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2007 Annual Report to the Pieper Foundation

Alan Parks

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Report to the Pieper Foundation.

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January, 2008

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Chapter 1

Where We Are. How We Got Here.

1.1 People

Engaged learning – service outreach connected to classroom learning – is taking on greater significance at Lawrence University. The generous support of the Pieper Foundation, the institutional commitment of Lawrence, and the dedication of Lawrence faculty and students are converging in this new venture.

A college is a human venture. To describe the work of Lawrence’s new Office for Engaged Learning (OEL), let’s start with some people. Their experiences and intentions will help provide a sense of the commitment of the Lawrence community to servant leadership.

Evan Neuens is a junior completing Lawrence’s combined major in mathematics and economics. A first generation college student from Niagra, a small Wisconsin town “way up north,” Evan has been active in several varsity sports, he has served as a campus tour guide, and he has volunteered at a local elementary school. Like many students, Evan would like to undertake a significant service project that involves his academic studies directly.

Last year, Professor Parks was approached by Appleton Fire Chief Neil Cameron to discuss internship and independent study opportunities for Lawrence students. As in most cities, the Appleton Fire Department provides safety education in schools and in the community. Because high-loss and fatal fire events are very rare in Appleton, it is difficult to assess the effectiveness of these efforts; in the past, the homogeneity of the community lent itself to the feeling that the educational program was adequate.

Over the last few years, however, the population demographics have changed in Appleton; for instance, there is a growing population of non-English speakers. Is the current safety education plan effective with new groups? This question and several others have prompted Chief Cameron to seek a comprehensive evaluation of safety education at all levels. Through the auspices of the OEL Evan will begin to design and undertake such a study later this year. His training in statistics and economics gives him relevant academic tools needed to develop evaluation criteria and to propose data collection methods. Evan’s work will constitute the first of many steps toward evaluating and modifying safety education needs.

Stephanie Kirk has an interest in Asian language and culture stretching back to her days as a Rotary Youth Exchange Scholar in Thailand. Her interest in learning Chinese crystalized while spending a month in the summer of 2004 teaching English pronunciation

at Xi'an Jiaotong University in Shaanxi. Her experiences overseas also demonstrated how difficult it would be to attain real competence in that language. She recently completed three semesters of intensive Chinese language study at the Associated Colleges of China in Beijing.

For Stephanie, the study of language has always been about building bridges between cultures. This coming spring she will be participating in an OEL program to bring cultural and language lessons to elementary school children. This program, involving at least six Lawrence students, and among them four languages, is intended to increase appreciation of foreign culture, to show that the study of language and culture requires dedication, and to increase enrollment in middle school language programs.

The Sustainable Lawrence University Gardens (SLUG) germinated for several years in the minds of **Professor of Geology Jeff Clark and his students**. Environmental Studies research projects involving world agriculture kept pointing to the desirability of having a garden on campus to serve as a laboratory for sustainable agriculture and to educate the broader community about it, while providing a needed local source of organically grown produce. Sparked by financial assistance from Lawrence President Jill Beck, and coordinated with offices such as the Physical Plant and Food Services, an on-campus garden site was chosen and SLUG sprouted. It has relied exclusively on volunteer labor.

Beginning with the 2005 growing season, SLUG began to support its own activities by selling produce to the Lawrence student dining facilities and at Saturday morning outdoor market days in downtown Appleton. Also, SLUG volunteers have implemented a DNR-approved, campus-wide composting system. Now that the garden is blossoming, it can be used for a wide variety of possible curricular outreach projects related to the initial goal of studying sustainable agriculture. The OEL is working with Professor Clark to develop and support such projects.

Professor of Economics Marty Finkler is interested in helping students become entrepreneurs. He has become one of a growing number of college faculty who see how entrepreneurship experiences can bring together the many conceptual and practical strands of a college education. National organizations such as the Kauffman Foundation with its Kauffman Campuses Initiative¹ believe that effective entrepreneurship training involves a wide array of studies ranging from economic theory, to property rights, to fostering innovation, to internal motivation and personal values. Furthermore, because innovative ideas need to be put into practice to be tested adequately, Professor Finkler and others believe that students benefit greatly from hands-on experience *being* entrepreneurs.

A group of both college and Conservatory of Music faculty at Lawrence, including Professor Parks, who in addition to his own interest in entrepreneurship brings the resources of the OEL, are developing a program in entrepreneurship that will involve course work, consultation with a mentor in the business world, and an internship in which the student can implement an innovative plan.

Service will play a leading role in this program. Professor Finkler has contacts in China interested in joint ventures leading to environment-quality enhancement in China. With

¹The Kauffman Foundation Web page: <http://www.kauffman.org/entrepreneurship.cfm>. Accessed December 16, 2007.

support from The New North,² a consortium of businesses in northeastern Wisconsin, a Conference on Sustainable Economic Development will take place this coming May to create a portfolio of Wisconsin companies that offer goods and services that can be used to support projects in environmental sustainability. This portfolio will help provide references, contacts, and possible mentors for student entrepreneurs.

The dreams and efforts of Evan, Stephanie, Professor Clark, Professor Finkler, and others involve the leveraging of classroom learning for significant service. The connection between these dreams and *Servant Leadership* began to be recognized at Lawrence just over two years ago.

1.2 The Task Force

At the beginning of each academic year, Lawrence's President customarily designates a theme for the year. President Beck's address in September 2005, *A Question of Values: Community Engagement, Altruism, and Liberal Education*, inaugurated a year-long, campus-wide focus on ethics, service, and character. As one aspect of this emphasis a Task Force on Community Engagement was convened by President Beck to consider various forms of the following questions:

1. What do students learn through service done outside the classroom?
2. What values does this work add to the liberal arts experience?
3. Do we need a campus office to better manage these efforts?

The task force membership included representatives of the major academic areas at Lawrence.

