

Report to the Pieper Family Foundation.

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Chapter 1

Current Direction

We began our second year of focused engaged learning at Lawrence University with a great deal of excitement. The Office for Engaged Learning had a year's experience supporting a wide variety of projects, and we had been greatly encouraged by the students and faculty with whom we had worked: by their enthusiastic desire to help others, by their creativity in linking their studies to service, and by their appreciation for our efforts on their behalf. Their efforts produced a strong positive response in the community among those we had worked with and served. We have begun to identify characteristics of successful projects particular to Lawrence. We have used servant leadership principles to good effect and continue to teach those principles to those we work with. This year we are in the process of expanding our work in a number of directions, refining our sense of organization, increasing the profile of engaged learning in the Lawrence community, planning for a greater impact locally and globally, and assessing our work in all its aspects.

From last year to this year

We began the work last year with specific goals. Here we list those that have been demonstrably achieved. These statements constitute a commentary on the initial plans that drove our work last year, and they strongly support our work this year.

1. Servant leadership principles are being applied and taught.

We approach every project with an attitude that seeks first to serve. Leadership arises out of a desire to make service effective. Students, faculty, and staff come to us with ideas in various stages of development; we ramp into their thinking and help them turn their ideas into specific projects. We exercise leadership by guiding their thinking, by making specific suggestions, and by managing administrative matters.

Those with whom we work often remark about our flexibility, openness, and helpfulness. This shows that servant leadership principles are transparent in our work.

2. We are supporting a variety of projects.

A list of projects is provided in a later chapter. Here we only call attention to the fact that our work has involved every division of the university: the natural sciences, the social sciences, the humanities, the arts.

3. We are increasing our profile in the community.
We have strengthened Lawrence's contact with the Greenleaf Organization, the Appleton Area School District (AASD), our city government (e.g. the Fire Department), at least two local philanthropic agencies, Campus Compact (a national organization for community service), the Association of American Colleges and Universities, and with local private schools. We are working to develop a community contact database to allow many in the Lawrence community to take advantage of these contacts and to have important qualitative information about our relationship with community agencies and businesses.
4. The Community Engagement Council is in place and functioning.
This body is headed by the Dean of the Faculty and the Dean of Students, reaching across the academic affairs and student affairs sides of campus work. We met several times last spring term and we formulated a document, attached as Appendix C, that describes the functioning of the council as well as its near-term priorities.
5. My work load is manageable.
In addition to directing our engaged learning efforts I teach one course, have two students working on independent study projects, participate actively in mathematics department business, and perform *ad-hoc* assignments (e.g. last summer I wrote a chapter of the self-study that serves as a basis for this year's re-accreditation evaluation; this year I am assisting the Economics Department in hiring). On taking the Pieper chair, I was worried about balancing my activities, having enough time for my students, and working successfully to solicit, develop, and manage projects. I have made several adjustment to my work habits, and the new schedule has gone very well.
6. Our administrative framework is working well.
Janice Ruechel continues to oversee our budgeting and to provide critical administrative support. We maintain close contact with the Volunteer Center and Career Center, so that a variety of outreach activities can be coordinated and mutually supported.

Goals for 2008-09

In this list, we tag and emphasize the broad ideas that are guiding our work this year. These ideas are based in the list of working principles just given. Particulars are provided in Chapter 3, where our specific activities are organized by the award criteria.

1. Amplify
We want to attain greater impact, to widen the scope of our work, to obtain necessary funding, and to keep a strong forward momentum.
2. Add
To develop new kinds of projects (e.g. with constituencies such as local rural school districts, as part of new programs such as the Senior Experience, in underrepresented academic areas such as the humanities). We will be seeking to involve more faculty and students.

3. Attract

We want to recruit new people and new ideas on campus and to invite greater community participation. We are planning a community event to showcase community service at Lawrence. We are developing a seminar for faculty that will spark new project ideas.

4. Assess

We continue to evaluate everything we do. We are in the process of implementing an interview questionnaire for students and faculty who participate in or supervise engaged learning projects. We will use the results of this study to refine our understanding of the Lawrence model for service. The Community Engagement Council will provide oversight in assessment.

Professional development

To gain perspective on our efforts and to learn from similar work at other colleges, we have attended a number of conferences and seminars and we are in the early stages of planning a community service seminar at Lawrence.

1. Association of American Colleges and Universities

Community engagement was a major theme of the national meeting of this organization in Washington, DC last January. Administrators and faculty from a variety of institutions discussed this topic in detail: from the abstract principles of community service to the specifics of particular service initiatives. Speakers from Louisiana State University and from Juniata College in Pennsylvania were especially helpful in describing service programs that have a longer history and are more pervasive than ours.

2. Greenleaf Organization Annual Conference

This conference “provides the opportunity for servant-leaders and those interested in Servant Leadership to meet each other, learn about servant leadership resources, and be inspired by outstanding speakers and workshop leaders.”¹ I especially appreciated the chance to discuss servant leadership with representatives of various businesses, for they gave me a very useful perspective outside the academic community.

3. Greenleaf Leadership Institute for Education Conference

Held in Pewaukee last September, this conference furnished the opportunity to discuss the work of Lawrence’s Pieper Foundation Chair with representatives of other colleges, sharing ideas and information.

