



Building Community
Through Service

Servant-Leadership at
Milwaukee School of
Engineering

Report to the Pieper Family Foundation
2007



Dr. Samuel P. Scheibler

This year the Office for Servant-Leadership has continued to fulfill its commission to inculcate the highest principles and practices of integrity, openness, empathy, and selflessness into the pragmatic life of our engineering, business, and nursing students in the classroom, the laboratory, the athletic field, the dormitory, and the wider community.

Our model of “Building Community through Service” has been manifested in a number of community outreach projects including high school and junior high school tutoring programs, first-response emergency relief, health and safety education, professional apprenticeship programs and a variety of specialized local endeavors. The “inner life” of our student body is experiencing quantifiable growth and expanding in its comprehensiveness and ecumenism.

We have seen the fruition of two years of labor in the complete “overhaul” of an academic department that is seeking to create curricula grounded in ethical decision-making and a deepening awareness of teamwork, courage, vision, and building empathy for the needs of others.

This year the Pieper Family Endowed Chair for Servant-Leadership has continued to gain both national and international attention in its efforts to create a better world – one student at a time.

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THE PURPOSE OF SERVANT-LEADERSHIP AT MSOE

The Office of Servant-Leadership seeks to promote a dynamic Servant-Leadership model throughout the MSOE community. We believe that Servant-Leadership provides the best standard for dealing with the changing nature of work, social relationships, and community development in an increasingly complex and globalized world. The Office of Servant-Leadership is working to create opportunities for students who “aspire to be principled, innovative and socially conscious contributors to a caring and civil society.”

Servant-leadership emphasizes increased service to others; an approach to work that emphasizes the healthy organic and functional relations between the components of our humanity and our vocational and occupational objectives, and a sharing of power in decision making.

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

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

Leadership: We believe that leadership is exemplifying the qualities of moral character that enables one to inspire and improve others. Furthermore, we believe that leadership is not a position, but a process.

Servant-Leadership: We believe that Servant-Leadership means leadership whose primary purpose is to serve others by investing in their development and well-being while jointly accomplishing tasks and goals that facilitate the common good.

Therefore, we believe that leadership begins from within the individual person. It is character in action. Servant-Leaders have a fundamental commitment to serving others with integrity and humility while encouraging excellence and growth in those whom they lead. They are lead-

ers of vision that pursue their vision from a foundation of humility, empathy, compassion, and the highest standards of ethical behavior.

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

In the Office of Servant-Leadership we firmly believe that MSOE students already possess a passion for service and a creative impulse to change the world. We believe that guiding, training, and facilitating the growth of MSOE students in Servant-Leadership is our best hope for transformative leadership in the twenty-first century.

We also seek to assist the MSOE faculty in awakening and sharpening the intellectual rigor and moral virtues that create awareness to, and dedication toward, the common good. Through teaching and program development, the Office of Servant-Leadership strives to animate, advance, and support the MSOE faculty as they develop the next generation of global leaders.

We are working to help the MSOE staff create a healthy, cooperative, and servant-oriented environment that sets a moral compass for the university.

GOALS OF THE OFFICE FOR SERVANT-LEADERSHIP

Student formation: assisting students in vocational and professional development that takes into account careful balance and the integration of the physical, mental, emotional, and spiritual dimensions of their lives; establish within our students a respectful and cooperative relationship with others; helping our students connect their intellectual, spiritual, and leadership capacities for service to the world around them.

Community Partnerships: collaborating with civic, humanitarian, professional, industrial and business organizations to provide students with internship and other growth opportunities in service and leadership; creating an environment of cooperation and trust that moves our students, faculty, staff, and alumni toward the building of healthier communities in southeast Wisconsin and throughout the world...

Curricular and Faculty Development: providing courses in practical ethics and Servant-Leadership studies for MSOE students; supplying resources to assist university faculty in integrating teaching, research, and community service.

Staff Support: partnering with MSOE staff in nurturing the university's commitment to promoting community and fostering a healthy, servant-leader's approach to work; helping to make MSOE the best place to work in Milwaukee.

Health and Wellness: assisting everyone in the MSOE community to make wellness-oriented life style choices.

2007 Goals

- ✧ Focus Groups for Freshmen & Seniors
- ✧ Senior Design
- ✧ Training Sessions
- ✧ Residence Halls Collocation
- ✧ Benchmark Analysis
- ✧ Volunteer Expansion
- ✧ Partnership Expansion
- ✧ Alumni Development
- ✧ Community Development
- ✧ Curriculum Development
- ✧ Publication
- ✧ Outstanding Student Awards

PROGRESS IN CONTEXT – SETTING CONTEXTUAL BENCHMARKS

In our first year of Servant-Leadership at MSOE we established guidelines for setting quantifiable benchmarks for our progress; in our second we completed an extensive “Benchmark Analysis” utilizing a decade of available university research and surveys, testing, and interviewing conducted by our Office. In this third year we have established “Contextual Benchmarks” comparing the progress of the Pieper Family Endowed Chair for Servant-Leadership to national, regional, local and peer trends. Our goal is to quantify and qualify how Servant-Leadership at MSOE fits into the greater context of society.

As an overview to the 2007 Report and to place the material in accurate context we offer the following:

Volunteerism is on the rise in the United States – a trend that warms the heart of everyone involved in Servant-Leadership. In Servant-Leadership, however, we recognize that community service amongst university students must be the outgrowth of a “servant’s heart” rather than an activity compelled by self-interest. While building a better resume, gaining practical professional experience, improving communication and interpersonal skills, experiencing cross-cultural engagement or even assuaging a sense of personal guilt are all valid impetuses for college students entering community service, these motivations will not automatically turn the volunteer into a Servant-Leader.

Community service can be an invaluable tool for exemplifying and “teaching” students Servant-Leadership (“teaching” is in quote marks as it has been our contention that Servant-Leadership cannot be “taught” in the traditional sense but can only be inculcated through role modeling, encouragement, engagement, and practice). Service, however, is not *ipso facto* Servant-Leadership. Service learning, while an extraordinary opportunity for developing Servant-Leaders, should never be confused with Servant-Leadership *per se*.

Compulsory volunteering is an oxymoron. The current trend in higher academic circles is to add “community service” as a graduation requirement in the hope that 18-22 year olds might “catch” the spirit of altruism and empathy runs counterintuitive to the reality of how most college students react to any additional requirements (academic or otherwise).

The granting of academic credit for organized and quantified acts of service and compassion, however, can be a healthy encouragement to the growth of Servant-Leadership in the university setting. Furthermore, recognizing community service as an accredited (insofar as academic credits towards a degree are granted) element in the university curriculum underscores an institutional commitment to many of the qualities germane to Servant-Leaders.

[The Chair owes a debt of gratitude to Dr. Matthew Fuchs, Professor Emeritus and Late Chair of the Architectural Engineering and Construction Management Department. Long before “volunteerism” and “service learning” were buzz words in academic literature Dr. Fuchs established a community service outreach protocol for students in his program. This foresight is particularly potent as the opportunities for significant, quantifiable outreach by young men and women studying architectural and structural engineering or construction management are almost limitless in greater Milwaukee. While other Departments at Milwaukee School of Engineering have not followed the AE/CM example, the confidence

expressed by Dr. Fuchs in the value added to engineering curriculum through community outreach has been a tremendous inspiration to the endeavors of the Chair for Servant-Leadership.]

In the initial tenure of the Pieper Family Endowed Chair for Servant-Leadership at MSOE we have had several important advantages:

- With the exception of the aforementioned protocol for Architectural Engineering and Construction Management, MSOE provides neither academic incentive nor formal mechanisms for incorporating community outreach and service into its undergraduate or graduate curricula
- The division of the academic year into quarters rather than semesters significantly intensifies the student's workload, thus making "free time" more of a luxury than a standard commodity
- The rigor of an engineering curriculum with the concomitant burdens upon the time, energy, health and attitude of 18-22 year old undergraduates
- No quantifiable tradition of community outreach and public service by the university or its constituent departments with the exception stated above
- An urban campus populated almost entirely of students from either suburban or rural backgrounds
- A complete absence of formal institutional recognition for the outreach, programs or successes of the Office for Servant-Leadership

All of these advantages serve to underscore our belief "that MSOE students already possess a passion for service and a creative impulse to change the world." (p. 3) In an academically rigorous environment with daunting expectations at an institution with no tradition of outreach where the administration demonstrates, at best, a marginal interest in Servant-Leadership a student has to be motivated by far more than primal self-interest to volunteer their time, talent and energy in the service of others.

Our task in the Office for Servant-Leadership has been "awakening and sharpening the intellectual rigor and moral virtues that create awareness to, and dedication toward, the common good." (p. 2) Our day-to-day endeavor has been to animate, advance, and support the inherent goodness and humanity of our remarkable students.

While outreach and engagement with the wider community is the living proof of a servant's heart, we recognize that volunteerism can arise from a multitude of motivations. Statistics about "volunteer hours" and "project numbers" can give rise to myriad interpretations. For this reason we are thankful for the above-stated advantages afforded us at MSOE. We believe that in the unique environment of Milwaukee School of Engineering a student that volunteers their time and abilities to others is placing themselves in a precarious position – in a highly competi-

tive, arduous undergraduate curriculum they are voluntarily taking time and energy away from their computers, laboratories and textbooks with neither academic incentive nor hope of short-term recognition or reward. They serve because they truly want to reach out to others. For this reason we firmly believe that our students' community service is one of the best indicators of a deeper reality: they serve others because they possess the qualities and character of emerging Servant-Leaders.

It is with this understanding of the value of statistics relative to volunteerism that we offer the following statistical analysis in our endeavor to demonstrate the transparency and integrity necessary to Servant-Leadership.

Volunteerism varies greatly in the United States. Amongst adults (16 years and older) last year's volunteer rates range from a low of 17.5% of the population to a high of 45.9%. Utah and Nebraska lead the nation in voluntary community service while Louisiana and New York finish in 49th and 50th place respectively. Wisconsin ranks a very respectable 11th among the 50 states with a rate of 37.0%

In America's major metropolitan areas (including Milwaukee) the rate at which adults chose to serve others varies from 14.4% to 40.5%. The highest ranking cities are in the Midwest; the lowest on the East Coast. Suburban areas of the country have significantly higher volunteer numbers than the inner cities.

Last year the national average for volunteerism was 28.8% of the adult population.

College students

Higher education journals are filled with articles about the growth in college student volunteerism.

Between 2002 and 2006 the number of college students that volunteer increased from 2.7 million to 3.3 million. Currently 30.2% of our nation's college students engage in some form of voluntary service. This exceeds the national norm for the adult population by 1.4%.

With 36.2% of our college students volunteering, the Badger States ranks 14th among the 50 states (with the overwhelming number of students affiliated with the highly community-centered Church of Jesus Christ of Latter-Day Saints, Utah skews the scale with 62.9% of the collegiate population involved in volunteer work).

According to standardized surveys under the aegis of the Institutional Research Committee, at the beginning of 2005 (with a national volunteering average of 28.8%; a state average of 37.0%; and, a state-wide college student average of 36.2%), Milwaukee School of Engineering had a student body volunteer rate of 13.1%.

Given the “natural growth phenomenon” of university student volunteerism mentioned previously, at the optimum statistical quotient MSOE’s volunteer rates should have “naturally” increased to 13.5% in 2006 and 14.3% in 2007. This is a telling statistic as it belies the assumption that the national trend toward greater community engagement and altruism will seep into technical and industrial based higher education through cultural osmosis. As MSOE students attend the same high schools and live in the same communities as their peers at other Wisconsin universities, the 23.1% disparity between MSOE volunteerism and the statewide average for college students at the beginning of 2005 is compelling proof that waiting for “nature” to develop Servant-Leaders through societal trends falls into the same mythic category as hoping to change Wisconsin’s weather through wishful thinking.

Note: Given the “natural growth phenomenon” of university student volunteerism mentioned previously, at the optimum statistical quotient MSOE’s volunteer rates should have “naturally” increased to 13.5% in 2006 and 14.3% in 2007.

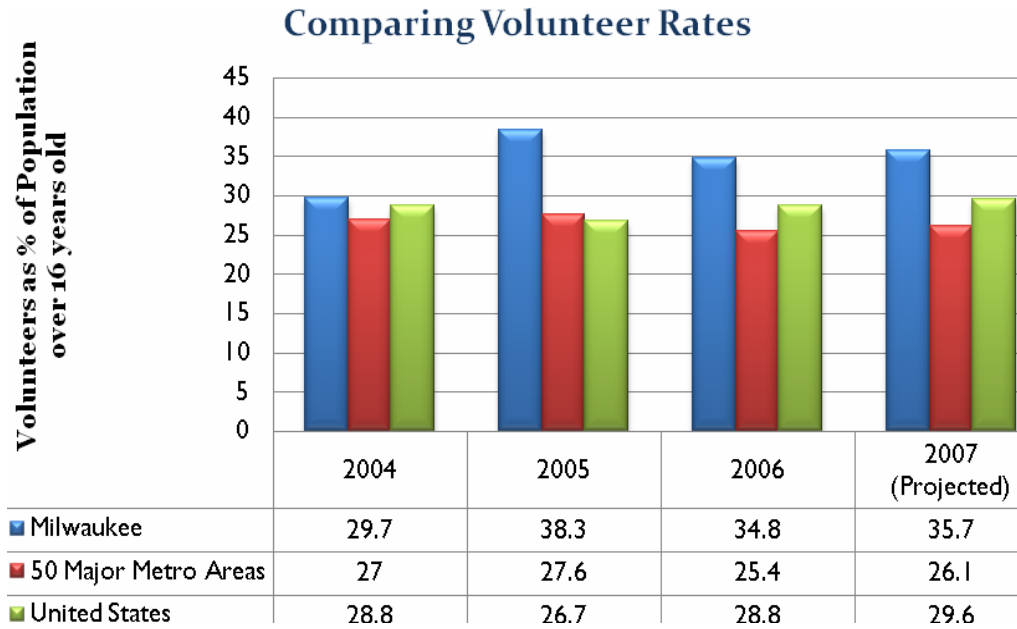
2007 in Context

The following statistical analysis places the current (2007) work of Servant-Leadership at Milwaukee School of Engineering within the wider societal context of volunteerism in the United States; in American metropolitan areas; in Wisconsin; in greater Milwaukee; and, in the milieu of American universities as we near the end of the first decade of the new millennium.

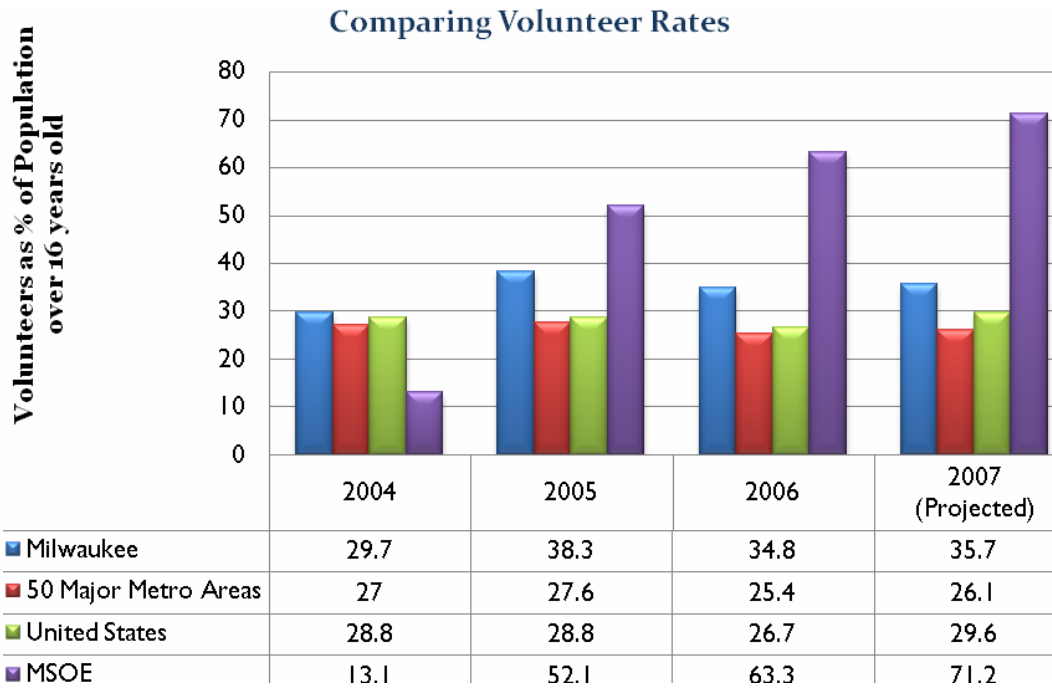
The data source is noted on Page 10 and source material is listed in Addendum III. Information for Milwaukee School of Engineering is drawn from university and departmental approved surveys and statistics gathered by the Higher Education Research Institute.

In the following statistics “Milwaukee” and “greater Milwaukee” both referred to the city of Milwaukee and the surrounding communities in Milwaukee and Waukesha Counties.