- (Chair) Gerald Metalsky, Associate Professor of Psychology
- Janet Anthony, Professor of Music
- Patrick Boleyn-Fitzgerald, Associate Professor of Philosophy
- Mark Jenike, Associate Professor of Anthropology
- Karen Nordell, Associate Professor of Chemistry

Right from the start, the Task Force felt the need to forge a stronger connection between service outreach and coursework. First, students want such a connection, for their outreach activities are very frequently motivated by the desire to integrate classroom learning with outside problems and concerns. Second, it is clear that service can deepen the educational experience by accomplishing a practical follow-through of classroom learning. Third, colleges already rely on service activities to develop character and values, and since "character development, such as the cultivation of altruism or social responsibility, is a central purpose

²The New North Web page: <http://www.thenewnorth.com>. Accessed December 14, 2007.

of liberal education,”³ the folding of outreach opportunities into the curriculum might well lead to a more intentional character development. To summarize: the answers to questions (1) and (2) above suggested that Lawrence seek to promote outreach activities based in the curriculum— what we have come to call *engaged learning*. These observations reinforced the intuition of the Task Force members, all of whom had seen the good effect of preliminary forms of engaged learning activities in their own work.

Traditionally at Lawrence, as at similar schools, off-campus service had been managed mostly through a Volunteer Center that functions as part of Student Affairs, while the curriculum is managed by the faculty on the Academic Affairs side of things. If the values developed through off-campus service, the values asked about in question (1) above, were to be linked with a holistic approach to education, as envisioned in question (2), then a new campus office, bridging the two sides, would be needed to support and develop course-based outreach. Thus, question (3) was answered in a strong affirmative: a Center for Community Engagement “would allow the college to develop, implement, and sustain a systematic approach to engaging students in the pursuit of intellectual rigor and the exploration of values and development of character.”⁴

Because new opportunities for service would be developed within existing academic departments, the coordinator of this work would need to be a member of the faculty, able to understand the needs and points of view of the faculty and able to solicit their cooperation. This person would lead by vision casting, by providing support, by facilitating the development of ideas, and by linking faculty with outside agencies. In other words, the coordinator would be a servant leader.

1.3 The Pieper Chair

The Pieper Family Foundation Servant Leader Chairs program thus seemed an ideal way to initiate this new faculty position. Besides promoting the ethic of the servant leader, the outcomes for students listed by the Foundation⁵ were those envisioned by the Task Force as outcomes of engaged learning. Lawrence University is very grateful for having been chosen by the Pieper Foundation to receive a Chair in Servant Leadership. The Foundation’s support has been a key factor in our implementation of the Task Force recommendations.

In January 2007 President Beck and Provost Burrows approached Professor of Mathematics Alan Parks to discuss the possibility that he might assume the Pieper Chair the following July. In March 2007 the President’s Office provided Professor Parks necessary budgetary support for information gathering and other set-up activities. A report on these activities lies in Appendix B and will be summarized in Section 2.3 below.

Janice Ruechel, who had been working half-time in the President’s Office, was named administrative assistant to the OEL, supported by Pieper Foundation funds. Janice holds an MBA and brings helpful expertise, having worked for a variety of for-profit and non-profit

³Metalsky, G., Anthony, J., Boleyn-Fitzgerald, P., Jenike, M., & Nordell, K., Report of the Lawrence University Task Force on Community Engagement. Appleton, WI: Authors. 2006. p.29.

⁴Ibid. p.29.

⁵The Suzanne and Richard Pieper Family Foundation. ServantLeadershipChair.doc. Retrieved April 1, 2007 from <http://www.srpieperfamilyfoundation.com>

enterprises.

Lawrence President Jill Beck had sketched out the structure of the Center for Community Engagement in the formal proposal to the Pieper Foundation for a Servant Leader Chair.⁶ Provost David Burrows (head of Academic Affairs) and Vice President of Student Affairs Nancy Truesdell, in consultation with the Pieper Chair, filled in the specific, operational details – Appendix A holds a copy of their report. The Center took into itself the Volunteer Center and the Career Center – the two offices on the Student Affairs side that had managed outreach and internship activities. On the academic side, a new Office for Engaged Learning was formed, directed by the Pieper Chair. The Center is run on a day to day basis by the directors of the three offices mentioned, working in concert: the Career Center Director, the Volunteer Coordinator, and the Pieper Chair. They communicate and strategize regularly. The Center also makes use of a Council of Advisors: a larger group that meets 2-3 times per year to offer advice and evaluation.

Professor Parks formally became the Pieper Family Professor of Servant Leadership on July 1, 2007. His activities over the summer of 2007 and this past Fall Term are the subject of Section 2.3 below, and these activities are detailed in reports given in Appendices C and D.

1.4 Goals for Engaged Learning

The conceptual goals of the OEL have been distilled from two primary sources: the description of the Pieper Chair provided by the Pieper Foundation,⁷ and the description of Lawrence's Center for Community Engagement (Appendix A). Servant leadership furnishes the main methodology for attaining these goals.

Goals for students and alumni.

1. To have many opportunities to connect classroom learning with service to the broader community.
2. To be deeply committed to the values of service and the use of their education to enhance the effectiveness of their service activities
3. To be known by their values and by their ability to make a positive difference in their community and profession.

Goals for faculty.

4. To appreciate engaged learning as an effective and desirable pedagogy.
5. To have the necessary support to develop and implement engaged learning projects.

⁶President Jill Beck, Letter to the Pieper Foundation. January 5, 2006.

⁷The Suzanne and Richard Pieper Family Foundation. ServantLeadershipChair.doc.

1.5 Goals for This Year

We provide a conceptual version of our near-term goals. Initially, we hope to increase the above-stated characteristics dramatically. Over time, we seek to maintain these goals while retaining the high degree of flexibility necessary to encourage continued innovation. This year, we want to take the following steps.

