

Annual Report to the Suzanne and Richard Pieper Family Foundation: 2010

Monica Rico

Pieper Family Professor of Servant Leadership
Lawrence University
711 E. Boldt Way
Appleton, Wisconsin 54911
(920) 832-6725
monica.rico@lawrence.edu

Table of Contents

Our Fourth Year	2
<i>A Time of Transition</i>	2
An Opportunity for Servant Leadership	3
<i>Criterion 2: Acceptance of Servant Leadership</i>	4
<i>Criterion 3: Outcomes Measures</i>	4
Measure 1: Comparison of Alumni Nationally	4
Measure 2: Moral Values in Personal and Professional Life	5
Measure 3: Ongoing Comparison of First-Year Students	6
External Review	6
New Initiative: Tracking Community-Engaged Learning with Technology	7
<i>Criterion 4: Maximizing Community Engagement and Servant Leadership</i>	7
Outstanding Alumni	7
Outstanding Current Seniors	9
<i>Criterion 5: Breakthrough Venture: Kids Give</i>	10
<i>Criterion 6: An Excellent Year</i>	12
<i>Criterion 7: An Exemplary Servant Leader: Professor Janet Anthony (Music)</i>	14
Conclusion	16
APPENDIX A: OUTCOME DATA	17
Measure 1: Comparison of Alumni Nationally	17
Measure 2: Moral Values in Personal and Professional Life	19
Measure 3: Ongoing Comparison of First-Year Students	20
Appendix B: Budget	21

Our Fourth Year

A Time of Transition

Several major transitions took place during 2010 within Lawrence University's associated programs for engaged learning, servant leadership and community service. Alan Parks stepped down as the Pieper Family Foundation Chair of Servant Leadership in order to return to full-time teaching. In his role as instructor and advisor, he continues to use the professional development that he gained as the Pieper Chair and to practice the skills of listening, mentoring, and self-scrutiny that made him so effective in that role.

As the new Chair, I bring expertise in American history to the study and practice of servant leadership. I have served on special task forces and committees charged with examining teaching development, the creation of the Lawrence Center for Teaching and Learning, programming for post-graduate planning, and environmental sustainability. I also have a background in leadership development from having served as a Coro Foundation Fellow in Public Affairs before beginning graduate study.¹ I have volunteered with a number of Appleton organizations related to the arts, local history, education, the environment and animal welfare. I am excited about beginning my servant leadership journey!



Outgoing Pieper Family Foundation
Chair Alan Parks with incoming Chair
Monica Rico

Professor Parks established strong personal relationships on the Lawrence campus and within the broader Fox Cities community that enabled him to advance the ideals of servant leadership, and the Office of Engaged Learning continues to build on his solid reputation for flexibility, openness, and integrity. We seek to maintain his original vision, centered on the following goals:

- Connecting formal teaching and learning in the curriculum with service to the broader community
- Commitment to the values of service and altruism, particularly for the least fortunate among us

¹ The Coro Foundation serves communities by offering them a team of diverse, highly skilled individuals who can complete projects for organizations in the for-profit and non-profit sector. Coro Fellows are selected for their integrity, self-awareness, willingness to innovate, and curiosity. See www.coro.org. I served as a Coro Fellow in San Francisco in 1991-1992.

- Encouraging students to seek to live out their values in college and beyond in their professions and community

We also are taking this opportunity to reconsider the effectiveness of our programs and reach out for feedback. The transition has provided a chance to connect to new individuals and organizations, while simultaneously reassuring longtime supporters that the core values and activities of the program endure.

An Opportunity for Servant Leadership

As the new Pieper Chair in Servant Leadership, I addressed the campus community at our annual Matriculation Convocation. President Jill Beck introduced the theme for the academic year 2010-2011: “Expanding Student Opportunities in Research, Performance, Public Service and Environmental Activism.” I spoke specifically on the topic of public service, but clearly all of these areas (research, performance, public service, and environmental activism) provide students with the chance to exercise servant leadership. For instance, among the other Convocation speakers was student Katelin Richter, co-founder of the Lawrence Baroque ensemble, an entirely student-run group that “enrich[es] the educational experiences available to Lawrence students while providing a unique, rewarding and historically authentic musical experience for audience members.”²

As prestigious as an invitation to address Convocation is, the more meaningful work of the incoming chair involved lengthy conversations with a variety of stakeholders around campus. The purpose of these conversations was to *listen* and to encourage members of the Lawrence community to approach the new Chair with ideas, suggestions, criticisms and problems. Meetings took place with

- Vice President for Student Affairs and Dean of Students Nancy Truesdell
- Associate Dean of Faculty Ruth Lanouette
- Professor Stewart Purkey (Education)
- Associate Professor Beth Haines (Psychology)
- Associate Professor Kathy Privatt (Theatre)
- Associate Professor Patrick Boleyn-Fitzgerald (Philosophy)
- Associate Professor Kirk Moss (Music Education)
- Associate Professor Rosa Tapia (Spanish)
- Kathy Heinzen, Director of the Career Center
- Cathy Statz, Chair, Lawrence Alumni Association Community Engagement Committee

Meetings are planned with faculty from Geology, Biology, Chinese/East Asian Studies, and Music as well as a variety of student groups are planned for Term II and Term III.

I continue Professor Parks’s effort to reach out to community partners. I attended an event sponsored by the Community Foundation of the Fox Cities and a breakfast hosted by the Appleton Area School District that highlighted collaborative efforts between local schools, community groups and employers in the area. Descriptions of other interactions with community partners appear elsewhere in this report.

² Lawrence Baroque originated as a class project in “Entrepreneurship in the Arts and Society,” taught in Spring 2010 by Professor Adam Galambos (Economics).