COMPARING VOLUNTARY SERVICE RATES: THE UNITED STATES, THE 50 MAJOR METROPOLITAN AREAS OF THE UNITED STATES AND MILWAUKEE



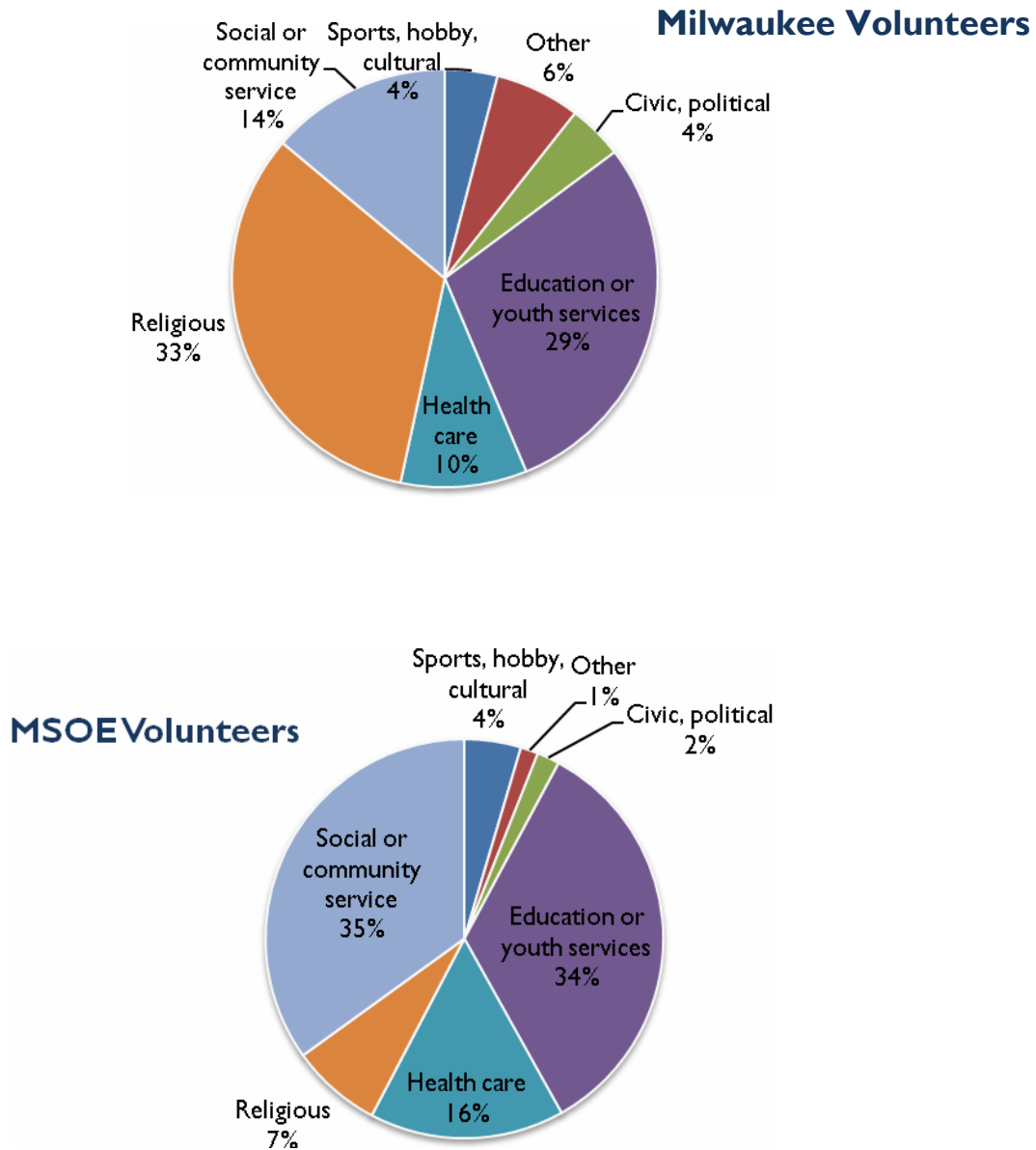
COMPARING VOLUNTARY SERVICE RATES: THE UNITED STATES, THE 50 MAJOR METROPOLITAN AREAS OF THE UNITED STATES, MILWAUKEE AND MILWAUKEE SCHOOL OF ENGINEERING



Note: Statistics for the United States do not include volunteers assisting in the aftermath of Hurricane Katrina in Louisiana. The statistics do include, however, volunteer efforts in Texas and Mississippi during the period immediately following the hurricane.

Speaking as an anthropologist, the Chair hypothesizes that the “dip” in volunteering numbers in 2006 may be attributed to the redistribution of “volunteer man hours” to Louisiana during this tragedy rather than a reversal of a nationwide trend toward greater engagement with the community.

COMPARING VOLUNTARY SERVICE CHOICES: MILWAUKEE AND MSOE



Note: MSOE students give over twice as much of their time to social and community services than their fellow citizens volunteering in the greater Milwaukee area. It is significant that MSOE volunteers spend 85% of their time in the critical areas of Social or Community Service, Education or Youth Services and Health Care – spheres of volunteerism that generally require exercising the greatest degree of Servant-Leadership through empathy, listening, healing, commitment to the growth of others and commitment to building community.

(See Addendum II)

COMPARING PRINCIPAL VOLUNTARY SERVICE ACTIVITIES: THE UNITED STATES AND MILWAUKEE

Not all service is created equal. In addressing the areas of voluntary service where Servant-Leadership is most operative (the greatest number of character traits indicative of a Servant-Leader are exemplified in the work) the most encompassing opportunities are in volunteering of professional assistance. In these instances a Servant-Leader is giving of time, energy *and unique training to assist and improve the community.*

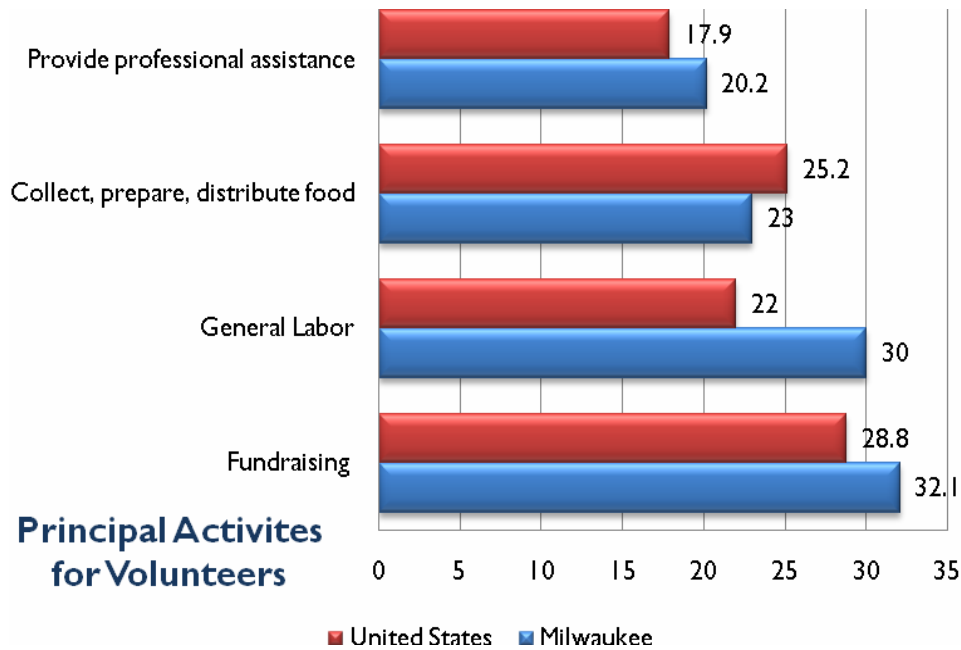
The area of service least instructional and exemplary purpose to Servant-Leadership is fund-raising. It is very difficult to exemplify the characteristics of a Servant-Leader beyond empathy in fund-raising. While Servant-Leaders should be charitable and (if abundance is granted) philanthropic and selling raffle tickets or working at a bake sale may have infinite value in providing necessary operating capital for worthy causes, the skills necessary to successful salesmanship do not automatically collocate to the characteristics of a Servant-Leadership.

Rather unfortunately, the greatest number of hours given to volunteer work for both the nation and Milwaukee are dedicated to fund-raising.

All statistical material in this report is drawn from the MSA Data (2002-2007) of the Corporation for National and Community Service and is used with permission.

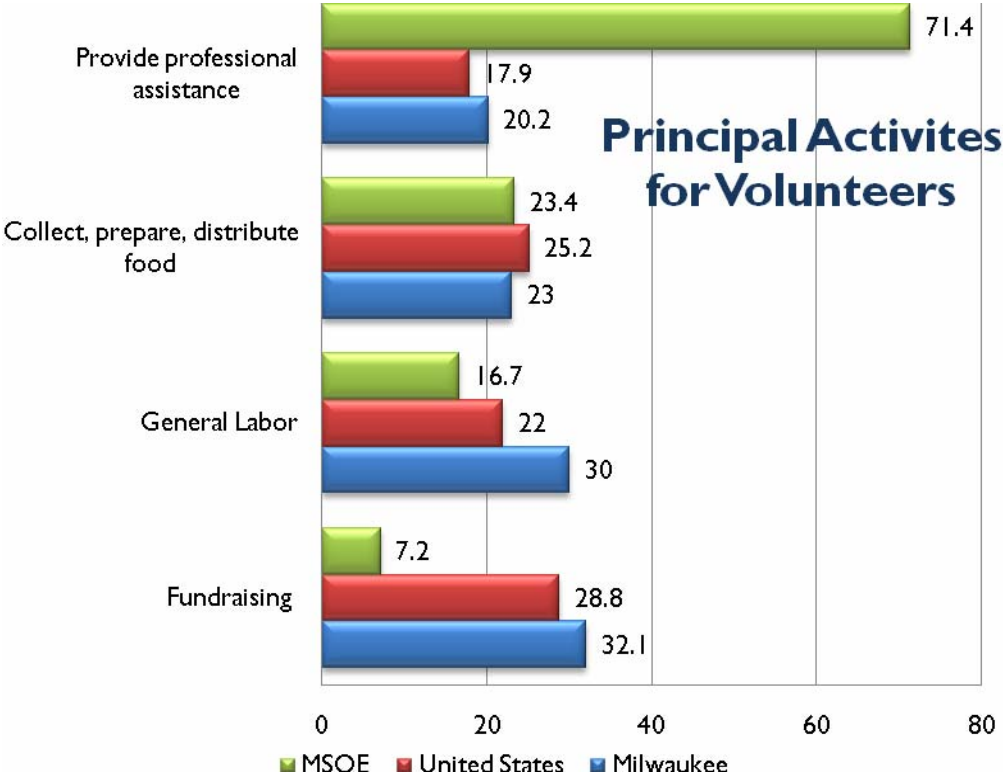
*The MSA Data includes HERI material
©2006 Regents of the University of California
See Addendum III.*

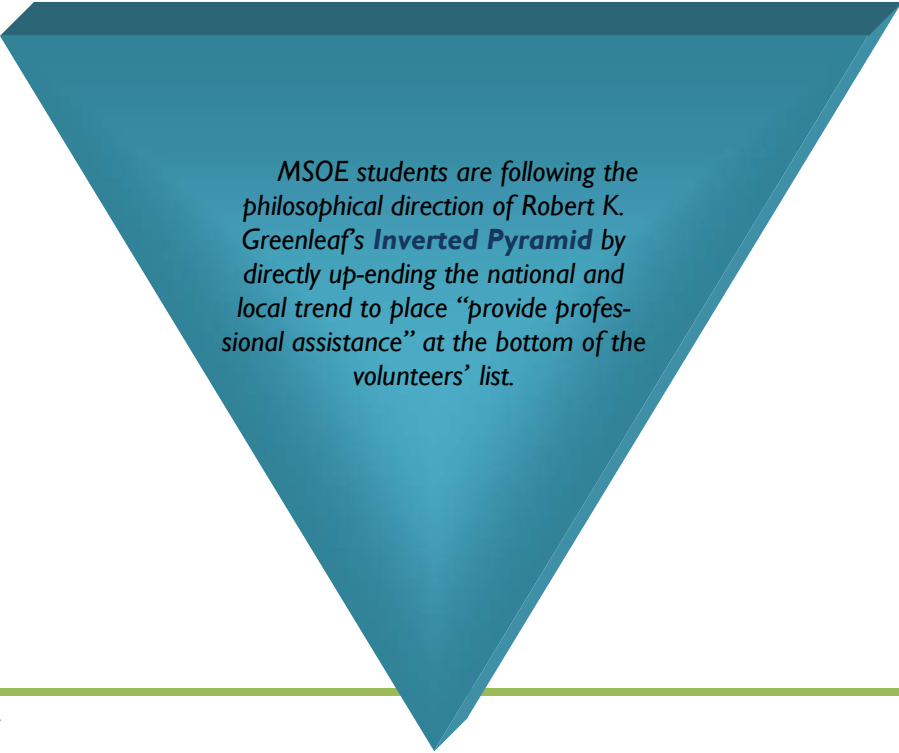
COMPARING PRINCIPAL VOLUNTARY SERVICE ACTIVITIES: THE UNITED STATES AND MILWAUKEE, CONTINUED



Note: While “Provide Professional Assistance” attracts only 20.2% of volunteerism in greater Milwaukee this level of commitment to engagement of talent, ability, time and energy is unusually high for a major American metropolitan area. In other urban regions of the nation such as Dallas/Fort Worth, Atlanta, Indianapolis and Boston the donation of time to “Provide Professional Assistance” is statistically negligible

COMPARING PRINCIPAL VOLUNTARY SERVICE ACTIVITIES: THE UNITED STATES, MILWAUKEE AND MSOE

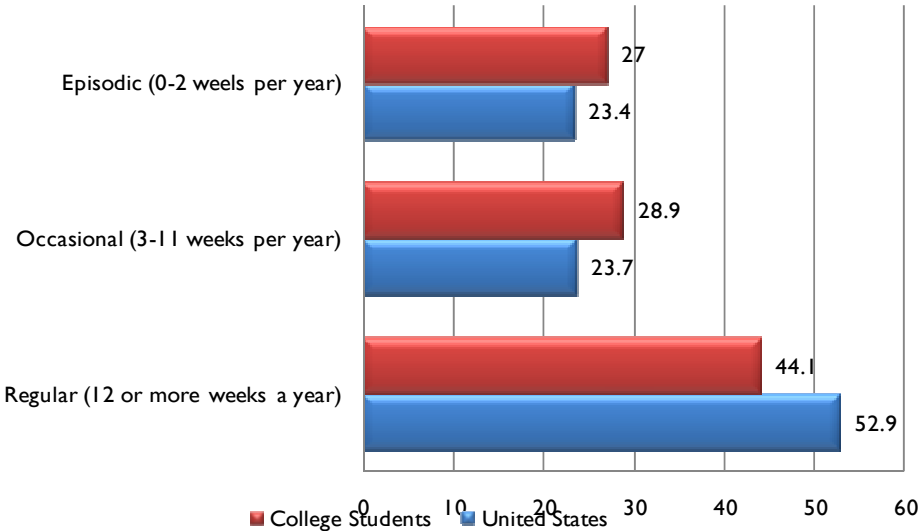




*MSOE students are following the philosophical direction of Robert K. Greenleaf's **Inverted Pyramid** by directly up-ending the national and local trend to place “provide professional assistance” at the bottom of the volunteers’ list.*

COMPARING VOLUNTEERING FREQUENCY: THE GENERAL VOLUNTEERING POPULATION AND COLLEGE STUDENTS

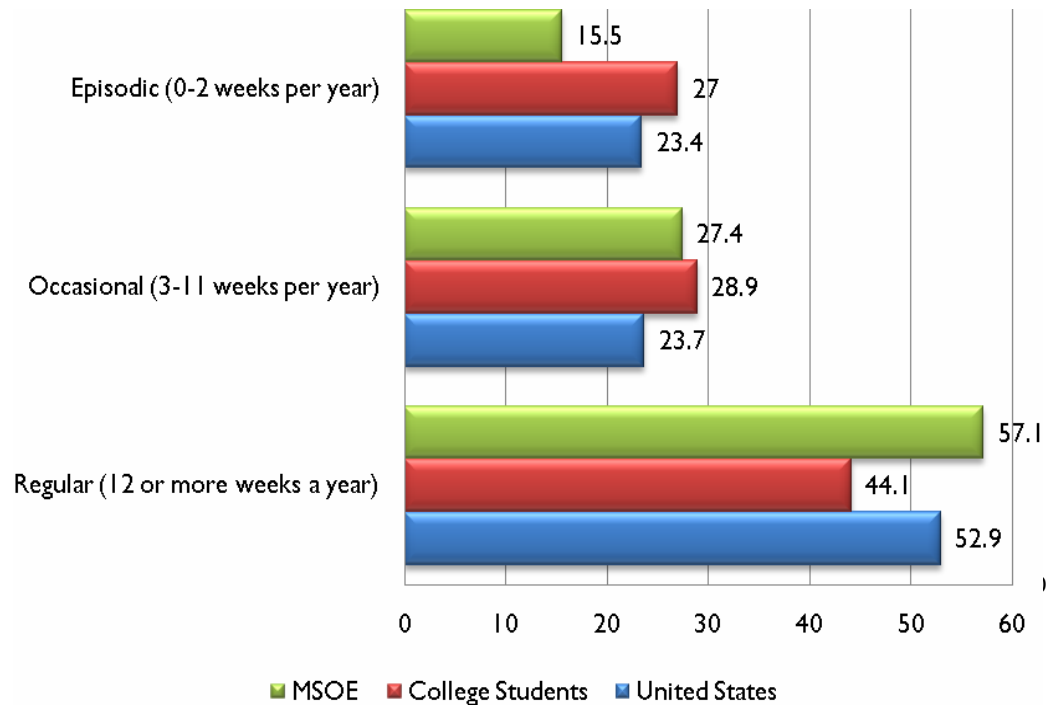
Volunteering Frequency



Contrary to conventional wisdom, college students that work part-time are far more likely to volunteer than those with fewer demands on their time.