4. A Lawrence Seminar

We are in the planning stages for a Lawrence event to promote engaged learning, to discuss ideas for projects, and to offer our office’s support. There are two faculty interested in helping with the development of this seminar, and we are in the process of identifying possible guest speakers.

¹<http://www.greenleaf.org/annualconference/index.html>

Chapter 2

Budget

Endowment yield transfer occurred on July 25, 2008 for FY09. Some expenses budgeted for FY08 occurred after this transfer and were paid from carryover. The following table represents our current commitments. Many projects are in development.

| Category | Amount |
|--------------------------------|--------------------|
| <u>INCOME</u> | |
| Earnings (7/07 – 6/08) | \$52,647.00 |
| Carryover FY08 | \$5,468.26 |
| TOTAL INCOME | \$58,115.26 |
| <u>EXPENSES</u> | |
| Administration | |
| Pieper Professor | \$25,445.08 |
| Administrative Coordinator | \$8,448.74 |
| Conferences | |
| Greenleaf L.I.F.E | \$789.00 |
| Pieper Foundation Events | |
| Foundation Dinner | \$650.00 |
| Advisory Board Meeting | \$150.00 |
| Other travel | \$200.00 |
| Campus-community events | |
| Chinese Language/Culture | \$30.00 |
| Children’s Theatre, 11/08 | \$234.80 |
| CADY workshops | \$500.00 |
| Global Awareness: Africa/Haiti | \$1160.00 |
| Fire safety project 08/09 | \$3,000.00 |
| LU garden project | \$200.00 |
| Music/self-esteem project | \$354.50 |
| SVOG project | \$1000.00 |
| Publicity | \$100.00 |
| Assessment and Evaluation | \$500.00 |
| Memberships/journals | \$150.00 |
| TOTAL EXPENSES | \$42,912.12 |

Chapter 3

Award Criteria

Criterion 3. Outcomes measured

We are still in the early stages of measuring the effects of engaged learning. We have developed an interview questionnaire to be given to all participants in our projects – see Appendix C for the text. Preliminary data from this questionnaire will be available in March, and a more thorough analysis will be done next summer. When we take into consideration the baseline work we did last year, we will begin to get a quantitative picture of engaged learning and servant leadership as practiced at Lawrence.

Community service generally can be assessed in several ways. Lawrence’s annual application to the President’s Higher Education Community Service Honor Roll furnishes one such assessment. Our application is reviewed along with the applications of many other schools, giving us a national standard of comparison. Besides the fact that we have been awarded the honor of inclusion on the Honor Roll for two years in a row, the internal evidence we gather to support our application shows that engaged learning is taking hold. The following table compares service numbers for 2006-07 with those for 2007-08. The abbreviation NS stands for *non-academic service* and AS stands for *academic service*. In both types, the service was always voluntary on the part of the students involved.

| year | NS: students | NS: hours | AS: students | AS: hours |
|-------|--------------|-----------|--------------|-----------|
| 06-07 | 450 | 3580 | 80 | 2410 |
| 07-08 | 448 | 3502 | 288 | 5560 |

We see that the numbers for non-academic service are roughly comparable; the striking increase in the numbers for academic service (engaged learning) demonstrates the impact of the Office for Engaged Learning as well as more accurate record-keeping.

Each year, the Honor Roll records service in a *focus area*. This year’s focus was *high school completion and college readiness for youth in disadvantaged circumstances*. A number of academic and non-academic projects fit into this category, accounting for more than 100 students and 1000 hours of service last year. The Office for Engaged Learning has helped to increase the number of opportunities in this area through several initiatives, including the development of a new student organization dedicated to bringing the excitement of learning to new audiences.

Our student volunteers last year had contact with over 45 different community agencies. Collaboration with the Volunteer Center and the Career Center has encouraged the development of a variety of projects and has channeled students to our office who could not otherwise be supported.

Criterion 5. Breakthrough venture

In these early days, we have not yet seen the fruit of a breakthrough. In addition to the many engaged learning projects, Lawrence University has recently initiated two innovative programs that show great promise. Each of these programs represents a range of opportunities for service and servant leadership.

1. The Lawrence Scholars in Business (LSB)¹

Launched this year, this program matches Lawrence students interested in careers in business and financial markets with alumni who work in those areas. A carefully designed set of three Lawrence courses prepares these students for all aspects of entrepreneurial enterprises, culminating in an independent project that will be paired with an internship over the summer. Throughout, an emphasis is placed on personal integrity – an emphasis that proceeds naturally from our Honor Code. A high standard of business ethics is taught in the course material and through a workshop featuring alumni.

I serve on the advisory board for the LSB program, participated in the selection of the first two student scholars, and will be contributing to the development of this program and its spin-offs into engaged learning projects.

