

Suzanne & Richard Pieper Family Foundation
Endowed Chair for Servant Leadership



College of Engineering
UNIVERSITY OF WISCONSIN-MADISON

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

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

The current chair is Greg Harrington, who also serves as associate department chair for the Department of Civil and Environmental Engineering and is responsible for oversight of the department’s undergraduate program of over 400 students. Greg also teaches and conducts research in the area of drinking water engineering, which has given him opportunities to serve local communities with their drinking water needs and to help students perform drinking water development projects in developing countries. For these efforts, Greg was awarded the Ragnar E. Onstad Award for Service to Society by the College of Engineering in May 2015.

Greg works closely with a Servant Leadership team to support the implementation of programs furthering the Foundation’s mission. Mark Kueppers has been collaborating with the team since 2014. Although he no longer has a formal appointment with the College of Engineering he has been instrumental in helping the chair with assessment efforts, particularly with the Multi-Institutional Study of Leadership (MSL). This past year, Mark began service as the Director of UW-Madison’s Center for Leadership and Involvement, overseeing the direction and vision of the center. Mark has been integral in helping to provide campus insight and connections to the Pieper Chair. We are excited for Mark as he continues his professional growth and are thankful that we remain closely connected to the Center.

Also assisting the team this year have been Barb Kautz and James Yonker. Barb is the Assistant Director of Leadership Development at UW-Madison’s Center for Leadership and Involvement. James is a member of the Research and Data Management group in UW-Madison’s Division of Diversity, Equity, and Educational Achievement.

We are currently working with Manuela Romero and John Archambault to search for a full-time faculty associate to work collaboratively with the Pieper Chair and the Engineering Student Development office. Within the College of Engineering, Manuela serves as the Associate Dean for Undergraduate Affairs and John serves as the Assistant Dean for Student Development. The Engineering Student Development office advises the 55+ registered engineering student organizations, providing student leaders with the leadership training, support and resources necessary to implement quality programs and events. The office also assists student organizations with special event planning, budgeting and financial oversight, organizational development and more.

We are pleased to provide the Pieper Family Foundation with this annual report summarizing our activities through August 2018 and our goals for Academic Year 2018-19. The report is organized in accordance with the criteria set by the foundation to conduct its annual evaluation. We have also included specific information identifying how the funding provided for the Servant Leader Chair has made an impact. We look forward to receiving feedback from the foundation on our activities and to continuing our work into the coming year.

Criterion 1 – Outcomes Baseline Data

Typical Thinking that Goes into Evaluating the Criterion

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

Academic Year 2017-18 Progress

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

We acknowledge that the EBI survey measures important traits of leaders but does not directly address the attributes used to describe servant leaders. Thus, we helped fund the campus-wide and College of Engineering implementation of a survey used by the 2015 Multi-Institutional Study of Leadership. This survey also focuses on leadership knowledge, including servant leadership. This survey was administered in 2015 and we will continue to analyze the data from this survey into 2019. We have taken a campus-wide leadership role in the 2018 edition of the MSL and have completed the survey portion. We are now in possession of the data and will have much of it analyzed in time for our 2019 annual report. Please note that we participate in the MSL once every three years. Our MSL work is described in more detail in our section on Criterion 5.

Academic Year 2018-19 Goals

We will continue with our campus-wide leadership role in MSL for the coming year. Please see more in our discussion of Criteria 3 and 5.

Criterion 2 – Baseline Acceptance of Servant Leadership

Typical Thinking that Goes into Evaluating the Criterion

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

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

Academic Year 2017-18 Progress

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

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

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

Academic Year 2018-19 Goals

Please see our discussion of Criterion 6.

Criterion 3 – Outcomes Measures Above Demographic Norms

Typical Thinking that Goes into Evaluating the Criterion

Measuring each year what was established in Criterion 1. The baseline data graphs represented in Criterion 1 are updated, both the peer group and the school. If this is considered qualitative data in the minds of the foundation, they will receive an award. If the alumni data is missing, the award will not be made at maximum. If the norms in the institution are reasonably above average, one can expect a higher level award. If there are things missing, one can expect a lower level.

Academic Year 2017-18 Progress

Senior Exit Survey

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

For this report, we note that we typically receive results from the prior academic year during the month of October. Thus, we have not yet received data for the 2017-18 academic year and will not likely have it before our reviews on September 20, 2018. The data presented in this year's report matches the data from last year's report, which was submitted in October 2017.

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

We use statistical analysis to determine:

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

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

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

1. Satisfaction with value derived from team experiences.
2. Satisfaction with value of engineering program student organization activities.
3. Satisfaction with leadership opportunities in engineering program extracurricular activities (Question asked on 2010-2014 surveys) / Satisfaction with the engineering program having extracurricular leadership activities (Question asked on 2015-2017 surveys).
4. Satisfaction with your fellow students' ability to work in teams.
5. Satisfaction with your fellow students' level of camaraderie.

6. Degree that engineering education enhanced ability to function on multidisciplinary teams (Question asked on 2010-2013 surveys) / I am confident that I can function on multidisciplinary teams (Question asked on 2014-2017 surveys).
7. Degree that engineering education enhanced ability to understand ethical responsibilities (Question asked on 2010-2013 surveys) / I am confident that I can understand ethical responsibilities (Question asked on 2014-2017 surveys).
8. Degree that engineering education enhanced ability to understand professional responsibilities (Question asked on 2010-2013 surveys) / I am confident that I can understand professional responsibilities (Question asked on 2014-2017 surveys).
9. Degree that engineering education enhanced ability to recognize the need to engage in lifelong learning (Question asked on 2010-2013 surveys) / I am confident that I can recognize the need to engage in lifelong learning (Question asked on 2014-2017 surveys).

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

For the time period from 2009-10 through 2014-15, there was no statistically significant improvement or decline in UW-Madison student perceptions of leadership opportunities, even though there was an apparent decrease in student perceptions over the previous year. However, for the same time period, statistical analysis showed that UW-Madison students had a significantly better perception of leadership opportunities at UW-Madison than did peer students of their own institutions. A change in survey question for the 2014-15 academic year likely contributed to the observed decline for all three cohorts (see Item 3 above).

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

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

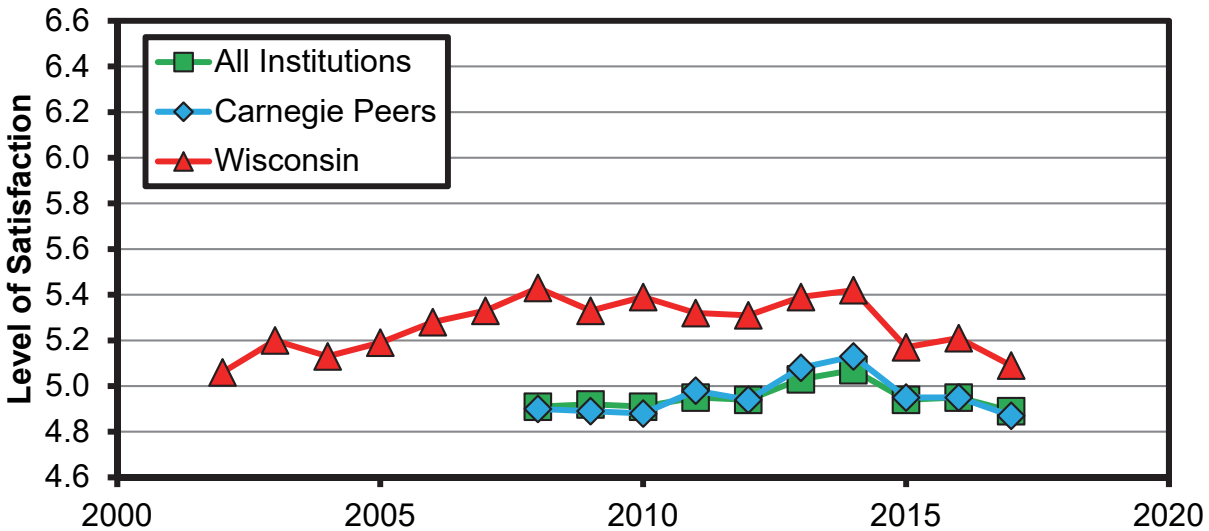


Figure 1. Mean level of satisfaction with leadership opportunities in engineering program extracurricular activities. The x-axis is organized on an academic year basis, so that 2015 refers to the 2014-15 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. A change in survey question for the 2014-15 academic year likely contributed to the observed decline for all three cohorts.

Multi-Institutional Study of Leadership

As noted in Criterion 1, UW-Madison students participated in the MSL survey in 2015 and 2018. Because this continues to be a new initiative for our team, we describe this activity in more detail in our section on Criterion 5. Furthermore, because the MSL survey provides more relevant information for the mission of the Pieper Chair, we have dropped using data from the National Survey of Student Engagement (NSSE) as an assessment tool for leadership outcomes.

Academic Year 2018-19 Goals

As noted in our last annual report, we continue to be interested in collecting assessment data that goes beyond the data collected from the EBI surveys. As noted in our section on Criterion 5, we will continue to participate with the UW Center for Leadership and Involvement and the UW Division of Diversity, Equity, and Educational Achievement to further dissect the data and better understand how our engineering students compare to the general student body.

Criterion 4 – Outcomes Measures Phenomenally Above Demographic Norms

Typical Thinking that Goes into Evaluating the Criterion

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

Academic Year 2017-18 Progress

The primary distinction between Criteria 3 and 4 is whether outcomes measures are above demographic norms or phenomenally above demographic norms. In our section on Criterion 3, we described how our students perceive our college relative to how other students perceive their colleges. While we have shown that our students perceive items such as leadership opportunities to be above demographic norms (Criterion 3), we defer to the foundation's judgment on whether these perceptions are phenomenally above demographic norms (Criterion 4). As an example, the EBI database used for Criterion 3 is based on a scale of 1 to 7. Converting this to a scale of 1 to 10, our Year 2016-17 scores were in the range of 7.3 to 9.0, an improvement above our Year 2007-08 scores of 7.1 to 8.0. For comparison, our peer institutions' students had perceptions ranging from 6.8 to 8.1 in the baseline year and from 6.8 to 8.7 in Year 2016-17. While our scores are certainly at or near the level of 8 noted by the foundation for Criterion 4, the peer institution averages are also significantly higher than the 4 to 5 range noted for Criterion 4.