COMPARING VOLUNTEERING FREQUENCY: THE GENERAL VOLUNTEERING POPULATION AND COLLEGE STUDENTS AND MSOE

Volunteering Frequency



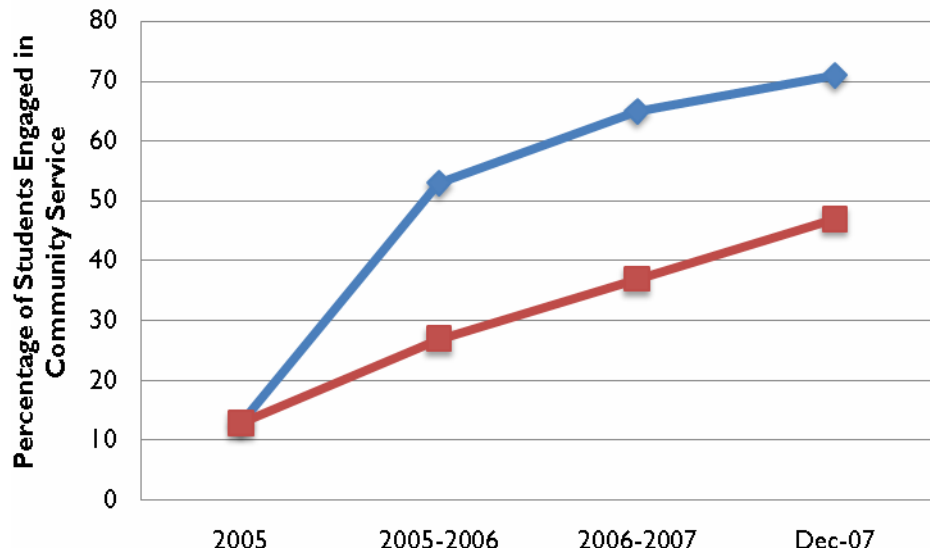
MSOE's student body has surpassed the national and regional norm in every category regarding volunteer service.

ACHIEVING OUR GOALS

When the Chair was established due diligence required that we accurately and thoroughly examine our “starting point.” Utilizing university data we quantified the involvement of the student body as of 31 December, 2005. Under the direction of Vice President Patrick J. Coffey the Chair set aggressive goals for each year of the initial tenure using (as previously explained) volunteer service as a key indicator of growth in the “spirit of Servant-Leadership” at MSOE. Below is a chart of our progress to date. The blue line represents the goals set in January, 2005; the gold line indicates our actual percentages.

This year the student body at MSOE passed Utah in percentage of students in regular community service.

Initial Goals and Actual Percentages



PRESIDENT'S HIGHER EDUCATION COMMUNITY SERVICE HONOR ROLL

This year MSOE was nominated for the President's Higher Education Community Service Honor Roll on the basis of our work in Servant-Leadership. The award protocols are as follows:

“<http://myproject.nationalservice.gov/honorroll/>The President’s Higher Education Community Service Honor Roll recognizes institutions of higher education that support exemplary student community service and service-learning programs, thereby encouraging growth in the number of college students engaged in community service and service-learning each year.



In 2007, the Honor Roll focuses on two categories: General Community Service and Special Focus Area, which for 2007 is service that supports improved high school graduation and college readiness of youth from disadvantaged circumstances. Colleges and universities that made meaningful contributions to community service during the 2006-2007 academic year were invited to apply for the 2007 Awards.

The Honor Roll is a program of the Corporation for National and Community Service, and is sponsored by the President’s Council on Service and Civic Participation, the USA Freedom Corps, and the U.S. Departments of Education and Housing and Urban Development. A number of higher education associations, including the American Council on Education, Campus Compact, the Association of American Colleges and Universities, and the National Association of Student Personnel Administrators have endorsed the Honor Roll.” ©CNCS, 2007

Definitions:

Community service: activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals. Community service activities may include but are not limited to: academic service-learning, co-curricular service-learning (not part of an academic course, but utilizing service-learning elements) and other co-curricular student volunteer activities, as well as Work-Study community service and paid community service internships. Community service includes both direct service to citizens (e.g., serving food to the needy) and indirect service (e.g., assessing community nutrition needs or managing a food bank).

Academic service-learning: service that is integrated with academic course content. It may involve direct or indirect service, and may include academic research.

We are including the information from our Nomination Forms including the ten (10) projects for which we were nominated as a) an indicative overview of our work in 2007; b) a statistical report that has been verified by CNCS for accuracy and completeness.

OUR GENERAL COMMUNITY SERVICE

1. The number of students who engaged in academic service-learning: **18**
2. The number of students who engaged in forms of community service of any kind other than academic service-learning: **683**
3. The total number of students who engaged in community service of any kind: **772**
4. The number of students who engaged in at least 20 hours of community service of any kind per semester: **532**
5. The total number of service hours engaged in by the institution's students: **20,616**

GENERAL COMMUNITY SERVICE: EXEMPLARY PROJECT DESCRIPTIONS

Definitions:

Scope includes: number of volunteers serving (relative to school size), time dedicated to service, institutional staff support time, level of difficulty providing services, level of volunteer skills/ expertise utilized, collaboration with other organizations/ leveraging of resources.

Innovation includes: use of new or creative solutions to persistent problems, producing unique or surprising impacts.

Evidence of Effectiveness includes: the number of individuals served, other measurable results (e.g., number of houses cleaned/ renovated/ built), likely long-term benefits, and evidence of sustainability/ institutionalization.

Project 1: Winterizing for Seniors

Participating students: 40

Service hours: 350

Participating faculty/staff: 1

Service hours: 10

Issue areas addressed: Health/Nutrition, Housing, Senior Citizens Services

Narrative: This project recognizes the special needs of senior and disabled citizens living in the Wisconsin climate. Our volunteers worked on weekends (outside of classroom project) to assist in "winterizing" homes: installing storm windows, sealing doorways, checking furnaces and other heating devices, inspecting access, and insuring that each senior and/or disabled neighbor had a "healthy" home for the long winter months. We served approximately 30 homes in the 2006-2007. Without the MSOE Project Winter program none of these homes would have had the necessary preparedness for the record-breaking cold of January, 2007.

Project 2: Thursdays at St. Ben's

Participating students: 60

Service hours: 1800

Participating faculty/staff: 1

Service hours: 20

Issue areas addressed: Health/Nutrition, Homelessness, and Hunger

Narrative: MSOE students committed every Thursday in 2006-2007 to feeding the homeless through the area's only daily hot meal program (St. Benedict's). Students assisted in preparing and serving meals but also spent every Thursday evening in active "listening" - sitting with those served to discern underlying needs. Our students were able to assist a few of their "clients" to find part-time employment; several to find permanent housing. A number of our nursing students also assisting the health screenings for the homeless as part of the Thursday evening program. Each week approximately 300 homeless citizens were fed and given personal - and in most cases - health screening attention. All of the work in this program was outside the classroom and curriculum.

Project 3: Community Health Fair

Participating students: 86

Service hours: 700

Participating faculty/staff: 5

Service hours: 40

Issue areas addressed: Disaster/Emergency Response and Recovery, Senior Citizens Services, Health/Nutrition

Narrative: In 2007 MSOE students under the direction of Health Services and supported by the Office for Servant-Leadership organized and operated a Community Health Fair for over 600 local seniors and other community members. Our nursing student provided free blood pressure screening and assisted in STD testing and blood sugar screening. Students organized presentations on health and safety including disaster and emergency procedures for local residents. Information on local health care providers with special attention to senior adults was printed and provided. All of the projects hours were outside of the classroom and the curriculum.

Project 4: Wheelchair Days

Participating students: 90

Service hours: 720

Participating faculty/staff: 1

Service hours: 30

Issue areas addressed: Special Needs Support for the Disabled

Narrative: Wheelchair Days is a community outreach from our Architectural Engineering students to increase awareness of the needs of disabled Americans. Out of the "Days" came several concrete changes both on our campus in the Milwaukee County. Working with the Milwaukee County Executive's Office for the Disabled our students spend a full day of classes, employment, and other activities confined to a wheelchair then design creative alternatives to enhance the minimum requirements of the Americans with Disabilities Act to make public space accessible, comfortable, and enjoyable for all citizens. Our Wheelchair Days is the single largest "Disability Awareness" campaign in Milwaukee County. All effort and project coordination is outside of the classroom and curriculum. From the Wheelchair Days in 2007 came several innovations to our own campus as well as safety and health adjustments made by Milwaukee County. We believe that this project is one of the best ex-

amples of combining the enthusiasm of young engineering designers and human needs to create immediate, tangible change for disabled Americans.

Project 5: MSOE CARES!! Latino/Latina Project

Participating students: 50

Service hours: 3000

Participating faculty/staff: 12

Service hours: 430

Issue areas addressed: At-risk Youth, Education/Dropout prevention, Mentoring, Tutoring

Narrative: MSOE has two (2) tutorial programs. The other is detailed in the Focus Area narrative. Our MSOE CARES! Tutoring program matches our students to needs in the community for tutoring students in grades 1-12 particularly in math and science. In 2007 we made a special effort to reach young women - a demographic that is often overlooked in science education. MSOE students volunteered their time outside of the classroom and curriculum to tutor students in seven (7) local grade, middle, and high schools including the Milwaukee Public School System's focused-school in technology (Bradley Tech). In 2007 approximately 100 students ages 6-19 were tutored by MSOE students. We are particularly proud of the fact that none of our high school students in the mentor/tutor program left school.

SPECIAL FOCUS AREA: STUDENT SERVICE

Definitions:

Youth From Disadvantaged Circumstances: Children and youth up to age 25, who, because of certain characteristics, special and exceptional needs, circumstances, experiences or insufficiencies, encounter financial, legal, social, educational, emotional and/or health problems and may have significant difficulties growing into adults who are responsible citizens, productive workers, involved members of communities, and good parents.

- I. The number of students who engaged in academic service-learning in the Special Focus Area: 18

2. The number of students who engaged in forms of community service other than academic service-learning in the Special Focus Area: 282
3. The total number of students who engaged in forms of community service of any kind related to the Special Focus Area: 300
4. The number of students who engaged in at least 20 hours of community service of any kind per semester in the Special Focus Area: 282
5. The total number of service hours in the Special Focus Area engaged in by the institution's students: 11,780

PROJECT I: CARPENTRY APPRENTICESHIP PROGRAM

Participating students: 28

Service hours: 830

Participating faculty/staff: 1

Service hours: 30

Issue areas addressed: At-risk Youth, Community and Economic Development, Education/Drop-out Prevention, Employment, Housing, Mentoring, Tutoring, Youth Development

Narrative: Students from our Architectural Engineering and Construction Management programs working with the Community Development Agency and the Urban League organized a program to guide 50 (50) African-American young men into the Associated General Contractor's Apprenticeship Program. As all of the young men involved in the program lacked high school diplomas and over half were under court supervision (parole) the challenges were daunting. Our students tutored in basic math and measuring skills; mentored the men in study/work habits; helped in preparing the candidates for the qualifying examinations. All hours were spent outside of ordinary classroom or curriculum time. This project was chosen for its impact on employment but also because of the need for qualified construction carpenters in the inner city of Milwaukee. Result: Forty-six (46) of the fifty young men in our program finished successfully.

PROJECT 2: KIDS IN THE CITY

Participating students: 25

Service hours: 2400

Participating faculty/staff: 1

Service hours: 35

Issue areas addressed: At-risk Youth, Education/Drop-out Prevention, Mentoring, Tutoring, Youth Development

Narrative: The Kids in the City Program is a "Saturday School" and activity program organized and run by MSOE students on a voluntary basis (outside of classroom or curriculum time). All of the children in the program are identified by the Milwaukee Public School District as "at risk" and range in age from 8-14 years old. All of the children are African-American and from distressed neighbors in urban Milwaukee. The focus of the program is role modeling, tutoring, and positive, character-building activities. Special activities and field trips are also arranged and funded through the Office for Servant-Leadership. Approximately sixty (60) children are in the program. Academic test scores and school attendance have increased dramatically in our children. "Problem behavior" incidences have dropped. The program is especially noteworthy as all of our volunteers are Caucasian and we had to begin our endeavors with crossing rather high barriers of cross-cultural communication and mistrust.

PROJECT 3: ENGINEERING ACCESSIBILITY

Participating students: 18

Service hours: 1750

Participating faculty/staff: 1

Service hours: 80

Issue areas addressed: Community and Economic Development, Employment, Special Needs Support for the Disabled, Youth Development, Senior Citizen Services

Narrative: The MSOE Engineering Accessibility Program completed one major project in 2007 and began other. A condensed version of an article appearing in the Milwaukee Journal Sentinel and used with permission explains it best: Thanks to new devices built by students at the Milwaukee School of Engineering, students with cerebral palsy and other students with fine motor skills and range of motion limitations at Fairview South School in Brookfield

will be able to completed income-producing projects. Another team of MSOE seniors is building an accessible toilet for Fairview with a lift to help users sit and stand. The project is about 80% completed, and a second class of seniors will finish it next school year, Fairview is a special education school that serves students ages 12 to 21 with moderate to severe cognitive and physical disabilities. The students come from 15 area school districts. Fairview has a work center that contracts with three local businesses for paid jobs for students. Always searching for ways to improve the center and find meaningful work for physically disabled students, the school wanted help to build a bolt-assembly machine and a toilet that would help a tall, heavy-set student at Fairview who was struggling to use the school's bathroom facilities. Fairview applied to MSOE and sent a videotape in which a disabled student demonstrated showed the problems with the school's equipment. MSOE agreed to take on all three projects. MSOE also believes that the toilet idea that could be usable for senior citizens. MSOE students contributed money to help buy some materials and other materials were donated by companies. This is a curricular, in class service-learning project.

PROJECT 4: MSOE CARES!! TUTORING PROGRAM

Participating students: 40

Service hours: 5400

Participating faculty/staff: 1

Service hours: 40

Issue areas addressed: At-risk Youth, Education/Dropout prevention, English as a Second Language, Mentoring, Tutoring, Youth Development

The MSOE CARES! Program utilizes the special talents of our engineering undergraduates in math and science to tutor and mentor students in grades 3-12. Our focus is within grade, middle, and high schools in the Milwaukee urban area that serve a largely Spanish-speaking constituency. We also tutor and mentor through the United Community Center - *Centro de comunidad unido* - serving young people in the Latino/Latina community. We seek to improve the English language skills of recently arriving students as well as tutor them in math and science. All student volunteer work is outside the classroom. In 2007 we tutored/mentored over 100 children and we have a "return" rate of over 90% for the academic year.

PROJECT 5: THE FUTURE IS NOW – ROBOTICS FOR HIGH SCHOOL AND GRADE SCHOOL STUDENTS

Participating students: 35

Service hours: 1400

Participating faculty/staff: 1

Service hours: 60

Issue areas addressed: At-risk Youth, Community and Economic Development, Education/Drop-out Prevention, Mentoring, Tutoring, Youth Development

This project utilizes the mechanical and creative skills of MSOE engineering students to assist area grade and high school students channel energy and intelligence into the "future world" of robotics. Our students organize teams in local schools - focusing especially on schools with high "at risk" factors - to create working robots and compete in an area wide competition. All work was done outside the MSOE classroom and curriculum but in cooperation with local school districts to coordinate with their schedules. The concept is encourage interest in mechanics and science, aid in drop-out prevention, mentor and guide young people especially towards the field of robotics engineering, and assist in the economic development of our region by unleashing the creative potential of young people in robotics. In 2007 an astonishing 3,500 local grade and high school students participated in the program and competition.

INSTITUTIONAL SUPPORTS FOR SERVICE: QUESTIONS ASKED BY THE EVALUATORS:

Is community service or service-learning explicitly cited in your institution's mission statement or strategic plan?

Answer: No

Does the institution have at least one full-time staff member responsible for coordinating student community service or service-learning activities?

Answer: No – Chair for Servant-Leadership is ½ time

Does the institution provide scholarships or other financial rewards to students for community service, such as “matching” the Segal AmeriCorps Education Award?

Answer: No

Does the institution offer academic courses that integrate community service with academic content, i.e., academic service-learning courses, as defined above?

Answer: Yes

Approximately how many?

Answer: Four (4)

Does the institution require academic service-learning courses as part of the core curriculum of at least one major or disciplinary area?

Answer: No

Does the institution reward the use of academic service-learning through faculty promotion and tenure decisions, or by providing awards or professional development opportunities?

Answer: No

Government support for Service: None

The awards will be presented in February, 2008.

STUDENT ORGANIZATIONS IN 2007

The Chair for Servant-Leadership assumed formal direction over the student organizations most directly involved in community outreach and service in 2007. This reorganization was most logical as the Office for Servant-Leadership had been working with these clubs and organizations from the foundation of the Chair.

