

Ripon College Pieper Family Chair in Servant Leadership Report

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Executive Summary

I am excited to be the new Pieper Chair at Ripon College, having assumed those duties in January of this year. In this report I will summarize curricular activities that have been ongoing since the last report, will speak of impactful and possibly transformational activities at the college, local, and international level with which I am associated, and describe in some detail how my own teaching and professional work reflects the principles of Servant Leadership embodied in the charge of the Pieper Chair. Finally, I will present three individuals, including myself, whom I believe are worthy of consideration as examples of Servant Leadership in action.

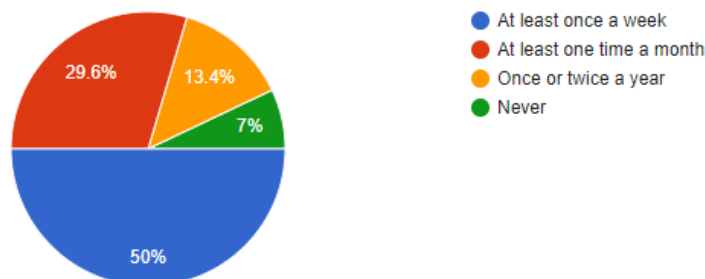
Several of the activities I report below were ongoing before I assumed the Pieper Chair; others have followed that appointment and directly relate to the values behind the Pieper Foundation and the Pieper Chair. I repeat that I am very happy to have been offered this opportunity. Not only is Servant Leadership consistent with my values and activities, I have found assuming the Chair to be a catalyst for my thinking in many areas of teaching and service.

Criterion 3: Outcome measures

Dr. Steve Martin, the former Pieper Chair before I assumed the position, sent out a two-item questionnaire to alumni concerning how often they volunteered for community service, as well as what form the volunteering took. As can be seen in the pie chart below, exactly half of the 142 responding alumni reported volunteering at least one time per week, with almost thirty percent reporting voluntary activity at least once a month; only 7% reported that they did not volunteer at all. The most common type of activity volunteered was fund-raising, although activities involving leadership were also prominently mentioned

How often do you volunteer your time in your community in some way?

142 responses



Criterion 4: Phenomenally above demographic norms for maximizing this area

I am not aware of the demographic norms for this question; I will accept the judges' decision concerning how these data compare with those of other colleges.

Criterion 5: Breakthrough venture that promises new beginnings in acts of goodness – on campus, community, collaborations, in our world

Note that in this section I am only including ventures in which the Pieper Chair takes part in some way. I will return in the next section to elaborate on some of these and add others when I address the activities of the Pieper Chair. For this and for the following section, I believe it is important to realize that a college such as ours is populated by students from the typical ages of 18-21. There may be students who already demonstrate Servant Leadership at this stage. It is important, however, to identify the educationally-relevant elements that contribute to the likelihood that students will develop lives that contain Servant Leadership, and I believe it is important to identify some of the factors that can lead to Servant Leadership. After considerable reflection, I suggest the following elements, all goals or aims of educational settings, that may be conducive to developing Servant Leaders.

1. Awareness of issues that need addressing; often these will involve groups who are disadvantaged, and students who are NOT from such groups may need to be made aware of these issues as part of their educational process.
2. A belief in one's ability to make a difference, or in psychological terms, self-efficacy.
3. An attitude of "other-directedness", rather than evaluating an action based on one's own payoffs, which is essential to the "service first" emphasis of Servant Leadership
4. The gathering of the skills necessary to accomplish the tasks involved in Servant Leadership
5. Being aware of and being encouraged to consider career and personal choices consistent with Servant Leadership
6. Real-time practice and experience working in settings in which service plays a major role, both for the development of relevant skills and for actively "trying on" acts of service

As I present the following sections, I will refer back to these elements.

1. The Catalyst Curriculum.

This is an ongoing initiative and was reflected in last year's report; we are now beginning its third year. This skills-based Applied Innovation program is, as noted by Dr. Steve Martin, the previous Pieper Chair, devoted to the skills necessary for Servant Leadership and has been to this point a strong success. Students in the first year are taught quantitative reasoning and writing skills; during the second year they are exposed to the important principles involved in understanding other cultures and in considering problems and areas that require them to integrate the skills they have already learned. Finally, an Applied Innovation course taken their junior year requires the consideration of a "real world" problem in light of their previous training. We believe that this curriculum, which both students and faculty have found exciting and productive, fulfills important steps toward creating Servant Leaders. I have taught two sections of the Quantitative Reasoning (Catalyst 120) class, and will be teaching one section each semester of this year. Our class, entitled "The World is Going to Hell" is an examination of historical trends in terms of violence, poverty, and other negatives, with the evidence indicating that all of these are "getting better" rather than, as many perceive, getting worse. In my section, we add a Servant Leadership component reflecting on the power of the individual to effect change.