2. Senior Experience

Last spring, an extended time of planning and discussion among the faculty and administration culminated in the inauguration of the Senior Experience program at Lawrence. Starting this year, each major at Lawrence will include a capstone experience whose objectives are

- (a) to pull together the various strands of disciplinary study into a coherent final project
- (b) to provide an opportunity to assess the learning goals of the major department
- (c) to demonstrate the integration of knowledge and skills in the major

“Serving as something of a bookend to Lawrence’s nationally recognized Freshman Studies program, Senior Experience is born from our culture of individualized learning where students and faculty work closely to develop a path for learning, culminating in a project that prepares them for the transition to life after Lawrence.”² Senior experience projects provide a natural setting for engaged learning. Many students will want to apply their knowledge to serve others. Brianna’s Stapleton’s project in children’s theater, described below, might serve as a model.

¹See <http://www.lawrence.edu/dept/economics/lsb/>

²See <http://morelight.lawrence.edu/SeniorExperience.aspx>

Criterion 6. An excellent year

Our experience last year exceeded our expectations in student involvement and enthusiasm and in thoughtful planning for future projects initiated by faculty.

Continuing projects

These projects have been described previously, but since there are new activities in each one, we emphasize recent progress.

1. Confidence and Determination in Youth (CADY)

This student group seeks to give elementary students a college-like experience and to inspire in them a love of learning. Of special concern are children who would not otherwise consider their post-high school plans at an early age. Two very successful Saturday afternoon workshops were held last year that involved about 150 children and generated a waiting list for future workshops. Three workshops are planned for this year, including a career day aimed at young teens. An alumni group interested in community service has become involved, and we are discussing many ideas for expanding CADY:

- (a) to export CADY to another college and to help run a joint event between our school and theirs
- (b) to work with local rural school districts where events like a CADY workshop are very rare
- (c) to work with Appleton schools that have performed less well on the Wisconsin achievement tests

2. Global outreach

Professor of Government Dena Skran and her students continue to organize presentations on life in the villages of western Africa and, under the auspices of the KidsGive program, to raise scholarship funds for African students. Her efforts have been of special help to schools in Sierra Leone.

A presentation in the St. Paul area is being contemplated, hosted by Lawrence's alumni chapter there. Students from Macalester College, a school in our academic consortium, may be recruited to participate to make this a collaborative venture that also exports the idea of Global Outreach.

The Office of Engaged Learning continues to support the work of student assistants to Professor Skran. These student leaders do much of the set-up and administrative work for these projects.

3. Appleton Fire Department: safety education

Last summer a Lawrence intern in the Fire Department undertook a thorough study of Appleton fire-risk demographics, comparing Appleton with cities of similar size and composition to identify at-risk populations. An auxiliary study of safety education innovations worldwide was incorporated to develop a set of safety education strategies that could reach the critical populations. This study was well-received by the Fire Department, and the internship arrangement clearly benefitted all parties. We will be

reporting this work to the Appleton Committee on Community Development, Safety, and Licensing in January. This work was featured in the Lawrence University publication *Transforming Lives: Report on Giving 2007-08*, a copy of which will be mailed to the Pieper Foundation.

For the summer of 2009, an implementation project is being planned. Two specific safety education initiatives will be targeted at each of two groups in the community: (1) families of lower income with small children, (2) teenagers. The current plan seeks to partner with a local community agency in each case. For the families, we are investigating using home health visits as an opportunity to provide fire safety evaluation and consultation. For teenagers, we are looking into partnering with the Red Cross babysitting training program. We are actively seeking funding and other resources from the community. The Office for Engaged Learning continues to work with Fire Department personnel to develop this work.

Lawrence faculty have provided a list of names of qualified Lawrence student participants and a recruitment letter will be sent out at the beginning of the year.

New projects

We continue to have many requests to assist in developing new projects. Here are four that show particular promise. There are many others in various stages of development.

1. A Song for Harmonica

Professor of Music Patrice Michaels developed a presentation for children that teaches music appreciation and positive self-image. Professor Michaels has worked with student collaborators to bring this project to production in various iterations. The Office for Engaged Learning is helping to update this presentation and to support current student participants.

2. Childrens theater

This project has given us a model for Senior Experience projects in the performing arts. Brianna Stapleton, a senior Theatre Arts major, wrote and produced a play based on a children's book.³ 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 post-performance 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.

The format of this project and its success are repeatable. In some ways, it is similar to the opera run-out we helped sponsor last year.

³*The Day I Swapped My Dad for Two Goldfish*, by Neil Gaiman and Dave McKean

3. The Summer Volunteer Opportunity Grant (SVOG)

Lawrence's Volunteer Center runs the SVOG: a program through which students can apply for funds to support summer service projects. Many of the applicants engage in service overseas in developing countries. Typically, there are 10-12 applicants and four to six projects can be funded. I was recruited to help evaluate projects for the summer of 2008, and I observed that several of them had obvious curricular connections. The Office for Engaged Learning will identify such projects for the summer of 2009 and provide additional funds and/or administrative help, so that more projects can be supported and so that the engaged learning potential here can begin to be realized.

4. Haiti presentations

Professor of Music Janet Anthony has a strong interest in conditions in Haiti. She and others perform regular service projects there in music education and in community health. Professor Anthony is planning an outreach program involving Haiti, a program similar to the Global Outreach program developed by Professor Skran. Our office is assisting the development of this program.

Projects being explored

We have chosen three projects in the preliminary stages that show promise.