1. To support individual engaged learning projects initiated by faculty and students.
We want to provide critical support to those with engaged learning project ideas in various stages of development. We want to publicize these efforts on campus. We need experience with a variety of projects to develop models for the development of new projects. The particular list of current projects is detailed in Appendix D.
2. To connect engaged learning efforts.
We want to help create a high degree of vision-sharing and cooperation among the Lawrence offices that manage outreach activities. We want to establish regular contact with outside agencies, with the offices at other colleges that manage engaged learning, and with national organizations that promote service and servant leadership.
3. To begin designing an assessment model.
Students involved in engaged learning projects will be completing a reflective exercise to help us begin to understand the effect of our efforts. We need to recruit a small group of faculty, staff, and outside contacts to help evaluate Lawrence's engaged learning efforts.

Chapter 2

The Award Criteria.

We turn to our performance to date with respect to these goals and to the items on the Award Criteria sheet.

2.1 Criterion 1. Outcomes baseline data

The OEL has used several sources to obtain a description of the current body of students, faculty, and alumni with respect to the goals enunciated above:

- Each year the National Survey of Student Engagement (NSSE) is given to Lawrence's first year and senior year students. This survey measures, (1) service to the community, (2) attitudes toward groups different from themselves.
- The Cooperative Institutional Research Program (CIRP) surveys college freshmen, gathering data on their prior involvement in and disposition toward service activities.
- A survey of Lawrence alumni service, leadership, and values, administered in December 2007, designed by William Skinner, Director, Office of Research Administration, and by Professor Parks.
- A report on Honor Council cases provided by Dean of Student Academic Services Marti Hemwall.
- Faculty interviews conducted by Professor Parks during March and April 2007 to gather information about current and prospective engaged learning projects.

Characteristic samples of the survey data have been included in Appendix F.

Based on these instruments, we draw the following conclusions.

Goals for students and alumni.

The survey data show that Lawrence students and alumni have a strong desire to help those in need, and that they follow through with a high level of volunteerism. For example, Lawrence's application to the President's Higher Education Community Service Honor Role documents the volunteer service of over 550 Lawrence students (in a student body of about

1300) during the 2006-07 academic year. As is common at all colleges, volunteer programs at Lawrence are aimed primarily at the disadvantaged.

The occasion of a large-scale tragedy triggers a particularly strong response: during the 2005-06 academic year, 55 Lawrence students contributed at least 540 hours of service to victims of Hurricane Katrina.

The alumni survey asked its respondents to *List 3-4 of the most important values that inform your professional work*. A similar question was asked about the respondent's *personal life*. The answers included many specific anecdotes that evidence compassion, ethical decision-making, and a concern for the whole person.

More than half alumni respondents who are involved in regular service hold some sort of leadership role in that service, and so leadership and service are at least correlated if not in the explicit terms of servant leadership.

On the other hand, the connection between service and academic work (in the case of students) and service and professional work (in the case of alumni) seems quite weak: both the NSSE data and the CIRP data show that even when volunteer work is part of a class, it may not be linked directly to work in that class. Thus, there is both the need and the potential to connect learning and service.

Turning to moral values that motivate service, the Lawrence University Honor Code plays a role. Every Lawrence student signs a pledge to abide by stated rules of honesty and integrity. This pledge is reaffirmed in writing in every Lawrence course on every assignment turned in for a grade – be it a problem set, paper, quiz, exam, or other assignment. Every instructor gives explicit guidelines for collaboration and reference work on assignments, so that compliance with the Honor Code is clearly defined in each individual case. Lawrence students take this pledge very seriously; it appeals to the natural desire for integrity, and it helps develop that value. The extremely low number of Lawrence students involved in breaches of the Honor Code (less than 1% of the student body in a given year) testifies to the high level of compliance with the Code.

Although the Honor Council statistics are encouraging, values development is not addressed directly in the curriculum. It seems to be understood that the residential nature of the college contributes to values development by bringing students into close contact with others different from themselves. Since 98% of Lawrence students live on-campus, the reliance on campus living seems natural, but the strongest effects of education are those that involve both residential life *and* the curriculum.

Goals for faculty.

A small and growing number of faculty believe that engaged learning is *an effective and desirable pedagogy*. Twelve faculty known to be interested in engaged learning were interviewed in the past Spring Term. Each of them expressed strong convictions about the desirability of engaged learning. Many are already managing engaged learning projects; all have project ideas. It was clear that support, especially administrative help, is needed. When recently the efforts of the OEL were detailed in an email sent to all faculty, the response was uniformly encouraging. Our faculty see engaged learning as desirable, and they hope it will receive needed support.

2.2 Criterion 2. Acceptance of Servant Leadership

Although the phrase *servant leadership* is only beginning to be used in academic circles, many of its principles are practiced at colleges such as Lawrence University. Through the efforts of the OEL the Lawrence community is beginning to acknowledge servant leadership principles explicitly and to encourage their use in the development of curriculum and programs.

Robert Greenleaf¹ identifies the primary impulse of the servant leader: “to serve first, and then lead as a way of expanding service.” Larry Spears² states that such leadership naturally initiates “a combination of teamwork and community, personal involvement in decision making, and ethical and caring behavior.”

The “natural desire to serve others” easily seeks curricular expression, since service is a natural extension and completion of classroom learning. The mission statement of Lawrence University links these two by saying that “Lawrence prepares students for lives of service, achievement, leadership, and personal fulfillment.”³ In an essay on Lawrence’s educational philosophy, Provost David Burrows identifies the gradual development of three qualities, one of which is “readiness for responsible, altruistic action in the contemporary world.”⁴

Our students’ desire to serve has already been mentioned. Turning to leadership “as a way of expanding service,” a small college is a natural place for students to take on leadership roles. For example, Lawrence biology major Jessica Bonsall recently gathered a group of majors from the various natural science departments to plan activities that will give middle school students a taste of college-level science. Jessica’s motivation is to encourage younger students to think about going to college and to be excited by science. Such movement, from motivation to leadership, is a common experience to many students: they want to use the expertise and perspective gained from classroom learning to leverage the effectiveness of service.