I believe that the Catalyst Curriculum addresses primarily Point 4 in the above list, as the skills taught in the Curriculum are essential to effective Servant Leadership. Depending on the specific topic of the course, more points may come into play.

2. The IGNITE class.

Another curricular initiative seeks to provide special aid to those who may be disadvantaged in the educational process. Ripon has a high percentage of first-generation college students, and students in that category are known to experience higher levels of difficulty in college than are students coming from families where at least one parent is a college graduate. Ripon just finished its first IGNITE program, a three-week three-credit course. Sixty students participated and came to campus early, took one class and got to know one professor well, at the same time as taking workshops and other structured activities designed to help them become better students. As the Pieper Chair, I was involved in the early planning of IGNITE and taught one of the four classes. Preliminary results indicate that the students involved felt that the program was a great benefit to starting their first full semester poised for success. This attention to providing services to groups that may be otherwise disadvantaged is an integral part of the Servant Leadership model, and we are happy to have been able to provide this program.

The IGNITE program also affects Point 4, and makes a special effort to make success in college more likely for students from potentially disadvantaged backgrounds.

3. Increased emphasis on the use of out-of-class internships.

Ripon College is currently embarking on a series of faculty workshops that has as one goal the increased cultivation of internships outside the classroom. These internships will allow students to try out their various skills in real-life settings where the essential emphasis will be on providing service to others rather than focusing only on their own outcomes. I am taking part in this workshop, and I look forward to learning more and to being able to help others develop internships such as the ones I describe in the next section.

This type of activity is especially powerful, as it has the potential of hitting all six of the points listed above, and can be a student's first experience of doing work for which he or she is not the primary person who benefits. These types of experiences can lead to networking that promotes good career choices, and can be transformative.

4. The Ripon College-Jamaica connection

I will write more about the Ripon College-Jamaica connection in the next section, as many of my Servant Leadership activities arise out of this program. At the same time, the Ripon-Jamaica connection involves more than work directly connected to the Pieper Chair. Haley Madson, whom I am presenting as a model Servant Leader in a later section, returned from participating in a class I took to Jamaica and founded a campus organization entitled Student Volunteers for the Blue Mountain Project. That organization, of which I am the advisor, has not only managed to remain a viable student organization for over ten years, but has secured College funding for a trip to Jamaica each of the last ten summers so that students can spend two weeks in Hagley Gap, in the rural areas of the Blue Mountains, with approximately 60 students participating during that time. In Hagley Gap, students live and eat with families and do enrichment activities with local children, providing important educational opportunities

during the summer school vacation. They also bring donations of school supplies. Very close relationships are formed between the local people and our Ripon College students, and our students become very aware of cultural differences and differences of opportunity.

I believe that this activity potentially addresses all of the points noted above, and is in some cases transformative.

6. Activities of the Pieper Chair

By way of introduction to this section, let me describe my background and the direction from which I come to Servant Leadership. My original training was in Social Psychology and my original interest was the “social justice” side of Social Psychology, which includes examinations of the corrosive effects of prejudice and discrimination. About twenty-five years ago I was exposed to the interdisciplinary field of Peace Studies, which introduced me to the idea of “Positive Peace”, a vision of the world in which obstacles to personal and community growth are overcome so that all people can rise to their full potential. I find this a powerful idea, and find this concept intimately related to Servant Leadership, as Servant Leaders often direct their efforts toward the overcoming of precisely such obstacles as racism, poverty, and other difficult societal issues. Thus, when I encountered the ideas of Servant Leadership, I recognized the similarities in terms of values and actions to the field of Peace Studies.