Criterion 2: Acceptance of Servant Leadership

Lawrence's commitment to altruism received an important boost this year when the position of the Director of the Volunteer and Community Service Center (VCSC) was converted from a part-time to full-time position. Kristi Hill, who previously divided her time between the VCSC and a part-time position as Internships Coordinator at the Career Center, has moved into the Directorship at the VCSC on a full-time basis. Kristi brings a background in counseling and recreational planning to her work and has received praise from students, faculty and staff alike for her dedication to individual students' needs, her support of student organizations and her continuous efforts to improve the services of the VCSC. She briefly met with Richard Pieper and the other Chairs in the spring and looks forward to further collaboration.³

Criterion 3: Outcomes Measures

Since the establishment of the Chair at Lawrence, we have surveyed alumni on character and engagement. In this, the fourth year of our research, we have continued to employ measures that suggest the impact of our work. Our survey employs two measures, both of which focus on characteristics defined as desired outcomes by the Pieper Foundation.

1. Graduates will be known for their moral values.
2. Graduates will enrich and lead by serving their community and profession.
3. Graduates will apply their moral values in both their professional and personal lives.
4. Graduates, according to their moral values, will serve those who are the least privileged among us.

The tables in Appendix A present the 2010 data in full detail in order to supplement and support this narrative discussion.

Measure 1: Comparison of Alumni Nationally

For 2010, we again used questions from the Higher Education Data Sharing (HEDS) survey. The survey asks respondents to rate various traits such as "understanding moral/ethical issues" and "functioning well as members of a team" along with evaluating their levels of involvement in community service both as an undergraduate and after graduation. For each question, the respondent chooses a rating from among four possibilities ranging from "not at all" to "greatly."⁴ As previously, we used available HEDS data from alumni from institutions similar to Lawrence, and then administered the survey to a random sample of Lawrence alumni from three different classes, as well as a third group of alumni, those who have participated in engaged learning projects while at Lawrence. This last group gives us a measure of possible effect that exposure to the ideas and values of servant leadership has had on students.

³ More information about the VCSC is available at http://www.lawrence.edu/dept/student_dean/volunteer/

⁴ Last year's report to the Pieper Family Foundation described the survey in more detail. Readers who wish to know more about the specifics are referred to that document, available on the Pieper Family Foundation website.

The data for 2010 appear similar to the data for 2009. Lawrence alumni tend somewhat to rate the survey categories somewhat less highly in terms of importance as compared to our peer institutions, but when asked whether their college educations enhanced these characteristics, they rated their college experience as “greatly” important in certain key categories:

- Lead and supervise tasks and groups of people
- Relate well to people of different cultures/races
- Function effectively as a member of a team
- Communicate well orally
- Understand others

These are the same categories on which Lawrence alumni scored more highly in the 2009 survey. Moreover, Lawrence alumni are more likely to rate community service as “greatly important” to their undergraduate experience, and they are approximately even with peer alumni in their likelihood of rating community service as important in their post-graduate professional lives.

Additionally, and importantly, alumni who have participated in project-based engaged learning score significantly higher than random alumni and peer institution alumni in several areas. 100% of respondents in this group rated leadership, teamwork and understanding as of the highest importance in their professional lives, for example. Similarly, whereas 21.3% of the random alumni rated community service as of the highest importance in their current lives, 50% of the OEL alumni did so.

A key point: Examining the numbers of respondents who gave various traits either of the two highest ratings (i.e., “moderately” or “greatly” important) reveals that the weaker response of Lawrence alumni in comparison to peer alumni appears much less pronounced. On the other hand, the higher scores of OEL alumni are augmented.

Measure 2: Moral Values in Personal and Professional Life

We asked our random sample of alumni and our group of OEL alumni to rate the importance of various moral traits in their personal and professional lives. As in the case of Measure 1, we can compare OEL alumni to Lawrence alumni generally. The moral values that respondents rated are:

- Altruism
- Compassion
- Cooperation
- Creativity
- Dedication
- Diligence
- Fairness
- Faith
- Humility
- Integrity
- Patience

Self-confidence
Supportiveness

Engaged learning alumni are significantly more likely to rate a given moral quality as “Very Important” in both their personal and professional lives. We cannot say for sure that their work with our program has generated this outcome, as students who choose to participate in engaged learning projects *already* may be servant leaders who possess a strong value system, but the data are highly suggestive and certainly warrant further study.

Measure 3: Ongoing Comparison of First-Year Students

As in 2009, we present here data from the National Survey of Student Engagement (NSSE). The data shown come from students who took the survey at the end of the freshman year. We have used this data to track community engagement and moral character from year to year among our students after their initial three terms at Lawrence. It asks student to report the frequency with which they engage in various activities. The responses are numbered 1 through 4.

1. Never
2. Sometimes
3. Often
4. Very often

The exception is a question about engaging in community service that enhanced the educational experience. This question can only be answered with either a 0 (did not do or did not plan to do) or 1 (did). That line of data is marked with an asterisk in the data table and should essentially be understood as a percentage, i.e. 43% of Lawrence students did community service that enhanced their educational experience. This figure is identical to that in our peer comparison group.

We cannot ask OEL students about their NSSE responses, unfortunately. This is because students take the NSSE anonymously, and the respondents comprise a random sample of the first-year class. It is also important to note that at the end of the freshman year, comparatively few students have yet to participate in an OEL-sponsored program, and thus even if we were able to identify individual students who happened to be selected for both the NSSE survey and who were in the OEL, their number would be so small as to be almost meaningless from a statistical point of view.

This raises the possibility of gathering other forms of information, perhaps via focus groups or ethnographic interviews, from our first-year students who are involved with servant leadership activities. We hope to investigate this option in the future.

The data appear in summary tables at the end of this report.

External Review

The Office of Engaged Learning seeks continuously to improve our programs; naturally, feedback and review is an important part of this process. In the spring of 2010, Professor Parks and Provost David Burrows invited Professor Bruce Dalgaard of St. Olaf College to conduct an external review of

the Office and the work of the Chair. Professor Dalgaard is an economist and the Executive Director of the Center for Experiential Learning at St. Olaf. He interviewed faculty (including Professor Parks and myself), staff and students and submitted a comprehensive written report to Provost Burrows and President Beck.

New Initiative: Tracking Community-Engaged Learning with Technology

In order to gather more complete and detailed data about service learning at Lawrence, we have initiated two new projects. We are particularly proud of these projects because they grew out of collaboration with Dean Witman, a faculty member at Fox Valley Technical College, who is currently pursuing a Master's degree in Experiential Education through Mankato State University. Mr. Witman is a former Naval intelligence officer; he holds an MBA from Columbia University and specialized in supply chain management in a variety of industries before entering the higher education field.