Academic Year 2018-19 Goals

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

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

Typical Thinking that Goes into Evaluating the Criterion

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

receive a rating of “1” while an activity that is transformational or systemic will likely receive a rating of “3.” An activity that is both transformational and systemic – the ideal synergistic nurturing – may receive a rating of “5.”

Academic Year 2017-18 Progress

In 2016-17, we continued to advance our work by supporting leadership efforts that focused on transformational and systemic change. The primary accomplishments we report below are: 1) efforts to launch a hiring initiative to provide support to the Servant Leader Chair, 2) campus and College of Engineering participation in the Multi-Institutional Study of Leadership, 3) further implementation of the UW-Madison’s Leadership Framework through the efforts of the Coordinated Leadership Initiative, and 4) our continued participation in the summit of the Big Ten Leadership Educators Network.

Hiring Initiative

In previous years, we have had several conversations with the Pieper Foundation Board about administrative hurdles that inhibited our development of programs and assessment tools. The primary hurdles were (1) a policy limiting us to \$35,000 in annual funding, regardless of annual income generated by the endowment, and (2) a policy preventing us from hiring personnel with appointments in excess of 100%. As an example, this funding was adequate to cover Mark Kueppers’ salary with a 20% appointment but we were only allowed to hire him for this purpose if he dropped his appointment at the Center for Leadership and Involvement (CfLI) to 80%.

In last year’s report, we noted that we had received approval from the COE Dean’s Office to create a faculty associate position to develop leadership programming and to refine and use our assessment tools to ascertain the effectiveness of the programming. A search and screen committee consisting of Greg Harrington (the Servant Leader Chair), John Archambault (the COE Assistant Dean for Student Development), and Jerry Whitmore (Director of First-Year and Retention Programs at WISCIENCE) was created in November 2017. By the end of the fall semester, we had finalized our position description in consultation with CfLI and COE leadership, and posted a vacancy listing on the university’s jobs site.

The position description is provided in Appendix B and some key responsibilities for the individual hired will be to:

- Create a sustainable course in leadership principles and practice for students in the College of Engineering.
- Partner with the College of Engineering’s Student Leadership Center to provide leadership training and leadership opportunities for student organizations and their members.
- Connect the College of Engineering to campus-wide and national-level organizations with similar interests in leadership development.
- Continue assessment efforts with self-reporting instruments such as the MSL.

- Develop third-party assessment efforts to provide a more rigorous process of continuous improvement.
- Provide administrative support for more timely communication and reporting, as well as organizing meetings of Pieper Chairs.

In an effort to conduct a nationwide search, we advertised the position vacancy to the Big Ten Leadership Educators Network and CfLI staff members were advertising the vacancy at national level academic leadership conferences (e.g., the International Leadership Association and the Association of Leadership Educators). Upon closing in January 2019, we had received 20 applications from candidates in Wisconsin, Michigan, Minnesota, Connecticut, and Florida.

Of the 20 candidates, we interviewed 6 by phone in early February and brought 3 to campus for on-site interviews in late March. The three on-site candidates were interviewed individually by each member of the search committee and Dean Manuela Romero. They were also tasked with giving an hour long public seminar that addressed the following prompt:

The Faculty Associate for Leadership Education in Engineering is expected to advance the mission of the College of Engineering Servant Leader Chair, funded by the Suzanne and Richard Pieper Family Foundation. This mission is to “help prepare future leaders in their chosen fields to live lives of service to others by teaching and exemplifying character and moral values. Their examples and actions will lift up society, enrich organizations and communities, and have a positive effect on the least privileged.” The faculty associate will be expected to achieve this with a combination of curricular, co-curricular, and administrative responsibilities that include but need not be limited to those described in the position description. Given this, please address the following questions in your 30-minute presentation.

As a candidate for this position,

- *Looking into the future, what is your vision for leadership education in engineering?*
- *Leadership is a broad field with different philosophies and ardent proponents of the different philosophies. Describe how will you balance the need to educate engineering students about this breadth while acknowledging that:*
 - *The Pieper Foundation will want to emphasize Servant Leadership,*
 - *The UW Center for Leadership and Involvement will want to emphasize its Leadership Framework,*
 - *You may wish to emphasize your own philosophy, and*
 - *Research is leading to continuous evolution of leadership philosophies.*
- *How would you bring engineering students, faculty, and staff together around leadership as a vital field of study within engineering?*
- *What would you do to create an inclusive and welcoming environment for all students?*
- *What is your definition of “success” for this faculty associate position and how would you know you have achieved it?*
- *What do you perceive to be the greatest challenges in implementing your vision for this faculty associate position, and how will you meet those challenges?*

At the end of this process, we made an offer to Mr. Cory Hamilton, coordinator of the Interdisciplinary LEADership Minor Program at Eastern Michigan University. Cory is also completing a PhD in Educational Leadership from the same university and has extensive experience in teaching leadership coursework. His curriculum vita is included in Appendix C. Approximately one week after our offer was made, Cory's spouse was offered a tenure track faculty position at Texas Tech University. We then launched a three-week effort to determine if funds were available in any of UW-Madison's spousal hiring programs to see if we could make an offer that would bring Cory's spouse to UW-Madison. We learned that funds were available for spouses of tenure-track candidates but not for spouses of faculty associate candidates. Shortly thereafter, Cory's family made their decision to accept his spouse's offer at Texas Tech.

The search and screen committee, in consultation with Dean Manuela Romero, decided to conduct a new search. This search will open in September 2018 with candidate short-listing to be conducted in early to mid-October 2018. As noted in last year's report, we expect this hiring initiative to help us develop a more sustainable approach to leadership education and assessment in the College of Engineering at UW-Madison.

Multi-Institutional Study of Leadership

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

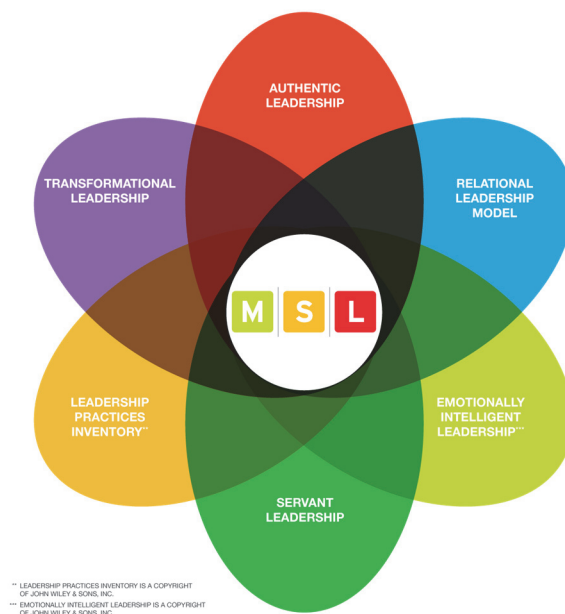


Figure 2 – Visual model of the Multi-Institutional Study of Leadership

This initiative had three key points of emphasis in 2018-19:

1. Conduct an effort to map MSL outcomes to competencies of Servant Leadership. A preliminary mapping effort is shown in Appendix D. In the past year, the Servant Leader chair also participated in mapping of MSL outcomes to competencies described in the UW Leadership Framework. In doing this, the chair learned that a well-defined psychometric process involving multiple people is needed to achieve the mapping in an accepted manner. Given this, we intend to task our faculty associate with leading this effort and making sure to include the other servant leader chairs in the process.
2. Plan for campus-wide and College of Engineering participation in the 2018 MSL. As noted last year, after completing participation in the 2018, 2021, and 2024 editions of the MSL, we will likely have enough longitudinal data to replace the EBI data used for Criteria 1, 3, and 4. Mark Kueppers and Greg Harrington are serving as UW-Madison's Principal Investigators for the 2018 MSL. Key highlights of our efforts in 2017-18 were:
 - a. The campus-wide report we described last year was successful in helping us recruit numerous campus partners to join us in collecting MSL data. These partners have expanded from CfLI, COE, the Wisconsin School of Business, and the Wisconsin Union Directorate to now include the College of Letters and Science (L&S), the College of Agricultural and Life Sciences (CALS), the School of Pharmacy, WISCIENCE, and the Division of Diversity, Equity, and Educational Achievement (DDEEA).
 - b. Nine cohorts of students were created to closely examine the leadership attitudes of students campus-wide; students in engineering, business, L&S, CALS, and Pharmacy; underrepresented minority students campus-wide and within L&S; and transfer students. The study design was also set up to allow analysis of Pell Grant recipients.
 - c. We worked with the partners to create an institution-specific list of 10 custom questions to append to the survey.
 - d. With assistance from the Registrar's Office, over 13,500 students were invited to participate in the survey. With a response rate over 30%, we were able to collect responses from over 4,000 students. Given the number of questions in the survey, we have over 1 million pieces of information to sift through.
 - e. DDEEA has agreed to allow one of their statisticians (James Yonker) to evaluate the data obtained in the 2018 survey, with funding partially provided by the schools and colleges listed above.
 - f. James is currently evaluating the data to compare with the reports we've received from the MSL team. There are some discrepancies and we are currently working with MSL to achieve agreement. For this reason, we have not released our 2018 MSL reports as an appendix to this report. We expect to include those reports in next year's report to the Pieper Foundation.
3. The Servant Leader chair was also active in creating the Big Ten MSL Coalition, which consists of the following institutions: Illinois, Indiana, Maryland, Michigan, Minnesota,

Northwestern, Ohio State, Purdue, Rutgers, and Wisconsin. Greg Harrington participated in the creation of the coalition-specific set of custom questions to append to the survey. Illinois and Maryland have statisticians who are currently evaluating the data to compare with the reports we've received from the MSL team. As with the UW-Madison reports, there are some discrepancies and they are working with MSL to achieve agreement. For this reason, we have not released our 2018 MSL reports as an appendix to this report. We expect to include those reports in next year's report to the Pieper Foundation.

Coordinated Leadership Initiative

The Servant Leadership team continues to play a critical role in supporting UW-Madison's Coordinated Leadership Initiative (CLI). As noted in previous annual reports, the CLI is a cross-campus effort sponsored by the Provost and Dean of Students to align and connect existing campus leadership development opportunities, shape and inform the development of new opportunities, and allow for a more formal and intentional analysis of campus needs. During the 2012-2013 academic year, a UW Leadership Framework was developed to be inclusive of leadership research and theory and was grounded in the concept of social change and service. We have previously reported on programming associated with this framework and focus this report on new activities conducted in the 2017-18 academic year.