I would note that Servant Leadership occurs in many forms, including the career tracks that we choose. For example, due to the influences of Peace Studies and my desire to work more actively for the direct good of others, I chose to respecialize in Counseling/Clinical Psychology some fifteen years ago. This field, I believe, represents a Servant Leadership approach, as it is dedicated to leading an individual, a family or other group, or a community, toward a better life. My respecialization allowed me to do mental health work in difficult settings: prisons, jails, and presently in nursing homes. More importantly, I have managed to bring students with me into all of these settings and have exposed them to careers serving those who are disadvantaged. My respecialization has also made it possible for me to work closely with the many students who are interested in the field of therapy, advising them as to career directions, encouraging them to participate in important internships, and helping them network in ways that increase the chance of success in applying to competitive graduate programs. The fact that I now mentor and educate students who choose a career dedicated to the benefit of others is, I believe, an important contribution to Servant Leadership, as are the other initiatives that arise from that teaching.

Finally, before I present specific initiatives and examples, the assumption of the Pieper Chair has had a beneficial effect on my teaching. Given my interests, it is not surprising that many of my classes include elements relating to Servant Leadership. Since assuming the Pieper Chair and becoming more conversant with the principles of Servant Leadership, however, I have seen a number of elements that I can add to make my classes even more relevant to the idea of Servant Leadership.

Activities of the Pieper Chair

For ease of understanding, I am dividing my activities into three general categories.

A. The addition of Servant Leadership elements to classes I already teach.

As noted above, I found the ideas of Servant Leadership to add a creative spark to several of my classes. For example, in my Social Psychology class, in keeping with the other-directedness of Servant Leadership, we examined the effects of cooperation vs competition, noting that, of the 24 peaceful cultures on the planet (peacefulsocieties.org), 23 encourage the playing of cooperative games instead of competitive ones. We also, as a class, performed a group project designed to help Ripon College students discuss issues respectfully and cooperatively, rather than simply “trying to win”.

In my Catalyst 120 class, as noted earlier, we paid special attention to the people who had individual impact in reducing destructive aspects of society such as discrimination, poverty, and other social ills. I challenged each student to consider themselves as potential leaders on issues that they consider important.

My two counseling-related classes, Theories of Personality and Counseling, and Psychopathology also saw the addition of elements concerning Servant Leadership. In the latter course, we paid special attention to those pioneers such as Dorothea Dix, whose actions led to better treatment for the mentally ill. In Theories of Personality and Counseling, we noted the “servant” aspect of becoming a counselor, and noted that people famous for their contributions to counseling, such as Carl Rogers, also worked at broader levels to promote the welfare of people across the globe.

As noted above, I also was one of four professors who taught sections in the IGNITE course, a one-credit course in August that was designed to give at-risk college students a better chance of succeeding in college. I was involved in the planning of the program as well as teaching my one section, and greatly enjoyed the experience. As noted above, this class was designed to aid students who may be facing disadvantages in their college education, aligning with the goal of Servant Leadership to address disadvantaged groups.

Finally, an unusual example of adding Servant Leadership to a class occurred last spring. For years I have been teaching a one-credit for the Exercise Science Department called Half-Marathon/10K Training, with the subtitle being “How to Do Hard Things”. It occurred to me last spring that this course dealt with a very important factor in Servant Leadership, the belief that one could do difficult things. Along with discussing this idea, I brought in Haley Madson (whom I am putting forward as a model Servant Leader) and asked her to speak about the similarities between running a half-marathon (she had taken the course years ago) and the Servant Leadership positions she has held. Haley had no trouble connecting the two, and noted that her knowledge that she “could do hard things”, learned in the half-marathon class, had served her well in her later work.

B. Creating internships consistent with the values of Servant Leadership

When I completed my respecialization in Counseling Psychology some ten years ago, one result was the increased emphasis on encouraging and mentoring students in the field of counseling/clinical psychology, a profession dedicated to helping those in need, which often includes disadvantaged populations. As part of this emphasis, internship opportunities were sought in the community that would provide benefits to the community agencies and those they serve, as well as to the students who took part. Ideally, students would as a consequence become exposed to careers that would serve others and would gain more awareness of problems in society that need to be addressed, two of the elements that I believe lead to Servant Leadership. There are three examples of such internships

currently in operation, involving, respectively, at-risk high school students, the elderly, and inmates at a county correctional facility.