Mr. Witman is interning with Lawrence University Director of Institutional Research Bill Skinner. The three of us worked together to design a new survey on all forms of community-engaged learning at Lawrence. The survey will enable us to obtain data on measures that have not been studied at Lawrence since 2005-2006. We also are working with the Registrar's Office and the Lawrence Office of Information Technology to create a process that can automate our recordkeeping related to engaged learning courses. We are excited about this innovative partnership.

Criterion 4: Maximizing Community Engagement and Servant Leadership

This year, I have chosen to feature some outstanding individuals from among Lawrence alumni and current seniors. The stories of these young people hint at the impact that Lawrence's commitment to servant leadership and community service has had on their lives.

Outstanding Alumni

Brianna Stapleton Welch '09

Brianna Stapleton Welch worked with Professor Parks on a highly successful project in 2008. Professor Parks's Annual Report for that year stated:

Brianna Stapleton, a senior Theatre Arts major, wrote and produced a play based on a children's book. Brianna recruited actors, technical crew, and stage managers, and she supervised rehearsals and performances for audiences of elementary school children. Brianna developed a teacher's guide that included pre-performance and postperformance activities and discussion questions. The Office for Engaged Learning provided advice, financial support, and we coordinated Brianna's contact with the school district, arranging for over 230 children to attend performances along with their teachers and adult volunteers. The project involved a thorough assessment of performance: teacher and class reviews, and interview surveys with Lawrence students involved. The material was judged to be pitched at just the right level for the children

(from grades 1-3) and the teacher's guide was very helpful.

Today Brianna is a graduate student at Arizona State University's School of Theatre and Film. Her area of concentration is arts education and theatre for youth. She works as an assistant at ArtsWork, an organization that collaborates with community groups and school districts in the Phoenix area to develop arts education for K-12 students. Brianna's as yet fledgling career path already shows promise of servant leadership. She has chosen to pursue a field of study that cannot promise much in the way of worldly rewards, but that has captured her passion and commitment to bring the magic of theatre to children. As a teacher, director and actor, she must be profoundly attentive to others' needs and maintain constant self-awareness about the impact of her words and actions. We look forward to following her future career.

J. B. Sivanich, '10

In the summer of 2009, J. B. Sivanich, a Religious Studies major, taught English at the Hoodi School in Bangalore, India. His travel costs were funded by the OEL via a Summer Volunteer Opportunity Grant administered by the VCSC. The Hoodi school serves poor children, many of them orphans or from single-parent homes; it relies on funding from the Pragati Foundation, a scholarship organization based in Bangalore with which the OEL has been working for several years.



J. B. Sivanich and students at Hoodi School, Bangalore, India, 2009. Courtesy Pragati Foundation.

Professor Parks's Annual Report for 2009 detailed the challenges that this outstanding student surmounted, including profound culture shock, comparatively little in the way of guidance or mentoring from school staff, and lack of supplies. We can see today that J. B.'s experience was formative, as he currently teaches English in Taiwan. When recently asked to reflect on his experience as a teacher in India, he wrote:

The kids there were all a lot of fun and being able to make them happy, and make them feel supported and unique was a privilege more than anything. This was especially the case because it was readily apparent how hard their lives were in contrast to my own upbringing.

India is a crazy and beautiful place. I loved a lot of it -- the colors, the people and the FOOD. It's incredibly different and there are many things that you struggle with. The poverty is unimaginable and inescapable. It can be a lot to deal with emotionally. There is also the poor infrastructure and a huge garbage problem. But to be able witness the world's biggest democracy -- a nation of a billion people -- was an opportunity I really cherished.

I [was a] Religious Studies major so seeing the incredibly beautiful and intricate temples on almost every street block was another highlight of the summer. I also got to watch over 500 Muslims perform the Friday afternoon call to prayer and walk through a city district that had 30-40 Hindu temples, 10 or so mosques and the same number of churches. I do think this program encompasses many of the values of Lawrence's mission statement as a liberal arts institution with the big ones being pushing oneself outside of one's normal comfort zone, experiencing a completely new and different society and culture and engaging with those who most need it.

I also think it's relevant for students at Lawrence today as there are quite a few whose first jobs after graduating will be teaching English abroad (I should probably mention that I wouldn't have gotten my job without my experience in Bangalore and wouldn't have been so prepared to live abroad in another scarily foreign place without my summer in Bangalore).

Of course, one cannot say for certain how J.B.'s future plans will specifically manifest servant leadership, as he only just recently graduated from Lawrence. What is clear, however, is that even as a young alumnus, his service experiences reflect sensitivity to others' perspectives, compassion, and persistence.

Outstanding Current Seniors

Sophie Patterson '11

Sophie is an Environmental Studies major and a Gender Studies minor who gives deeply of herself to a variety of organizations and causes. In my Environmental Studies 300 course last spring, she developed an "eco tour" of the sustainability features on the Lawrence campus such as the LEED Gold certified Warch Campus Center and the student-run organic garden. Sophie's hope is that that the tour can act as a vehicle through which community members, students and Lawrence staff can come together to discuss environmental issues. Sophie also is a leader in Greenfire, the student environmental group, and in SLUG, the Sustainable Lawrence University Garden. The OEL partially funded a service trip over the long winter break for Sophie and two other students; they volunteered on an organic farm in Costa Rica. What particularly impressed me about their application was that they saw themselves not merely as volunteering their labor, but as students of the farmers and peasants along whom they would work.

Marvanna Avery-Cash, '11

Marvanna is a Theatre major who has been very active in Lawrence's artistic community as a poet, actress, director and filmmaker; she also has been a leader in Lawrence's student organization for Hispanic students and culture, ¡Viva! In the summer of 2010, she used an OEL grant to the Summer Volunteer Opportunity Grant program in order to travel to Quetzaltenango, Guatemala, where she taught English and Theatre to young children. Marvanna's dream is to use her talents as a creative writer, actor and director to raise awareness about social issues such as poverty, racism, and domestic violence.