As noted above, the CLI was intended to allow for a more formal and intentional analysis of campus needs. This suggests a need for data collection and analysis, along with interpretation of analysis to make recommendations for program improvement. To meet this need, the Servant Leader team participated in the mapping of MSL outcomes to UW Leadership Framework outcomes. This work was complete in December 2017. The process was critical in defining how best to create a mapping of MSL outcomes to Servant Leadership competencies. As noted earlier, Appendix D contains a preliminary effort for the MSL to Servant Leadership mapping.

Big Ten Leadership Educators Network

Through a grant from the C. Charles Jackson Foundation, the University of Minnesota organized the third annual summit of the Big Ten Leadership Educators Network. We used Pieper Foundation funds to support the travel expenses of the Pieper Chair to this event, held August 1-3, 2018.

All 14 Big Ten member institutions sent one to two representatives to the University of Minnesota for a three-day, intensive summit aimed at continuing to build a network, solve common problems, and generate innovative ideas in a way that promotes the work of leadership educators at their respective institutions. The emphasis of this year's summit was on assessment using the 2018 MSL data as the primary tool. Preliminary results were discussed and partnerships were developed to focus on presenting work at national conferences and in peer reviewed publications.

Academic Year 2018-19 Goals

Hiring Initiative

As noted earlier, we are still in need of hiring a faculty associate for leadership education in the College of Engineering. The remainder of 2018 will be used to move the position vacancy through human resources, advertise the position to a broad nationwide audience (including the Big Ten leadership educators network), review applicants with the College of Engineering, and hire a candidate to begin in the spring semester. This will put us in a better position to create and sustainably offer leadership education programming in classroom and co-curricular environments, develop 3rd-party assessment efforts to complement the MSL, initiate improvements suggested by the assessment efforts, and improve our ability to administer the Servant Leader chair program.

Multi-Institutional Study of Leadership

We continue serving as the campus-level Principal Investigators for the 2018 MSL. The 2018-19 academic year will include an initial effort to understand the data set and prioritize analysis. We expect to continue analyzing the data over the next two years, at which time we will be preparing for the 2021 edition of the MSL. The results will be compared to the 2015 data to begin developing a longitudinal assessment program.

Coordinated Leadership Initiative

Now that MSL outcomes are mapped to the outcomes of the UW-Madison Leadership Framework, we will continue our work with the Center for Leadership and Involvement to analyze the data. This will help establish a data-based continuous improvement program for coordinated leadership education programming.

Big Ten Leadership Educators Network

The Big Ten Leadership Educators Network is committed to meeting annually in an effort to advance the field of leadership education, with the 2019 meeting to be held at the University of Iowa (we have been identified as the hosts for the 2020 meeting). Our next steps in the Big Ten MSL coalition are to work on data analysis and use the results to assist in identifying priorities for leadership education across the conference.

Criterion 6 – Carrying Out Mission of the Chair

Typical Thinking that Goes into Evaluating the Criterion

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

Academic Year 2017-18 Progress

As we discussed at last year's meeting, we have decided to be more judicious in distinguishing between initiatives and routine work of carrying out the chair's mission. We continue to be involved in several campus-level and college-level activities as follows:

1. **Chancellor's Scholars Program.** Dr. Harrington continues to serve as a Chancellor's Scholar mentor, designed to increase educational opportunities for academically talented underrepresented minority students. More information on this program may be found at <http://www.provost.wisc.edu/csp.htm>.
2. **College of Engineering Student Leadership Center.** We continue to work with student organizations in the SLC to offer financial support (up to a total of \$10,000) for UW-Madison College of Engineering students to lead service-learning or community outreach projects that "lift up society, enrich organizations and communities, and have a positive effect on the least privileged."
3. **Community-Based Involvement in Engineering Classes.** We continue to work with connections at the Morgridge Center for Public Service and the UniverCity Alliance to bring community-based projects to the Senior Capstone Design course in the Department of Civil and Environmental Engineering. With facilitation from the Morgridge Center, students worked on building designs for the Bayview Foundation in Madison, which provides housing to low income citizens, many of whom are immigrants. The UniverCity Alliance facilitated connections to help create engineering designs for park and roadway improvements in the City of Monona.

Academic Year 2018-19 Goals

As 2018-19 approaches, we are looking to maintain our Servant Leadership programming opportunities while believing we can expand these opportunities with a new faculty associate in the coming year. As the endowment and annual income continue to grow in forthcoming years, we see building the capacity to hire additional supporters to continue carrying out the mission of the chair. This will help continue laying the foundation for a culture of leadership development within College of Engineering, and eventually across campus.

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

Typical Thinking that Goes into Evaluating the Criterion

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

Academic Year 2017-18 Progress

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

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

Academic Year 2018-19 Goals

While we wish to approach this criterion with some humility, we believe there are a significant number of our former engineering students who are bringing positive change to the world while exhibiting the attributes of servant leaders. This belief is reinforced by the large number of students who are planting the seeds for such service while they are on campus.

It is clear that we do not track our alumni in ways that our fellow servant leader institutions do. This is a goal we have not yet delivered on and we have specifically spelled out this need as an item for our forthcoming faculty associate to take on.

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

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

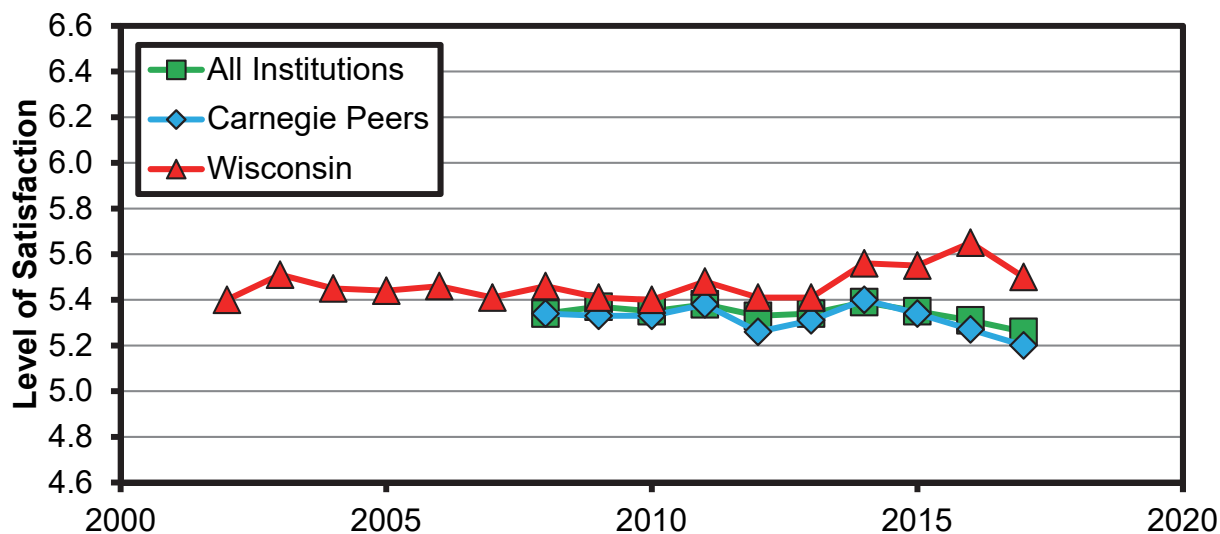


Figure A1. Mean level of satisfaction with value derived from team experiences. The x-axis is organized on an academic year basis, so that 2015 refers to the 2014-15 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer engineering institutions is statistically significant at a 95% confidence level. For the same period, there was no statistically significant improvement or decline in student perception at Wisconsin.

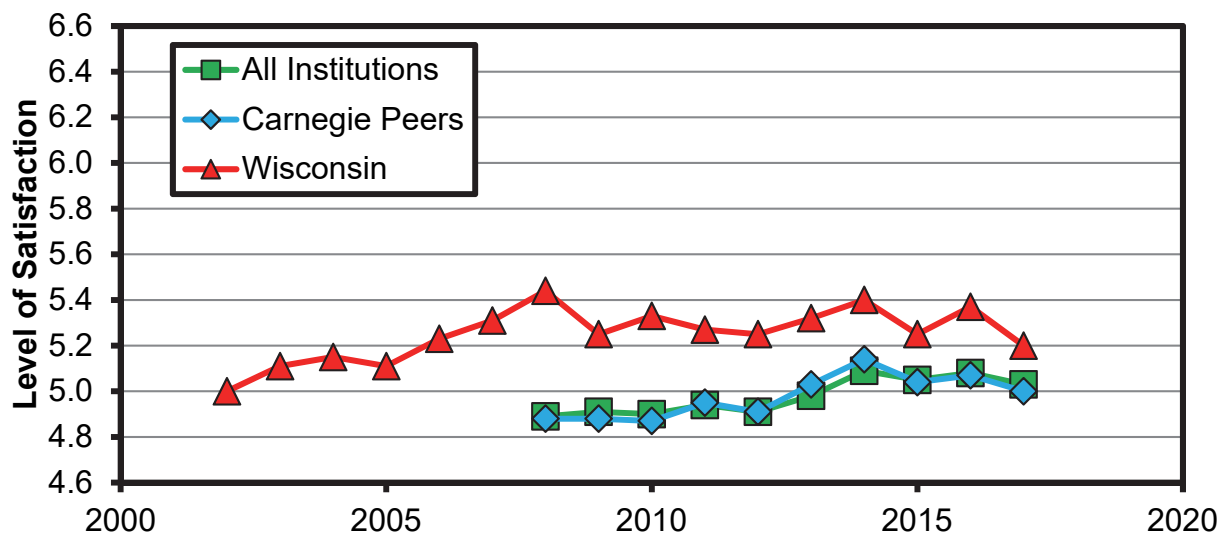


Figure A2. Mean level of satisfaction with value of engineering student organization activities. The x-axis is organized on an academic year basis, so that 2015 refers to the 2014-15 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer engineering institutions is statistically significant at a 95% confidence level. For the same period, there was no statistically significant improvement or decline in student perception at Wisconsin.