- Circle K (the college outreach of Kiwanis, International)
- Milwaukee FIRST – the robotics “team” working with local grade, middle and high schools
- The Catholic Student Association*
- The Orthodox Student Association*
- The Muslim Student Association*
- The Jewish Student Association*
- InterVarsity Christian Fellowship
- Campus Crusade for Christ
- ReJOYce in Jesus
- The Society for Reasonable Doubt – agnostic organization
- Intercollegiate Studies Association*

*Organizations founded by the Chair for Servant-Leadership

WORK OF THE INNER LIFE COUNCIL

We have taken our mandate regarding the deepening of our student’s souls very seriously in 2007. As we stated at the outset: “Part of the mandate in Servant-Leadership is to awaken, energize, and direct the whole person towards both service and leadership in the university community. Engaging the soul is an immense part of this task. We will then graduate young pro-

fessional leaders with a truer sense of self, a greater sense of service, a spirit of cooperative tolerance, and proven experience in ecumenism.” Scheibler, 2005

This year the Office for Servant-Leadership organized an “Inner Life Council” to coordinate and discuss issues dealing with spirituality, to defuse potential areas of misunderstanding and to generate innovative ideas for joint projects and celebrations.

We had the privilege of leading the ecumenical prayer service on the afternoon of the Virginia Tech tragedy in the Spring. Members of the Catholic, Evangelical, Jewish and Muslim organizations gathered to pray for the victims, their families and the perpetrator (and his grieving family). As MSOE was the only campus in Milwaukee to hold services that day the event was carried by two (2) of our local television stations (portions were “picked-up” by NBC for national coverage). Note: Earlier in the day the Chair was called upon to speak in his capacity as a cultural anthropologist in an extensive interview with our local NBC station on the underlying social, cultural and religious questions in such tragedies.

One of the most moving experiences of our year in the arena of the “inner life” was during another moment of heartbreak. The university community lost one of its Jewish faculty members early in the Spring. As sponsor of the Jewish Student Organization the Chair was asked by our empathetic and outward looking students if they could be of any assistance. Because the family requested a time of private grieving we suggested that we might recite Kadish (קדיש - the prayer for the dead) and sit Shiva (שבועה - mourning) in the university’s chapel. The JSO quickly discovered that while the Office for Servant-Leadership could produce yarmulkes for everyone we could not produce a minyan (מנין - the ten man quorum required for public prayer). Our non-Jewish student “Inner Life” groups came to the rescue and we held Kadish and sat Shiva for our departed colleague with Jewish, Evangelical, Catholic, and Muslim students. We understand that the pictures taken at this event were of particular joy and comfort to the family. This is Servant-Leadership in action.

REACHING OUT TO HAITI

In March the Chair for Servant-Leader and MSOE's Circle K students led a conference for university students from across the state of Wisconsin and the Upper Peninsula of Michigan. The theme of the conference was "*Servant-Leadership – Leadership that Works.*" (The *double entendre* is intentional.) During the weekend the students produced a children's story communicating core universal character values within a Haitian cultural context; the Chair translated it into Creole French; and the Circle K'ers copied the Creole text and illustrated the book. It is a work of love and a work of laughter.

The book was reproduced by the Circle K District and copies of the illustrated story were sent to Haiti along with school supplies in June. We trust that this will be the first in many efforts on the part of Wisconsin's university communities to reach out to the most desperately poor and often overlooked in our own hemisphere.

INNER LIFE AND VOLUNTEER GROUPS SET-BACK

In late April the president's office ordered the removal of all student organizations from the auspices of the Office for Servant-Leadership. No explanation was given. The "Inner Life" Council has disbanded.

Circle K and Milwaukee FIRST took the brunt of the blow, however, as we were in the middle of several projects requiring detailed attention from the Chair. As of 01 December, 2007 no further plans have been made in regard to these projects.

FACULTY AND CURRICULAR DEVELOPMENT – ONE DEPARTMENT

For the past two (2) years the Chair has been working with the faculty and student body of the XYZ Engineering Program (XYZ Department). Our goal has been the "overhaul" of the program to reflect a more "human," thoroughly "Servant-Leader approach" to molding young minds in the very challenging and highly competitive field of software development and management.

Through "listening sessions" involving the student body, small group discussions with the faculty, classroom observation, written surveys (faculty and students), more "listening sessions,"

review of the curriculum and interviews with alumni the Chair offered a “Servant-Leader’s” analysis of the program in February, 2007.

We are pleased to report that most of the recommendations made in the Report have been adopted or utilized in some form in revamping the program. Great progress in student/faculty engagement, group problem solving, community interaction and student satisfaction has been documented and reported.

The full Report appears in Addendum II.

PRODUCING LEADERS – STUDENT PUBLICATIONS

Joshua Schultz (Senior, Architectural Engineering-Structural) delivered a paper for the Ludwig von Mises International Conference sponsored by the Ludwig von Mises Institute and the London School of Economics in Sestri Levante, Italy. The theme of the 2007 Conference is "Philanthropy is a Post-Socialist Europe." As a conference presenter all of Joshua's arrangements were *ad honorium* through the generosity of Ludwig von Mises Institute.

As part of our outreach, the Office for Servant-Leadership provides opportunities and guidance for students seeking to deepen their academic interest in the application of Servant-Leadership principles to the complex issues facing our world. Under the direction of the Office for Servant-Leadership and the Intercollegiate Studies Institute (a Servant-Leadership sponsored student organization), Joshua has combined his interests free market economics, philosophy, and theology in preparing a paper for review and discussion with some of the best minds in Europe's academic community. Joshua was the only U.S. student selected for participation in the Conference.

An abstract of Joshua's paper follows:

Augustine of Hippo in a 21st Century Post-Welfare-State: The Civitas Diaboli vs. the Civitas Dei Peregrine Paradigm for Charity rather than Compulsion in the Provision of “Public Goods”

The chief apologia for the growing encroachment of the welfare state in the last half of the 20th century was the “discovery” of an ever-growing list of new “human needs” – previously undis-

cerned or discounted indispensable necessities of healthy human existence whose absence or inadequate provision in individuals or subgroups could produce dramatic if not cataclysmic social, psychological, and moral deterioration. The long accepted *quattro* of basic human needs - food, clothing, shelter, and security - expanded to include everything from sanitation to self-actualization. Once the definition of “need” was elasticized almost any facet of human experience fell under the general rubric of “public safety and security” and position of the “state as savior” was secure.

The focus of this paper rests upon emancipating acts of providing “public goods” from an artificial and spurious definition of such provision as “securing of the public good.” Using Augustine’s paradigm of the Diabolical City in contradistinction to the Ethical (Divine) City in Progress (toward perfection) the proper place of compassion and individual responsibility and a consistent “doctrine” of diminished social capacity and personal disability are explored. The paper offers a model for the “how” as well as the “why” of Charity within a free market society as the ideal of the *civitas Dei peregrine*.

The Office for Servant-Leadership continues to seek avenues to "unleash" the tremendous potential of MSOE's emerging Servant-Leaders.

Addendum on Josh Schultz’s Presentation in Italy (from a message to our colleagues)

One of our strategies for the Chair for Servant-Leadership at MSOE is to “create global leaders” (aggressive mentoring) by providing our student Servant-Leaders opportunities to interact with current global leaders. If we are going to “win the world” in the campaign to remind our highest institutions of humanity’s core universal values and re-invigorate a commitment to character in government and management as exemplified in integrity, honesty, compassion, empathy, respect, awareness, and foresight then our next generation of Servant-Leaders must be comfortable in the corridors of power.

The Chair has been the target of good-humored (and not so good-humored) jesting from faculty and administrators for “dragging” our engineering and nursing students around with me when we engage major players on the national and world stage. We make no apologies. During the last three years MSOE student leaders have met and dined with foreign ambassadors, United

Nations officials, Senators, Congressmen/women, governors, legislators, and leader of industry and commerce (the roll call includes a sitting President of the United States and several major religious leaders including the Papal Nuncio and the Dali Lama). In other words, wherever I go I “drag” some of them with me.

It was in this spirit that we sent Joshua Schultz to the *von Mises Seminar* in Italy last week on his own. He was ready. While I was invited to attend as the guest of the London School of Economics as his sponsor and mentor we were celebrating the 1st Annual Outstanding Servant-Leadership Awards at MSOE and my priorities rested in Wauwatosa.

Finally, getting to the point...

We loaded Josh’s suitcase with Greenleaf Center material and copies of “The Servant-Leader Within” (in my humble judgment the most readable of the Greenleaf tomes especially for non-native speakers of English). He was instructed to make contact with several conference participants and explain the mission of the Greenleaf Center and the “Wisconsin Experiment” in Servant-Leadership. We had no doubt that he would excel at this mission.

While he “preached the word” effectively amongst the government ministers, economists, and industrial/commercial leaders of Europe gathered at Sestri Levante the greatest interest in our work (as we expected it might) came from H.S.H. Philipp, Prince of Lichtenstein. As you undoubtedly know, Prince Philipp stepped aside as C.E.O. of LGT (Lichtenstein Global Trust) to devote the lion’s share of his energy to the LGT Foundation and its principal outreach – the International Leadership Academy. [Just a reminder: in 1999 Prince Philipp bought the Freudenfels Castle near Stein am Rhein in Switzerland - as Lichtenstein only has one castle and his family lives in it – to found the International Leadership Academy. Major corporate and institutional leaders from around the globe come to Freudenfels for a three-week course in “Leadership Beyond Management Principles.” It has been very, very successful].

Prince Philipp was unfamiliar with Robert K. Greenleaf but he left Sestri Levante with a fairly thorough introduction from Josh, a copy of “The Servant Within” that he promised to read, and quite a lot of Greenleaf Center information. He has requested further correspondence from me with follow-up information. We have already followed through on our end.

I know that our Dutch colleagues have had contact with the ILC but the concept did not “ring the royal bell” when mentioned last week. We will follow-up as requested.

Paper for 2008

As the Chair’s tenure came to a close, Josh and I completed another Servant-Leadership paper for the Inter-American Economic Conference in Guatemala (2008) on the topic: “Can Character and Community Survive in the Face of Globalization.”

CONFERENCES AND SPEAKING

The Chair filled several speaking engagements throughout 2007.

A few highlights:

The Chair was the keynote speaker for the annual Circle K District Conference held in Green Bay in March.

The Chair had the privilege of challenging the Deacons of the Roman Catholic Archdiocese of Milwaukee on the “Transformational Nature of Servant-Leadership” during their annual training day in April.

The Chair had the honor of presenting the Leadership Institute for Education (L.I.F.E.) full-day seminar as part of the International Servant-Leadership Conference (Greenleaf Center for Servant-Leadership) in Dallas, Texas in June. Due to the comprehensive use of MSOE as a case study for L.I.F.E. the entire presentation is placed in the [Supplement](#) to this report.

In November the Chair had the opportunity to present Servant-Leadership to the Annual Retreat of the Regents of the University of Wisconsin System.

Also in November the Chair (once again) was a keynote speaker for the Milwaukee Area Student Leadership Conference.

In December the Chair presented a brief program on Servant-Leadership to the Holiday Party of Pieper Power.

AWARDS



From left to right:
 Dr. Samuel Scheibler, Joseph Malek (fiancé of Robin Hischke); Robin Hischke, 2007 recipient of the Suzanne Stauff Pieper Award for Outstanding Servant-Leadership; Dr. Richard Pieper; Mrs. Suzanne Stauff Pieper; Jacob Knappmiller, 2007 recipient of the Nelson Rolihlahla Mandela Award for Outstanding Servant-Leadership; Katie Hanson (fiancée of Jake Knappmiller).

One of our goals in the Office for Servant-Leadership is to recognize and reward stellar achievement in Servant-Leadership amongst our students. With two (2) years of activity completed we felt that sufficient data was available to make accurate judgments

on students that truly and consistently exemplify the qualities of a Servant-Leader.

On 06 October we presented the first Nelson Rolihlahla Mandela Award for Outstanding Servant-Leadership to Mr. Jacob Knappmiller (2007 Spring Graduate, Mechanical Engineering) and the Suzanne Stauff Pieper Award for Outstanding Servant-Leadership to Robin Hischke (2007 Graduate, Business).

PUBLICATION

In 2007 the Chair completed two publications drawn from the success of Servant-Leadership at MSOE.

Building the Extra Mile

Scheibler

The Americans with Disabilities Act and Servant-Leadership

A Guide for Architects, Architectural Engineers, Designers, and Construction Managers

(A facsimile of this publication is placed in Addendum III).

Leading By Serving

Using Your Years at MSOE to their Fullest Advantage

A Four-Year Guide to Becoming a Leader, a Professional and a Better Human Being

NEW COURSE

In the Winter Quarter, 2007 the first course developed by the Chair for Servant-Leadership is being offered in the Software Engineering Program (Electrical Engineering and Computer Engineering Department).

The following is the syllabus for the course as developed by the Chair. The construct of the course is importance as the Course Objectives articulate foundational beliefs about the integration of Servant-Leadership into an engineering curriculum and explain how a Servant-Leadership inspired course meets the goals of Milwaukee School of Engineering.

Note: The Chair is not teaching the class.

Milwaukee School of Engineering

SL 200 LEADERSHIP AND TEAMWORK, WINTER 2007-2008

COURSE DESCRIPTION

This course is designed to give students preparing for careers in computer science/computer engineering a good working knowledge of multiple aspects of managerial processes such as motivation and communication patterns, group processes, leadership approaches, use of power, development of trust, effective group facilitation, negotiation and persuasion, conflict resolution, effective change, and ethics. Current trends and issues such as globalization and diversity are emphasized throughout the course. Emphasis is given not only to the theoretical context, but the practical consequences of leadership and teamwork with special emphasis placed upon Servant-Leadership.

INSTRUCTOR

Dr. Samuel Scheibler

Office: HDW Center, Kern Center, 2nd Floor

Phone: (414) 277-7690

Email: scheible@msoe.edu

Office Hours: By appointment

TEXTBOOK

The Servant-Leader Within, A Transformative Path, Paulist Press, 2003

COURSE OBJECTIVES

Upon successful completion of this course, the student will:

Be able to articulate the importance of empathetic behavior to the effectiveness of teamwork;

Be able to articulate the importance of Servant-Leadership to the effectiveness of teamwork;

Be able to interpret, critically analyze, recommend, and defend feasible courses of action in team situations;

Be able to interpret, appreciate and articulate the important link between leadership and group functioning;

Be able to interpret, appreciate and articulate the nature of effective leadership as a foundation for organizations and groups to achieve goals;

Be able to interpret, appreciate and articulate the role of process skills in effective leadership and capacity building;

Be able to uncover and understand the factors that allow determining whether leadership and group behavior is ethical or unethical;

Be capable of internalizing the leadership characteristics of quality, honesty, integrity, creativity, and initiative.

The course is designed to meet these specific goals of MSOE:

Culture and Cultural Values: The interaction of culture and cultural behavior upon leadership and teamwork is thoroughly explored.

Personal Development: Personal examination of leadership and teamwork models and self-evaluation techniques should lead to greater personal efficiency and stronger work habits.

Social Responsibility: Relevant domestic and international issues are discussed as they pertain to leadership and teamwork models.

Ethics and Integrity: The moral and ethical issues involved in leadership and teamwork are explored.

Independent Thinking: The course assignments call for critical analysis of issues in leadership and group behavior.

REQUIRED ADDENDA

Computer Usage: None

Laboratory Projects: None

Estimated ABET Category Content: Communication – 100%

COURSE OUTLINE

INTRODUCTION TO LEADERSHIP

- Leadership & Teamwork in Context: Generational Trends & Values
- Understanding Self and Others
- What Does It Mean to Be a Leader?
- Leadership and Team Relationships

LEADERSHIP AND TEAMWORK THEORIES, MODELS, AND PERSPECTIVES

- Traits, Behaviors, and Relationships
- The Leader as an Individual

THE PERSONAL SIDE OF LEADERSHIP

- Leadership Mind and Heart
- Courage and Moral Leadership
- Leadership & Credibility

SERVANT LEADERSHIP THE LEADER AS RELATIONSHIP BUILDER

- Motivation and Empowerment
- Leadership Communication

LEADING AND WORKING IN TEAMS

- Negotiation Approaches and Models
- Group Facilitation Skills
- Developing Leadership and Diversity
- Leadership Power and Influence
- Creating Vision and Strategic Direction
- Leading Change

ASSIGNMENTS

Report on ‘Campus Leader Interview’ – You will become part of a 2-3 person team and conduct an interview with a campus leader. The pool of campus leaders includes administrators such as department chairs, program directors, faculty advisors, key officers of student organizations, staff in Student Life, the Athletic Department, Student Government, social, honor, service, or faith-based organizations. The goal of the interview is to become well acquainted with the profile, leadership style, performance, and impact of the campus leader and determine how he or she became a significant campus leader. The interview will serve as a source of class discussion. The team report shall contain 1,000-1,200 words single spaced in 12 point font. This report is due at the beginning of class on Week Five. It

will be graded as 20% the final grade.

'CAMPUS LEADER INTERVIEW' REPORT GUIDELINES SAMPLE INTERVIEW QUESTIONS

This is a take-home portion of the third test and equals 20% of the test grade.

Form 2-3 person teams, make an appointment with the campus leader to set up the leadership interview, and conduct the interview.

Cover page shall include names, course, section, date, and campus leader's name and position/title.

The narrative shall be 1,000-1,200 words (2 pages) single spaced in 12 point font.

I. YOUR CONCEPT OF LEADERSHIP

- How do you define leadership?
- What is your concept of leadership?