Criterion 5: Breakthrough Venture: Kids Give

This year, I have chosen to feature Professor Dena Skran's Kids Give program as a breakthrough venture that promises new beginnings in act of goodness: on the Lawrence campus, throughout the United States, and in the wartorn African country of Sierra Leone.

After Professor Dena Skran (Government) spent the 2005-2006 year studying the aftermath of civil war in Sierra Leone, she knew that she could not simply walk away with her field notes. She had to give something back to the people who had welcomed her despite their terrible poverty. She also realized that by getting her Lawrence students involved with fundraising for students in Sierra Leone, she could connect the academic lessons that they were learning about international development and conflict with the realities of poverty and war. Professor Skran, a mother of three, also wanted to get American schoolchildren involved in her fundraising, in order to help raise their awareness about the challenges that young kids who are less fortunate than they are face every day around the world.

Donations organized by Professor Skran paid for 13 students to have full scholarships for the 2006-2007 school year and 7 students to have half-year scholarships at Comforti School in Freetown, Sierra Leone.⁵ A few months later, a letter campaign organized by Lawrence students raised enough money to provide all 20 students at Comforti School with full scholarships for the 2007-2008 school year. By 2008, Lawrence students were reaching out to Wilson Middle School and Edison Elementary in Appleton, who participated in the first Kids Give Community Outreach Program. After listening to a presentation about Sierra Leone, including music, dance and even a fashion show of traditional costumes, the school children committed to raising scholarship funds and collecting school supplies for donation. This model has since been replicated at other schools in Arkansas and Florida.

Over the 2009-2010 winter break, Professor Skran brought eight Lawrence students with her to Freetown, Sierra Leone.⁶ Travel expenses for one of these students were paid by the OEL. These students conducted academic research on the living conditions of the area's children, but they also spent time teaching, coaching soccer, and simply befriending the students and staff at Comforti school. Sarah Ehlinger '11, a Geology major and the captain of the Lawrence women's soccer team,

⁵ Much of the information on this timeline comes from the Students War Against Hunger and Poverty (SWAHP) website. SWAHP is a Lawrence student organization founded in 2005.

⁶ Lawrence's academic calendar contains a five week winter break.

distributed soccer balls and athletic shoes purchased through funds raised by the Student Advisory Athletic Committee for this purpose.

Professor Skran returned to Sierra Leone over the 2010-2011 winter break, again with student volunteers. Sarah Ehlinger conducted a study of lead levels in the soils around the school in order to help develop a program combating lead poisoning. Will Meadows (whose travel costs were met by the OEL) conducted a nutrition survey of the schoolchildren, a necessary first step towards addressing the chronic malnutrition in the community.

Both Sarah and Will are doing research that goes beyond simply providing scholarships, as enormously worthwhile as scholarships are; children who are suffering from lead poisoning or malnutrition can't learn effectively, and thus finding ways to create a low-cost, healthy, sustainable environment at the school are essential steps towards enabling these children to realize their potential. Other Lawrence students undertook the equally valuable work of teaching, coaching and mentoring the students, as before. These repeated visits enable Professor Skran and the Lawrence student leaders to find out what the schools really need, how well the program is working, and address other questions.

Kids Give works because it brings together many kinds of resources. In addition to the OEL and the donations of many individuals, the work of Professor Skran and her students has been supported by the Appleton Downtown chapter of Rotary International and the Lawrence University Community Council, our student government. Kids Give has also partnered with Opportunities for Industrial Cooperation (OIC), a non-governmental organization that trains residents of Sierra Leone to make furniture. Kids Give has bought desks, tables and chairs for schools in Sierra Leone from OIC and thus has helped support the local economy.

Sierra Leone is one of the poorest countries on earth, and it struggles to overcome the malignant legacy of a horrifying brutal civil war. Infant mortality in 2008 was 123 per 1000 live births (for comparison, the rate in the United States is 6.3 per 1000 live births). The GNI per capita in U.S. dollars is \$320.⁷ Kids Give exemplifies servant leadership both in Professor Skran, who maintains a full-time teaching and administrative schedule in addition to doing this work, and in the students who have committed themselves to the program. Impressively, Comforti school ranked among the top schools in the country in national exams administered in 2009, despite the fact that it is in an extremely poor area of the Freetown. While the credit for this achievement must of course go to the students, teachers and staff of the school, Kids Give is helping to make this small educational miracle happen.

I'd like to close this section of the report with some quotations from students and recent alumni who have traveled to Sierra Leone:

This was truly a life changing experience for me, the three volunteers who worked with me, and the children and families whom we helped (Will Meadows, '13)

This visit was an eye-opener for me. I looked through my camera's lens and saw the vivid light in the eyes of children, the stories written in details on silent faces. As I lived with

⁷ "At a Glance: Sierra Leone," UNICEF, 2 March 2010, www.unicef.org/infobycountry/sierraleone_statistics.html.



Ayse Adanali '07 with a friend. From "Aisha's Eye on Sierra Leone." http://www.lawrence.edu/dept/religious_studies/aysesierraleone/sierraleone.html

beautiful people, sharing emotions and life with them, my eyes started to see things differently. I realized how we let minor things affect us while there is much to appreciate and enjoy. I learned to use only as much water as I needed and not waste one drop of it. I witnessed that if an illiterate 16 year old girl wants to learn, she can do it, no matter what the conditions are. If she has a lot of housework, she finishes it all and then studies late at night after serving dinner. It does not matter if there is no light; she has a candle. If she doesn't have a notebook, there is an abundance of leaves outside the house that she can write on. When people enter a huge shopping mall, they think about what they do not possess and what more they can possess. This visit has taught me to make the best out of what I have and feel satisfied with that. I know I will keep this feeling with me forever. (Ayse Adanali, '07)

Criterion 6: An Excellent Year

Despite the change in personnel, we maintained continuity in programming over the summer and into the fall. Janice Ruechl, the administrative assistant to the Chair, and outgoing Chair Professor Alan Parks deserve great credit for ensuring a smooth transition