Lawrence’s Honor Code, mentioned above in Section 2.1, holds students to high standards of personal integrity. These moral values filter naturally into outreach activities, and they contribute to the tendency to apply servant leadership to those activities.

The OEL is hoping to increase student awareness of servant leadership principles by articulating those principles and through planned reflective exercises that will accompany outreach activities. Students will be asked about their own values development and about the effectiveness of specific methodologies of service. Studying the responses from these exercises over time will help us to evaluate our efforts and to chart OEL-generated changes in student attitudes.

We think that students are naturally drawn to servant leadership principles, and that this effect may be encouraged and strengthened. The same holds true for faculty. Most Lawrence faculty are genuinely altruistic, and they see effective teaching as but one aspect of service to a broad community. Good teaching *serves* by beginning with students *where they are*: by taking into account each student’s background, predisposition, and capability, and by holding each one to high standards so that his or her true potential can be realized.

¹Quoted on The Greenleaf Center for Servant-Leadership Web page: <http://greenleaf.org>. Retrieved December 18, 2007.

²Larry C. Spears, Editor, *Reflections on Leadership*, John Wiley, 1995.

³*Lawrence University 2007-08 Course Catalog*, Appleton, WI: Lawrence University, 2007.

⁴Lawrence Today, Fall 2007, Vol. 88, No. 1. Appleton, WI: Lawrence University. p.19

Furthermore, students at a small college naturally see the faculty as role models – not just in academics but in their personal lives as well; faculty who embrace that role function quite naturally as servant leaders. Lawrence faculty have been very supportive of the idea that the OEL will exercise and promote servant leadership.

Servant leadership is also recognizable in effective university administration. Within a necessarily abstract and idealistic notion of education, the particulars of a college curriculum are managed, for the most part, by individual faculty and departments, as opposed to their being given from above. An active faculty member has a high degree of self-motivation and independence, and a clear vision of his or her department’s role in the larger institution. Successful administrative leaders, therefore, must serve first rather than lead first – they must seek to synthesize and articulate institutional progress that *emerges* from the effective action of individuals. These leaders work to understand the unique strengths of their particular institution and to rally their faculty around those strengths. They use institutional resources to foster the creativity and initiative necessary for progress; they facilitate the discussion of difficult issues, and they mitigate conflict.

During the past three years of President Beck’s tenure, these leadership principles have been applied to good effect. Among the many examples that could be given are three relevant to the present report – the work of three ad hoc committees: the Community Engagement Task Force, the Planning Group for the Memorial Union Renovation, and the Working Group on Educational Philosophy. Each of these groups sought to create forward momentum from the prior successful actions of individuals and small groups. They found a high degree of unity among the faculty regarding the particular issues involved.

As we continue to publicize the work of the OEL by celebrating the many emerging faculty/student engaged learning projects, we will continue to call particular attention to the effectiveness of servant leadership principles.

2.3 Criterion 6. Excellent Year

To begin to bring about the goals mentioned above for the OEL, the Pieper Chair was asked to initiate several general types of activities. These directives, listed in Appendix A, are reproduced in italicized headings in this section, and we relate those directives to the activities chronicled in Appendices B-D.

We draw special attention to the work of OEL administrative assistant Janice Ruechel, who has helpfully provided budget accounting, administrative functions, research, and advice. Director of the Office of Research Administration William Skinner brings expertise in assessment and evaluation that will be critical to measuring the effect of OEL projects and methodology.

- *Develop an educational philosophy that guides the development of community-based learning opportunities and is in synchrony with Lawrence’s overarching educational goals.*

In February 2007 Provost David Burrows convened a working group to make explicit Lawrence University’s implicit educational philosophy. The members of that group:

- ★ Provost David Burrows (Chair)
- ★ Professor of Biology Elizabeth DeStasio

- ★ Professor of Music Michael Kim
- ★ Professor of Psychology Gerald Metalsky
- ★ Pieper Family Professor Alan Parks
- ★ Professor of English Tim Spurgin

This group worked quickly to create a document, reproduced as Appendix E.

The Center for Community Engagement, mentioned above and explained in Appendix A, is intended to aid in working out of this educational philosophy, especially as the development of values has been identified as one desired outcome of a Lawrence education.

Additionally, contact with other colleges of similar vision has helped refine Lawrence's ideas on community-based learning. Professor Samuel Scheibler of the Milwaukee School of Engineering has been an important resource concerning the connection between servant leadership and engaged learning. Last spring Professor Parks attended a conference on the unique curriculum of Alverno College, where specific cognitive and practical skills are developed in every course, and where service is strongly supported. That conference brought Professor Parks into contact with representatives of a wide array of institutions, from small colleges like Lawrence, to larger members of state university systems, to teachers from a private high school in Canada. Professor Parks has established additional contacts at St. Olaf, Colorado College, Kalamazoo College, and the University of Wisconsin - Madison; each of these schools has or is developing a strong emphasis on curricular-based outreach that acknowledges servant leadership principles.

- *Develop service opportunities with a strong connection to the Lawrence curriculum.*

ArtsBridge America provides a template for such projects. This network of 22 universities and schools of art education in 13 states and in Northern Ireland provides high-quality arts instruction to elementary students through a school/university partnership. With its headquarters at Lawrence, ArtsBridge provides opportunities to qualified arts and arts education students to provide instruction in art, dance, drama, music, and the digital arts. The ArtsBridge scholar works with a classroom teacher to create unique lessons in the arts, which are linked to state standards as well as individual classroom needs.