1. Public history

This important area applies the study of history to understand and organize artifacts, oral history, and event records local to a community. In the recent past Assistant Professor of History Monica Rico has found occasional internships for Lawrence history majors interested in public history and local archives. She wants to develop engaged learning projects for such students. One idea is to collect the recollections of a particular event by older residents. We see the potential to connect younger scholars with the elderly and to preserve local memory and tradition.

2. The Academy: Arts in the Curriculum

The Academy is a private K-12 school in Appleton, accredited by the University of Cambridge, England, International Examinations Department.⁴ They are interested in integrating the arts more thoroughly into all aspects of their curriculum. I met with a faculty representative of the Academy to discuss this idea, and I spoke with several Lawrence faculty about the possibility of involving our students in curriculum development and in some aspects of teaching. I identified two faculty with a strong interest in this idea and am in the process of working with them to define a project to which students can be recruited.

3. Re-entry from off-campus study

Students returning from off-campus study frequently have a strong desire to discuss their experiences and to educate others about the culture in which they studied. We want to provide opportunities for returning students to contribute to the understanding of culture by teaching language, traditions, culinary aspects and/or other factors that would be of interest to a wide range of audiences. Director of Off-Campus Programs

⁴See <http://www.theacademy.bz>.

Laua Zuege is interested in the potential of such projects as part of the re-entry process for students returning to Lawrence.

Appendix A

Community Engagement Council

This committee oversees the work of the various Lawrence offices engaging in outreach to the community. It consists of

- Dave Burrows, Provost and Dean of the Faculty (co-chair)
- Kathy Heinzen, Director of the Career Center
- Kristi Hill, Coordinator of Internships and Volunteer Programs
- Karen Leigh-Post, representative from the Committee on Teaching Development
- Alan Parks, Pieper Family Professor of Servant Leadership
- Megan Pickett, Associate Professor of Physics, representative from the Curriculum Committee
- Sheree Rogers, Director of Communications
- Nancy Truesdell, Vice President for Student Affairs and Dean of Students (co-chair)
- two student members chosen by the Lawrence University Community Council

Last year's Council produced the following document describing our work and listing goals for community engagement at Lawrence. This will be familiar from and consistent with the statements of general purpose in our previous reports; it is included because of its importance to the work of the Council going forward.

Preamble

Community Engagement describes the activities of Lawrence students, faculty, and staff that involve the local and global world outside the Lawrence campus for purposes that extend beyond the rubric of classroom learning. These activities proceed either from educational needs that involve the community, or in response to compelling community needs. The community provides a lab-like context in which to apply knowledge, to benefit others, and to explore opportunities of service and career.

Community engagement involves a project (internship, volunteer opportunity, outreach activity, etc.), a community partner (an external entity: an agency, company, school, child being tutored, etc.) and a participant (the Lawrence student or faculty involved).

At Lawrence, community engagement will tend to rely on individual initiative as much as possible rather than on academic or residence life requirements or an established set of projects. Although this tendency may produce inefficiencies, it better facilitates personal development in participants who have a strong stake in particular projects.

Goals for Community Engagement Projects

The goals of community engagement vary with the type of engagement: volunteer activities, internships, and engaged learning. The goals vary with projects within these types as well. These goals include the following.

1. To enhance the participant's education:
 - (a) to teach aspects of the participants discipline and connections between disciplines;
 - (b) by providing the opportunity to solve problems in the application of knowledge, with the issues of logistics and organization that always arise when we work with people, with problems of funding and resources, with the problem of making intended service effective, and with other problems;
 - (c) through the exploration of post-graduate opportunities: career paths, graduate school, and avenues of continued service, as they match the participants developing abilities and interests;
 - (d) by providing the opportunity to leverage developed expertise to effective service;
 - (e) by encouraging a habit of service that will provide an avenue for life-long learning and serving.
2. To provide a context for the development of the participant's self-knowledge, values, convictions, and priorities; to encourage the fleshing out of altruistic impulses into practical action; to hone future direction.
3. To recognize the natural outreach component or potential in many typical activities.
4. To strengthen the connections between Lawrence and its community partners, helping to locate Lawrence among those partners as a caring, involved member with particular useful strengths.

Goals for the Offices of Community Engagement

1. To develop, promote, manage, coordinate, and assess community engagement projects of all types;
2. To develop relevant contacts in the community.
3. To publicize projects and project-types, thereby also enhancing the visibility and reputation of the college.

Goals for the Community Engagement Council

1. To assess the overall community engagement efforts of the offices under the community engagement umbrella.
2. To give advice regarding the design, monitoring, and assessment of project types.
3. To encourage the publicizing of community engagement opportunities and the celebration of successful projects, to make the Lawrence community aware of this work.
4. To arrange for adequate communication, both internally among the campus offices involved in projects, and with our community partners.
5. To suggest ways to connect interested alumni with community engagement projects.

Appendix B

Reports from past terms

Much of the text of these reports has been covered above. We include the reports to document our regular communication with the Lawrence administration.

Winter term 2008

1. Projects of direct responsibility

These are projects I directly supervised.