Completed Projects and Initiatives, 2010

- Sam Estrem '11 interned at the Appleton Fire Department, helping develop web resources on fire safety. Sam is the third Lawrence student to intern with the Fire Department. Unfortunately, due to staffing changes at the Fire Department, this program may have run its course.
- Marvanna Avery Cash '11 taught in Guatemala (see above).
- Katherine Jubert '12 taught flute and directed a choir in Paraguay, working with an organization that provides educational and cultural opportunities for impoverished children.
- World Arts Day: Professor Parks contributed to the ArtsBridge program by mentoring students who developed arts-based curriculum for K-8 students in Appleton. The students visited area schools and taught lessons in dance and music that tied into the schools' social studies curricula; the program culminated in World Arts Day, which took place on the Lawrence campus. Approximately 75 people came together for a day of music, dance, food and conversation in a celebration of student achievement and global cultural diversity. ArtsBridge is currently on hiatus due to staffing changes in President Beck's office.
- Professor Faith Barrett (English) taught a class on war and literature. Students interviewed veterans about their wartime experiences and then worked with their interviewees to

develop autobiographical texts. This work helped give voice to men and women who participated in historic events, while revealing new insights into the relationship between writing and trauma to the students.

- Lawrence was once again named to the Presidential National Service Honor Roll in recognition of the outstanding work that it does on behalf of the community. We applied this fall for a place on next year's Honor Roll and are optimistic about the strength of our chances based on the high support for voluntarism that our students, faculty and staff demonstrate.

Ongoing Projects and Initiatives

- Kids Give: The OEL will continue to collaborate with the involved parties in this program if there are areas where we can provide useful assistance. See elsewhere for an extensive discussion of this program.
- FLIP (Foreign Language Instruction Program): Lawrence students have offered programs on foreign languages and cultures at Edison Elementary School for several years. Recently new opportunities for strategic partnerships with the Appleton-Kurgan Sister Cities Program and the Appleton Area School District after-school program have opened up. We plan to pursue this opportunities if there is adequate student interest.
- Three students affiliated with SLUG (Sustainable Lawrence University Garden) traveled to Costa Rica over the 2010-2011 winter break to volunteer on an organic farm (see above).
- Eliana Socha '13, a Linguistics and Russian double major, taught at a rural school in Ecuador over the winter break.
- Associated Colleges of the Midwest (ACM) research project on experiential learning, student empowerment, and general education: This initiative brings together Lawrence and two of its consortial partners, Coe and Beloit. We are studying the impact that experiential learning can have on first-year students at small liberal arts colleges. This partnership is innovative because it crosses disciplinary and organizational boundaries. We hope to examine the first batch of data this summer.
- Music Education leadership: We hope to bring leaders from the student chapter of Collegiate Music Educators National Conference (CMENC) to the Greenleaf Conference this summer. Students in Music Education plan to serve their communities as leaders in the arts and in youth development. Professor Kirk Moss, Chair of Music Education at Lawrence, and I feel that these students would benefit from learning more about servant leadership in depth.
- Collaboration with Professor Jack Christ of Ripon College: Professor Christ and I met over the summer of 2009 and hope to develop a partnership nurturing servant leaders on our campuses, perhaps by sponsoring Kent Keith as a speaker or by hosting a mini-conference at either Lawrence or Ripon.
- Meetings with Richard Pieper and the Pieper Chairs at MSOE and UW Madison: These meetings have been highly valuable as a way of learning more about the role of the Pieper Chair in Servant Leadership and the various programs that each chair is undertaking.
- Servant Leadership Cities program: Provost Burrows and I attended a planning meeting in Fond du Lac. We made several new contacts that may be useful in connecting to community organizations in the region.
- Sustainability and service learning: I attended the annual meeting of the American Association for Sustainability in Higher Education in Denver in October 2010. This was a valuable opportunity to learn more about ways to integrate service across the academic curriculum towards the attainment of campus sustainability goals.

- Community Engagement Council: New members were named by the Provost to the Lawrence Community Engagement council, which met for the first time in over a year on November 4, 2010.
- Martin Luther King Jr. Day of Service: Like many other schools in Wisconsin Campus Compact, Lawrence encourages students to observe the anniversary of the birthday of Martin Luther King Jr., by participating in community service projects. This year, the OEL is promoting this opportunity among faculty as well, encouraging them to get involved and set an example for students.

Future Programs and Initiatives

All of the following are in the very early planning stages.

- Faculty mini-grant program: I plan to adopt the program developed by Professor David Howell at MSOE. We will offer small grants to support faculty interested in adopting leadership training, community service, and/or experiential learning in their courses.
- Web site: New content supporting the mini-grant program will be added to the website, which also will be redesigned for a look and feel that is more dynamic and consistent with the rest of the Lawrence site.
- Partnership with Sustainable Fox Valley: This organization promotes sustainability in the environment and economy throughout the Fox Cities. It has only just received nonprofit status and is still seeking to define its projects, but we hope to find specific ways in which Lawrence faculty and students may be able to contribute.
- Science Café: We are working with Cindy Duckert, Lecturer in Biology, and Harmony Café, a branch of Goodwill Northeastern Wisconsin, to develop a series of public presentations and discussions on scientific topics of current significance. For instance, one session might be on genetically modified agriculture, while another might be on avian flu and public health.
- Fox Valley Symphony: We have had some discussions with the Executive Director, Marta Weldon, about possible outreach projects that Lawrence students could undertake for the Symphony.
- VISTA: We are exploring the feasibility of applying for a VISTA volunteer to help us expand some of our programs in the OEL and VCSC.

Criterion 7: An Exemplary Servant Leader: Professor Janet Anthony (Music)

Professor Janet Anthony teaches cello at Lawrence and chairs the String Department in the Conservatory of Music. She has performed and taught internationally throughout Latin America, Europe, Asia, and North America. It is, however, her enduring dedication to her fellow musicians in Haiti that characterizes her as a servant Leader.