Regular communication with the Volunteer Center is making it possible for volunteer activities and recruitment to be prioritized in a way that will encourage students to choose outreach activities that connect to their academic interests.

- *Develop and coordinate opportunities for courses that have a significant community-based learning component and provide logistical support for such courses.*

Faculty and students have asked the OEL to support a rather long list of projects; those in which the OEL is contributing are listed in the appended reports. We mention one project which has the potential to serve as a model for further work.

This year, the Lawrence University Department of Theatre Arts is presenting three Spanish plays in translation. The richness of a dramatic text as a cultural and historical document makes translation especially difficult and interesting. Student actors can benefit from understanding a play as it would be understood by its original Spanish-speaking audience. The OEL is working with theater faculty and with contacts in the Appleton Area School District

(AASD) to involve high school students of Spanish and/or theater in this type of study. The high school students will attend a rehearsal, engage in a discussion of the issues just mentioned, and see a performance. We hope that the linking of language study to theater will increase appreciation for both and will contribute to the altruistic goal of cross-cultural understanding.

- *Work with the President and Provost to develop recognition of community-based learning as an important component of a Lawrence education, with appropriate recognition for both faculty and students.*

In 2006 Lawrence was included in the President's Higher Education Community Service Honor Role. This award recognizes a high level of community service, especially to the disadvantaged. Recognition in the Honor Role is based on an annual evaluation; the OEL has re-applied this past October.

The OEL has maintained ties with other national organizations that promote service: Campus Compact, the American Association of Colleges and Universities, and the Robert K. Greenleaf Center for Servant Leadership.

The Carnegie Foundation⁵ maintains the Carnegie Classification of Institutions of Higher Education for the purposes of research and to support projects that involve many institutions. One of its very selective categories, the Community Engagement Elective Classification, recognizes colleges that have unique and significant programs of community outreach. We have begun to collect the data necessary to apply for inclusion in the Community Engagement Elective.

The Center for Community Engagement structure given in Appendix A posits a need for office space. Lawrence is in the process of constructing a new Campus Center to take the place of the old Memorial Union building; a renovated Memorial Union might provide dedicated space for offices and resource rooms. Last spring President Beck asked Professor Parks to convene a working group to suggest such a possible design for the renovated Memorial Union. This group consisted of Chief Information Officer Steve Hirby, Registrar Anne Norman, Professor of English Tim Spurgin, and Associate Director of Corporate, Foundation, and Sponsored Research Support Jenna Stone. They suggested a design that includes classrooms (a great need currently) along with the offices for community engagement. The central location of the Union on campus makes it an ideal place for those offices, and the inclusion of classrooms helps to emphasize the academic side of engagement.

- *Seek extramural funding for community-based learning opportunities.*

Of course, that's one reason for this report! We are in regular contact with Lawrence's Office of Development to identify funding sources. We are currently placing emphasis on documenting our work, so that when we are ready to apply to specific agencies, we will have the necessary evidence of initial success.

- *Promote communication with the larger community on joint Lawrence-Community learning ventures.*

We have initiated regular meetings among the managers of the Center for Community Engagement: the Pieper Professor, the Career Center Director, and the Volunteer Coordinator. These meetings have kept us all in touch with each other's activities, and we have all

⁵Information at <http://www.carnegiefoundation.org>. Accessed July 1, 2007.

benefited from the interaction.

We have developed and are maintaining a Web page

http://www.lawrence.edu/dept/engaged_learning

with an associated blog to publicize our activities, to celebrate engaged learning stories, to interest both faculty and students in these efforts, and to promote servant leadership.

- *Appleton School District Partnership.*

Lawrence has a long-standing relationship with the AASD. This past summer Professor Parks met with AASD Volunteer Coordinator Deb Schroeder to discuss this. Currently, individuals in the school district interested in working with Lawrence initiate contact with whomever on the Lawrence staff they happen to know. Although this system encourages initiative and independence, it leads to several types of inefficiency. There is a need for a more definite conduit between AASD and Lawrence so that service opportunities can be prioritized and coordinated, and so that recruitment can be more effective. The Community Engagement partners are working to create a more direct and specific link between AASD and Lawrence.

Because of its proximity to the Lawrence campus, Edison Elementary school has had a special relationship with Lawrence. Professor Parks has met regularly with a small group of parents and teachers from Edison interested in strengthening that relationship. One result of these discussions is that the OEL has initiated a Foreign Language Instruction Program (FLIP) in which Lawrence foreign language majors will give cultural and language presentations to Edison students.

- *Developing and maintaining partnership relationships in the community.*

Our work with the AASD and with the Appleton Fire Department are examples of partnerships between Lawrence and community agencies. Our community leader contacts see the need for a Lawrence community liaison, who can handle inquiries from outside agencies regarding Lawrence's interest in service activities – this concern is similar to that expressed by those in the AASD. The Center for Community Engagement has taken up this concern.

Chapter 3

Budget.

The use of investment yield on the Pieper Foundation moneys is outlined in the Foundation’s Servant Leadership document¹ and in Lawrence’s proposal for a Servant Leader Chair.² These documents envision

- Two-thirds support for the Chair to serve directing the OEL
- One-half support for an administrative assistant
- A flexible programmatic budget

Professor Parks has given up his yearly committee service and half his normal teaching load to serve as Pieper Chair. The budget report shows that Lawrence has matched the Pieper Foundation funds to support Professor Parks, and that Lawrence has picked up full support of the administrative assistant during the initial year of the Chair.

Lawrence’s cost-share demonstrates its strong commitment to the success of engaged learning at Lawrence.