- (a) FLIP: foreign language enrichment at Edison Elementary

Four Lawrence students developed a series of short lessons to augment the elementary curriculum in language learning and in the study of culture. Stephanie Kirk made four presentations to two fourth grade classes involving Chinese vocabulary. Cassidy Heller and Jennifer Bergs worked together to make two presentations to a fourth grade class, teaching the Spanish names for the parts of the body. Ben Welden made two presentations to a fifth grade class, using Spanish and related Arabic vocabulary to help understanding of a story about a Mexican child. I have requested feedback on the presentations from the teachers involved.

- (b) Fire Department

Evan Neuens and I met with Neil Cameron to discuss summer research projects. We have communicated back and forth several times to refine our ideas and to develop a research bibliography. We are studying the literature on fire safety and on survey methodology. Evan will undertake a 10-week project in the summer, studying safety education to children in low-income families. This work will be funded from three sources: the Pieper Professor budget, Professor Parks' professional development fund, and from a Distinctiveness grant from the Provost's office.

2. Projects assisted

In these projects I played various roles of support, encouragement, enabling, and evaluation.

(a) CADY

This student group, started by Jessica Bonsall and others, is seeking to bring college-like workshops to elementary school children. I worked with Jessica, Audra Voga, Ron Peck, and others to help set up an afternoon round of science workshops on March 1. CADY set a target of 60-70 children for this event. I contacted the school district to obtain permission to distribute flyers advertising the workshop. We helped edit the flyer design, paid for the printing of 6000 flyers, and sent them in packets to the various elementary schools. Janice Ruechel kept track of registration for this event; it very quickly filled up, and Janice has a waiting list of more than 50 children who want to participate in the next science workshop. Janice and I met the participants as they were dropped off on campus. I provided advice on workshop particulars and on working with young children. Jessica and I will be meeting early next term to discuss humanities workshops and next year's workshops. I have become aware of funding agencies that might be interested in this work.

(b) Global Awareness

Professor Dena Skran initiated a Kidsgive program at Wilson Middle School on February 1. She gave a presentation at the school that included photographs of kids taken in Sierra Leone last summer by Ayse Adanali, one of the students who traveled there, along with photos of students at Wilson. Subsequent to the presentation, twenty LU students (most of whom are members of the campus organization SWAHP) visited Wilson homerooms, speaking about the Kidsgive fundraising project. The homerooms raised about \$1500 in cash and in-kind donations. Our office helped Dena by supporting a student worker, Samantha Gibb, who put in many hours organizing and managing this event. Kidsgive will move to Edison Elementary in the spring.

(c) *Merry Wives of Windsor*: run-out

Cast-member Sarah Berendt approached me about doing scenes from the opera to various audiences. She wanted to publicize the opera and, especially, to give understudies the opportunity to perform. I helped Sarah contact principles and staff in the school district; she set up a run-out at Appleton East High School and another at Lawrence. Our office also paid the two accompanists involved.

(d) Service in Haiti

Janet Anthony asked me for help in crafting a proposal for a Lawrence-sanctioned service program in Haiti. The State Department's travel warning regarding Haiti has been an obstacle to approval in the past. I contacted several colleges with programs in Haiti, and I received a great deal of gracious help from the office of Duke University Chaplain Sally Bates. Bates arranged for me to speak with a representative of SOS International, the risk management company that insures Duke students and faculty for off-campus programs, to discuss the various issues addressed in their coverage. I also contacted Account Executive Margot Popowycz of CISI, the company that insures students and faculty in off-campus programs at Lawrence. Currently, CISI would cover programs in Haiti at a level comparable to Duke's coverage by SOS – except that Lawrence does not have coverage for

political evacuation. That coverage will be offered to Lawrence by CISI next year, and it could be obtained on a one-time basis for programs over the coming summer. Janet and I think we can minimize the risk associated with working in Haiti through comprehensive insurance, a network of contacts in Haiti, and by coordination with other programs there (such as those run by Duke).

(e) Edison knowledge-a-thon

I put an Edison parent in touch with a charter school contact to help find volunteers for a knowledge contest.

(f) Entrepreneurship

I met with Marty Finkler, Adam Galambos, and John Brandenberger to discuss their ambitious plans for an entrepreneurship program at Lawrence.

(g) Faculty contacts

I want to do much more to help faculty develop and implement outreach activities based in particular courses. This will receive strong emphasis next year. Emily Smith spoke with me about possible service activities in Gender Studies courses; we will meet spring term to discuss this again. I have been contacted by several other faculty, with whom I will follow up third term.

3. Conference of the Association of American Colleges and Universities

At this conference, I made contact with two schools that have well-developed entrepreneurship programs. I also attended a presentation on the efforts of Beloit College and Kalamazoo College to do a better job helping students weave off-campus study into their courses of study. Many of the concerns that motivated the work of these two colleges hold at Lawrence. I am thinking about how I might be involved in this issue.

4. Development

(a) Pieper report and dinner

David Burrows, Bill Skinner, and I attended a formal dinner sponsored by the Pieper Family Foundation. Our comprehensive written report and brief oral report on activities to-date received an evaluation resulting in an additional gift of \$130,000 to Lawrence's endowment. I have kept in regular contact with Mr. Pieper.