Since 1996, Professor Anthony has made at least yearly trips to teach at the Holy Trinity Music School in Port-au-Prince, Haiti, or at its summer camp in Leogane. She also has served as guest conductor with the Holy Trinity Philharmonic, the oldest orchestra in Haiti, and she has been featured on Haitian radio and TV. She has also taught at music schools in other Haitian cities and towns outside Port-au-Prince.

For many people, this would be enough. However, for nearly fifteen years, Professor Anthony has recruited Lawrence students and alumni to join her in Haiti and teach cello, violin, singing, and other musical subjects.⁸



Jordan King '10 and students in Haiti

This year, Professor Anthony's commitment to Haiti drove her to embark on a new path when a devastating earthquake struck the country on January 12, 2010. We all know how much suffering this disaster created for people who already face poverty, political instability and corruption, and environmental problems ranging from deforestation to pollution. For Professor Anthony, the impact was even more personal; Holy Trinity Music School was completely destroyed. Professor Anthony and her students immediately organized a series of Concerts for Haiti that were covered by the local media and that raised over \$40,000 to rebuild the school and provide aid to the earthquake victims.⁹

One of the defining characteristics of a servant leader is that the good she does then inspires others to do good.

- One of Professor Anthony's cello students, Carolyn Armstrong '11 (Music and Theatre), felt so transformed by her time teaching in Haiti in the summers of 2008 and 2009 that she formed a film production company with Stephen Anunson '10 (Music and Anthropology with an emphasis in Film Studies). This company, Bel Son Productions, is currently completing the final cut of *Kimballa: Hold On*, a film documenting the struggles of music educators in Haiti, the effects of the earthquake, and the important role that music can play in the rebuilding of the nation.
 - *Kimballa* has been shown at several fundraisers around Wisconsin and has helped raise over a thousand dollars for rebuilding music schools in Haiti.
 - Video clips from the film, along with more information, can be found at <http://www.belsonproductions.com/>
- Professor Anthony has recruited luthiers (violin makers) from around the country to work with Luthiers Without Borders, an NGO whose mission is "to provide repair services to

⁸ For an overview of Professor Anthony's work in Haiti, see http://www.lawrence.edu/conservatory/dept/strings/studio_cello/haiti.shtml

⁹ See <http://www.lawrence.edu/helpinghaiti.shtml> and <http://www.lawrence.edu/conservatory/services/webcasts/programs/100206.shtml> for more information, including sound files, on Lawrence's fundraising on behalf of Haitian earthquake victims.

musicians, orchestras and ensembles in areas where no local services are available.” These luthiers are teaching Haitians how to repair the instruments damaged in the earthquake.

We do not wish to imply, by describing Professor Anthony as an exemplary student leader, that she has sought such recognition. Nor is it the case that the Office of Engaged Learning can take any of the credit for the work she and her associates have accomplished. Indeed, because Haiti remains on the U.S. Department of State’s Travel Advisory List, much of this project has developed without any official sanction from Lawrence.

However, the OEL has been able to be of assistance in two relatively minor ways. First, we have funded the purchase of sheet music, strings, rosin and other supplies that are badly needed in Haiti’s music schools. Second, Professor Parks, and now myself, are working to research best practices for American academic and artistic collaboration in Haiti. It is our hope that by partnering with other organizations that do this kind of work, the concerns of Lawrence’s risk management specialists can be addressed and that Lawrence, and the OEL, can take a more robust role in supporting this important work.

Conclusion

We close the end of the fourth year of the Pieper Family Foundation Chair at Lawrence in position to learn from the recent past while looking forward to an exciting future. Like all periods of transition, this has been a time for new discoveries. The learning will go on, of course. This spring I will attend my first Greenleaf Center conference; we hope to recruit new students to a wide variety of initiatives; we will launch the faculty mini-grant program. I conclude this year’s report in eager anticipation of the continuation of our journey.

APPENDIX A: OUTCOME DATA**Measure 1: Comparison of Alumni Nationally**

	peers	LU	OEL
Develop awareness of societal problems	54.2	37.5	25.0
Place current problems in perspectives	61.6	46.1	50.0
Understand moral/ethical issues	65.3	48.4	25.0
Lead and supervise tasks and groups of people	57.4	22.7	100.0
Relate well to people of different cultures/races	66.6	51.6	75.0
Function effectively as a member of a team	76.8	43.8	100.0
Communicate well orally	85.7	62.5	100.0
Understand others	80.1	73.4	100.0

Professional
life: highest
rating

Enhanced on College: highest rating

	peers	LU	OEL
Develop awareness of societal problems	53.5	45.3	75.0
Place current problems in perspectives	50.0	44.5	50.0
Understand moral/ethical issues	51.2	50.8	75.0
Lead and supervise tasks and groups of people	30.9	35.9	100.0
Relate well to people of different cultures/races	40.9	55.5	100.0
Function effectively as a member of a team	41.2	46.1	75.0
Communicate well orally	50.0	59.4	100.0
Understand others	52.0	59.4	75.0

Community service: highest rating

	peers	LU	OEL
Evaluate your level of involvement in community service while an undergraduate	13.1	15.7	25.0
Evaluate the contribution of community service to your personal or professional life after graduation.	21.4	21.3	50.0

Personal life: highest two ratings

	peers	LU	OEL
Develop awareness of societal problems	87.0	85.2	100.0
Place current problems in perspectives	90.0	91.4	100.0
Understand moral/ethical issues	92.5	90.6	100.0
Lead and supervise tasks and groups of people	87.0	50.0	100.0
Relate well to people of different cultures/races	92.0	89.1	100.0
Function effectively as a member of a team	94.4	80.5	100.0
Communicate well orally	99.0	83.0	100.0
Understand others	97.6	96.9	100.0

Enhanced in college: highest two ratings

	peers	LU	OEL
Develop awareness of societal problems	85.8	85.1	100.0
Place current problems in perspectives	84.1	80.4	100.0
Understand moral/ethical issues	88.5	89.9	100.0
Lead and supervise tasks and groups of people	67.6	66.4	100.0
Relate well to people of different cultures/races	73.1	86.0	100.0
Function effectively as a member of a team	84.2	85.9	100.0
Communicate well orally	85.7	89.9	100.0
Understand others	90.1	93.8	100.0