II. LEADERSHIP AND THE CONNECTION TO SELF IMAGE

- How is your concept of leadership shaped by who you are?
- When in your life did you start developing your leadership skills?
- Can you identify a significant life experience that shaped you as a leader?
- Please describe experiences that shaped your leadership approach?
- Why do you think you were identified as a campus or organizational leader?

III. QUALITIES NEEDED BY LEADERS TODAY

- What are the most important qualities of leadership for today's society?
- How would you compare the qualities essential for leadership to-

day and those needed 1-2 generations ago?

- Have you seen a change in the prevailing leadership style in your area at MSOE during the past 2 years?

IV. PROBLEM SOLVING AND IMPACT ON THE ORGANIZATION

- How do you address situations when individuals are not performing within expectations?
- When you see inefficient or ineffective job performance in a unit outside your own unit, what do you do? Do you address it? If so, how?
- How would you describe your impact on the organization you lead?

V. GREATEST PERSONAL CHALLENGES AND REWARDS

- What is the greatest challenge you face as a leader?
- What is the personal reward of leadership?

VI. ADVICE

- What is the best leadership advice you have ever received? Who offered it?
- What advice to us do you have to offer regarding leadership in today's workplace?

Essay on 'Guiding Principles of Leadership' – Provide analysis and insights about leadership principles learned in this course as they pertain to you. This essay is due one class prior to the final class of the regular semester. The maximum length is 1,000 words, single spaced in 12 point font. It will be graded as 20% of the final grade.

Written assignments on time are due at the beginning of class on the date assigned. Late work will not be accepted and missed written assignments may eventually result in the loss of all points assigned to this category in the grade breakdown. Written assignments must be submitted in hard copy

only, unfortunately, electronically generated work cannot be accepted.

It is understood that all of your assignments are meant to be your own work, unless otherwise stated (for instance, group activities, peer editing, etc.) Plagiarizing somebody else's work (i.e., copying assignments from a book or other source) may result in disciplinary actions being taken. Please note: asking someone—such as a tutor or a friend—to look over your work and correct it before you turn it in is not academic misconduct.

ATTENDANCE AND CLASS PARTICIPATION

Attendance in class is mandatory. Keep in mind that this is not a correspondence course. It is the responsibility of the student to obtain assignments, instructions, and lecture material presented during classes that he or she has not attended. Although the classroom format is primarily lecture both the student and instructor benefit from spontaneous class discussion and exchange of ideas.

ACADEMIC INTEGRITY

It is understood that all of your assignments are meant to be your own work, unless otherwise stated (for instance, group activities, peer editing, etc.) Plagiarizing somebody else's work (i.e., copying assignments from a book or other source) may result in disciplinary actions being taken. Please note: asking someone—such as a tutor or a friend—to look over your work and correct it before you turn it in does not constitute academic misconduct.

GRADING

Grade Potential	%		
Attendance	20	A/4.0:	90-100
Class Participation	20	B/3.0:	80-89
Report	20	C/2.0:	70-79
Essay	20	D/1.0:	60-69
Quizzes	20	F/0.0:	0-59

Note MSOE Adjustments for A/B etc.

Prepared by: Samuel Scheibler
Portions of this syllabus credited to UAFL, 2003

HELPING OTHERS IS GOOD FOR YOUR HEALTH

This year the Office for Servant-Leadership continued to expand our outreach in cooperation with Ms. Kathy Dechamps, Director of Student Health Services. For the first time our work included public health nursing in rural Mexico as two (2) senior nursing students spent several weeks improving their skills under difficult circumstances in the state of Jalisco.

We have continued to advance the connection between service and health. Following is a brief “broadside” we published for the Community Health Fair.

Office of Servant-Leadership

Helping Others is Good for Your Health

Service to Others is a Proven Boost to Personal Health

Most of us are fortunate enough to avoid terrible tragedies, but each of us experiences pain, sadness and loneliness. Overwhelming scientific evidence proves that one of the best ways to overcome these feelings is to connect with others through service.

There is something very basic in our humanity that moves us towards serving others. We must serve others to feel like human beings.

When John Donne wrote “no man is an island” he was not speaking just philosophically or theologically. The statement is a fact of human nature.

We all need time to ourselves. Our human nature, however, demands connection and engagement with others. You may think that you are happiest when you are left completely alone or that you are that rare human being that can function in total isolation. Don't fool yourself. The chance that you are that unique person who functions at their absolute optimum in a human vacuum is 1 in 106,456,367,669 (if you are feeling exceptionally lucky, these are about the same odds as you have of picking the *Powerball Lottery* numbers correctly 800 times in one lifetime).*

In recent years a wave of volunteerism has swept America. Almost every major corporation and institution in the nation is now actively encouraging their employees or members to become involved in community service. Leaders in business, industry, technology, and government have come to realize that service to others has both altruistic and personal rewards. It makes us less self-centered. It increases our empathy. It expands our life experiences beyond the narrow realm of what we encounter in school, at work or on television. We gain a healthier perspective on life.

The “Helper’s High”

Service and volunteerism may also have an impact beyond simply making us feel better about ourselves. Recent research suggests serving others can have a physical impact on your health. It’s been called “the helper’s high,” and it may even have a positive effect on the immune system.

A ten-year study by the University of Michigan shows that life expectancy increases for people who do volunteer work (250 % increases for men in the study). During the decade of research, the Michigan scientists found a two-and-a-half fold decrease in overall mortality for those who attended volunteer philanthropic group activities regularly when compared with those who did not volunteer.

Studies of former cardiac patients who have volunteered to help newly-diagnosed patients at the Duke Heart Center Patient Support Program at Duke University suggest that volunteering time and energy to others not only improved their own mood but may also alter their psycho-neuroimmunological function (a technical term for the connection between the mind, the nervous system and the immune system).

A study of older adults in Japan found that, regardless of gender, those who provide assistance to others rated their health more favorably than those less involved in their communities. Comparable studies at Yale University, Johns Hopkins University, University of California, the National Institute of Mental Health and Ohio State University support similar findings.

Why does this happen?

Humans are biologically hardwired to satisfy our sensations. We are naturally driven to seek tasty food, soft bedding, and other comforts. We are designed to seek comfort and security. There is nothing wrong with wanting to fulfill these needs. We are, after all, human.

Neurologists and neurobiologists theorize that the unique human connection (physical, emotional, mental, and spiritual) that occurs in service to others produces a chemical reaction in our brain. Reacting naturally to this distinctive stimulus, the brain releases chemicals called neuropeptides that provide a sense of well-being. As noted in the studies above, these neuropeptides also bolster the body's immune system adding wellness and longevity to the benefits of service.

It is not all biology.

Almost all human beings feel deep down inside themselves that something is missing from their lives if they only focus on their own needs. Each of us possesses a deep, inherent desire to make a difference in the lives of others. Too often, however, the stress and obligations that accumulate in life effectively bury our innate awareness of this need. Serving others rescues this inner need from under the layers of daily pressures and hassles and helps us achieve a sense of healthy balance and inner harmony.

The social connection provided through serving others also makes us aware of fundamental truths. Perhaps the most important truth learned in service to others is that life is like a training ground. *We learn the lessons we choose to engage in. Volunteering and serving others teach us the highest lessons with the noblest results. We learn that our lives have meaning. We raise ourselves to a purpose beyond our own immediate needs.*

How to do it.

To realize all of its benefits, service to others must be made a part of your daily life. The smallest actions, accumulated over time, can make a huge difference. Start with your daily inter-

actions. Try to offer a word of comfort or encouragement to those with whom you normally interact. Set a goal to truly connect with the people you see every day. Create a sense of optimism by making positive, encouraging comments to those with whom you work, study, or socialize.

Objectively measure your time and your commitments. Seek out opportunities to serve others. You will find that making time to serve others will give you more energy rather than taking it away...and as medical research is proving, you are likely to live a longer, healthier, and happier life.

Dr. Samuel Scheibler, Chair, Servant-Leadership

MSOE has established the Office of Servant-Leadership to assist you in living this longer, healthier, happier life through effective service to others. Please contact us for more information or just stop in K240.

This article owes a great debt of gratitude and acknowledgement to R. Murali Krishna, M.D.

*For the Software Engineering majors, I am calculating on Keyfitz's model. $P(t)$ may be used to estimate the total number of humans that have lived in a given time period. From a time A to a later time B , the integral of $P(t)$ on $[A, B]$ gives the total number of person-years for that time interval. Keyfitz uses a base figure of 25 years as average life-span thus the number of people who lived from time A to time B is approximately $(1/25)$ of the integral of $P(t)$ on the $[A, B]$. Keyfitz assumes that exponential growth occurred in various historical time intervals $[A, B]$, but with possibly different constants C and r for each time interval. He chooses C and r to match given values of $P(t)$ at A and B . This requires solving two equations in 2 unknowns: $P(A) = C e^{rA}$ and $P(B) = C e^{rB}$. $P(B)/P(A) = e^{r(B-A)}$ and hence $r = \{\ln[P(B)] - \ln[P(A)]\} / (B-A)$. Once r is known, C is obtained immediately from $C = P(A)e^{-rA}$. Note that \ln is the natural logarithm, the logarithm to the base e . Keyfitz then integrates Ce^{rt} on the interval $[A, B]$. An anti-derivative is $(C/r)e^{rt}$ and the definite integral is the anti-derivative at B minus the anti-derivative at A . The total person-years from A to B is $(C/r)[e^{rB} - e^{rA}]$. By algebra, this is equal to $(1/r)[P(B) - P(A)]$. By substituting the value of r described just above, the total person-years from A to B is $[P(B) - P(A)](B-A) / \{\ln[P(B)] - \ln[P(A)]\}$. Dr. Scheibler



AFTER SECOND FULL YEAR – SPRING 2007 GRADUATING SENIORS INVOLVED IN SERVANT-LEADERSHIP

After our second full year the Office for Servant-Leadership can document the very clear endorsement of Servant-Leadership in our graduating seniors. Following is the report of the Chair on May, 30:

“Attached is a list of our Spring 2007 graduates that have been involved during the last year in Servant-Leadership at MSOE (in service or leadership *and* service in a program sponsored by the Office for Servant-Leadership). Their contributions are all the more remarkable as they joined us in building a stronger community based upon the values of altruism, empathy, justice, and love while completing the Herculean tasks of Senior Design, Internships, and/or Capstone Projects and Change Projects. It is a humbling honor to serve alongside them.

The graduates are listed by Academic Programs and their hometowns are given as an indication of our hope that the "ripple effect" of their sterling character will turn into a tsunami of goodness that floods the entire Midwest and, in some special cases, the entire world.

Please note that the list only indicates our Servant-Leaders amongst our Spring graduates - and not the remarkable group of underclassmen that are also serving and leading.

Bachelor of Science in Nursing

Kate Brandstetter – New Berlin, Wisconsin
Arianne Brown – Colby, Kansas
Christine Giese – West Allis, Wisconsin
Samantha Jo Griffith – Mukwonago, Wisconsin
Erin Gross – Waukesha, Wisconsin
Erika Hahner – Waukesha, Wisconsin
Rocio Ochoa-Harms – Napa, California
Sarah Harter – Marshfield, Wisconsin
Jenifer Henke – Pewaukee, Wisconsin
Megan Ingvallson – Blooming Prairie, Minnesota
Amber Ann Isham – Park Falls, Wisconsin

Kathleen Laudermith – Schiller Park, Illinois
Jody Lee McAlister – Chaska, Minnesota
Michelle Marie Meger – Webster, Minnesota
Megan Pendowski – Milwaukee, Wisconsin
Caroline Gao-Nou Lee Xiong – Sheboygan, Wisconsin

Bachelor of Science in Technical Communication

Matthew Fiel – Green Bay, Wisconsin
Mark Paul Arnold Goodger – Milwaukee, Wisconsin

Bachelor of Science in Business

Nicholas Bilpush – St. Louis, Missouri
Melissa Craig – Janesville, Wisconsin
Matthew DenBoer – Holland, Michigan
Joseph Dovalina – Evergreen Park, Illinois
Michael Duta – Seattle, Washington
Robin Hischke – Suring, Wisconsin
Lee Mueller II – Winthrop Harbor, Illinois

Bachelor of Science in Management Information Systems

Christopher Englund – Brookfield, Wisconsin
Adam Stasiniewicz – New Lenox, Illinois
Eric Stolzmann – Cleveland, Wisconsin
Jason Wollering – Menomonee Falls, Wisconsin

Bachelor of Science in International Business

Katherine Fischer – Woodbury, Minnesota
Shaun Kazuck – Milwaukee, Wisconsin
Torben Woisin – Luebeck, Germany

Bachelor of Science in Management

Mark Binkelman – Waukesha, Wisconsin
Cody Litkey – Green Bay, Wisconsin
David Madison – Ashland, Wisconsin
Andrea Bralick – West Allis, Wisconsin
Robert Santos – Racine, Wisconsin
Theodore Gernaey – Phillips, Wisconsin
David Vega – Milwaukee, Wisconsin
Michael Wagner – Neenah, Wisconsin

Bachelor of Science in Construction Management

Matthew Burzon – Danby, Vermont
Mark Gitlewski – Milwaukee, Wisconsin
Nicholas Holtger – Lena, Wisconsin
Joseph Jursenas – Homer Glen, Illinois
Robert Klauck Jr – Park Ridge, Illinois
David Kwiatkowski – Verona, Wisconsin
H.B. Benjamin McMullen – New Berlin, Wisconsin
Albert Ottow III – West Allis, Wisconsin
Matt Reiten – Mason, Wisconsin
David Yolo – Hartland, Wisconsin

Bachelor of Science in Architectural Engineering

Abdullah Alduaij – Kuwait City, Kuwait
Michael Brink – Aurora, Illinois
Holly Burrows – Menomonee Falls, Wisconsin
Austin Cable – Watertown, Wisconsin
Christopher Cline – Racine, Wisconsin
Jayson Davis – Racine, Wisconsin

Corey Delaney – Kenosha, Wisconsin
Michele Dunn – Washington, Illinois
Brian Kanthak – Milwaukee, Wisconsin
H. Scott Kaufmann – Dousman, Wisconsin
Michelle Lorentzen – Muscatine, Iowa
Ryan O’Shaughnessy – Saint Mary’s, Georgia
Amy Potratz – Oshkosh, Wisconsin
Ashley Reyment – Green Bay, Wisconsin
Valerie Rinehart – Janesville, Wisconsin
Ross Slocum – Whitewater, Wisconsin
Ryan Werkheiser – Freeport, Illinois
Alicia Williams – Appleton, Wisconsin

Bachelor of Science in Architectural Engineering & Bachelor of Science in Construction Management

Lindsay Cabel – Stillwater, Minnesota
Justin Gross – New Berlin, Wisconsin
Curt Hielke – Ripon, Wisconsin
Mark Johnson – Hayfield, Minnesota
Robert Korup – Saukville, Wisconsin
James Shipley – Oak Park, Illinois

Bachelor of Science in Mechanical Engineering Technology

Keith Pomerence – Richfield, Wisconsin
John Wilson – Sheboygan, Wisconsin

Bachelor of Science in Industrial Engineering

Monica Block – Norway, Wisconsin
Craig Hazledine – Crystal, Minnesota
Craig Rekowski – Milwaukee, Wisconsin

Bachelor of Science in Mechanical Engineering + Management

Sean Raftery – Tinley Park, Illinois

Bachelor of Science in Mechanical Engineering

Abdulaziz Alkhulaifi – Kuwait City, Kuwait

Crystal Anhalt – Lindenhurst, Illinois

John Bauman – Negaunee, Michigan

Timothy Brinkmann – Brookfield, Wisconsin

Marco Brusa – Brookfield, Wisconsin

Christopher Edwards – Mercer, Wisconsin

Dustin Elliott – Waukegan, Illinois

David Engelhardt – Milwaukee, Wisconsin

Tiffany Fiedler – Milwaukee, Wisconsin

Scott Gillis – Juneau, Wisconsin

Kyle Gleason – Deerfield, Wisconsin

Ronald Goodman Jr – Brodhead, Wisconsin

Robert Haas – Sparta, Wisconsin

Craig Hauck – Grayslake, Illinois

Andrew Kleitsch – Reedsburg, Wisconsin

Jacob Knappmiller – Pewaukee, Wisconsin

Christopher Krajewski – Mukwonago, Wisconsin

Brian Miller – Port Washington, Wisconsin

Kyle Nelson – Deerfield, Wisconsin

William Restock – Hartland, Wisconsin

Randall Ristow – Chicago, Illinois

Aaron Ritter – St. Germain, Wisconsin

Jason Robbins – Elmhurst, Illinois

Aaron Ross – Chatham, Illinois

John Smith – Port Washington, Wisconsin

Stephen Strombeck – Rockton, Illinois
Roger Thounlasenh – Milwaukee, Wisconsin
David Lee Westfall – Milwaukee, Wisconsin
Olivia Zambrana Arias – Cochabamba, Bolivia

Bachelor of Science in Electrical Engineering Technology

Justin Grenier – Marinette, Wisconsin
Matthew Gruess – Kewaskum, Wisconsin
Greg Hahn – Oconomowoc, Wisconsin
Jeffrey Horner – Milwaukee, Wisconsin
Justin Lafferty – Laona, Wisconsin
Patrick Maloney – Milwaukee, Wisconsin
Robert Olson - Milwaukee, Wisconsin
Dustin Westaby – La Crosse, Wisconsin
Ross Wuttke – Holmen, Wisconsin