1. Crossroads Academy: the alternative high school for the Ripon School District. The 9-16 student school is conveniently located just off our campus. The school was established 10 years ago at the same time I was finishing up my respecialization. Drawing on the networking I had established when a member of the Ripon School Board, I was able to set up an internship program for Ripon College students who were interested in working with at-risk teenagers, and this program, active at a high level each year since its inception, became, from the outset, a significant element of the functioning of Crossroads Academy. Each semester 10-16 Ripon College students have spent 3-4 hours each at Crossroads, mentoring students who are finishing their high school education by completing appropriate on-line educational programs. To this point, over 300 Ripon College students have completed this internship. The impact of our students has been great, as at least one student is present at Crossroads almost every hour of the week, greatly aiding the staff of two in helping students overcome the difficulties they encounter in completing their work. Ripon College students learn to help Crossroads students with motivational and focus issues, and at the same time often become aware of some of the difficult environmental and family factors that Crossroads students may be dealing with. This internship operates on a large scale, with approximately 25 students per year, at 3-4 hours each week for each student, equaling approximately 1500 hours each year, for the last ten years.

2. Nursing/Rehabilitation facilities in the area. Students have also been placed in interns in local skilled nursing facilities, where their functions have ranged from talking and visiting with residents to assisting activities staff in their work providing stimulating activities to their elderly clients. Students have done these internships during the school year and, in an expanded way, during the summer, and have, by working with this vulnerable and growing population, become more aware of the living restrictions that can affect mental health in this population. Impacts have occurred at several different levels. Staff at the facility have received much-needed help in providing important activities and programs to residents. Residents have as a result been able to take part in more activities and have more positive experiences. Our students have become aware of an area where more mental health resources are needed, have become more accustomed to interacting with the elderly, and have acquired experience in an area that may influence their career choices. These internships provided approximately 300 hours of student-facility contact this last year.

3. Correctional populations. Students have also been placed in internships at the Green Lake County Correctional Institution, where students have in the past been allowed to accompany me as I facilitated therapy groups. Current activities consist of mentoring inmates who are working toward their GED or HSED, and running the Storybook Project, a program that allows inmates to read bed-time stories to their children that are recorded and mailed to the children. This internship accounted for about 100 student-hours of contact this last year. These experiences are reported by students to increase their awareness of the importance of background and educational factors in crime, and have influenced choices of careers.

C. The Jamaica Program

Hagley Gap, Jamaica, is a small village of approximately 2000 inhabitants, located in the Blue Mountain area of St. Thomas Parish. "The Gap" is only twelve miles from Kingston if one draws a

straight line. But it is about 90 minutes away by car, and is in a rural setting that is, in many ways, worlds away from Kingston and the areas of Jamaica frequented by tourists. The rural setting is beautiful, but is affected by deficiencies of infrastructure and government action that result in very difficult roads, little access to healthcare, and difficulties with sustained education. The Blue Mountain Project, a non-profit service learning organization, was formed fourteen years ago by Denise Jefferson, a graduate of Northland College, with the intent of augmenting the healthcare available to the local area. Over those fourteen years, the BMP has expanded and contracted, as do many small non-profits, and its mission has added education and community sustainability to its original focus on healthcare. (More can be found at bluemountainproject.org).

Ripon College's affiliation with the BMP began thirteen years ago when I first became aware of the BMP, one year after its founding. I was looking for a place to take students to do work related to the field of Peace Studies, and heard of the BMP from a faculty colleague from another institution. I took the first group and found the experience to be very rich in a variety of ways. I have continued to bring students as part of a class for the last 13 years, bringing approximately 180 students during that time. Students live with families, work in the schools and in the community, and participate in local culture during a stay that may last one week or two, depending on the group that is coming.

These trips have been impactful in a number of ways that we believe are relevant to this criterion for Servant Leadership and for creating "acts of goodness". First of all, Ripon students have become aware of the way of life of others in our hemisphere, and how that way of life differs from that in the mainstream US. For example, in Hagley Gap, everyone knows everyone. There is no police force, and very little crime; everything is handled by the community itself. During difficult times (hurricanes, drought), the community works together to solve their problems, essentially unaided by any government entity. Ripon students come away from these trips having learned many lessons, and process this material in their own way. Some, such as Haley Madsen and Sydney Radandt, go on to further education and careers in Servant Leadership, pointing back to this experience as the catalyst for their later choices. Ripon students learn and observe that their own access to education is not present in the lives of everyone, and learn to question the fairness of that state of affairs. All students come back with their own stories, and some, such as Haley and Sydney, find their lives are transformed.

This past year I visited Hagley Gap with students twice, once in January and once in July, continuing the traditions that we began some thirteen years ago.