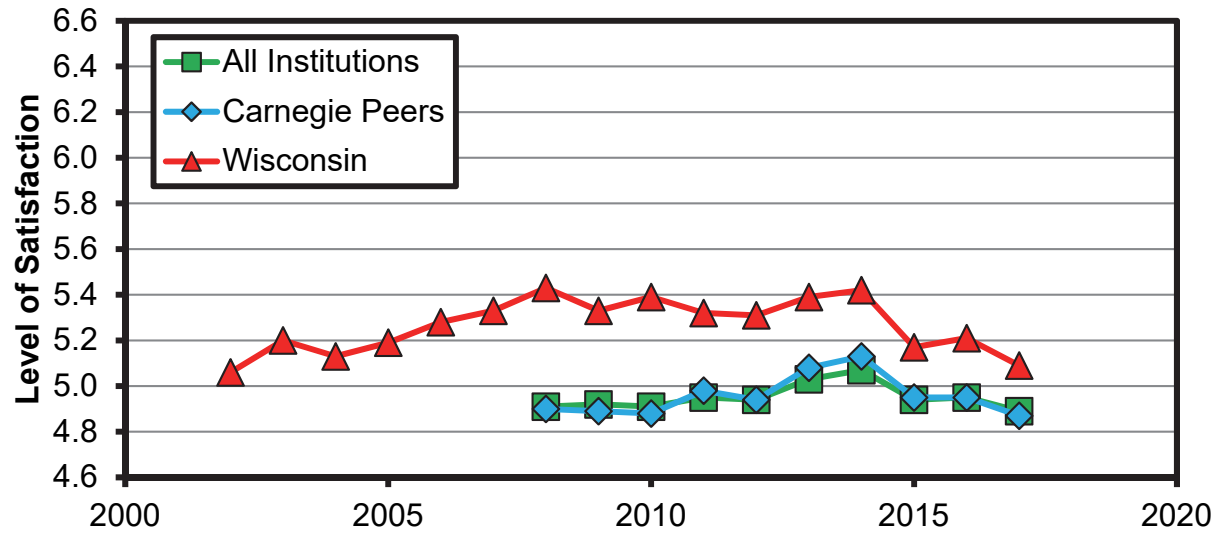


Figure A3. Mean level of satisfaction with leadership opportunities in engineering student organization activities. The x-axis is organized on an academic year basis, so that 2015 refers to the 2014-15 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer engineering institutions is statistically significant at a 95% confidence level. For the same period, there was no statistically significant improvement or decline in student perception at Wisconsin.

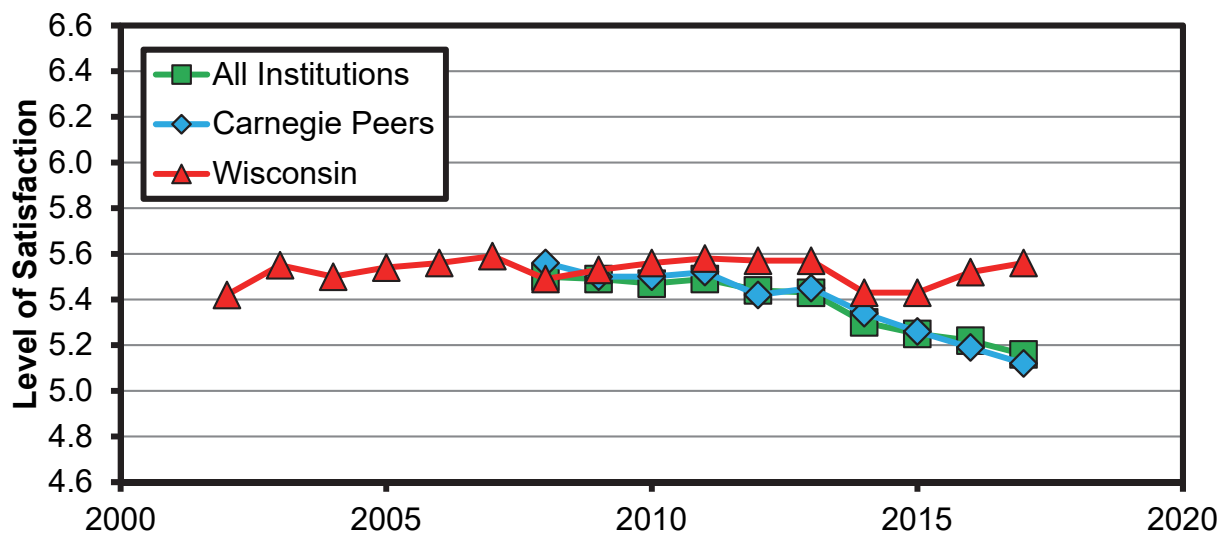


Figure A4. Mean level of satisfaction with fellow students' ability to work in teams. The x-axis is organized on an academic year basis, so that 2015 refers to the 2014-15 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer institutions was statistically significant at a 95% confidence level. For the same period, there was no statistically significant improvement or decline in student perception at Wisconsin.

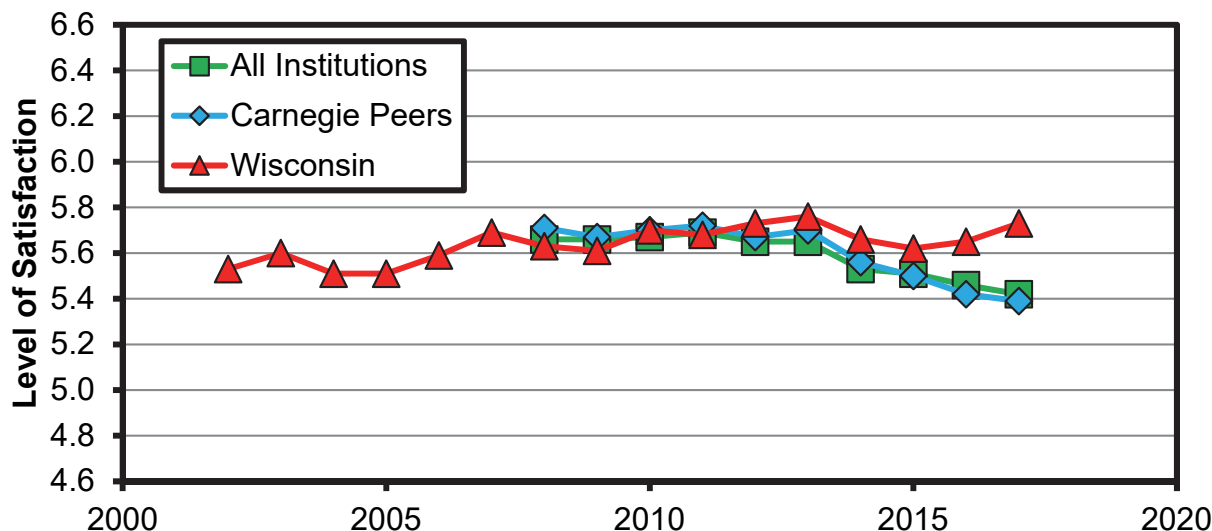


Figure A5. Mean level of satisfaction with fellow students' level of camaraderie. The x-axis is organized on an academic year basis, so that 2015 refers to the 2014-15 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer institutions was not statistically significant at a 95% confidence level. For the same period, there was no statistically significant improvement or decline in student perception at Wisconsin.

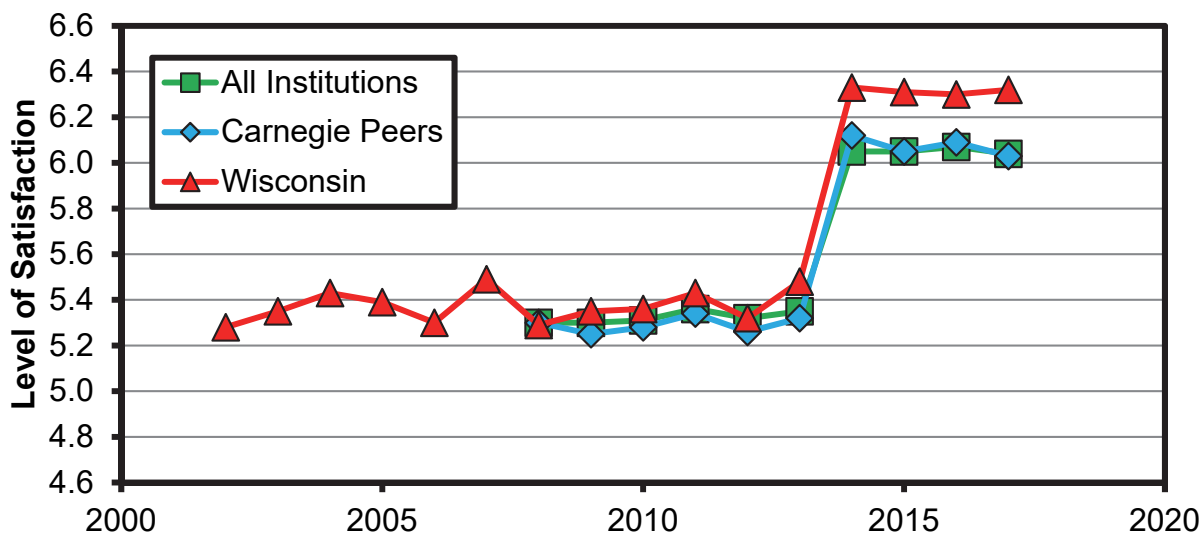


Figure A6. Mean level of satisfaction with how engineering education enhanced ability to function on multidisciplinary teams. The x-axis is organized on an academic year basis, so that 2015 refers to the 2014-15 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer institutions was statistically significant at a 95% confidence level. For the same period, there was a statistically significant improvement in student perception at Wisconsin. However, the large improvement for all institutions in 2013-14 is likely due to a rephrasing of the question asked by EBI.