(b) J.J. Keller Foundation

Jenna Stone and I met with Mary Harp-Jirschele, Executive Director of the J.J. Keller Foundation. The foundation is interested in helping the needy throughout the Fox Valley. Mary has authority to approve expenditures under \$10000. We hope that the current fire department project will result in recommendations to increase the effectiveness of fire safety education, especially among lower-income families and among the elderly. Implementation of these recommendations will almost certainly require future projects. We will consider applying to the Keller Foundation to support the implementation projects.

(c) Other agencies

I have been in contact with Campus Compact, Imagining America, the College Board, and with several local foundations to find out about grant opportunities.

5. Contacts and communication

(a) Regular Center for Community Engagement meetings

Kathy Heinzen, Kristi Hill, Janice Ruechel, and I meet biweekly to keep track of each other. Recently each of us gave an overview of our general philosophy and of the particulars of current projects. Each of us has benefited from increased communication.

(b) Imagining America

Associate Director Juliet Feiber phoned me to find out about community engaged learning at Lawrence and to urge my attendance at their conference in October.

(c) Lunch at Lawrence

I gave a brief history of community engaged learning at Lawrence, an overview of the various offices involved, and I described some representative projects.

(d) Models of community engagement at other schools

At the AAC&U conference and through contact with Alvernia College, I have become aware of community engagement programs that are based in a fairly narrow set of project-types. There are at least two advantages of this approach: 1) contact with the small number of outside agencies involved is well-established and regular, 2) projects tend to be similar and/or related, making the college's service more well-defined. However, this approach does not foster as much individual initiative, nor as much the feeling of ownership on the part of the student volunteers. It also seems to limit connections to coursework. I do think that we need a more focussed sense of institutional priorities in service at Lawrence, but, in the short run, we will benefit from a high level of openness to a variety of projects. Also, it will be good to establish contacts with some agencies with whom we have not previously worked to sharpen our sense of community needs and to expose the community to Lawrence's altruism.

(e) Visibility and community interface

In my contact with outside agencies and organizations, I keep hearing that Lawrence presents a positive but somewhat puzzling face to the community. To some extent, that is probably because Lawrence has a very well-defined mission that it accomplishes in a very self-contained way – a necessary feature of an excellent college. However, it would seem to be good for the outside world to associate Lawrence with particular service to the community and also to know who to contact at Lawrence when there is a need for help. I am hoping that the new Council for Engaged Learning will help direct efforts to increase the visibility of our service.

(f) Web site

We are doing a fair job at keeping our pages current. We will consider employing a student third term for some tasks of regular upkeep – we have budgeted for this.

6. Union Renovation

I spoke separately with President Beck and with Provost Burrows about the current set of possibilities. A committee is meeting with the architects this week.

Spring term 2008

1. Community Engagement Council

In three meetings during the term, we discussed the definition and scope of community engagement, and we developed goals for this work at Lawrence. (The goals document is attached.) We have begun to plan a celebration day for community engagement to be held this coming fall; this event will inform both the campus and the surrounding community about the extensive community engagement work of our students.

2. Projects

This past term I placed greatest emphasis on organizational work and on laying a basis for next year. Nonetheless, I was involved in several projects; two of them are described here.

(a) CADY (Confidence and Determination in Youth)

I continued to work with this very well organized and ambitious student group, helping them to run a Saturday afternoon workshop for grade school children. The workshop consisted of interactive presentations on art, music, and writing. Our office recruited from carefully chosen schools where we have reliable contacts; we also managed registration and greeted the children when they were dropped off on campus. There were over 50 participants. We received very encouraging feedback from the children and their parents. We will be assisting CADY in planning several events for next year.

(b) Fire Department

Funding for a summer project was obtained from several in-house sources. Lori Casey, of the Fire Department administrative staff, has set up orientation activities for Lawrence student Evan Neuens, who is undertaking this summer's project. Evan's orientation includes an extensive tour of department operations, a taste of firefighter training, and training in accessing the extensive department database. He has been talking to department members about their system of training, inspections, and safety education, and he will be developing a research project over the next 2-4 weeks.

3. Edison partnership

I interviewed Lawrence faculty who have been involved in past projects with Edison to solicit their views on a more extensive partnership with Edison. All of them feel that we should be in regular communication with Edison, so that we can take advantage of short-term project ideas that come from them or from us. No one seems interested in

an arrangement significantly more formal – for instance, no one wants to commit to the regular delivery of curriculum at Edison. I will be meeting with the Edison principal very soon to discuss how best to maintain a good working relationship between Edison and Lawrence.

4. Greenleaf conference

I attended the international meeting of the Greenleaf Organization in Indianapolis at the beginning of June. This meeting allowed me to discuss both philosophical and practical issues of service with people who work in a variety of settings: both for-profit and non-profit. Seeing how servant leadership occurs in these various contexts gave me insight into our work at Lawrence. I also had the chance to have a long conversation with Dick Pieper about how servant leadership manifests itself in his company.

5. Paper idea: servant leadership in academics

I have an idea for an expository paper on the role of servant leadership in academic institutions. Based on many conversations I had this past year with people who work outside academics, I believe that the philosophy that has driven Lawrence's initial community engagement efforts would be considered interesting. There are at least two national publications that provide a forum for such reports.