Bachelor of Science in Biomedical Engineering

John Baeten – Oshkosh, Wisconsin
Meary Barbeau – Green Bay, Wisconsin
Scott Bugenhagen – Franklin, Wisconsin
Martin Drake II – Farmer City, Illinois
Kevin Kreitzman – Beaver Dam, Wisconsin
Larissa Matheys – Viroqua, Wisconsin
Amy Naus – Milwaukee, Wisconsin
Amanda Plumley – Milwaukee, Wisconsin
Daniel Shefchik – Luxemburg, Wisconsin
Ryan Vanselow – Waukesha, Wisconsin

Bachelor of Science in Computer Engineering

Allison Block – Norway, Wisconsin
Steven Bohm – Monroe, Wisconsin

Christopher Chapman – Milwaukee, Wisconsin
Jesse Coble – La Vista, Nebraska
Anthony Cucinello – Milwaukee, Wisconsin
Jason Heinritz – Franklin, Wisconsin
Daniel Knobloch – Streamwood, Illinois
Nathan Kroll – Wausau, Wisconsin
Christine Lohman – Greenfield, Wisconsin
Robert Marlow – Germantown, Wisconsin
Matthew Minga – Kenosha, Wisconsin
Dominick O’Dierno – Walworth, Wisconsin
Matthew Riggs – Greenfield, Wisconsin
Przemyslaw Wojtowicz – Tarnow, Poland

Bachelor of Science in Software Engineering

Ryan Atwood – Milwaukee, Wisconsin
Brian Barnekow – Sturtevant, Wisconsin
John Cruikshank – Mukwonago, Wisconsin
Taylor Heck – Roscoe, Illinois
Jacob Mertz – Wind Lake, Wisconsin
Nickolas Roedel – Milwaukee, Wisconsin
Aaron Viviano – Brookfield, Wisconsin

Bachelor of Science in Electrical Engineering

Brandon Feil – Randolph, Wisconsin
Jorge Figueroa – Waukegan, Illinois
Ryan Forbes – Sycamore, Illinois
Christopher George – Roscoe, Illinois
Matthew Gerner – Fond du Lac, Wisconsin
Thomas Goltz – Brookfield, Wisconsin
Benjamin Herrmann – Sycamore, Illinois
Nathan Kelley – Green Bay, Wisconsin
Adam Larson – Mishicot, Wisconsin

Steven Philbert – Hartland, Wisconsin

Jake Roeder – Marinette, Wisconsin

Steven Uhrich – Pewaukee, Wisconsin

Amanda Wisinski – Stevens Point, Wisconsin

NOTE ON THE ADDENDA

The ADDENDA of this year's report are particularly important. Attention should be particularly given to:

Addenda I lists all of MSOE students in the academic year that have voluntarily given of themselves; their time and energy, to community outreach through the Office for Servant-Leadership. This list and the concomitant activities have been verified by the Corporation for National and Community Service.

Addenda II is the text of [Pursuing Excellence by Building Community – a Report to the Faculty...](#) This brief overview represents two (2) years of interaction with an academic department and is particularly important as almost all of the recommendations have been enacted. The text represents the dynamic of the Chair and an academic department creating a synergy for the exploration of Servant-Leadership that dramatically impacts the daily lives of our students.

Addendum III supplies to the references for our statistical analysis upon which our [Contextual Benchmarks](#) are based. This report only touches briefly upon the work we done in establishing these overarching benchmarks.

Addenda

ADDENDUM I – SERVANT-LEADERS, 2007

**MSOE Students Involved in
Voluntary Community Service
Academic Year 2006-2007
Office for Servant-Leadership
Pieper Family Endowed Chair for Servant-Leadership
(Verified by Corporation for National and Community Service)**

1. Aaron A
2. Aaron C
3. Aaron D
4. Aaron M
5. Aaron R
6. Aaron R
7. Aaron V

8. Aaron W
9. Abdulaziz A

10. Abdulla A
11. Abdullah A

12. Adam A
13. Adam E
14. Adam F
15. Adam H
16. Adam H
17. Adam L

18. Adam R
19. Adam S
20. Adam W
21. Aimee L
22. Akshat V
23. Albert O
24. Alec D
25. Alejandro A
26. Alex D
27. Alex G
28. Alex J
29. Alex N
30. Alexander W
31. Alicia W
32. Allan I
33. Allison B
34. Allison F
35. Allison S
36. Allison P
37. Alok S
38. Alonzo M
39. Alyse B
40. Amanda B
41. Amanda S
42. Amanda B
43. Amanda P
44. Amanda R
45. Amanda W
46. Amber I

47. Amber H
48. Amber I
49. Amie M
50. Amy H
51. Amy T
52. Amy J
53. Amy M
54. Amy N
55. Amy P

56. Andrea B

57. Andrea B
58. Andrea B
59. Andrew B
60. Andrew B
61. Andrew B
62. Andrew C
63. Andrew F
64. Andrew G
65. Andrew G
66. Andrew H
67. Andrew H
68. Andrew J
69. Andrew K
70. Andrew K
71. Andrew C
72. Andrew L
73. Andrew L
74. Andrew S
75. Andrew S

76. Andrew S
77. Andrew S
78. Andrew T
79. Andrew T
80. Andy S
81. Angela S
82. Angie T
83. Anna B R
84. Anthony C

85. Arianne B
86. Ariella G
87. Ashlee M
88. Ashley H
89. Ashley B
90. Ashley D
91. Ashley H
92. Ashley L
93. Ashley H
94. Ashley R

95. Austin C
96. Austin R
97. Barbara F
98. Barnes, G
99. Bart D
100. Bart J
101. Ben P
102. Benjamin H

103. Benjamin H
104. Benjamin B

- 105. Benjamin J
- 106. Benjamin T
- 107. Bjorn J
- 108. Bob K
- 109. Bonnie H
- 110. Bradena F
- 111. Bradly A
- 112. Brandon F
- 113. Brandon P
- 114. Brandon R
- 115. Brent R
- 116. Brent R
- 117. Brett A
- 118. Brett C
- 119. Brett D
- 120. Brett K
- 121. Brian B
- 122. Brian B
- 123. Brian B
- 124. Brian G
- 125. Brian H
- 126. Brian K
- 127. Brian K
- 128. Brian M
- 129. Brian N
- 130. Brian P
- 131. Brian S
- 132. Brian W
- 133. Brittany D

- 134. Brittany K
- 135. Brittney C
- 136. Bryan B
- 137. Bryan L
- 138. Bryan T
- 139. Bryan T
- 140. Bryant S
- 141. Byron D
- 142. Candace K
- 143. Caroline G-N

- 144. Catherine B
- 145. Catherine W
- 146. Chad L
- 147. Charles G
- 148. Charles M
- 149. Charles M
- 150. Charles, G
- 151. Charmaine J
- 152. Chaston S
- 153. Cherise B
- 154. Choua X
- 155. Chris C
- 156. Chris D
- 157. Christine G
- 158. Christine L

- 159. Christine V
- 160. Christoper E
- 161. Christopher A
- 162. Christopher J

- 163. Christopher C
- 164. Christopher C
- 165. Christopher E
- 166. Christopher E
- 167. Christopher G
- 168. Christopher K
- 169. Christopher K
- 170. Christopher M
- 171. Christopher S
- 172. Clayton B
- 173. Coby H
- 174. Cody L
- 175. Cole C
- 176. Corey D
- 177. Cory P
- 178. Cory S
- 179. Courtney W
- 180. Craig S
- 181. Craig H
- 182. Craig H
- 183. Craig H
- 184. Craig R
- 185. Crystal A
- 186. Curt H
- 187. Curtis T

188. Cymon J
189. Dallasandra S
190. Dan F
191. Dan G
192. Dan M
193. Dan S
194. Dane J
195. Daniel D
196. Daniel H
197. Daniel K
198. Daniel L
199. Daniel M
200. Daniel S
201. Daniel S
202. Daniel S
203. Daniel Z
204. Danielle DT
205. Danielle M
206. Danielle S
207. Danny J
208. Dave A
209. Dave F
210. Dave W
211. David S
212. David A
213. David B
214. David C
215. David DM
216. David E
217. David F

- 218. David I
- 219. David K
- 220. David K
- 221. David L
- 222. David W
- 223. David M
- 224. David M
- 225. David V
- 226. David W
- 227. David Y
- 228. Davina O
- 229. Dawn L
- 230. Dean K
- 231. DeAnna S
- 232. Deborah Z-S
- 233. Dennis B
- 234. Derek B
- 235. Dominick O'D
- 236. Donna MN
- 237. Doug G
- 238. Dunstan H
- 239. Dustin E
- 240. Dustin S
- 241. Dustin W
- 242. Ebonie D
- 243. Efrem B
- 244. Elisa D

245. Elise G
246. Elissa H
247. Elizabeth B
248. Elizabeth K
249. Elizabeth B
250. Elizabeth Z
251. Elliot S
252. Emily B
253. Emily J
254. Emily L
255. Emily K
256. Eric A
257. Eric H
258. Eric J
259. Eric L
260. Eric R
261. Eric S

262. Erica L
263. Erich M
264. Erik P
265. Erik Z
266. Erika H
267. Erin G
268. Erin R
269. Erin S
270. Erin T
271. Evan S
272. Felicia B
273. Frank G
274. Frank P

- 275. Gabrielle B
- 276. Garret L
- 277. Gary C
- 278. George K
- 279. Glenn F
- 280. Grace J
- 281. Greg H

- 282. Gregory H
- 283. Gregory M
- 284. Gregory O
- 285. Gregory W
- 286. Greta W
- 287. Gustavo A
- 288. Scott K

- 289. Benjamin MM

- 290. Hassan A
- 291. Heath C
- 292. Heather D
- 293. Heidi L
- 294. Hillary S
- 295. Holly B

- 296. Holly H
- 297. Jack P
- 298. Jacob B
- 299. Jacob G
- 300. Jacob K

- 301. Jacob L-A
- 302. Jacob M

- 303. Jacob T
- 304. Jacqueline C
- 305. Jacquelyn K
- 306. Jafer A
- 307. Jake L
- 308. Jake P
- 309. Jake R

- 310. Jake V
- 311. James H
- 312. James S

- 313. Jamie B
- 314. Jamie Z
- 315. Janet W
- 316. Jared B
- 317. Jared R
- 318. Jared V
- 319. Jason A
- 320. Jason G
- 321. Jason H

- 322. Jason L
- 323. Jason R

- 324. Jason T
- 325. Jason W

- 326. Jason Y
- 327. Jayson D
- 328. Jean-Yves S
- 329. Jeff C
- 330. Jeff T

- 331. Jeffrey S
- 332. Jeffrey C
- 333. Jeffrey H

- 334. Jeffrey J
- 335. Jeffrey W
- 336. Jenifer H
- 337. Jennifer M
- 338. Jennifer C
- 339. Jennifer M
- 340. Jennifer B
- 341. Jennifer K
- 342. Jennifer R
- 343. Jennifer S
- 344. Jeremy M
- 345. Jeremy M
- 346. Jesse C

- 347. Jessica F
- 348. Jessica H
- 349. Jimmy R
- 350. Jodi MA
- 351. Jody L. MA

- 352. Joe J
- 353. Joel R
- 354. Joel VB
- 355. John B
- 356. John B

- 357. John C

- 358. John E

- 359. John G
- 360. John K
- 361. John R
- 362. John S
- 363. John S
- 364. John S
- 365. John S

- 366. John S
- 367. John V
- 368. John W

- 369. Jolisa G
- 370. Jon D
- 371. Jonathan S
- 372. Jonathan P
- 373. Jonathan S
- 374. Jonathan S
- 375. Jonathan S
- 376. Jonathan T
- 377. Jorge F

- 378. Joseph B
- 379. Joseph D

- 380. Joseph W
- 381. Joseph J
- 382. Joseph W
- 383. Josette F
- 384. Josh A
- 385. Josh B
- 386. Josh S
- 387. Josh W

- 388. Joshua F
- 389. Joshua L
- 390. Joshua P
- 391. Joshua R
- 392. Joshua S
- 393. Joshua M
- 394. Joshua V
- 395. Judith S
- 396. Julie D
- 397. Julie R
- 398. Julie T
- 399. Julie L
- 400. Justin B
- 401. Justin C
- 402. Justin G

- 403. Justin G

- 404. Justin L

- 405. Justin S
- 406. Justin S
- 407. Justin W
- 408. Kaitlyn O
- 409. Kara P
- 410. Kari S
- 411. Kari R
- 412. Karie G
- 413. Karrie S
- 414. Kate B
- 415. Katherine T
- 416. Katherine F

- 417. Katherine H
- 418. Katherine R
- 419. Katherine S
- 420. Katherine W
- 421. Kathleen L
- 422. Kathryn O
- 423. Kathryn F
- 424. Katie H
- 425. Katie Z
- 426. Katy V
- 427. Kayla A
- 428. Keisha H
- 429. Keith P

- 430. Kelley W
- 431. Kelli M
- 432. Kelly N
- 433. Kelly W
- 434. Kendra B
- 435. Kendra H-D
- 436. Keri W
- 437. Kevin B
- 438. Kevin C
- 439. Kevin F
- 440. Kevin H
- 441. Kevin J
- 442. Kevin K
- 443. Kevin K
- 444. Kevin K

- 445. Kevin MC

- 446. Kevin P
- 447. Kevin R
- 448. Kimberly H
- 449. Kory K
- 450. Krista M
- 451. Kristen B
- 452. Kristen W
- 453. Kristin R
- 454. Kristin K
- 455. Kristin O
- 456. Kristin K
- 457. Kristin R
- 458. Kristina T
- 459. Kristopher H
- 460. Kurt O
- 461. Kyle A
- 462. Kyle B
- 463. Kyle B
- 464. Kyle D
- 465. Kyle G

- 466. Kyle H
- 467. Kyle K
- 468. Kyle N

- 469. Kyle R
- 470. Kyle R
- 471. Kyle T
- 472. Larissa M

- 473. Laura DB
- 474. Laura A

- 475. Laura D
- 476. Lauren H
- 477. Laurie G
- 478. Leah L
- 479. Leanne A
- 480. Lee M
- 481. Lee M

- 482. Libby N
- 483. Lindsay C

- 484. Lindsay L
- 485. Lisa W
- 486. Lisa Z
- 487. Lisa V
- 488. Lisa W
- 489. Lori J
- 490. Louis V
- 491. Louisa P
- 492. Lucas L
- 493. Lyndsay K
- 494. Mac M
- 495. Madisyn K
- 496. Maggie R
- 497. Mancy K
- 498. Marco B
- 499. Marcus LM
- 500. Maria K
- 501. Maria S
- 502. Mario C
- 503. Mark B

- 504. Mark B
- 505. Mark G
- 506. Mark J
- 507. Mark M
- 508. Mark P
- 509. Arnold G
- 510. Mark S
- 511. Mark W
- 512. Martin D
- 513. Mary B
- 514. Mary C
- 515. Matt J
- 516. Matt F
- 517. Matt J
- 518. Matt K
- 519. Matt K
- 520. Matt L
- 521. Matt P
- 522. Matt R
- 523. Matt S
- 524. Matthew A
- 525. Matthew B
- 526. Matthew C
- 527. Matthew C
- 528. Matthew DB
- 529. Matthew D
- 530. Matthew D

- 531. Matthew F
- 532. Matthew G
- 533. Matthew G
- 534. Matthew J
- 535. Matthew L
- 536. Matthew M
- 537. Matthew P
- 538. Matthew R
- 539. Matthew S
- 540. Maureen C
- 541. Meary B
- 542. Megan C
- 543. Megan E
- 544. Megan H
- 545. Megan I
- 546. Megan D
- 547. Megan P
- 548. Melissa C
- 549. Melissa M
- 550. Melissa S
- 551. Melissa S
- 552. Merissa H
- 553. Michael B
- 554. Michael B
- 555. Michael C
- 556. Michael C
- 557. Michael D
- 558. Michael I

- 559. Michael K
- 560. Michael MB
- 561. Michael M
- 562. Michael M
- 563. Michael M
- 564. Michael N
- 565. Michael W

- 566. Michael Y
- 567. Michael Z
- 568. Michele D

- 569. Michelle F
- 570. Michelle J
- 571. Michelle S
- 572. Michelle L

- 573. Michelle M

- 574. Mike B
- 575. Mike M
- 576. Mike N
- 577. Miles F
- 578. Monica B
- 579. Morgan N
- 580. Morgan K
- 581. Morry A
- 582. Nate B
- 583. Nate D
- 584. Nate G
- 585. Nate G
- 586. Nathan D
- 587. Nathan D

- 588. Nathan G
- 589. Nathan H
- 590. Nathan K

- 591. Nathan K

- 592. Nathan S
- 593. Nathan S
- 594. Nathan S
- 595. Nathan S
- 596. Nathaniel K
- 597. Neil T
- 598. Nhanate A
- 599. Nicholas B

- 600. Nicholas C
- 601. Nicholas H
- 602. Nicholas P
- 603. Nicholas R
- 604. Nicholas T
- 605. Nicholas V
- 606. Nick C
- 607. Nick L
- 608. Nick M
- 609. Nick N
- 610. Nick T
- 611. Nick Z
- 612. Nickolas R

- 613. Nicole K
- 614. Nikki K
- 615. Olaf R
- 616. Olivia A

- 617. Owen S
- 618. Owen S
- 619. Paige G
- 620. Pamela D
- 621. Patrick M

- 622. Paul T
- 623. Peter F
- 624. Peter K
- 625. Por P
- 626. Prakhar K
- 627. Przemyslaw W