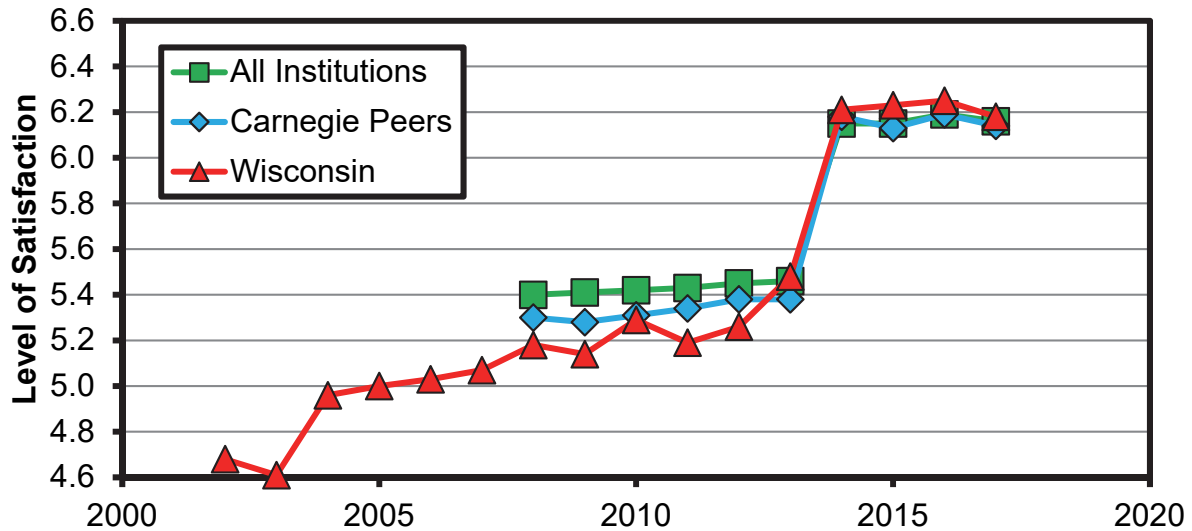


Figure A7. Mean level of satisfaction with how engineering education enhanced ability to understand ethical responsibilities. The x-axis is organized on an academic year basis, so that 2015 refers to the 2014-15 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer institutions was not statistically significant at a 95% confidence level. For the same period, there was a statistically significant improvement in student perception at Wisconsin. However, the large improvement for all institutions in 2013-14 is likely due to a rephrasing of the question asked by EBI.

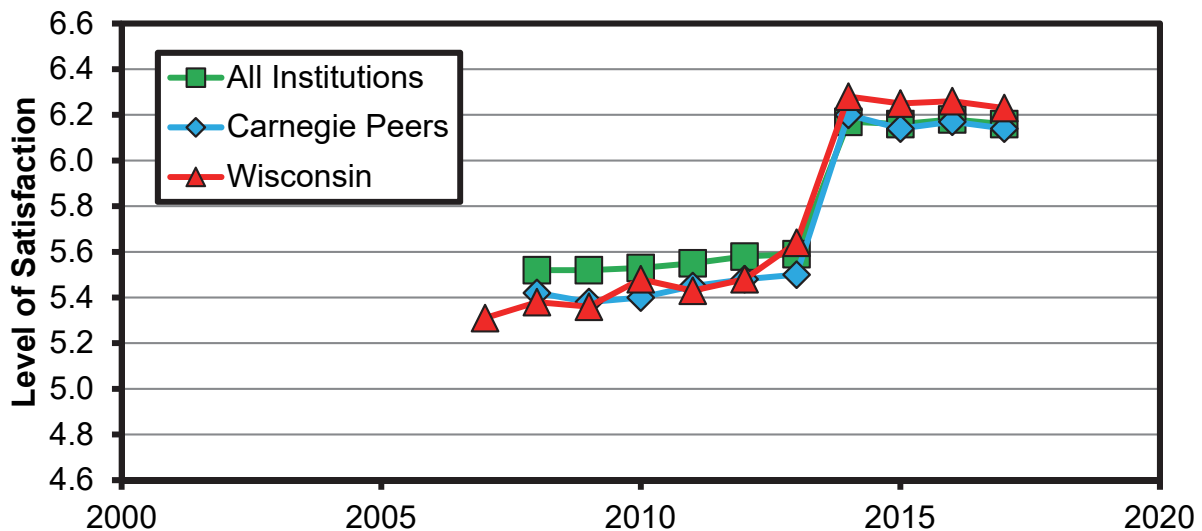


Figure A8. Mean level of satisfaction with how engineering education enhanced ability to understand professional responsibilities. The x-axis is organized on an academic year basis, so that 2015 refers to the 2014-15 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer institutions was not statistically significant at a 95% confidence level. For the same period, there was a statistically significant improvement in student perception at Wisconsin. However, the large improvement for all institutions in 2013-14 is likely due to a rephrasing of the question asked by EBI.

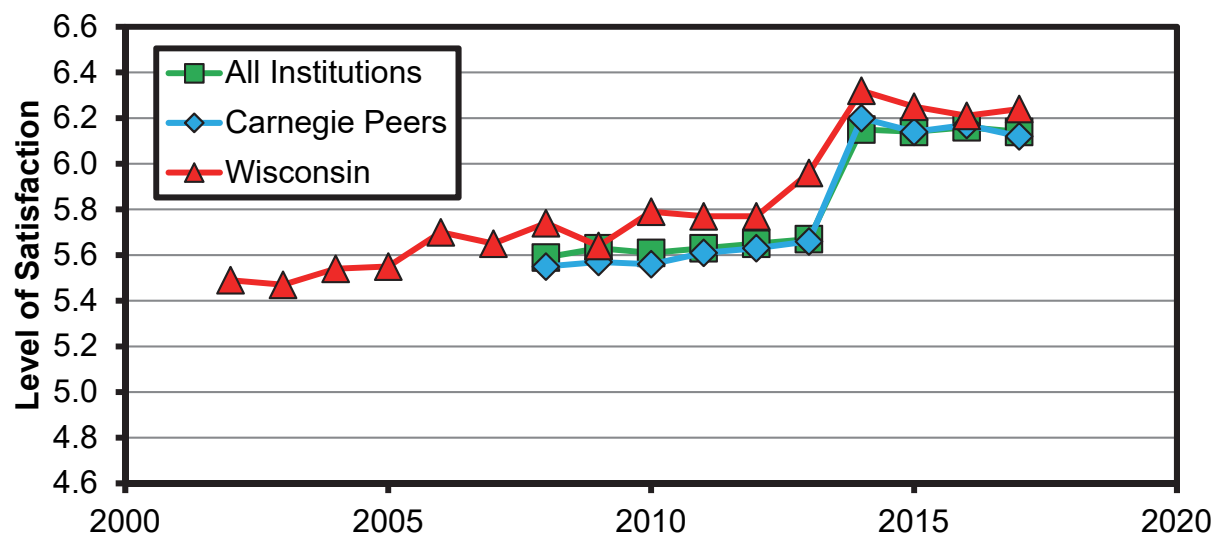


Figure A9. Mean level of satisfaction with how engineering education enhanced ability to recognize need to engage in lifelong learning. The x-axis is organized on an academic year basis, so that 2015 refers to the 2014-15 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer engineering institutions is statistically significant at a 95% confidence level. For the same period, there was a statistically significant improvement in student perception at Wisconsin. However, the large improvement for all institutions in 2013-14 is likely due to a rephrasing of the question asked by EBI.

Appendix B

Position Description for Hiring Initiative

**Faculty Associate – Leadership Education in Engineering
(Faculty Associate – Academic Staff)
Vacant**

Major Department: A191500/ENGR/CIVIL & ENVIRON ENG
Full Time Salary Rate: \$70,000 Annual (12 months)
Appointment Percent: 100%
Anticipated Begin Date: January 15, 2018
PVL Type: New Position

Degree and Area of Specialization:

Master's Degree or higher in related field is required.

Required Qualifications:

Minimum of 5 years experience working in organizational settings, preferably in the engineering profession, and/or 3-5 years experience with leadership development. Applicant should be self-motivated and able to demonstrate applied knowledge of theory and best practices in leadership development in an organization. Experience with curriculum development, classroom instruction, and third-party assessment and evaluation of educational programs is strongly preferred.

Principal duties include:

The selected candidate's principal responsibility will be to advance the mission of the College of Engineering Servant Leader Chair, funded by the Suzanne and Richard Pieper Family Foundation. This mission is to "help prepare future leaders in their chosen fields to live lives of service to others by teaching and exemplifying character and moral values. Their examples and actions will lift up society, enrich organizations and communities, and have a positive effect on the least privileged." The candidate is expected to assist the chair in producing an annual report to the foundation that shows the status of initiatives developed to meet the mission and to show results of assessment efforts developed to demonstrate that the mission is being met.

Specific duties will include but not be limited to assisting the Servant Leader Chair with:

1. Initiatives and programs, which include:

- Develop and deliver a leadership course targeting students in the UW-Madison College of Engineering. The expected work items will include:
 - Research leadership course options for the College of Engineering and recommend plan of action
 - Review leadership and/or teamwork courses in the College of Engineering
 - Review leadership and/or teamwork courses elsewhere at UW-Madison
 - Review literature to determine how this is done at other universities
 - Evaluate the incorporation of UW-Madison's Leadership Framework (<https://leadership.wisc.edu/leadership-framework.htm>)
 - Present results of review to the Pieper Chair

- Get in timetable for Spring 2018 semester as a special topics course
- Develop course content, assessment tools, and logistics, as needed
 - Submit paperwork to create new course or change existing course, if necessary
 - Review existing course content for adequacy and timeliness, and create additional course content, if necessary
 - Develop and distribute promotional materials to generate student interest
 - Write and submit preliminary report
- Instruct the Engineering Leadership Course
- Develop partnerships with the COE Student Leadership Center to:
 - Encourage COE students to lead service-learning or community outreach projects. This includes development of a call for student proposals, evaluation of submitted student proposals, selection of student participants, funding of selected participants, monitoring of project progress, and reviewing post-project reports from the students.
 - Encourage COE students to participate in national leadership conferences such as LeaderShape. This includes evaluation of student proposals, selection of student participants, funding of selected participants, and reviewing post-conference reports from the students.
 - Conduct leadership training workshops for leaders of COE student organizations.
 - Ensure that the annual report is posted to the campus web site for the Pieper chair.
- Additional activities that benefit leadership education efforts for students in the COE.
- Connecting with similar individuals across campus, including the Center for Leadership and Involvement, Division of Continuing Studies, Morgridge Center for Public Service, Department of Athletics, Wisconsin Institute for Science Education and Community Engagement (WISCIENCE), and others to ensure consistency of programs and to potentially leverage support for campus-wide leadership initiatives. Participate in the continued development and operation of the UW Coordinated Leadership Initiative, with an appropriate committee appointment.
- Work with COE leadership instructors to ensure consistency of COE programs with other university initiatives.
- Connecting and, as appropriate, working with national-level organizations such as the Greenleaf Center for Servant Leadership, the Big Ten Leadership Educator's Network, the International Leadership Association, and the Engineering Leadership Development Division of the American Society for Engineering Education. This may include presentations and attendance at annual conferences.
- Develop new initiatives as appropriate to the mission of the Pieper Chair and the funds available.