6. Presentation or paper idea: Lawrence's approach to community engagement

I spoke recently with an editor for one of the publications of the AAC&U about our efforts at Lawrence, and she promised to put me in touch with those who plan issues of that periodical with a view to including a description of our work at Lawrence – especially the way we have reached across the bridge between student affairs and academic affairs.

7. Database design

The three community engagement offices met several times with members of Lawrence's IT staff to discuss having a common database that would contain

- (a) contact information and project history for all the outside agencies with whom we work
- (b) information on faculty and staff regarding their community engagement work and/or interests
- (c) student involvement information to be used in the co-curricular transcript

We anticipate that the eventual database will serve the needs of many constituencies. It will be a great aid both to the assessment and management of projects.

8. SVOG evaluation

Kristi Hill and I, along with a student assistant, read Summer Volunteer Opportunity Grant applications and decided which of them to fund.

9. Off-campus programs

Laura Zuege and I met to discuss our mutual interest in collaborating. There are particular opportunities for engaged learning in briefing and debriefing students for

off-campus study. Laura and I will be in contact next year to develop some of these opportunities.

10. The First-Ever Community Engagement Luncheon

This informal event celebrated the collaborative work of the three offices under the community engagement umbrella. Prizes were given that included poetic citations.

Summary for 2007-08.

This first year of focussed engaged learning at Lawrence has been very productive. We have initiated and/or supported and served and/or funded a variety of innovative projects. Many students and faculty are seeking us out to discuss project ideas, and we have initiated the administrative structure needed to make these ventures successful. We have established a strong sense of collaboration and mutual support among the three community engagement offices, and we are beginning to network with like-minded individuals in the community and in the larger spheres of national and international organizations. We have shown that it is possible and desirable to enable our students to leverage their academic interests and expertise for effective service. We have taken an important first step in making this work a signal strength of Lawrence.

Fall term 2008

Current projects

We have a mix of continuing projects and new projects. We continue to be solicited by students and faculty for help with ideas in various stages of development.

1. Appleton Fire Department internships

Evan Neuens (LU '09) undertook the first of three summer internships with the Fire Department. Evan's goals for the work were these.

- (a) to select from the massive database of Appleton fire incident data to create an Appleton Residential Fire Report Analysis;
- (b) to understand the many and various Fire Department initiatives in place to teach fire safety and prevention;
- (c) to research innovative practices in fire safety education that might transfer to Appleton;
- (d) to find a set of cities with similar demographics to Appleton so that fire incidence statistics can be compared;
- (e) to recommend one or more groups to target for new initiatives in safety education.

Evan accomplished these goals admirably, and he wrote detailed reports that address each of these goals. These documents are being used for safety education planning by the Fire Department and they will support next summer's implementation project. We will be reporting this work to the Appleton Committee on Community Development, Safety, and Licensing in January.

For the summer of 2009, an implementation project is being planned. Specific safety education initiatives will be targeted at each of two groups in the community: (1) families of lower income with small children, (2) teenagers. The current plan seeks to partner with a local community agency in each case. For the families, we are investigating using home health visits as an opportunity to provide fire safety evaluation and consultation. For teenagers, we are looking into partnering with the Red Cross babysitting training program. We are actively seeking funding and other resources from the community. We continue to work with Fire Department personnel to develop this work.

Faculty have provided a list of names of qualified Lawrence student participants and a recruitment letter will be sent out at the beginning of the year.

2. The Day I Swapped My Dad for Two Goldfish

This children's book by Neil Gaiman and Dave McKean was written into a play by Brianna Stapleton, a senior Theatre Arts major, undertaking an Honors Project. Brianna recruited actors, technical crew, and stage managers to perform the play, and she developed a teacher's guide that included pre-performance and post-performance activities and discussion questions for teachers of elementary classes attending performances. Our office 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.

The format of this project and its success are eminently repeatable. In some ways, it is similar to the opera run-out we helped sponsor last year. We are hoping that it will prove to be a model for Senior Experience projects as engaged learning.

3. Global outreach

Professor Dena Skran and her students continue to organize presentations on life in the villages of western Africa and, under the auspices of the KidsGive program, to raise scholarship funds for African students. Her efforts have been of special help to schools in Sierra Leone.

A presentation in the St. Paul area is being contemplated, hosted by Lawrence's alumni chapter there. Students from Macalester College, a school in our academic consortium, may be recruited to participate to make this a collaborative venture that also exports the idea of Global Outreach.

Our office continues to support the work of student assistants to Professor Skran. These student leaders do much of the set-up and administrative work for these projects.

4. Chinese language and culture

Stephanie Kirk spoke to fifth and sixth grade classes about Chinese language, calligraphy, and manners, and about her experiences at the Olympics and at the U.S. Embassy in China. Stephanie's presentations aided the world culture curriculum and a values' education emphasis.

5. CADY

This student group is working with an alumni community engagement group to export CADY workshops to other cities.

CADY is planning three workshops this year, along the lines of their very successful efforts last year. Included is a career day exploration for teenagers. Our office works with CADY to help in planning and to interface with the school district.

Several ideas for expanding CADY-type workshops are being considered.