The new Ripon-Jamaica Scholars program (proposed, and in the process of being set up)

One important event took place in 2008, when Ripon College agreed to give full scholarships to two students from the Hagley Gap area. Sandra Campbell and Mydia McPherson arrived at Ripon College that fall, and graduated on time four years later. At that time, there was great interest in the Hagley Gap area of having more students come, but the financial exigencies at the College made this impossible. I am happy to report, however, that the College's financial position has improved and I have submitted a proposal to bring two students per year from the Hagley Gap area to Ripon College, under the partnership of Ripon College, the Blue Mountain Project, and a group of donors which includes former Ripon College students who have visited the Gap as part of a class or other student group.

This program has already been approved by the Board of Directors of the Blue Mountain Project and Ripon College has agreed in principle, with the exact details of funding needing to be worked out in

the next few months. The completed agreement has not yet been formalized, but I believe that this project needs to be part of the Pieper Chair's report, as this represents a project that I have literally spent years attempting to bring into being, and one which I think is transformative for the people of Hagley Gap. Higher education is not easily accessible; there are no high schools in Hagley Gap, necessitating up to two hours travel each way simply to go to high school. It is not surprising that drop-out rates in high school are high, given those conditions. We found that when we brought Mydia and Sandra to Ripon College in 2008, the community was electrified; we were stopped in the street by other high school students who wanted to attend Ripon College as well. It is our belief that establishing this program will elevate the importance of doing well in high school in the Hagley Gap area, and we believe that, even if we are not able to accept all qualified students, higher levels of achievement in high school will bring rewards to the students involved.

Criterion 7: A servant leader (past student or faculty) who leads at an element or segment of our world.

I am proposing three people that I believe fit this category. Two are former students, Sydney Radandt and Haley Madson, both of whom participated in the Jamaica Maymester or In-Focus courses, and both of whom on their own initiative expanded their Jamaica experience far beyond that initial trip. The third person that I am proposing is myself, Dr. Joe Hatcher. It is with humility that I make this part of the proposal, and in line with Servant Leadership principles, as a successful proposal will benefit my College, and not myself. For the two students, I will provide a short introduction and will include their own description of their experiences and subsequent paths in life.

Sydney Radandt, Ripon College class of 2017



Sydney accompanied me to Jamaica as part of the In-Focus class in spring of 2015, a class entitled Peace Studies in Jamaica. Sydney resonated to the experience so much that she subsequently visited Jamaica four more times before she graduated, once as part of another group I took (she became co-trip leader on that trip) and on three other occasions, all on her own, with at least one trip having an academic data-collection focus on behalf of the Blue Mountain Project. Following her graduation, Sydney worked for AmeriCorps for one year and subsequently applied to the Peace Corps. She left for

Namibia two weeks ago, and I had the pleasure of attending her surprise going-away party. Here is Sydney's self-description:

Sydney's self-statement, which indicates the many threads and experiences that come together to produce a Servant Leader:

Be kind and love all people. These were the words my mother raised me saying, while also reminding me that life is about gaining new experiences and building relationships with others. I believe my mothers' encouragement set the foundation for the outlook I have today when approaching situations and decisions in my personal and professional life.

Looking for ways to get involved and serve my local community, it wasn't until I joined Rotary Interact Club at my high school where I understood the importance of volunteerism. While leading the student group at Oshkosh North, my junior and senior year of high school, I also had the pleasure of being mentored by a local Rotarian, John Hobbins, who guided me and pushed me to think civically.

When beginning my first years at Ripon College, much what John had taught me, I held on to. Get involved. Meet new people. Experience new things. I joined the Ripon College Women's volleyball team, Student Athletic Leadership Team, and Key Club. While taking a couple of Sociology classes at Ripon College I began to better understand the deep complexities of privilege and power that lie within our communities, locally and internationally, systematically pushing out and oppressing minority groups. The idea that an individual's opportunity to satisfy their needs is determined by their ability to access both tangible and intangible resources, including healthcare and education, left me feeling uneasy. I wanted to better understand concept on many levels, so I am then able to work against it and use my privilege to educate others about it.

Once the opportunity to travel the Blue Mountains of Jamaica arose with Professor Hatcher in May of 2015, I knew that I needed to go. I love traveling, exploring, and meeting new people, especially from people from much different walks of life than myself. I figured this was the perfect opportunity to explore the people and communities of the Blue Mountains of Jamaica, while under the umbrella of an International NGO. Professor Hatcher has taken nearly one hundred students on this trip over the course of many years and I had heard countless stories on how it influenced many others lives, but I didn't quite think that it would influence my life and my outlook the amount it did.