2. **Assessment efforts, which include:**

- Use of self-evaluation tools
 - Evaluation of engineering student responses in the national survey conducted by the Multi-Institutional Study of Leadership. Results should also be mapped to:
 - Servant leadership attributes, and
 - Learning outcomes listed in the UW Leadership Framework
 - Annual evaluation of engineering student responses to the Educational Benchmarking Inc (EBI) senior exit survey.

- Using a survey developed in 2014 with the assistance of the UW Survey Center, assess engineering students in leadership coursework (curricular or co-curricular) or in student organization leadership positions.
- Work with UW APIR to examine engineering student data in the National Survey of Student Engagement (NSSE).
- In addition to the self-assessment tools noted above (MSL, EBI, and NSSE), develop a third-party assessment program for analyzing student attainment of leadership outcomes as defined by servant leadership attributes and as defined by the UW Leadership Framework.
- Identify and work with appropriate UW entities to develop methods for tracking COE alumni and assess their contributions to servant leadership.

3. Administrative support, which includes:

- Organizing a biennial UW-Madison meeting of Pieper Chairs from MSOE and Ripon College.
- Production and delivery of the annual report, which is approximately 100 to 125 pages in length.
- Weekly meetings with the Pieper Chair for Servant Leadership to discuss progress on programming and assessment efforts.
- Attendance at periodic meetings with representatives of the Pieper Family Foundation, particularly the annual dinner held in November of each year.

Background:

In 2008, the Suzanne & Richard Pieper Family Foundation established an Endowed Chair for Servant Leadership at the University of Wisconsin – Madison College of Engineering in 2008. The chair's mission is to “help prepare future leaders in their chosen fields to live lives of service to others by teaching and exemplifying character and moral values. Their examples and actions will lift up society, enrich organizations and communities, and have a positive effect on the least privileged.” The selected candidate for this advertised position will report to the Pieper Family Chair for Servant Leadership in the College of Engineering.

The Pieper Family Chair for Servant Leadership must measure performance and report annually to the Foundation. On the basis of the Chair's results or progress, the foundation makes awards to increase the endowment. The Chair has developed a small team to advance the efforts of Servant Leadership in the College of Engineering. The individual appointed to this advertised position is expected to become a part of this team.

These efforts are intended to include educational opportunities (classroom and/or online) for engineering students. The educational opportunities need not focus solely on servant leadership, but need to include the leadership model as an alternative for students to consider. In addition to the educational opportunities, the chair distributes student awards that support extracurricular projects grounded in Servant Leadership philosophy, facilitates Servant Leadership focused events and introduces Servant Leadership concepts into academic environments. For further information please refer to the Pieper Family Servant Leadership website at <http://pieper.engr.wisc.edu/>.

Appendix C

Cory Hamilton's CV

EDUCATION

Eastern Michigan University

PhD in Educational Leadership – Higher Education and Student Affairs

Ypsilanti, MI

exp. December 2018

Adapting to an Ever-Changing Environment: Adaptive Leadership in Higher Education

Dissertation Chair: David Anderson

Relevant Coursework: Assessment and Evaluation in Higher Education; Data-Driven Decision Management; Contemporary College Students; Student Development Theory; Qualitative Methods in Educational Research; Quantitative Methods in Educational Research

Minnesota State University, Mankato

Mankato, MN

Master of Science in Experiential Education

July 2012

Capstone Research Project Title: Comparing the outcomes of low ropes, high ropes and team high ropes experiences: A means-end approach

Advisor: Julie A. Carlson

Relevant Coursework: Teaching Methods in Experiential Learning; Experiential Education and Education Reform; Philosophy of Experiential Education

Texas A&M University

College Station, TX

Bachelor of Science in Sociology

December 2004

RESEARCH INTERESTS

Leadership Education & Leadership Development – Leadership theories, foundations and models, academic service learning, experiential education, study abroad, student engagement

Student Development Theory – Identity development, intersectionality, intercultural competence training

Organizational Theory – Institutions of higher education, student affairs, leadership and culture

Research Methods/Assessment & Evaluation – Academic and student affairs; Qualitative (historical research methods, oral history and in-depth interviews); quantitative (survey design, SPSS, baseline analysis, ANOVA, regression analysis, structural equation modeling)

TEACHING EXPERIENCE

Eastern Michigan University

Department of Leadership and Counseling

Undergraduate Teaching Experience

- LEAD 201: Introduction to Leadership
- LEAD 201OL: Introduction to Leadership ONLINE
- LEAD 201H: Introduction to Leadership (Presidential Scholars Cohort)
- LEAD 301: Emerging Culturally Competent Leaders (Service-learning course)

- LEAD 373, 374, 375, 376: Applied Leadership Experience (Hybrid place-based course)
- LEAD 373, 374: Applied Leadership Experience (Fully online place-based course)
- LEAD 379: Local/Global Leadership (Study Abroad Course – Barbados)
- LEAD 401: Capstone Course: Career-Based Leadership; Inventing a Leadership Life

Graduate Teaching Experience

- EDLD 698: Doctoral Independent Study
- EDLD 655: Student Development Theory (Guest Lecture: Learning Theories)

INTERNATIONAL TEACHING (SERVICE-LEARNING) EXPERIENCE

Our World Fellowship – Local/Global Leadership Study Abroad to Barbados

July 2017

- Designed and guided 16 day study abroad trip to Barbados focused on local leadership/mentorship, global leadership, and entrepreneurship
- Coordinated partnership with Atlantic Impact (Non-Profit for providing college readiness programs & local/global travel opportunities to Detroit Public High School students)
- Identified and Secured \$14,500 in scholarship money to support underrepresented study abroad students to participate in learning experience

South Central Synod of Wisconsin, India Youth Exchange

January 2011 – January 2012

- Coordinated and guided 20-day international service learning trip for 10 high school youth and 4 adults from Wisconsin to Northern India
- Wrote curriculum; facilitated pre-travel leadership training and cultural awareness seminars, and follow-up debriefing sessions
- Organized 36 community presentations at local schools, churches and organizations for students to share their learning experience upon return
- Arranged for exchange of 6 Indian students to visit Wisconsin in Summer 2013

Crossways Camps, International Service Learning Trip to South Africa

January - August 2008

- Organized and guided 2-week international service learning trip for 12 college students and 6 adults to Rustenburg, South Africa
- Trained participants as facilitators to prepare South African high school graduates to run after-school programs for local youth in rural South African villages
- Coordinated travel and programming for 6 young adults from South Africa to observe camp and after school programs in Wisconsin to enhance programs at home in South Africa

SCHOLARLY PUBLICATIONS

Hamilton, C.R. & Luzynski, C. (In Progress). DRAG-IT: A Guide to Critical Reflection for Academic and Student Affairs Professionals in Higher Education. Self-Published through 2017 Association of Leadership Educators Mini-Grant.

Hamilton, C. R., Mayweather, D., Grzelak, B., Martin, K., and Boone, A. (In Progress) Beyond Theory: social, intercultural, and organizational competencies for successful emergent leadership. [Book supported/published by National Council of Professors of Educational Administration (NCPEA)]

Leon, R. A. & Hamilton, C. R. (2015). Book Review. T. Hicks, A Pitre & G. J. Vincent (2012). Research studies in higher education: Educating multicultural college students. Lanham, MD: Journal of International Students 5(2)

Hamilton, C. R. (2012). Comparing the outcomes of low ropes, high ropes and team high ropes experiences: A means-end approach. [Capstone Research Project for Master's Degree in Experiential Education]. Minnesota State University, Mankato.'

SCHOLARLY PRESENTATIONS

March 2018 (Accepted Presentation)

Student Affairs Professionals in Higher Education (NASPA) Annual Conference (Philadelphia, PA)

Oral Presentation: *Let's DRAG-IT! A Framework for Facilitating Critical Reflection and Student Learning* (co-presenter with Cheyenne Luzynski)

July 2017

Association of Leadership Educators (ALE) Annual Conference (Charleston, SC)

Educator Workshop: *DRAG IT: A guide for leading effective critical reflection with college students to enhance student learning and leadership development in and out of the classroom* (co-presenter with Cheyenne Luzynski) *Awarded Distinguished Educator Workshop of the Year, 2017

March 2017

American College Personnel Association (ACPA) Annual Conference (Columbus, OH)

Oral Presentation: *Enhancing Critical Reflection for deeper student outcomes in High-Impact Educational Practices* (co-presenter with Cheyenne Luzynski)

March 2016

American College Personnel Association (ACPA) Annual Conference (Montreal, ON)

Oral Presentation: *Creating Partnerships Between Academic and Student Affairs: 3 Simple Strategies* (co-presenter with Cheyenne Luzynski, Kate Curley, and Dar Mayweather)

April 2016

Are You First? Promoting For and With First-Generation Students Symposium (Ann Arbor, MI)

Oral Presentation: *DRAG IT out: Fostering Reflective Conversations with First-Generation Students* (co-presenter with Cheyenne Luzinski)

October 2015

Michigan College Personnel Association (MCPA) State Conference (Lansing, MI)

Oral Presentation: *DRAG IT out: Fostering Self-Authorship through Reflective Conversations* (co-presenter with Cheyenne Luzinski)

AWARDS & GRANTS

Eastern Michigan University – Thank a Prof Award April 2017
Student-Nominated Award

Eastern Michigan University Most Valuable Professor February 2017
Nominated & Recognized by EMU Women's Basketball Team

Association of Leadership Educators (ALE) Mini-Grant Recipient November 2016
Award Amount: \$1,200 (Shared with Cheyenne Luzynski, West Virginia University)

HIGHER EDUCATION ADMINISTRATIVE EXPERIENCE

Eastern Michigan University

Ypsilanti, Michigan

Interdisciplinary LEADership Minor Program Coordinator/Advisor August 2014 – Present

- LEAD Minor Advisor: Individual and group advising for undergraduate LEAD minor
- Recruit students for individual courses and leadership minor; coordinate efforts with doctoral teaching fellows, student volunteers and university academic advisors
- Designed curriculum for new courses (LEAD 201, LEAD 301, LEAD 373-376, LEAD 401)
- Advocated for service learning and experiential learning during the architecture phase of LEAD curriculum development
- Develop curriculum and maintain partnerships with Campus Life staff for Multi-Cultural Leadership Experience class (MLE)
- Departmental Honors Advisor: Advise LEAD students and departmental honors contracts
- Review and submit interdisciplinary elective courses to be added to the 24 credit hour minor
- Mentor PhD teaching fellows in teaching methods and curriculum development
- Assessment/reporting of individual course outcomes, programmatic outcomes, and long-term alumni results from participation in LEADership Minor