- 628. Queena C
- 629. Rachel M
- 630. Rachel S
- 631. Rachel K
- 632. Raina A
- 633. Randall R

- 634. Rebecca S
- 635. Renee A
- 636. Renee S
- 637. Renee K
- 638. Ricardo P
- 639. Rob R
- 640. Robert G
- 641. Robert H

- 642. Robert H
- 643. Robert K

- 644. Robert K

- 645. Robert M
- 646. Robert O
- 647. Robert P
- 648. Robert P
- 649. Robert S
- 650. Robert Y
- 651. Robin H
- 652. Rocio O-H
- 653. Roger T
- 654. Ronald D
- 655. Ronald G
- 656. Rosa C
- 657. Ross S
- 658. Ross W
- 659. Ruth H
- 660. Ryan A
- 661. Ryan B
- 662. Ryan S
- 663. Ryan F
- 664. Ryan F
- 665. Ryan I
- 666. Ryan L
- 667. Ryan L
- 668. Ryan M
- 669. Ryan M
- 670. Ryan O
- 671. Ryan O

- 672. Ryan R
- 673. Ryan S
- 674. Ryan S
- 675. Ryan V

- 676. Ryan W
- 677. Salvatore C
- 678. Samantha G

- 679. Samantha M
- 680. Samuel L
- 681. Sara C
- 682. Sara S
- 683. Sara M
- 684. Sarah K
- 685. Sarah D
- 686. Sarah H
- 687. Sarah G
- 688. Sarah W
- 689. Scott A
- 690. Scott B

- 691. Scott G

- 692. Scott M
- 693. Sean K
- 694. Sean P
- 695. Sean R

- 696. Sean S
- 697. Seth M
- 698. Shannon C
- 699. Shaun K

- 700. Shaun R
- 701. Shauna D
- 702. Shavonya W
- 703. Shawn B
- 704. Shawn C
- 705. Shawn L
- 706. Shawn S
- 707. Silvia A
- 708. Spencer C
- 709. Stephanie B
- 710. Stephanie D
- 711. Stephanie S
- 712. Stephen K
- 713. Stephen S
- 714. Stephen V
- 715. Steve H
- 716. Steve S
- 717. Steve S
- 718. Steve S
- 719. Steven B
- 720. Steven B
- 721. Steven P
- 722. Steven S
- 723. Steven U
- 724. Steven W
- 725. Tad M
- 726. Tammi N
- 727. Taylor H
- 728. Taylor R

- 729. Terrance C
- 730. Thea B
- 731. Theodore G

- 732. Theresa N
- 733. Thomas B
- 734. Thomas G

- 735. Thomas K
- 736. Tiffany A
- 737. Tiffany F

- 738. Tim K
- 739. Timothy B

- 740. Timothy K
- 741. Timothy L
- 742. Tina B
- 743. Tina F
- 744. Tina S
- 745. Tony H
- 746. Torben W

- 747. Tory S
- 748. Travis O
- 749. Travis S
- 750. Trisha H
- 751. Troy B
- 752. Troy G
- 753. Tyler B
- 754. Tyler D
- 755. Tyler K
- 756. Tyler T

757. Valerie R
758. Velemir T
759. Victoria S
760. Vonteier S
761. Wes B
762. Will M
763. William R

764. William S
765. Woodrow A
766. Yekaterina T
767. Yesenia G
768. Yiu T
769. Zach N
770. Zachary G
771. Zachary H 772. Zachary K

**ADDENDUM II – REPORT TO THE FACULTY: PURSUING EXCELLENCE BY
BUILDING COMMUNITY**

**PURSUING EXCELLENCE BY
BUILDING COMMUNITY**

**A REPORT TO THE PROGRAM OF XYZ
ENGINEERING**

Dr. Samuel Scheibler

Pieper Family Endowed Chair for Servant-Leadership

February, 2007

Please note – The Office for Servant-Leadership loathes having to express these restrictions necessitated by the nature of contemporary society. Please do not be offended as we are confident of the discretion, good will, and good sense of most of people, but the material here within is intended only for the eyes of the distribution list determined by the Department Chair and may contain information that is privileged, confidential and exempt from disclosure under applicable law. If the reader of this report is not authorized by the Department Chair, or the employee or agent responsible for delivering the report to the intended recipient(s), you are hereby notified that any dissemination, distribution or copying of this report and or part thereof is strictly prohibited. Thank you very much.

PURSUING EXCELLENCE BY BUILDING COMMUNITY

A Report to the Program Director

ORIGIN OF THE PROCESS

One of the most remarkable aspects of this process is its genesis. While the XYZ Programs have been extraordinarily open to Servant-Leadership since the inception of the Chair in this instance the impetus for discussion arose with XYZ students – specifically the junior class.

From a series of informal meetings and *ad hoc* discussions a proposal was made to involve the Office for Servant-Leadership in a formal process of information gleaning and recommendation. The Chair met with the entire Junior Class, XYZ for two (2) hours in a “no holds barred” discussion. Several subsequent discussions with individual students and small groups followed the general session. The Report is a summary of these “listening sessions” with specific proposals for further action.

Note: Much of the Report depends upon a contextual framework for “millennial” students. Following the body of the Report is a brief explanation of the nature of the “millennial phenomenon” written specifically to the XYZ Faculty.

OVERVIEW

The most important point to remember is that the students in XYZ engineering care enough about the program to seek its improvement

1. The “listening session” and subsequent get-togethers were not “misery meetings.” While some venting of frustrations was necessary (quite naturally in a group of any size) the overall spirit of the sessions was very positive. The students have concerns but they are not in a state of rebellion or even deep angst.
2. The XYZ Junior Class is pleased with the Program overall. They are looking for improvements, not a complete overhaul.
3. The Juniors are concerned about retention. While they are generally positive about their experiences at MSOE, there was a great deal of discussion about attrition (especially amongst freshmen).
4. The XYZ students are generally very positive about the Faculty.
5. “Connectiveness” is one of their chief concerns both within the Program and throughout the university.
6. The XYZ Juniors were sincerely grateful that they were being “heard” by the university. I trust that we will not disappoint them.

WORKLOAD

Workload is the major anxiety for university students at competitive schools. Our XYZ students expressed specific concerns:

- The workload for XYZ students does not seem to follow a master plan. With everyone on the same track and many courses following a sequential progression from quarter to quarter, the students wonder why the workload (i.e. the number of papers required in each course) could not be spread in sequential increments throughout the curriculum.
- The students believe that the number of papers required in introductory courses is daunting – particularly as freshmen are not prepared to grapple with theoretical material through written reflection so early in their academic careers.

- The students (almost unanimously) agreed that some courses require an excessive amount of writing (five [5] papers in one quarter). A general feeling of “writing for the sake of writing” was mentioned frequently in our discussions. I would hesitate to dismiss this point with the tautology “no student likes to write papers.” There seems to be a genuine issue to be addressed.
- The students are concerned that the faculty does not realize how many written assignments are required by their colleagues in a single quarter, thus the overall writing load becomes unreasonable.

On this point the students specifically mentioned X-384 with the Operating Systems Term Paper and XX-3091 with the Quality Report. The exact concern was that with papers for Operating Systems, the Q.R., labs, mid-term examinations, cycle reports, and classroom presentations it has often become a question of “what can we NOT get done and still survive” rather than “what can we do.”

- While the students appreciate the commitment of the faculty to prepare them for a changing engineering environment, they believe that the perceived shift toward making them “better communicators” has gone too far. As XX 131 is a required course, it is assumed that all XYZ Juniors have passed speech requirements. There is a general feeling that frequent oral presentations and classroom “speeches” are an unnecessary burden on student time and energy. A further concern on this point is the perception that the faculty has simply added “presentation” to existing written requirements in the curriculum (perhaps to meet ABET requirements) thus unnecessarily “doubling” the course expectations.

Recommendations:

1. Perhaps the XYZ faculty can develop a curricular master plan focused upon the course by course and sequential requirements of the program. While it may seem at first glance to be micromanagement of specific courses and an impingement upon instructor prerogatives, this approach has been successfully adopted at a number of our peer institutions (most notably at Harvey Mudd, MIT and Cal Tech).
2. This method of curricular management involves coordinating the number and nature of written and oral assignments from course to course in each quarter AND in the broader sequence of the program (i.e. if XX-384 is going to entail a major term paper then other classes in the track for this quarter should balance and/or if a student has already done an oral presentation on a topic in a prerequisite course, then perhaps the next course in the track could dispense with this requirement).
3. Test, project, and paper deadlines and the examination schedule could be coordinated amongst the faculty. While this is a difficult requirement with part-time instructors, it can be done.
4. If such a protocol for balancing the workload in the program is adopted, the students should be informed “loudly and often.” The concept of a coordinated program resonated strongly with the focus group of XYZ Juniors and they thought it would be a great “selling point” for the program.

PEDAGOGY

Classroom methodology is a major concern with our current XYZ Juniors. Specifically:

- While PowerPoint® is an efficient “delivery method” for information, the students feel that PowerPoint presentations mitigate against interaction and engagement. If the PowerPoint presenta-

tion is going to be put on-line, the time in class seems redundant (especially in a classroom where the students believe that questions are not always welcomed).

- The effectiveness of PowerPoint[®] is largely determined in the professor's presentation skills. There is a general feeling that this presentation style needs to be addressed (see Recommendations).
- There is a feeling amongst the juniors that some professors resent questions in class.
- Team teaching is universally despised by the XYZ Juniors. They find the combination of teaching styles in a single course to be distracting and the test preparation protocols often devolve into "guessing which one of the professors will write the questions."
- The issues with team teaching also apply to courses in which the lecture and labs are taught by different professors. (Note: the students expressed the strong feeling that both team teaching and "split" lab/lectures are not designed with student learning as a priority. They believe – rightly or wrongly – that these arrangements are solely for the convenience of the faculty and/or the university schedule).
- The XYZ Juniors perceive a pedagogic gap between the laboratory and lecture classroom. The synthesis between material communicated in lectures and the learning experience in the lab is frequently unclear. They often feel that that they are taking "two different" classes when moving from the classroom to the lab within a single course.
- The perception above is felt more acutely with examinations. The students expressed frustration with the clarity and completeness of instructions regarding how laboratory and lecture materials are amalgamated for testing purposes.

- The issue of test preparation mentioned above also factors into common finals. While the use of common finals in some classes is understood, in others it appears to be arbitrary (why a common final in the class but not in this course?). Furthermore, class sections are chosen according to whom the students believe the author of the “common final” will be.
- In several courses, the lab work and other written assignments are returned to the students too late for them to make “learning adjustments.”
- There is a concern that professors will not answer a question unless the question is coached in very specific terms. They believe that open-ended inquiry is discouraged.
- Frequent references to “this is done in industry” are perceived as unhelpful unless the professor includes the “where” and “how” in the reference. This point is foundational to a much larger issue...
- ...a general perception that some professors do not care whether material is clarified “down to” the students’ level of comprehension. While they will work in industry in the very near future, they often feel that some professors forget that they are 18-24 year olds just beginning their professional training. An uncomfortable feeling that the phrases “in the real world” and “in industry” are used by some faculty as excuses to avoid lengthy clarifications in the interest of their own time and/or limits of patience, to forego greater interaction with students, and to excuse unreasonable expectations in the name of “preparing students for the workplace.”
- The Junior XYZ students believe that this perception (above) is the primary factor in the attrition of freshmen. They believe that freshmen are treated with a “throw them in the water to teach them to swim” approach that drowns more in-coming students than it teaches.

- In this regard (above) the Junior XYZ students are particularly critical of the pedagogy of XYZ 1010 and XYZ 1020.¹
- The XYZ Juniors are aware of the “millennial” student phenomenon. It is the considered opinion of the Chair (after lengthy discussion with the students) that – more often than not – the unique learning challenges of this generation are not just “excuses for sloth and/or poor study habits” but sincerely felt needs in the junior XYZ class.
- The students deeply aware of the rapidly changing nature of their chosen field and the concomitant demands upon the faculty to remain current. There is an uncomfortable feeling amongst the students, however, that the professional incumbency on the faculty to stay abreast of innovations in the field is used too frequently as an excuse to shorten office hours, leave campus, or to spend time pursuing “things that are far more interesting than explaining code to freshmen and sophomores.” The Junior XYZ students feel that the brusque and dismissive manner in they perceive they are often treated by some professors is excused on the basis that the faculty is so preoccupied with “staying current in the field” that they have neither the time nor patience to deal with students. The paradox of faculty pursuing relevance in a field “for the sake of the students” to the point of alienating or disenfranchising the students is not lost on the XYZ Juniors.

Recommendations:

5. Perhaps the XYZ Faculty (full and part-time) could benefit from a brief review of effective PowerPoint[®] presentation skills. MSOE’s Technical Communications Program

¹ To the “character credit” of the XYZ Juniors they expressed almost unanimous concern about the ethical integrity of admitting students to a Program (with the accompanying familial/community pride of “getting into MSOE” as well as the time and great expense of a year at the university) then treating the freshmen year as a winnowing of the “few and the proud” from the “hopefuls.” XX 1010 and XX 1020 are viewed as “wash-out” courses purposely taught with the intention (and methodology) of separating the weak from the strong. If this is the intention of the Program, the students believe that potential and in-coming students should be clearly told that admission as an XYZ student is provisional and rests upon the successful completion of two “make or break” courses that “break” more students than they “make.”

- includes a course on Professional Presentation Techniques. An “XYZ Program Faculty In-Service” could be held at any time with a faculty colleague from TC called upon to review both successful techniques and recent PowerPoint® innovations.
6. Perhaps it is time for a comprehensive review of how many hours XYZ students spend in PowerPoint® presentations (please see Recommendation #1 above). An audit of the use of PowerPoint® as a classroom tool may demonstrate an overuse of this normally valuable tool. If this is found to be the case, an alternative “information delivery” methodology as a balance in some classes would be helpful.
 7. While it is unlikely that anyone who has dedicated their life to teaching truly “resents” questions in the classroom, perhaps it will be helpful for the faculty to review how questions (and the inquirer) are engaged. By and large millennial students have been encouraged to ask questions and to expect encouraging responses. The parent/friend phenomenon of the millennial generation has inculcated in our students a belief that *in a non-hostile environment* questions should always be met with a ready, clear, complete, and kind response. (Yes, they may be perceived as “overly sensitive” but this is the fact of the matter and we cannot undo the parenting of an entire generation). If they feel that their questions are not welcome or that the professor is responding in a perfunctory, dismissive, or even sarcastic matter then they *ipso facto* perceive the classroom as a hostile environment. Though counterintuitive to the natural instincts of most of the animal kingdom, when faced with a hostile situation a “millennial” student will usually select neither the “fight” nor “flight” options that have so well served hundreds of millennia of their ancestors. Like their very, very distant evolutionary relative, *Didelphis virginiana* (the North American opossum), they “play dead.” They shut down. If a classroom of “millennial” students is unresponsive it is probably not because they are shy or withdrawn as these attributes are viewed as vices by most “millennial” parents and current “millennially-minded” grade school and high school educators and every effort has probably been made in our students’ previous experience to “socialize” them (perhaps to excess). If a classroom of “Millennials” is unresponsive, therefore, it is because they feel threatened. The faculty must endeavor to engage them “where they are...not where we wish they were.” Only the most insensitive (and ineffectual) animal husbandry would suggest attempting to teach an opossum using lion-taming techniques.

8. Perhaps more time can be given to explaining “how” a professor arrives at a conclusion. Our students are intrigued by the process as well as by the results and can benefit greatly by knowing the “way the professor thinks.” An ever-growing mound of data strongly suggests that this generation learns best when engaged in the instructor’s cognitive process. Taking a few minutes in class to explain the “how” could be invaluable to our current students.
9. In this same spirit, when referencing “industry” or the professional world, it might be helpful to explain “which segment of industry” or, better yet, “at IBM, etc.” The faculty may want to include more personal anecdotes from their experiences in the professional world as illustrations of “why something must be done this way” or “why we are pushing you so hard.” This is not only sound pedagogy, but it also emphasizes the human connection between the faculty and the students (and eliminates the perception that phrases such as “in industry” are intended as “brush offs” to the students).
10. Perhaps a greater emphasis can be placed upon explaining the synthesis between the laboratory and the classroom. In this same regard team teaching must truly be a “team effort” with clearly delineated, mutual goals and objectives. It is crucial that these mutual goals and objectives be clearly explained to the students and that both “team members” (either in team teaching or in the lab/classroom paradigm) consistently speak *solo voce*.
11. Perhaps the use of common finals can be reviewed and the apologia for using common finals clearly explained to all XYZ students.
12. Perhaps the Program Director can carefully examine both the purpose and spirit of XYZ 1010 and XYZ 1020. The axiom “Perception is Reality” means a great deal in this matter. Whatever may or may not be happening in the freshman year, the XYZ Juniors perceive it to be a “winnowing” effort and particularly voiced their concerns that XYZ 1010 and XYZ 1020 are major factors in student attrition (and factors *non legitime certantibus*).
13. (Though relative to pedagogy, faculty/student interaction will be examined in the next section)

ENGAGEMENT

Engagement is the capstone concern of our current XYZ Juniors. Specifically:

- Almost unanimously the students expressed both the desire and the need to know the faculty better. This was not expressed as sentiment, but rather as part of the educational process. The XYZ Juniors recognize the exceptional skills and experience of the faculty and would like to be able to draw from these resources, however...
- The students believe that most of the faculty is not interested in knowing them.
- Some of the professors literally absent themselves from campus while others are perceived to create as much phenomenological “space” between themselves and the students as humanly possible. The latter is accomplished (perceptually) by the creation of an “aura of superiority verging on infallibility.” In their own words, most of the students recognize “that they are not now, nor will they ever be, the intellectual equals of MSOE’s faculty but they do not need to be reminded of this fact by their professors’ statements or attitudes.”
- The XYZ Juniors feel that their program is far behind others in creating a sense of community. They do not feel “connected” to the Program, Department, or the university. While they agree “it is getting much better” they would like to see a more visible and active “XYZ Community” at MSOE.