REVENUE

Earnings for Period: July 1, 2006 - June 30, 2007	\$ 37,122.00
<i>\$500,000 principal was received June 2006, and \$500,000 received January 2007. Earnings on the second payment were pro-rated for the last six months of the 2006-07 fiscal year.</i>	
Less Expenses Accrued Fiscal Year 2007	\$ (6,274.09)
<i>By Lawrence University investment policy, earnings accrued during a fiscal year are available for use as expendable funds during the following fiscal year. Monies spent during the 2006-07 fiscal year (before any earnings were available) are shown as a charge against the starting fund balance for the 2007-08 fiscal year.</i>	
Total Net Revenue, Starting Balance for Fiscal Year 2008	\$ 30,847.91

¹The Suzanne and Richard Pieper Family Foundation. ServantLeadershipChair.doc.

²President Beck, Letter of January 5, 2006.

EXPENSES

	Lawrence Cost-Share	Pieper- Foundation Support
<hr/> Administrative <hr/>		
Alan Parks, Pieper Professor of Servant Leadership		
Pieper Fnd Planned Support (40% × 2/3 Salary & Benefits)	\$ 1,151.36	\$ 23,315.41
Lawrence Planned Cost-Share (60% × 2/3 Salary & Benefits)	\$ 36,700.16	
<hr/> Administrative Coordinator <hr/>		
Lawrence support for 2007-08 (50% Salary and Benefits)	\$ 20,771.20	
<i>Will be supported by Pieper funds starting next year when we have a whole year's yield on the funds.</i>		
Lawrence Univ Planned Cost-Share (50% Salary and Benefits)	\$ 20,771.20	
<hr/> National/International Speaker Series and Meetings <hr/>		
Servant Leadership Chairs Presentation and Awards Dinner <i>17 January, 2008, Attendees: Alan Parks, David Burrows, William Skinner</i>		\$ 300.00
AAC&U Conference, Washington, D.C. <i>23 - 26 January 2008, Attendee: Alan Parks</i>		\$ 2,000.00
Greenleaf Servant-Leadership Conference, Indianapolis, IN <i>5 - 7 June 2008, Attendee: Alan Parks</i>		\$ 2,500.00
<hr/> Campus-Community Events <hr/>		
Partnership with Edison Elementary School: Language Program, mentoring, tutoring		\$ 540.00
Global Awareness: <i>Presentations to Several Schools</i>		\$ 500.00
Firehouse Usage Study for Improved Public Safety		\$ 1,000.00
Spanish Theatre, <i>translation and study of plays by Lawrence Uni- versity Theatre Dept with Local High School Students</i>		\$ 500.00
<hr/> Miscellaneous <hr/>		
Subscription: <i>The International Journal of Servant-leadership</i>		\$ 50.00
Web Page Development: <i>Student Assistance</i>		\$ 130.00
Lunch at Lawrence: <i>Administrative Coordinator attendance fee</i>		\$ 12.50
Total Lawrence University Cost-Share	\$ 79,393.92	
Total Pieper Endowment Expenses		\$ 30,847.91
Net Revenue FY 2008		\$ 30,847.91
Less Expenses		\$ 30,847.91
Balance		\$ 0.00

Appendix A

The Center for Community Engagement

April 30, 2007

Lawrence's mission statement declares that "Lawrence prepares students for lives of service, achievement, leadership, and personal fulfillment." These words make clear our commitment to experiences that educate our students for effective, responsible engagement with the contemporary world- an engagement that includes both the motivation and the ability to make a positive difference. What drives this potential for active participation is the development of each student as a citizen-leader, a productive member of the community, whether that community is defined locally or globally, by social group or by professional affiliation. This leadership may take many forms, depending upon the unique combination of interests and passions that each person possesses. Whatever form it does take, leadership combines three qualities. First, it requires knowledge and the ability to use that knowledge thoughtfully and creatively. A leader has to be able to understand the world, to construct new ideas, and to evaluate those ideas. Second, leaders must be able to connect knowledge and the use of knowledge to issues of the contemporary world. Third, leaders must develop several personal qualities: self-confidence, a sense of moral responsibility, and social skill. Much of the power of a residential liberal learning institution is the opportunity both to develop knowledge and to learn how to use that knowledge.

A faculty Task Force created by President Beck during the 2005-2006 academic year affirmed the importance of community engagement that would strengthen our students development as citizen-leaders. The Task Force recommended that we create a formal structure that would enhance our programs of community based learning. Such a structure would support academically rigorous courses that combine engagement in the world outside of the campus boundaries with a strong, in-classroom reflection component.

Following the recommendations of the Task Force, we propose here the creation of a formal structure with the formal designation of Office For Engaged Learning. This office will be dedicated to the preparation of persons who are intelligent, responsible, and effective community citizens. It will encourage concern for contemporary world issues while helping to build the intellectual abilities to address these issues. In its activities, the Office will follow the ideal of the residential liberal arts college with its focus on the development of complete individuals and its aspiration for seamless connections between learning inside and

outside of the formal classroom, laboratory, and studio.

Among the goals of the Office For Engaged Learning are the following:

- Encouraging all students to regard themselves as citizen-leaders who are motivated to make a difference in the world community that includes Lawrence but extends beyond it.
- Promoting engaged learning as an effective pedagogy for student development. Engaged learning would include credit bearing service courses, internships, research projects in the social or physical environment, and, possibly, study abroad. The common characteristic of these is activity that involves learning by contact with the contemporary world.
- Promoting a sense of connection between what happens in the classroom, laboratory, and studio and what happens outside of these settings. For example, through the Center and other mechanisms, we should enable students to combine a motivation for preserving the environment with the scientific knowledge that helps us understand environmental effects.
- Helping students develop personal and practical skills that will enable them to have fulfilling and satisfying lives.

To achieve these goals, the Office will engage in the following activities:

- Develop an educational philosophy that guides the development of community-based learning opportunities and is in synchrony with Lawrence's overarching educational goals.
- Develop and coordinate opportunities for courses that have a significant community-based learning component
- Provide logistical support for courses that have significant community-based learning components
- Work with the President and Provost to develop recognition of community-based learning as an important component of a Lawrence education, with appropriate recognition for both faculty and students
- Seek extramural funding for community-based learning opportunities
- Promote communication with the larger community on joint Lawrence-Community learning ventures.