Leadership Training Consultant August 2014 – Present

- Conduct workshops and seminars on leadership development with various groups on and off campus: Student Organizations, Early College Alliance Student Leaders, Greek chapters, and Eastern Opportunity Peer Mentors
- Prepare leadership materials, presentations, worksheets and learning guides (Topics include: servant leadership, service-learning, critical reflection, transformational leadership, authentic leadership, goal-setting and action planning)

Career Advisor and Graduate Assistant September 2012 – August 2014

- Train and supervise staff of 4-5 career services graduate student interns and volunteers
- General career advising and major advising for current undergraduate and graduate students
- Develop and facilitate student workshops on choosing a major and résumé, cover letter and interview preparation
- Guide students through résumé and cover letter enhancement in person and via online exchanges

- Provide interview advice and administer mock interviews with college students, alumni and community members
- Advise students, alumni and community members on effective job searches and networking

University of Michigan, College of Engineering

Ann Arbor, MI

Transfer Advisor

August 2013 – August 2014

- Advise potential transfer students from other colleges within the UM system and from other institutions in the region on transfer requirements, application process, and transitions
- Serve as first reader on application reviews for transfer applicants
- Lead group info sessions for potential students and parents, highlighting the benefits of a UM Engineering education and how to apply

Student Affairs Program Specialist

August 2013 – August 2014

- Research, development and launch of “H.A.I.L.,” a pilot alumni interview program for the College of Engineering undergraduate admissions. Exceeded goals identifying and recruiting over 100 alumni interviewers and 400 identified high school interviewees in first year of program.
- Research and design of pilot program’s interviewer training manual; create interview questions; and fabricate online forms for interview reports.
- Plan and implement visit programs for partnership high schools in Michigan, Illinois, New York, California and Florida aimed at increasing the number of diverse applicants to COE.
- Facilitate support programs for summer computer science camps
- Assessment and reporting of H.A.I.L. alumni interview program, visit programs, and computer science camps.

SERVICE/COMMITTEE WORK

Alpha Kappa Lambda (Gamma Iota Chapter)

May 2016 – Present

- Faculty Advisor

Undergraduate Research Symposium Planning Committee

September 2016 – Present

- Departmental Representative and Student Advisor

Eastern Michigan College of Education

September 2014 – Present

- Grade Grievance Committee

Eastern Michigan Honors College

August 2016 - Present

- Presidential Scholar Competition Faculty Interviewer
- Evaluate prospective Eastern Michigan University Presidential Scholars
- Departmental advisor/reader for three Honor’s College Senior Thesis projects

Leadership Distinction Steering Committee

Winter 2015 – Present

- Promoting High Impact Practices (HIP) to various campus constituencies
- Leading professional development series with campus advisors on HIP
- Research/development of co-curricular transcript/leadership distinction recognition

Greek Standards and Assessment Program (GSAP), Evaluator

March 2016, 2017

- Conduct interviews with current Greek fraternity members
- Apply theory to student development and leadership education
- Assess their level of scholarship and intellectual development
- Provide feedback and program implementation ideas

LeaderShape Facilitator /Guest Speaker

May 2014

- Recruited students for participation in EMU hosted LeaderShape events
- Facilitated programs/activities for leadership development with students
- Led discussions and stimulated critical thinking
- Familiar with LeaderShape curriculum

PROFESSIONAL AFFILIATIONS & PROFESSIONAL DEVELOPMENT

American College Personnel Association (ACPA)

August 2013 – Present

- 2017 Conference Presenter, Columbus, OH
- Commission for Social Justice Educators
- 2016 Conference presenter, Montreal, ON, Canada

March 2016 – Present

Michigan College Personnel Association (MCPA)

October 2013 – October 2016

- 2015 Conference presenter, Michigan State University
- 2013 Conference attendee, Grand Valley State University

National Leadership Symposium

- 2016 Conference participant, University of Tampa
- 2015 Conference participant, University of Louisville

Association for the Study of Higher Education (ASHE)

September 2013 – Present

American Educational Research Association (AERA)

September 2013 – Present

- Member of Leadership for Social Justice Sig
- Member of Division J, Higher Education

National Association of Student Personnel Administrators (NASPA)

September 2013 – Present

- 2018 Conference presenter (Accepted), Philadelphia, PA

- Knowledge community participant: Student Leadership Programs

Association of Leadership Educators (ALE)

July 2016 – Present

- 2017 Conference Presenter, Charelston, SC (Awarded Distinguished Educator Workshop of the Year, 2017)

International Leadership Association (ILA)

July 2016 – Present

Growing Grit, Growing Mindsets, and Growing Opportunities Conference

- 2015 Conference attendee, Eastern Michigan University

ADDITIONAL EXPERIENCE

Horizons Adventure and Wilderness Center Lead Challenge Course Facilitator

Dodgeville, WI

September 2008 – September 2012

- Facilitated over 6,000 hours of leadership training, team building, and outdoor adventure experiences for college student groups, businesses and school-aged groups
- Over 100 hours of training college student facilitators in leadership and group building principles
- Wrote experiential curriculum for outdoor adventure school programs including adult curriculum, youth curriculum and multi-generational curriculum

South Central Synod of Wisconsin, Evangelical Lutheran Church in America Assistant to the Bishop: Youth Leadership Grant Specialist

Madison, WI

January 2009 – August 2012

- Responsible for 3-year \$75,000 grant initiative aimed at educational, career, personal and social development for youth and adult mentors.
- Created, advertised and implemented a regional career fair for at-risk middle school and high school youth to explore career options. Exceeded goals with over 2,000 participants in 3 years.
- Designed and led an annual 3-day college tour for at risk youth to raise awareness about higher education and career opportunities and to teach skills for a successful transition from high school to college. Participants from all three years of the tour enrolled in one of the colleges on the tour.
- Created and guided college intern program for perspective Youth Ministry professionals.
- Advised and guided students through college application preparation and financial aid process
- Monitored persistence and academic/career success of participants in leadership development initiative and made referrals to mentors and community organizations to support participants' needs.
- Assessment, evaluation, and reporting of initiative outcomes. Results confirmed students were creating and meeting long-term goals and grant was extended for 3 additional years based on reporting.

Imago Dei Village, Crossways Camping Ministries Director

Clintonville, WI

January 2006 – September 2008

- Mentored college-aged camp staff, including first year and first generation students, on career, academic and personal issues

- Recruited, hired, trained and evaluated over 200 college-aged employees from a diverse set of backgrounds
- Budgeting, staffing, and supervision for 35 member camp staff including, maintenance, dining and program staff
- Crafted and implemented youth leadership curriculum designed to help at-risk young adolescents (and their adult mentors) make long range plans for involvement and enhancement within their own communities
- Created promotional materials for Summer Camp and Retreat programs reaching over 5,000 families and community members through printed materials, online advertising and social media

Crossways Camping Ministry
Assistant Program Director

Kerrville, TX
May 2004 – August 2005

- Designed experiential education curriculum and promotional campaign for new environmental education program
- Facilitated over 400 hours of leadership training, team-building, and low and high ropes course participation for youth, adults and families
- Provided safety and maintenance for pool and creek area, including training, scheduling and supervising lifeguard staff
- Responsible for the daily programs and schedules of a 200 participant summer youth program

Texas A&M Recreational Sports Complex
Student Worker - Maintenance

College Station, TX
September 2001 – December 2004

- Provided timely and creative solutions for maintenance issues in the student recreation center at Texas A&M University
- Routinely maintained vital components of the Rec Sports complex including HVAC systems, lighting, workout equipment and plumbing
- Served as a specialty staff member that was called upon to deal with tile and pool maintenance issues in the RecSports Aquatic Center

Texas A&M University Library System
Student Worker – Acquisitions

College Station, TX
September 2000 – May 2003

- Unloaded and cataloged new monograph acquisitions for the Texas A&M University Library system
- Sorted and boxed new acquisitions for delivery to 6 campus and departmental libraries within the University System
- Researched book prices and shipping fees for new acquisitions requested by departmental librarians to ensure library was using funds as effectively as possible