For recommendations, please see insert on Page 10.

Recommendations:

14. Perhaps the XYZ faculty can plan events outside of the curriculum for interaction with the students.
15. The accessibility of the faculty to the students should be emphasized again and again. Posting office hours is insufficient. Students should be encouraged to seek out faculty members.²
16. The XYZ Juniors would like to form an XYZ Students' Association for both "community building" in the Program and outreach to the greater community. The Chair for Servant-Leadership is ready and willing to assist them in any way possible.
17. While the SPIN programs have been somewhat successful, the XYZ Juniors would like to see a wider range of extra-curricular, off-campus interactions with industry. This effort could encourage engagement on several levels – between students and students while sharing the experience; between faculty and students during the off-campus visit and in "debriefing;" and, between industry and our students.
18. One crucial initiative discussed in the plenary session was a freshman/upper-classman mentoring program within the Program. The Juniors believe that joining an upperclassman to a freshman from the very beginning of the first quarter could be a major boost to retention. The upperclassman would be responsible for meeting regularly with the freshman, guiding the new XYZ student through the "ropes" of the first year and, if necessary, provide encouragement to continue in the Program as "living proof" that "people do survive the freshman year."³
19. The current physical arrangement of the JSL and the faculty offices is ideal. As the XYZ Program builds faculty/student and student/student engagement separating the faculty offices from the JSL would be remarkably counterproductive.
20. Perhaps more effort could be made to emphasize the uniqueness of the XYZ Program with the goal of creating a sense of "belonging." If policy permits, the XYZ students should be encouraged to think of the JSL as "their" space and the Program Office area as "their headquarters."
21. If disclosure issues could be solved, freshmen XYZ students might be given access to the JSL as a place to meet their mentors and to study; sophomore XYZ students might be

- given assess to the JSL as a transitional phrase to their Junior year (again as a place to study and perhaps to continue with the mentors from the year before)
22. Perhaps XYZ and CE students could receive a “priority handling” status with CCSD.
 23. Perhaps the input of XYZ and CE students could be sought “early and often” in the process of hardware and software selection for the university’s laptop program.
 24. Someone in the XYZ Program should insure that the “promises made” about computer hardware i.e. fingerprint readers are kept by CCSD.
 25. Someone in the XYZ Program should insure that “promises made” about computer software i.e. discount prices through CCSD are kept.
 26. The university master plan should be shared with the XYZ students to give assurance that problems such as parking are being addressed.
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 28. Perhaps the input of XYZ and CE students could be sought “early and often” in the process of hardware and software selection for the university’s laptop program.
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TEACHING, SERVANT-LEADERSHIP AND THE “MILLENNIALS”

Having lived from the Dr. Spock (the pediatrician, not the Vulcan) age through the “I’m Ok, You’re Ok” phase and long enough to see everything from seagulls to cheese recruited as metaphors for expanding our minds, opening our souls, improving our productivity and guiding us to balance and happiness, I am the ultimate skeptic in matters relating to popular psychology. I also abhor easy labels.

The introduction of the term “Millennial Generation” as the rightful successor to Generations X and Y and the flurry of publications pontificating regarding them suddenly falling from various and sundry ivory towers created little enthusiasm over in K240. As a cultural anthropologist, however, academic and personal honesty demands that I confess: this time it is neither mere quasi-scholarly hype in *The Ladies Home Journal* nor the quick route to publication for junior social scientists anxious about their prospects for tenure that is driving the study of our current herd of 18-24 year olds. They are truly different.

Those of us called upon to educate them must take careful note. None of us would pre-suppose to undertake teaching in China without (at least) a rudimentary knowledge of Mandarin or Cantonese customs, values and attitudes. Entering the culture of the “millennials” with the intention of imparting our fields of expertise requires an analogous commitment to cross-cultural understanding.

Where did they come from?

If “Baby Boomers” were spoiled by post-Depression-era parental largess and “Generation X” suffered neglect from parents preoccupied with the fast-track to affluence then our “Millennials” are products of progenitors that combined the over-generous indulgence of the

Truman years with a profound overreaction to personal memories of daycare and nannies during the Reagan boom to create the over-programmed, over-watched, over-directed Americans students of the 21st century. While so much attention is being given to how over-stuffed they are with carbohydrates too little is directed at how many activities, programs, and distractions were crammed into their young lives from the day they first crawled into “Mommy and Me” gymnastics through the afternoon that the entire clan from grandma to youngest sibling finished critiquing, decorating, rearranging, critiquing, and rearranging their first dorm room in RWJ.

Doting parents are cute when gathered around a bassinette. Doting parents are unsettling when gathered around the Johnson Software Lab.⁴

Providing well for one’s family has been a goal of humankind from our beginnings. Filling the dorm room of an 18 year old with enough electronic gadgetry and high tech toys to rival the bridge of the *Starship Enterprise* takes the concept to a whole new level.

Our concern, however, is that the over-involvement of parents in the minutiae of their children’s lives combined with relative affluence and a childhood surrounded by technology, produces a very different kind of student. Short attention spans and freakishly overdeveloped, video-gaming thumb muscles are the least of our challenges. The Millennials are a unique hybrid of incredible technological sophistication coupled social exposure unprecedented in American teenage experience – but exposure lacking nuanced social erudition or maturity. On many objective counts they should be the best engineering students our nation has ever sent us; on others they could be our most disappointing.

Without belaboring all plethora of material (scholarly and scandalous) written on this topic, may I suggest just a few points about our Millennials that bear upon the Report we have prepared:

The Advantages

- Having been enrolled in group activities from infancy, Millennials work well with others.
- They are used to team activities and expect to make friends.
- They expect evaluation and feedback (in fact, demand it).
- They expect and seek direction.

- They are goal-oriented.
- They are superior at multi-tasking.
- They are flexible.
- They are “high activity” oriented.
- They are generally positive and confident.

The Disadvantages

- Having been enrolled in group activities from infancy, Millennials are not used to loneliness. College may be the first time they have ever truly been alone. The concomitant dangers of loneliness - anxiety and depression - are running at epidemic proportions in this generation of college students.
- Having been enrolled in group activities from infancy, Millennials may experience difficulty at initiating relationships. Someone else has always “signed them up” and arranged for their activities. While their parents programmed them to “learn” socialization, the programming may have left them with little creativity in social challenges.
- Being used to team activities and expecting to make friends does not always prepare a young person for college life. Teams have a coach. Prior to college the friends all had parents in the background (or, more likely with Millennials, in the foreground). Some of them are ill prepared for interaction that does not begin with a “play date” arranged by someone else.
- They expect evaluation and feedback (in fact, demand it). Constantly. The arrival of the “self-esteem movement” during the genesis of the Millennial Era means that many of them expect constant positive feedback. The withdrawal of continual affirmation after high school leaves many millennial students with deep self-doubt. An ego dependent upon a steady diet of kudos (often given for even the smallest achievement) quickly withers in the dry heat of upper academia. The “esteem crash” experienced by many Millennials in their first few months in college can lead

easily to such perennial “low esteem” fillers as alcohol and/or drug abuse, sexual promiscuity, and violent, bizarre or erratic behavior.

- They expect and seek direction. Specific directions. Clear directions. About everything.
- Because they are used to multi-tasking they may have great difficulty separating and identifying new priorities. Their approach may be to just keeping adding things to their schedules without prioritization until they eventually collapse under the weight.
- Flexibility can also be a drawback. Looking for variety and alternatives is great when driving on scenic country back roads, but it can be murder in the laboratory.
- Because they are “high activity” oriented they are easily bored.

HOW TO TEACH MILLENNIALS

Give them structure. It is almost impossible to give millennial students too much information about course expectations and parameters. The use of course rubrics is ideal for the millennial classroom as everything is clearly and concisely stated.

Give them consistency. Once expectations have been delineated, a professor must take care not to “throw curves” at millennial students. Their flexibility does not extend to areas of their lives where rewards and punishment are at stake.

Give them fairness. The chief manifestation of consistency to millennial students is fairness. It could be called their highest value. In the quest fairness, clarity is the professor’s most reliable compass. If expectations and methods of evaluation are clearly explained, reaffirmed, and consistently applied then the millennial student will feel secure. When feeling insecure, however, the first recourse will be the battle cry “It’s not fair.”

Give them guidance. They are expecting direction. While it may be frustrating to answer seemingly endless questions about an assignment, most Millennials are not trying to “get you to do their work for them.” They sincerely need a great deal of direction. Please do not default to the excuse “the real world doesn’t work like that...” There are seven million of them and they are entering the workforce every day. Median executive ages are dropping. They are quickly becoming “the real world.” Their worldview will come to dominant American society with an unprecedented velocity.

Give them challenges. Their parents told them they could “do anything, be anything...” Use this positive, confident foundation to advantage in the classroom. Encourage your students to reach further and try harder – but – challenge for them must be accompanied by affirmation. Withholding positive reinforcement to encourage ever greater excellence was standard operating procedure in American industry (and American households) for generations. It does not work with Millennials, in fact, it stops them cold.

Be kind to them. While Goethe’s maxim “that which does not kill me makes me stronger” has a certain appeal to both manliness and pride, it is terrible pedagogy in a classroom filled with “Millennials.” Unfortunately, Theodore Roosevelt’s “rough rider” spirit still haunts the corridors of engineering education. He needs to be exorcised. It is not our task to “toughen up” our students or cull out the weaklings in the herd. A curriculum with a crushing workload and virtually unachievable grading standards will not make Millennials better human beings. It will either discourage them from becoming engineers or guarantee that they graduate from another university.

Explain. Explain. Explain. What may seem self-evident to us – and may have been when we were students – is probably not so clear to Millennials. Overly programmed lives and high tech entertainment are only two factors contributing to early childhood over-stimulation in Millennials. The statistics for students taking some form of attention-enhancing or calmativ prescription drug are stunning. With microscopic attention spans and a host of other challenges, it is improbable that you can over-explain a subject to a contemporary college student.

SERVANT-LEADERSHIP AND XYZ/CE

Following is the material on Servant-Leadership and Senior Design we wrote for the EE/CS Department. It is applicable to the current discussion on the Program.

"In this business (engineering), you are hired for your technical skills, fired for your lack of people skills and promoted for your management skills," says Bill Badger, professor and director of Del E. Webb. He and others draw the distinction between being a manager and a leader. "Management involves the 'basic' skills—planning, directing, organizing and keeping score," says Badger. "Leadership is the real challenge—vision, working together, motivation, building trust among the players, ethics."

"To be a leader, you need to be a Servant-Leader," says TDI Managing Director Ben Houston—a firm consistently rated among the best companies to work for in the U.S. by *Fortune* magazine. "Part of being a Servant-Leader is getting people to improve. You must emphasize quality, team building, diversity, communications and goal setting. An element you can't leave out is trust, and the only way we get it is to be trustworthy among ourselves," says Houston. "You have to learn to listen, be in the other guy's shoes and build people, not use people."

Team building is also the touchstone for Michael Markham, president of Phoenix-based Markham Contracting, a \$47-million-a-year utility contractor. "Real leaders teach people how to make the right decisions so they don't have to do it," says Markham. "I see a real problem in the industry when some people try to do everything themselves. A good leader is as much a teacher as a director."

Can I learn to do this?

Can Servant-Leadership be taught or does it just occur naturally in some people? While there are a few natural Servant-Leaders, most of us must do some unlearning and work purposely to acquire the skills and attitude to serve. We believe that there are specific Servant-Leadership competencies that must be learned and practiced, just as there are acquired skills in engineering.

Senior Design is a Perfect Place to Work on these Skills

You are already working in a team. You have a clear and stated goal. You have realistic challenges. How will you hone these skills and use this opportunity to increase your potential for professional success?

Listening: One of the distinguishing characteristics of Servant-Leadership is the realization that others have wisdom and insights that can add value to the leader's perspectives and decisions. The Servant-Leader believes that "together we can create something much better than either one of us could have created alone. Leaders have traditionally been valued for their communication and decision-making skills. Although these are also important skills for the Servant-Leader, they need to be enforced by a deep commitment to listening intently to others. The Servant-Leader seeks to identify the will of a group and helps clarify that will. He or she seeks to listen receptively to what is being said (and not said!)

Empathy: The Servant-Leader strives to understand and empathize with others. People need to be accepted and appreciated and above all recognized for their special and unique spirits. One assumes the good intentions of your project co-workers and does not reject them as people, even when one is forced to refuse to accept their behavior or performance. The most successful Servant-Leaders are those who have become skilled empathetic listeners.

Healing: The healing of relationships is a powerful force for transformation and integration. One of the great strengths of Servant-Leadership is the potential for healing one's self and one's relationship to others. Many people have broken spirits and have suffered from a variety of emotional hurts. Although this is a part of being human, Servant-Leaders recognize that they have an opportunity to "help make whole" those with whom they come in contact. A Servant-Leader will model the behavior of caring and nurturing and constantly be sensitive to ways he/she can reach out and offer advice and assistance to those around.

Awareness: General awareness, and especially self-awareness, strengthens the Servant-Leader. Making the commitment to foster awareness can be scary - you never know what you may discover! Awareness also guides one in understanding issues involving ethics and values. It lends itself to being able to view most situations from a more integrated, balanced point of view.

Persuasion: Another characteristic of Servant-Leaders is reliance on persuasion, rather than on one's positional authority, in making decisions within a team. The Servant-Leader seeks to convince others, rather than coerce compliance. This particular element offers one of the clearest distinctions between the traditional authoritarian model and that of Servant-Leadership. The Servant-Leader is effective at building consensus within groups.

Conceptualization: Servant-Leaders seek to nurture their abilities to “dream great dreams.” The ability to look at a problem from a conceptualizing perspective means that one must think beyond day-to-day realities. For many leaders, this is a characteristic that requires discipline and practice. The traditional leader is consumed by the need to achieve short-term operational goals. The leader who wishes to also be a Servant-Leader must stretch his or her thinking to encompass broader-based conceptual thinking. Servant-Leaders are called to seek a delicate balance between conceptual thinking and a day-to-day focused approach.

Foresight: Closely related to conceptualization, the ability to foresee the likely outcome of a situation is hard to define, but easy to identify. One knows it when one sees it. Foresight is a characteristic that enables the Servant-Leader to understand the lessons from the past, the realities of the present, and the likely consequence of a decision for the future. It is also deeply rooted within the intuitive mind.

Stewardship: This can be defined as “holding something in trust for another.” Servant-Leadership, like stewardship, assumes first and foremost commitment to serving the needs of others. It also emphasizes the use of openness and persuasion, rather than control.

Commitment to the growth of others: Servant-Leaders believe that people have an intrinsic value beyond their tangible contributions as workers. As such, the Servant-Leader is deeply committed to the growth of each and every individual within his or her design team. The Servant-Leader recognizes the tremendous responsibility to do everything within his or her power to nurture the personal, professional, and spiritual growth of the group. In practice, this can include (but is not limited to) concrete actions such as: taking a personal interest in

the ideas and suggestions from everyone and encouraging everyone's involvement in decision-making.

Building Community: The Servant-Leader senses that much has been lost in recent human history as a result of the shift from local communities to large institutions as the primary shapers of human lives. This awareness causes the Servant-Leader to seek to identify some means for building a true team spirit; a sense of committed community even on a relatively short-term project.

I will close with Arthur W. Chickering and Zelda F. Gamson' Seven Principles of Good Practice:

1. Encourages Contact between Students and Faculty

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. Develops Reciprocity and Cooperation among Students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

3. Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

4. Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. Emphasizes Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis of high performance for all.

6. Communicates High Expectations

Expect more and you will get more. High expectations are important for everyone -- for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for them and make extra efforts.

7. Respects Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

***Respectfully submitted to Dr. Trying Really Hard
Program Director, XYZ Engineering
Samuel Scheibler***

February, 2007

ADDENDUM III – REFERENCES FOR STATISTICAL ANALYSIS

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AND FINALLY...



Final thoughts

People are often unreasonable, illogical, and self-centered... forgive them anyway

If you are kind, people may accuse you of selfish ulterior motives... be kind anyway

If you are successful, you will win some false friends and some true enemies... succeed anyway

If you are honest and frank, people may cheat you...
be honest and frank anyway

What you may spend years building, someone may destroy overnight... build anyway

If you find serenity and happiness, people may be jealous... be happy anyway

The good you do today, people will often forget tomorrow... do good anyway

Scheibler

Give the world the best you have, and it may never be enough... give the world the best you have anyway

You see, in the final analysis, it's all between you and God... it was never between you and them anyway

Kent Keith, CEO Greenleaf Center for Servant-Leadership

Thank you and God bless,

**Dr. Samuel P. Scheibler
Founding Chair, Pieper Family
Chairs for Servant-Leadership**