I remember preparing for the trip during Professor Hatcher's Monday night class and became immediately inspired by the impact the Blue Mountains had on Haley Madson's life. She was a student of Professor Hatcher's and had traveled to the mountains, fell in love with the community there, and looked for ways to continue to contribute, ultimately leading her to hold a position on the Board of Directors of the Blue Mountain Project. That motivated me. I wanted to do that.

The first time traveling to the mountains, everything was so new and exciting. Making the drive up to Hagley Gap from Kingston there were miles of beautiful mountainsides, locals welcoming us in Patios, smells from local jerk shops lining the roads, and heavy reggae beats coming from speakers much larger than the ones used in the States. I knew that my time was going to be great. Staying with Merlyne and family my first week in the mountains was so remarkable. While welcoming me into her family with open arms, she also began to open up to me about the day-to-day obstacles that her and her communities face. Accessibility to healthcare and education are extremely restricted. Living up the mountain with challenging terrain, the people of Hagley Gap are located hours from the nearest hospital, and youth are

forced to walk miles to neighboring communities often in the early morning or late night to obtain their education.

While the setbacks that Hagley Gap face may be tough and discouraging at times, there is so much beauty that lies within the people and communities of the Blue Mountains. Their ability to remain resilient to obstacles placed in their way, personally, is extremely inspiring. Their strong sense of community and ability to come together is admirable as well. When looking at my community at home, most households are very individualistic and have an understanding that each household must work individually and not collectively. It was interesting and eye opening to me to have the experience to compare the Jamaican culture to my culture back home.

If it were not for the Blue Mountain Project, encouraging and supporting volunteers throughout their time in the mountains, it is likely I may not have had as memorable of an experience as I did. Serving as a Service Learning Volunteer and assisting in classrooms, leading other volunteers to Jamaica and ensuring that they have a memorable experience, and also hold the pleasure of serve on the Board of Directors for an organization that has opened my mind to so many possibilities, allowed me to build strong friendships, and inspired me to pursue a lifetime commitment to service.

To me, there is something so remarkable about the cross-cultural exchange that occurs between two people from different places. Understanding how much I have grown from each cross-cultural exchange, I wanted to continue to grow to understand others and their cultures. The Blue Mountain Project has inspired me to serve my wonderful, creative and energetic freshman students at James Madison Academic Campus with City Year Milwaukee – AmeriCorps who have taught me so much about myself over the past year. Come August, I will be leaving to Namibia, Africa to serve as a Secondary Math Educator for the next 27 months. As I prepare to make the big move, if it weren't for my opportunities with the Blue Mountain Project, I would not have the courage to leave my loved ones and be pushed completely out of my comfort zone. I am assured that I will be able to build a family in Namibia, as I was able to in Jamaica.

Haley Madson



You may have noted a reference to Haley's positive influence in Sydney's self-statement, as Sydney reported being impressed by hearing Haley speak of her experiences. Haley accompanied me to Jamaica on one of my first trips. She was a non-traditional student at the time, with a young child, and I

at first was concerned about her decision to go, given the complexity of her life. She assured me that she knew exactly what she was doing, and provided me with several unforgettable memories during that first trip. Haley was transformed and energized by the issues she saw in Jamaica in a way that I have never seen before or since. I remember that the aluminum roof of Minto School had a large hole in it so that rainwater streamed into one of the rooms. Haley took it upon herself to organize a roof fix, which in rural Jamaica is far more complex than it would be here. She essentially commandeered transportation to Kingston 90 minutes away by bad road, spent her own money to buy aluminum sheeting, and organized a work party to get the work done, all in a culture with which she was not familiar. I recall it as one of the best examples of “single person energy” I’ve ever seen; she was simply unstoppable.

Haley returned to Jamaica on her own several times, and became intimately involved with the Blue Mountain Project as a staff member and later as a Board member. She has subsequently served her local community in so many ways that they are hard to list, although I provide a few examples below. She has been recognized by Ripon College and interviewed about her work; that interview can be found at <http://www.ripon.edu/2016/08/30/personal-support-international-opportunities-made-lasting-impact-on-nonprofit-professional/>

Here is an excerpt from the page that relates to her experiences at Ripon College:

“The classes I took had a lasting impact, not just on who I am today but on the career path I chose,” she says. “Professor Joe Hatcher’s Peace Studies course in the rural Blue Mountains of Jamaica changed my outlook on the world and my life. I learned about my passion for international development, global health, and issues of justice and equality.”