Community service: highest two ratings

	peers	LU	OEL
Evaluate your level of involvement in community service while an undergraduate	37.8	56.6	100.0
Evaluate the contribution of community service to your personal or professional life after graduation.	54.0	46.5	100.0

Measure 2: Moral Values in Personal and Professional Life

Very Important - personally

	LU	OEL
Altruism	23.2	50.0
Compassion	56.0	75.0
Cooperation	54.5	100.0
Creativity	48.0	75.0
Dedication	54.5	50.0
Diligence	46.4	50.0
Fairness	55.5	75.0
Faith	23.2	25.0
Humility	34.4	75.0
Integrity	80.0	75.0
Patience	54.4	75.0
Self-confidence	51.2	75.0
Supportiveness	56.0	75.0

Very Important - professionally

	LU	OEL
Altruism	25.6	50.0
Compassion	44.8	50.0
Cooperation	66.4	100.0
Creativity	49.6	75.0
Dedication	70.4	75.0
Diligence	81.6	75.0
Fairness	56.8	100.0
Faith	12.0	25.0
Humility	24.8	25.0
Integrity	70.4	100.0
Patience	65.6	50.0
Self-confidence	59.2	75.0
Supportiveness	48.8	100.0

Measure 3: Ongoing Comparison of First-Year Students

<i>Activity</i>	<i>LU06</i>	<i>Peer06</i>	<i>LU07</i>	<i>Peers07</i>	<i>LU08</i>	<i>Peers08</i>	<i>LU10</i>	<i>Peers10</i>
Participated in a community based project	1.32	1.65	1.33	1.41	1.44	1.52	1.32	1.65
Had serious conversations with a students of a different race or ethnicity	2.89	2.76	2.86	2.82	3.01	2.93	2.85	2.67
Conversations with students very different from you in religious beliefs or political opinions	2.95	2.97	3.09	2.99	3.04	3.04	3.02	2.78
Participated in activities to enhance your spirituality	1.82	2.03	1.80	1.90	1.87	1.82	1.68	2.12
Tried better to understand someone's views by imagining how an issue looks from his or her perspective	2.90	2.95	2.93	2.88	2.98	2.98	3.01	2.85
*Engaged in community service or volunteer work that enriched my education	0.40	.050	0.29	0.45	0.40	0.45	0.43	0.43
My school encourages contact among students from different economic, racial, or ethnic backgrounds	2.74	2.83	2.83	2.82	2.86	2.95	2.83	2.89
I have grown in understanding people of other racial and ethnic backgrounds	2.56	2.70	2.63	2.65	2.68	2.81	2.63	2.78
I have contributed to the welfare of my community	2.39	2.64	2.45	2.57	2.56	2.69	2.58	2.66
I have developed a deepened sense of spirituality	1.76	2.07	1.84	1.87	1.73	1.96	1.75	2.37

Appendix B: Budget**Suzanne and Richard Pieper Family Foundation**

Pieper Chair of Servant Leadership: Professor Monica Rico

(December 2010)

Earnings - period: June 30, 2009 through June 30, 2010	\$46,486.00
Plus carry-over amount from FY10	<u>\$18,823.22</u>
Beginning Balance FY11	\$65,309.22

	Actual	Budgeted
ADMINISTRATION		
Pieper Professor for Community Engagement	\$25,000.00	\$25,000.00
Administrative Coordinator	\$15,014.40	\$15,014.40
NATIONAL/INTERNAT'L SPEAKER SERIES & MTGS		
Association for the Advancement of Sustainability in Higher Education Conference, Oct 10-12, 2010 Attendee: Monica Rico	\$1,345.10	\$1,345.10
Wisconsin Campus Compact Fall Meeting, Madison November 30, 2010 Attendees: Monica Rico, Kristi Hill - Registration and Mileage	\$142.00	\$142.00
Pieper Foundation Presentation Dinner, Milwaukee January, 2011 Dinner Attendees: Monica Rico, Alan Parks, David Burrows		\$500.00
Greenleaf Center Annual Int'l Conf, Dallas June 8-10, 2011		\$600.00
On-Campus Seminar - TBD		\$1,000.00
CAMPUS-COMMUNITY EVENTS		
Foreign Language Program (FLIP): LU students make language and cultural presentations to area schools - (\$30/student/session)		\$200.00

	Actual	Budgeted
Sierra Leone, Africa - Kids Give Program		
Students Working Against Hunger and Poverty		\$2,500.00
- November 29 - December 17, 2010, Student Travel	\$1,800.00	
- Food, travel and shelter expenses		
Senior Projects (part of Senior Experience; project TBD)		\$500.00
Pragati, India Orphanage Project		\$1,200.00
Help prepare student volunteer and aid in curriculum development		
Haiti Presentations - Janet Anthony project support	\$357.58	\$500.00
Sustainable Lawrence Univ Garden (S.L.U.G.) Project		\$2,655.00
Agricultural Exchange - Students Volunteer and Learn about Sustainable Gardening		
Students: Oren Jakobson, Sophie Patterson, Hava Blair		
- Travel to Costa Rica, December 1 - 30, 2010	\$1,429.65	
- Food, travel and shelter expenses		
Summer Volunteer Opportunity Grant (SVOG)		\$1,200.00
(Additional Selections Next Spring)		
Student: Marvanna-Avery Cash, Guatemala, 7/3-8/14/10		
- Transportation/Hospitality	\$110.00	\$110.00
Student: Eliana Socha, Ecuador, winter break 2010-2011		
- Airfare	\$886.78	\$886.78
SUBSCRIPTIONS/MEMBERSHIPS		
GreenLeaf Membership	\$75.00	\$75.00
Remaining available balance (not yet committed)		\$11,880.94
	\$46,160.51	\$65,309.22
Remaining Balance Available (Starting Balance minus Actual Expenses to date)	\$19,148.71	

Lawrence University, Annual Report to the Pieper Family Foundation, 2010
 Addendum: Outcomes Measures 1 and 2 with Historical Data

MEASURE 1: COMPARISON OF ALUMNI NATIONALLY

Personal life: *highest ratings given*

Peers: responses from the HEDS peer group of schools similar to Lawrence University