A.0.1 Connecting to Existing Offices.

The Office For Engaged Learning focuses on the development of the complete, liberally educated individual through expanded curricular opportunities. To further support this development, we propose that this Office be joined with the Career Center. The Office for Engaged Learning will be organized and supervised by the Office of the Provost. The Career

Center will continue to be supervised by the Dean of Students. Together, these two offices will constitute a Center for Community Engagement, which will become a joint venture of the Student Affairs area and the Academic Affairs area. We propose this joint arrangement because of the enriched experiences that will result from connecting ideas learned in the classroom with activities that encourage a spirit of caring for social issues in the contemporary world and the long-term development of a commitment to engagement. We believe that allowing students to see how their Lawrence education is relevant to their continued lives as citizen-leaders will lead to more advanced and more sophisticated liberal learning.

The Center for Community Engagement, as the umbrella group for both the Office for Engaged Learning and the Career Center, will initially be organized around two key individuals. These are the Pieper Professor and the Director of the Career Center.

The Pieper Professor

The Pieper Professor is a member of the faculty who is responsible for developing the conceptual foundation of the Office For Engaged Learning, generating ideas for new programs that help the Office advance its goals, and directing the evaluation of the Offices academic programs. Initially, the Pieper Professor will also serve as the administrative head of the Office For Engaged Learning, with duties described below in the section entitled Administration of Engaged Learning Programs. The Pieper Professors responsibilities for the Office will represent a 50% time commitment. The Professorship will be held on a rotating, three year basis. The Pieper Professor is responsible for working with faculty to develop programs across the disciplines that include active engagement, and to create opportunities for implementing these programs. The Professor will work with the Director of the Office of Research Administration to create methods for evaluating the effectiveness of the Lawrence's community-based learning programs.

Administration of Engaged Learning Programs

Initially, the Pieper Professor will be responsible for the administration of the Office for Engaged Learning, and will report directly to the Provost. Duties include:

- Developing and implementing:
 - Service Learning components in appropriate courses
 - Field Experience/Field Research Courses
 - Credit-bearing Internships (Academic Year and Summer)
 - Appleton School District Partnership
- Providing logistical support for the types of courses listed above
- Assisting faculty in creating new forms of community-based courses
- Developing and maintaining partnership relationships in the community
- Seeking external funding opportunities for community-based learning

As part of the duties of administering the Office, the Pieper Professor also works closely with the Off-Campus Study Advisor, the ArtsBridge Director, and the Lawrence Academy of Music Director.

Evolution of the Office of Engaged Learning

After an initial start-up period, there will be an assessment of the administrative structure of the Office of Engaged Learning. Based on the initial experiences of the Pieper Professor, it may seem advisable to separate responsibility for the day-to-day tasks of running the Office from the conceptual, planning, and assessment tasks. This may lead to the appointment of a Director of the Office of Engaged Learning who is not the same individual serving as the Pieper Professor. We recommend that a decision about such a modification be considered by the end of the Offices first year of operation.

Director of the Career Center

The Director of the Career Center is the second key person around whom the Center for Community Engagement is organized. The Director reports to the Dean of Students and is responsible for overseeing programs and services related to career development, non-credit internships (academic year or summer), job search activities, the graduate/professional school application process, and community service and volunteer opportunities. The Director works closely with the Coordinator of Internships and Volunteer Programs, who will have specific responsibility for working with community organizations and Lawrence alumni to develop non-credit internship opportunities for students in various academic and career fields of interest and in coordinating volunteer programs. The office will encourage students and alumni to see connections between their academic pursuits and career planning and exploration, as well as between their commitment to community service and their own personal growth and fulfillment.

Specific responsibilities include:

- Non-Credit Internships- academic year and summer
- Summer job/full-time employment
- Graduate and Professional School Exploration
- Community service (LARY buddy program, VITAL tutoring, etc)
- Vista/Americorps
- Campus Compact

A.0.2 Center Council.

An important part of the Centers structure is a Center Council that meets at least twice a year and is responsible for maintaining a strong conceptual philosophy for the Center and for establishing and maintaining strong links among the various Center members. It is particularly important that the activities of the staff be well integrated, so that the strength of a program that combines academic and student affairs staff will emerge. We want the relationship between academic program and student services to be a seamless one that encourages students to see the importance of fusing ideas with actions in preparing for effective and fulfilling lives. The council will include:

- The Provost and Dean of the Faculty (Co-Chair)

- The Dean of Students (Co-Chair)
- The Pieper Professor
- An advisory group of 2 to 3 faculty members (appointed by the Provost in consultation with the Pieper Professor)
- Two students, one from the College and one from the Conservatory
- The Director of the Career Center
- The Coordinator of Internships and Volunteer Programs
- The Off-Campus Programs Advisor
- The ArtsBridge Director
- The Director of the Lawrence Academy of Music
- (possibly) Director of Alumni Relations

A.0.3 Physical Space.

At this time, the campus does not have the capacity to house all members of the Center in one building. In order for the Center to function effectively, it is desirable that the University have a facility in which various members of the Center have good opportunities to interact, and being located together would facilitate such opportunities. Therefore, careful studies of possible locations should be undertaken. It is unlikely that the Center will initially occupy one building. We propose that an appropriate group be called together to consider various possibilities. These possibilities should include, but not necessarily be limited to, occupying part of a renovated Memorial Union, once the new Campus Center is constructed.

Appendix B

Report on Activities: Spring 2007

June, 2007.

1. Center for Community Engagement: structure.

Provost Dave Burrows and Dean of Students Nancy Truesdell and I met twice to discuss and revise the document describing the structure of the Center for Community Engagement, including the Office for Engaged Learning and the Volunteer Center. I am planning to serve as director for the Office for Engaged Learning over the next three years.