Here are Haley’s own comments concerning the various positions she has held since graduating approximately ten years ago. Note the common thread of service in all of her positions. Notably, she has recently co-founded Re:Claimed Foster Closet to aid foster families, but prefers to work behind the scenes more than to be the spokesperson for the group. Here is what Hales says about this venture.

Our mission is to support Foster Families from Initial Placement to Reunification. We provide 7-10 days worth of clothing and hygiene items when a foster child is placed with a family. We make every effort to supply those items within 24 hours of placement. We offer continuing support through meals, respite and support to the families to ensure stability for the foster child and avoid a disrupted placement, if at all possible. I am also a foster parent for Fond du Lac County.

As to her current role at the Oshkosh Area Community Pantry:

My role at the pantry includes managing all of our community program and partnerships (Backpack Program, Kids Corner, Home Deliveries and our continuing partnerships with UW- Oshkosh, Feeding America, and the TEFAP commodities program). We are also part of a community initiative called HUB Coaching. I essentially work as a social worker to help them navigate the social services program, also advocating on their behalf when services are denied or delayed for various reasons. (<https://www.huboshkosh.org/>)

She has also served as the Volunteer Coordinator for Fond du Lac County:

This has provided me with a unique opportunity to serve diverse populations through the Department of Social Services, including Child Protective Services, the Aging and Disability Resource Center, and the Juvenile Court System. During my time as the Volunteer Coordinator, I created and implemented multiple volunteer/internship programs including, Peer Mentoring, Youth Mentoring, Transportation Services, Supervised Visitation, and the Friendly Visitor program (which included collaboration with the Music and Memory Program). It was through my time at Fond du Lac County that I decided returning to school for my social work license was critical to my future career development. I am currently working through the process of obtaining my certification through UW-Stout (online program) and the Department of Safety and Professional Licensing.

These samples do not represent Haley's full resume', but they give an idea of how active she has been, always in the service of others, and usually in a leadership position. Haley also has a strong spiritual element to her life, and is an active participant in the Ripon Community Church. I do not know of anyone who has lived a life more consistent with Servant Leadership principles than has Haley Madson.

Dr. Joe W. Hatcher

It is with appropriate humility that I put myself forward as an example of a Servant Leader; I am happy that, should this proposal be accepted, the benefit would go to my College rather than to myself. I have always been concerned with working toward social justice, and my involvement during the early years of my career with the Wisconsin Institute for Peace and Conflict studies not only introduced me to important ideas in Peace Studies, it provided models for me of Servant Leadership in the colleagues who had first established that Institute. As I matured in the organization, I took on leadership roles, serving as both Associate Director and Executive Director. My work there was appreciated to the extent that I was awarded the Dick Ringler Distinguished Peace Educator Award for 2011-12.

I had already begun the Ripon-Jamaica connection, and kept it alive through my own willingness to take students to Jamaica each year. For the first eleven trips, I received no pay for going, although student funds paid for my travel. Although I took colleagues with me whenever I could, it is accurate to say that, if I had decided to terminate my involvement, the current Ripon-Jamaica activities, with all of their positives for both Ripon students and for the people of Hagley Gap, would not exist. I look forward to the next step, and believe that the proposed Ripon-Jamaica Scholars program that is currently in the works will produce even more benefits for all involved.

Finally, my respecialization in Counseling Psychology about ten years ago has not only allowed me to do important mental health work in prisons, jails, and in nursing facilities, it has allowed me to bring students into those settings as well, showing to them possible careers that they may never have considered, at the same time they have been able to do work that benefits others and themselves. This has been very gratifying. I have also been able to promote the counseling/clinical area as a career to the many students with that interest, and have done so successfully. For the last several years, approximately half of our graduating Psychology majors have achieved entrance into graduate programs at the Masters, PsyD, or Ph.D. level, and many are already out in the field practicing their profession.

In summary, I believe that my work is, taken as a whole, an example of successful Servant Leadership. I am especially gratified by the examples of Haley Madson and Sydney Radandt, which attest to the power of some of the experiences that I was able to arrange in terms of influencing students to become Servant Leaders as well. In the future, I hope to continue the lines of work I am currently involved in, as well as expanding our Jamaican program by bringing qualified students from the Hagley Gap area of Jamaica, to the mutual benefit of Ripon College and of the people of rural Jamaica.