LU '09: randomly selected Lawrence alumni from the classes 1999, 2004, 2006

OEL '09: randomly selected Lawrence alumni who participated in engaged learning projects

LU '10: randomly selected Lawrence alumni from the classes of 2000, 2005, and 2007

OEL '10: randomly selected Lawrence alumni who participated in engaged learning projects

	Peers	LU 09	OEL 09	LU '10	OEL '10
Develop awareness of societal problems	54.2	31.9	25.0	37.5	25.0
Place current problems in perspectives	61.6	37.2	50	46.1	50.0
Understand moral/ethical issues	65.3	55.8	25.0	48.4	25.0
Lead and supervise tasks and groups of people	57.4	25.7	100.0	22.7	100.0
Relate well to people of different cultures/races	66.6	61.1	75.0	51.6	75.0
Function effectively as a member of a team	76.8	55.8	100.0	43.8	100.0
Communicate well orally	85.7	75.2	100.0	62.5	100.0

Measure 1, continued.

Enhanced in College: *highest rating*

	peers	LU '09	OEL '09	LU '10	OEL '10
Develop awareness of societal problems	53.5	40.7	75.0	45.3	75.0
Place current problems in perspectives	50.0	44.2	50.0	44.5	50.0
Understand moral/ethical issues	51.2	46.9	75.0	50.8	75.0
Lead and supervise tasks and groups of people	30.9	38.9	100.0	35.9	100.0
Relate well to people of different cultures/races	40.9	52.2	100.0	55.5	100.0
Function effectively as a member of a team	41.2	53.1	75.0	46.1	75.0
Communicate well orally	50.0	67.3	100.0	59.4	100.0
Understand others	52.0	61.9	75.0	59.4	75.0

Community service: *highest rating*

	peers	LU '09	OEL '09	LU '10	OEL '10
Evaluate your level of involvement in community service while an undergraduate	13.1	9.7	25.0	15.7	25.0
Evaluate the contribution of community service to your personal or professional life after graduation.	21.4	15.0	50.0	21.3	50.0

Measure 1, continued.

Percentage of respondents who gave one of the *highest two ratings* in response to survey questions. Sample groups remain the same.

	peers	LU '09	OEL '10	LU '10	OEL '10
Develop awareness of societal problems	87.0	77.9	100.0	85.2	100.0
Place current problems in perspectives	90.0	87.6	100.0	91.4	100.0
Understand moral/ethical issues	92.5	91.2	100.0	90.6	100.0
Lead and supervise tasks and groups of people	87.0	51.4	100.0	50.0	100.0
Relate well to people of different cultures/races	92.0	86.8	100.0	89.1	100.0
Function effectively as a member of a team	94.4	87.7	100.0	80.5	100.0
Communicate well orally	99.0	92.9	100.0	83.0	100.0
Understand others	97.6	95.6	100.0	96.9	100.0

Enhanced in college: *highest two ratings*

	peers	LU '09	OEL '09	LU '10	OEL '10
Develop awareness of societal problems	85.8	76.1	100.0	85.1	100.0
Place current problems in perspectives	84.1	77.8	100.0	80.4	100.0
Understand moral/ethical issues	88.5	84.1	100.0	89.9	100.0
Lead and supervise tasks and groups of people	67.6	68.1	100.0	66.4	100.0
Relate well to people of different cultures/races	73.1	77.0	100.0	86.0	100.0
Function effectively as a member of a team	84.2	78.8	100.0	85.9	100.0
Communicate well orally	85.7	94.7	100.0	89.9	100.0
Understand others	90.1	95.5	100.0	93.8	100.0

Community service: *highest two ratings*

	peers	LU '09	OEL '09	LU '10	OEL '10
Evaluate your level of involvement in community service while an undergraduate	37.8	54.8	100.0	56.6	100.0
Evaluate the contribution of community service to your personal or professional life after graduation.	54.0	47.7	100.0	46.5	100.0

Measure 2: Moral Values in Personal and Professional Life

Respondents were asked to rate the importance of various moral traits in their professional and personal lives. These tables show four sets of data.

LU '09: randomly selected Lawrence alumni from the classes 1999, 2004, 2006

OEL '09: randomly selected Lawrence alumni who participated in engaged learning projects

LU '10: randomly selected Lawrence alumni from the classes of 2000, 2005, and 2007

OEL '10: randomly selected Lawrence alumni who participated in engaged learning projects

Percentage of alumni who rated the following traits as “Very Important – Personally”

	LU '09	OEL '09	LU '10	OEL '10
Altruism	33.0	50.0	23.2	50.0
Compassion	68.8	75.0	56.0	75.0
Cooperation	56.0	100.0	54.5	100.0
Creativity	47.7	75.0	48.0	75.0
Dedication	67.9	50.0	54.5	50.0
Diligence	56.9	50.0	46.4	50.0
Fairness	54.1	75.1	55.5	75.0
Faith	22.0	25.0	23.2	25.0
Humility	40.4	75.0	34.4	75.0
Integrity	82.6	75.0	80.0	75.0
Patience	57.8	75.0	54.4	75.0
Self-confidence	64.2	75.0	51.2	75.0
Supportiveness	59.6	75.0	56.0	75.0

Measure 2, continued

Percentage of alumni who rated the following traits as “Very Important – Professionally”

	LU '09	OEL '09	LU '10	OEL '10
Altruism	31.2	50.0	25.6	50.0
Compassion	54.1	50.0	44.8	50.0
Cooperation	73.4	100.0	66.4	100.0
Creativity	50.5	75.0	49.6	75.0
Dedication	64.2	75.0	70.4	75.0
Diligence	74.3	75.0	81.6	75.0
Fairness	54.1	100.0	56.8	100.0
Faith	15.6	25.0	12.0	25.0
Humility	30.3	25.0	24.8	25.0
Integrity	82.6	100.0	70.4	100.0
Patience	67.0	50.0	65.6	50.0
Self-confidence	70.6	75.0	59.2	75.0
Supportiveness	53.2	100.0	48.8	100.0