore to environmental health the Areas of Concern (AOCs) identified by the International Joint Commission as needing remediation and other contaminated sediment sites in the Great Lakes Basin.
- Runoff Pollution: Control pollution from diffuse sources into water, land and air.
- Persistent Bioaccumulative Toxins (PBTs): Continue efforts to eliminate the introduction of PBTs into the Great Lakes ecosystem.
- Sustainable Development: Adopt sustainable use practices that protect environmental resources and enhance the recreational and commercial value of our Great Lakes.
- Information and Indicators (I&I): Standardize and improve the methods by which information is collected, recorded and shared within the region.

Homework Hotline Mentor Program

Last year, I gave a presentation at Rose-Hulman Institute for Technology (<http://www.rose-hulman.edu/>). While I was visiting Rose-Hulman, I took a tour of their Homework Hotline program (<http://www.askrose.org/>). This is a very impressive program – one that enables Rose-Hulman students to assist K-12 students with their homework via phone and internet technology. Rose-Hulman is open to the idea of enabling MSOE to mirror this successful program. I hope to travel to Rose Hulman with Brian Burke, the Director of our Learning Resource Center, to see if this initiative is doable.

Layton Boulevard West Neighbors, Inc.

We continue to work with this non-profit organization (<http://www.lbwn.org/>) that performs mechanical engineering projects. Recently, we organized an event that enabled students to renovate a home in the Layton Boulevard West neighborhood. We also enabled some students to design and implement solar lights that illuminate markers that define the boundaries of the neighborhood.

This spring, though, we hope to do something much larger to scale. We are planning a project in conjunction with Community Warehouse to perform a complete home restoration project:

- Layton Boulevard West will provide the home to restore
- Community Warehouse will provide the materials as well as volunteer craftsmen
- MSOE will provide students who want to work with certified craftsmen

The project will probably take place in March of 2011.

Continued Work with AmeriCorps

I will apply for another AmeriCorps VISTA Volunteer in the upcoming year through Wisconsin Campus Compact. The work Kiera Castle started should continue; but instead of focusing on one specific non-profit organization that enables MSOE students to tutor and mentor inner-city youth (Our Next Generation), I will design this position to work with all of the non-profit organizations that enable our students to tutor and

mentor inner-city youth: Our Next Generation, the programs we run through the YMCA, Summit Education Association, and other organizations that we do not yet have an alliance with.

Sustained Research to Track the Progress of Servant-Leadership at MSOE

In the process of reviewing the performance of the Servant-Leadership program this last year, I reviewed the previous yearly reports, particularly those written by my predecessor, Dr. Scheibler. I wanted to review the quantitative data he gathered that helped demonstrate the implementation of Servant-Leadership – in the attempt to track our success over the last 5 years in total. After reading through the documents, I saw that data utilized in the documentation came from the following sources:

- The Noel-Levits Student Satisfaction Inventory (SSI): The Student Satisfaction Inventory gives you a powerful tool to improve the quality of student life and learning. It measures student satisfaction and priorities, showing you how satisfied students are as well as what issues are important to them.⁷
- The National Survey of Student Engagement (NSSE): This survey obtains, on an annual basis, information from hundreds of four-year colleges and universities nationwide about student participation in programs and activities that institutions provide for their learning and personal development.⁸
- The Cooperative Institutional Research Program (CIRP): The survey covers a wide range of student characteristics: parental income and education, ethnicity, and other demographic items; financial aid; secondary school achievement and activities; educational and career plans; and values, attitudes, beliefs, and self-concept.⁹

The data garnered from these sources is extremely valuable to MSOE. Unfortunately, though, the data as a whole does not effectively track the institution's ability to provide service or leadership opportunities to the student population. In order to perform this specific task, one would have to design and implement a specific quantitative and qualitative research project that targets the implementation of Servant-Leadership – and then repeat that process on a yearly basis in order to track the performance of the Servant-Leadership program.

What I propose to do this academic school year is to implement such a research project. I will work with the MSOE Institutional Review Board (IRB) to design and implement an ethnographic study that will gather survey, interview, and field data for the purpose of understanding how successful Servant-Leadership is implemented at our institution. I also hope to gather data on how the skills garnered by our graduates transfers into their post-academic environments.

7

<https://www.noellevitz.com/Our+Services/Retention/Tools/Student+Satisfaction+Inventory/>

⁸ <http://nsse.iub.edu/html/about.cfm>

⁹ <http://www.heri.ucla.edu/cirpoverview.php>

I do not want to undertake this process on my own. The Technical Communication degree program requires its students to take a course in Research Methodology (TC 261). I plan to recruit students who have excelled in this class—since they have already learned and exercised the skills needed to employ an ethnographic study—and work with them to conduct this study.

If we repeat this process on a yearly basis, we can compare the data gathered from each ethnographic study to track the effectiveness of the Servant-Leadership program at MSOE—and do it in such a way that the students can exercise the skills they receive in their academic coursework.

Conclusion

The longer I serve as Chair for Servant-Leadership, the more I come to understand that the line that separates my role as Chair from my role as Professor becomes less and less distinguishable—just as my life inside and outside of MSOE continues to blur. Our ventures into curriculum are proving successful: the faculty are becoming more interested in integrating Servant-Leadership into their courses. I will continue to look for academic opportunities to integrate Servant-Leadership into the fabric of MSOE, just as I have attempted to enable students to exercise Servant-Leadership outside of the classroom environment. Because, in the end, our students benefit from this leadership model—as do the communities that challenge our students to practice it.