Appendix D

Preliminary Mapping of Servant Leadership Outcomes to MSL Outcomes

MSL Question	MSL Scale for the Question	MSL Outcome	MSL-Suggested Mapping (not sure where these servant leader outcomes come from)	My Mapping to Spears' 12 Principles	My Mapping to Barbuto's 11 Principles
I am able to articulate my priorities.	1-5, Strongly Disagree - Strongly Agree	Consciousness of Self	Behaving Ethically	Persuasion	Persuasion
I am usually self-confident.	1-5, Strongly Disagree - Strongly Agree	Consciousness of Self	Behaving Ethically	Awareness	
I know myself pretty well.	1-5, Strongly Disagree - Strongly Agree	Consciousness of Self	Behaving Ethically	Awareness	
I could describe my personality.	1-5, Strongly Disagree - Strongly Agree	Consciousness of Self	Behaving Ethically	Awareness	
I can describe how I am similar to other people.	1-5, Strongly Disagree - Strongly Agree	Consciousness of Self	Behaving Ethically	Awareness	Awareness
I am comfortable expressing myself.	1-5, Strongly Disagree - Strongly Agree	Consciousness of Self	Behaving Ethically	Persuasion	Persuasion
My behaviors are congruent with my beliefs.	1-5, Strongly Disagree - Strongly Agree	Congruence	Behaving Ethically		
It is important to me to act on my beliefs.	1-5, Strongly Disagree - Strongly Agree	Congruence	Behaving Ethically		
My actions are consistent with my values.	1-5, Strongly Disagree - Strongly Agree	Congruence	Behaving Ethically		
Being seen as a person of integrity is important to me.	1-5, Strongly Disagree - Strongly Agree	Congruence	Behaving Ethically		
My behaviors reflect my beliefs.	1-5, Strongly Disagree - Strongly Agree	Congruence	Behaving Ethically		
I am willing to devote the time and energy to things that are important to me.	1-5, Strongly Disagree - Strongly Agree	Commitment			
I stick with others through difficult times.	1-5, Strongly Disagree - Strongly Agree	Commitment		Empathy	Empathy
I am focused on my responsibilities.	1-5, Strongly Disagree - Strongly Agree	Commitment			
I can be counted on to do my part.	1-5, Strongly Disagree - Strongly Agree	Commitment			
I follow through on my promises.	1-5, Strongly Disagree - Strongly Agree	Commitment			
I hold myself accountable for responsibilities I agree to.	1-5, Strongly Disagree - Strongly Agree	Commitment			
My contributions are recognized by others in the groups I belong to.	1-5, Strongly Disagree - Strongly Agree	Collaboration	Conceptualizing, Empowering	Awareness	Awareness
I am seen as someone who works well with others.	1-5, Strongly Disagree - Strongly Agree	Collaboration	Conceptualizing, Empowering	Awareness	Awareness
I can make a difference when I work with others on a task.	1-5, Strongly Disagree - Strongly Agree	Collaboration	Conceptualizing, Empowering	Building Community	Building Community
I actively listen to what others have to say.	1-5, Strongly Disagree - Strongly Agree	Collaboration	Conceptualizing, Empowering	Listening	Listening
I enjoy working with others toward common goals.	1-5, Strongly Disagree - Strongly Agree	Collaboration	Conceptualizing, Empowering	Building Community	Building Community
Others would describe me as a cooperative group member.	1-5, Strongly Disagree - Strongly Agree	Collaboration	Conceptualizing, Empowering	Awareness	Awareness
I am open to others' ideas.	1-5, Strongly Disagree - Strongly Agree	Controversy with Civility		Listening	Listening
I value differences in others.	1-5, Strongly Disagree - Strongly Agree	Controversy with Civility		Empathy	Empathy
Hearing differences in opinions enriches my thinking.	1-5, Strongly Disagree - Strongly Agree	Controversy with Civility		Listening	Listening
I respect opinions other than my own.	1-5, Strongly Disagree - Strongly Agree	Controversy with Civility		Empathy	Empathy
I share my ideas with others.	1-5, Strongly Disagree - Strongly Agree	Controversy with Civility		Persuasion	Persuasion
I believe I have responsibilities to my community.	1-5, Strongly Disagree - Strongly Agree	Citizenship	Behaving Ethically, Creating Value for the Community	Stewardship	Stewardship
I work with others to make my communities better places.	1-5, Strongly Disagree - Strongly Agree	Citizenship	Behaving Ethically, Creating Value for the Community	Building Community	Building Community
I participate in activities that contribute to the common good.	1-5, Strongly Disagree - Strongly Agree	Citizenship	Behaving Ethically, Creating Value for the Community	Stewardship	Stewardship

I value opportunities that allow me to contribute to my community.	1-5, Strongly Disagree - Strongly Agree	Citizenship	Behaving Ethically, Creating Value for the Community	Building Community	Building Community
It is important to me that I play an active role in my communities.	1-5, Strongly Disagree - Strongly Agree	Citizenship	Behaving Ethically, Creating Value for the Community	Stewardship	Stewardship
I believe my work has a greater purpose for the larger community.	1-5, Strongly Disagree - Strongly Agree	Citizenship	Behaving Ethically, Creating Value for the Community	Stewardship	Stewardship
I am able to adapt when changes occur.	1-5, Not true at all - True nearly all the time	Resiliency		Healing	
I can deal with whatever comes my way.	1-5, Not true at all - True nearly all the time	Resiliency			
I try to see the humorous side of things when I am faced with problems.	1-5, Not true at all - True nearly all the time	Resiliency			
Having to cope with stress can make me stronger.	1-5, Not true at all - True nearly all the time	Resiliency		Healing	
I tend to bounce back after injury, illness, or other hardships.	1-5, Not true at all - True nearly all the time	Resiliency		Healing	
I believe I can achieve my goals, even if there are obstacles.	1-5, Not true at all - True nearly all the time	Resiliency			
Under pressure, I stay focused and think clearly.	1-5, Not true at all - True nearly all the time	Resiliency			
I am not easily discouraged by failure.	1-5, Not true at all - True nearly all the time	Resiliency			
I think of myself as a strong person when dealing with life's challenges and difficulties.	1-5, Not true at all - True nearly all the time	Resiliency		Healing	
I am able to handle unpleasant or painful feelings like sadness, fear, or anger.	1-5, Not true at all - True nearly all the time	Resiliency		Healing	
How confident are you that you can be successful at leading others?	1-4, Not at all Confident – Very Confident	Leadership Efficacy		Awareness	
How confident are you that you can be successful at organizing a group's tasks to accomplish a goal?	1-4, Not at all Confident – Very Confident	Leadership Efficacy		Awareness	
How confident are you that you can be successful at taking initiative to improve on something?	1-4, Not at all Confident – Very Confident	Leadership Efficacy		Awareness	
How confident are you that you can be successful at working with a team on a group project?	1-4, Not at all Confident – Very Confident	Leadership Efficacy		Awareness	
In thinking about how you have changed during college, to what extent do you feel you have grown in ability to put ideas together and to see relationships between ideas.	1-4, Not Grown at All – Grown Very Much	Cognitive Skills	Conceptualizing	Conceptualization	
In thinking about how you have changed during college, to what extent do you feel you have grown in ability to learn on your own, pursue ideas, and find information you need.	1-4, Not Grown at All – Grown Very Much	Cognitive Skills	Conceptualizing	Conceptualization	
In thinking about how you have changed during college, to what extent do you feel you have grown in ability to critically analyze ideas and information.	1-4, Not Grown at All – Grown Very Much	Cognitive Skills	Conceptualizing	Conceptualization	
In thinking about how you have changed during college, to what extent do you feel you have grown in learning more about things that are new to you.	1-4, Not Grown at All – Grown Very Much	Cognitive Skills	Conceptualizing	Conceptualization	

I try to look at everybody's side of a disagreement before I make a decision.	1-5, Does not describe me well – Describes me very well	Social Perspective-Taking	Emotional Healing	Empathy	Empathy
I sometimes try to understand my friends better by imagining how things look from their perspective.	1-5, Does not describe me well – Describes me very well	Social Perspective-Taking	Emotional Healing	Empathy	Empathy
I believe that there are two sides to every question and try to look at them both.	1-5, Does not describe me well – Describes me very well	Social Perspective-Taking	Emotional Healing	Empathy	Empathy
When I'm upset at someone, I usually try to "put myself in their shoes" for a while.	1-5, Does not describe me well – Describes me very well	Social Perspective-Taking	Emotional Healing	Empathy	Empathy
Before criticizing somebody, I try to imagine how I would feel if I were in their place.	1-5, Does not describe me well – Describes me very well	Social Perspective-Taking	Emotional Healing	Empathy	Empathy
I energetically pursue my goals.	1-8, Definitely False – Definitely True	Hope: Agency			
My past experiences have prepared me well for my future.	1-8, Definitely False – Definitely True	Hope: Agency			
I've been pretty successful in life.	1-8, Definitely False – Definitely True	Hope: Agency			
I meet the goals that I set for myself.	1-8, Definitely False – Definitely True	Hope: Agency			
I can think of many ways to get out of a jam.	1-8, Definitely False – Definitely True	Hope: Pathways			
There are lots of ways around any problem.	1-8, Definitely False – Definitely True	Hope: Pathways			
I can think of many ways to get the things in life that are important to me.	1-8, Definitely False – Definitely True	Hope: Pathways			
Even when others get discouraged, I know I can find a way to solve a problem.	1-8, Definitely False – Definitely True	Hope: Pathways			
I only join groups with good reputations.	1-5, Strongly Disagree - Strongly Agree	Leadership Motivation: External Self-Concept			
It is important that others think I do high quality work	1-5, Strongly Disagree - Strongly Agree	Leadership Motivation: External Self-Concept			
Others recognize me as a good person because of my contributions to the group	1-5, Strongly Disagree - Strongly Agree	Leadership Motivation: External Self-Concept			
I need to be part of a group that reflects my values.	1-5, Strongly Disagree - Strongly Agree	Leadership Motivation: Internal Self-Concept			
I need to see that my actions make a difference in the group	1-5, Strongly Disagree - Strongly Agree	Leadership Motivation: Internal Self-Concept			
Providing quality leadership, whether recognized or not, is important to me	1-5, Strongly Disagree - Strongly Agree	Leadership Motivation: Internal Self-Concept		Calling	Calling
I am willing to persist in the face of adversity to meet my group's goals	1-5, Strongly Disagree - Strongly Agree	Leadership Motivation: Goal Internalization		Calling	Calling
I put my group's progress toward a goal above my own success	1-5, Strongly Disagree - Strongly Agree	Leadership Motivation: Goal Internalization		Calling	Calling
When I agree with my group's goals, I work harder to make a difference	1-5, Strongly Disagree - Strongly Agree	Leadership Motivation: Goal Internalization			
How often do you search for meaning/purpose in your life	1-4, Never - Very Often	Spirituality: Search for Meaning		Nurturing the Spirit	
How often do you have discussions about the meaning of life with your friends	1-4, Never - Very Often	Spirituality: Search for Meaning		Nurturing the Spirit	
How often do you surround yourself with friends who are searching for meaning/purpose in life	1-4, Never - Very Often	Spirituality: Search for Meaning		Nurturing the Spirit	
How often do you reflect on finding answers to the mysteries of life	1-4, Never - Very Often	Spirituality: Search for Meaning		Nurturing the Spirit	
How often do you think about developing a meaningful philosophy of life	1-4, Never - Very Often	Spirituality: Search for Meaning		Nurturing the Spirit	
I carry out activities in order to ensure a better world for future generations (new in 2018)	1-5, Strongly Disagree - Strongly Agree	Social Generativity Scale		Commitment to Growth of People	

I have a personal responsibility to improve the area in which I live (new in 2018)	1-5, Strongly Disagree - Strongly Agree	Social Generativity Scale		Commitment to Growth of People	
I give up part of my daily comforts to foster the development of next generations (new in 2018)	1-5, Strongly Disagree - Strongly Agree	Social Generativity Scale		Commitment to Growth of People	
I think that I am responsible for ensuring a state of well-being for future generations (new in 2018)	1-5, Strongly Disagree - Strongly Agree	Social Generativity Scale		Commitment to Growth of People	
I commit myself to do things that will survive even after I die (new in 2018)	1-5, Strongly Disagree - Strongly Agree	Social Generativity Scale		Commitment to Growth of People	
I help people to improve themselves (new in 2018)	1-5, Strongly Disagree - Strongly Agree	Social Generativity Scale		Commitment to Growth of People	