- (a) to export CADY to another college and to help run a joint event between our school and theirs
- (b) to work with local rural school districts where events like a CADY workshop are very rare
- (c) to work with Appleton schools that have performed less well on the Wisconsin achievement tests

We are involved in a range of activities involving assessment and professional development.

The President's Higher Education Community Service Honor Roll

Once again we have presented what we feel is a strong application for this honor. We draw attention to the following table, comparing numbers from the last two academic years. The abbreviation NS stands for *non-academic service*, AS for *academic service*.

| year | NS: students | NS: hours | AS: students | AS: hours |
|-------|--------------|-----------|--------------|-----------|
| 06-07 | 450 | 3580 | 80 | 2410 |
| 07-08 | 448 | 3502 | 288 | 5560 |

We see that the numbers for non-academic service are roughly comparable; the striking increase in the numbers for academic service (engaged learning) demonstrates the impact of our engaged learning efforts as well as more accurate record-keeping.

Assessment

⟨ The questionnaire and its rationale constitute Appendix C. ⟩

HERI survey

We are somewhat concerned by the just-released results of the HERI survey of the faculty. Of the 22 respondents to the question of whether more resources or fewer resources should be dedicated to community engagement, about one-third of the respondents said *less resources*. This one-third consists of 10 faculty out of 67 who completed the survey – grounds, as we say, for concern but certainly not panic. On the other hand, fully 90% of all faculty say that the college *should encourage students to be involved in community service*. We take this as suggesting that we need to make a stronger case for the connection between service and academic work.

Seminar

We are in the early stages of planning a campus seminar on engaged learning. A small group of faculty has offered to help with this, and we are in the process of identifying possible guest speakers.

Conferences and professional development

I attended the Greenleaf Organization annual conference in Indianapolis last June, and a Greenleaf Leadership Institute for Education Conference in Pewaukee in September. Both of these conferences provided the opportunity for extended discussions about engaged learning and servant leadership with people who work in a variety of businesses, non-profits, and in academics.

MSOE

Professor of General Studies David Howell has assumed the Pieper Chair at MSOE, and we have corresponded about mutual interests. We are looking into possible avenues of partnership between our institutions.

Appendix C

Interview Questionnaire

Linking Purpose and Assessment

Assessment attempts to measure well-defined goals. The goals we seek to assess come directly from documents that define the nature of our work, the methods we employ, and the resources we bring to bear. These goals are listed, and then correlated to specific questions from the interview format given below.

Goals to assess

For each goal, we indicate in brackets the document it came from.

1. to develop our students as altruistic citizens in addition to high academic performers. [proposal to the Pieper Foundation for a servant leadership chair]
2. to create a course model to integrate community engagement experiences into the curriculum. [letter of appointment for the Pieper Chair]
3. to teach aspects of the participant's discipline and connections between disciplines; [Community Engagement Council charter¹]
4. by providing the opportunity to solve problems in the application of knowledge, with the issues of logistics and organization that always arise when we work with people, with problems of funding and resources, with the problem of making intended service effective, and with other problems; [Community Engagement Council charter]
5. to enhance the exploration of post-graduate opportunities: career paths, graduate school, and avenues of continued service, as they match the participant's developing abilities and interests; [Community Engagement Council charter]
6. by providing the opportunity to leverage developed expertise to effective service; [Community Engagement Council charter]
7. by encouraging a habit of service that will provide an avenue for life-long learning and serving. [Community Engagement Council charter]

¹The document was developed by the Community Engagement Council to describe its goals and operation.

8. to provide a context for the development of the participant's self-knowledge, values, convictions, and priorities; to encourage the fleshing out of altruistic impulses into practical action; to hone future direction. [Community Engagement Council charter]
9. to strengthen the connections between Lawrence and its community partners, helping to locate Lawrence among those partners as a caring, involved member with particular useful strengths. [Community Engagement Council charter]

The Questionnaire

Questions for student participants.

For each question, goal numbers from the above list are indicated in brackets.

What were the idealistic purposes of the project? What impulse motivated it? What was the intended effect of the project beyond its mere execution? [1, 8]

What role, if any, did the project play in your academic program? (major, minor, general courses, meeting requirements, etc.) Did the project involve the application of knowledge already gained in your discipline? Did the project teach aspects of your major or minor disciplines? [2, 3, 6]

What problems were solved in the course of the project? (problems of logistics, methodology, personal relationships, organizational structure, funding) [4]

Did the project involve the exploration of post-graduate opportunities? (career paths, graduate school, avenues of continued service) Did the project result in a change in your post-graduate goals or plans? [5, 7]

Estimate the likelihood that you will engage in similar projects in the future. [8, 7]

What community organizations or agencies were involved? [9]

Questions about the Office for Engaged Learning

Describe your contact with the Office for Engaged Learning (OEL): what role did that office play?

Describe the attitude of the OEL in working with you.

Do you have any suggestions how the OEL could do its work better?

Questions for faculty involved

What is your relationship to the student? (Academic advisor, instructor, advisor to a campus organization, etc.)

What role, if any, did the project play in the students curriculum?

What role, if any, did the project play in a particular course?

Do you see any affect of the project participation on the students academic performance?