2. Curriculum conference at Alverno College.

On April 12, I attended a one-day curriculum and assessment seminar at Alverno College in Milwaukee. There were just over a dozen participants from a wide variety of schools.

At Alverno, skill requirements, as opposed to subject requirements, unify the college curriculum. Indeed, their curriculum is organized around explicit skills, and every course in every department has a definite plan for developing and assessing these skills as they are manifest in the particular discipline. The matching of skills to courses is less artificial than I imagined it would be, and it lends a decidedly interdisciplinary air to each major, since the focus on skills creates inevitable connections across departments. Service and outreach activities arise very naturally as well, since the skills are obviously general and transferable.

Although Lawrence will undoubtedly continue its more traditional, subject-based curriculum, we can learn to identify, perhaps in a more insightful way, how the skill development that takes place in particular Lawrence courses might serve as a basis for curricular outreach.

3. Contact with Edison Elementary School.

Dave Burrows, Jerry Metalsky, Robert Beck, and I met twice with Jim Donnellan, the principal of Edison, to discuss several projects of mutual interest. Each meeting was attended by interested staff and parents, as well. Edison seeks a more formal

relationship with Lawrence. We have tried to be careful about making vague promises, intending to discuss specific, well-defined projects of mutual interest.

One project suggested would involve Waseda students assisting Japanese language learners during the Winter Term. Cecil Despres-Berry and Stewart Purkey are looking into the details of this program.

Robert Beck has offered to assist with a photography project, similar or identical to the Picturing Peace project; I believe that Robert has yet to hear from the teacher at Edison most likely to be interested in this. I will need to check on this.

Dena Skrans Global Awareness project will involve Edison, among other schools, this coming year.

I will be meeting with Mr. Donnellan over the summer to discuss these matters in the context of Edison's recent decision to pursue charter school status.

4. Tutoring in the local school district.

Deb Schroeder, the Volunteer Services Coordinator for the Appleton Area School District, contacted me to talk about tutoring opportunities for Lawrence students at the high schools. District staff are in the process of forming a comprehensive tutoring plan. I have a draft copy of the plan and I will speak with Deb about this.

5. Faculty interviews.

I conducted formal interviews with members of our faculty: Dena Skran, Bart DeStasio, Dave Hall, Jeff Clark, Patrick Boleyn-Fitzgerald, Kathy Privatt, and Janet Anthony. I had informal conversations with many other members of our faculty and staff.

All but one of the faculty I interviewed are either planning or continuing curricular outreach projects. I received many suggestions as to how these efforts can be supported and enhanced; I will try to respond to these requests as much as I can. In many cases outside funds are sought. Much of what I heard echoed aspects of the report from last year's Task Force on Community Engagement.

6. Renovation of the Memorial Union.

I led a meeting to discuss uses of the space in the vacated Memorial Union, and I reported to the President on our ideas. An outline of the resulting plan was presented to the Trustees in May, and they approved engaging an architect to begin work on design ideas.

7. Off-campus programs.

Many students see off-campus study as a springboard to outreach, in that it results in a rather sharp change in perspective, both on the discipline of study and on culture generally. I was surprised by anecdotes about the change in disciplinary perspective, and in its relation to the experience of studying in a different culture. Many returning students want to help others to understand that interaction of subject and context. There's a lot to think about here.

In general, we seem to need a more deliberate transition from cross-cultural experiences back to Lawrence. Next Winter Term I will be trying out a follow-up program with two students studying mathematics in Budapest during the coming Fall Term. We are planning a 1-2 unit tutorial that will involve a cultural activity at an area school; the activity will highlight the study of mathematics in the light of Hungarian culture. Additionally they will be writing a paper reflecting their experience. I will be thinking about expanding this on a trial basis.

Appendix C

Report on Activities: Summer 2007

September, 2007.

During July and August a number of projects went forward. I met with many individuals both inside and outside Lawrence for the purpose of developing project ideas and categories.

Because our efforts are new and somewhat novel, I determined not to be hemmed in by rigid delineations between curricular based outreach and traditional volunteerism, seeking rather to coordinate the interests of outside entities with various offices on campus that deal with service outreach. On the other hand, my main goal for the coming academic year is to bring about a small number of projects that proceed directly from the curriculum, are of obvious benefit to all concerned, seem very likely to be successful, and seem likely to serve as models for future projects.

I have met with and will continue to meet regularly with Kristi Hill of the Volunteer Center and Kathy Heinzen of the Career Center, seeking to share information and resources and to coordinate our efforts, as indicated in the document that describes the Center for Community Engagement.

The rest of this report is an annotated list of projects in various stages of development.

1. Projects in the works.

(a) Development of partnership with Edison Elementary School.

Lawrence has a long-standing relationship with Edison and we are seeking to coordinate our efforts more effectively. I met twice with Edison's Principal Jim Donnellan to discuss aspects of their proposal to become a charter school and to suggest clarification of the description in that proposal of Lawrence's relationship to Edison. We already have two established programs at Edison: an ArtsBridge program linking music and geography, and the LARY Buddies program for mentoring at-risk children. I have suggested 2-3 new projects of mutual interest, each of which falls into an area of emphasis in the charter proposal.

i. Foreign language enrichment.

I will work during with Lawrence language teachers fall term to recruit advanced language students to give cultural presentations during terms II and III. These presentations will be designed to provide cultural information and to promote language learning. There has been strong support from several language department members at Lawrence and from the person who

coordinates the Waseda program. Jacqueline Klimaszewshi, AASD administrative director of humanities, has offered to help obtain lesson plans for these presentations. I will be working with the students and rehearsing their presentations.

ii. Reading program.

Edison participates in *United for Reading Success*, AASD's remedial reading program. Many Lawrence students are involved in tutoring at various levels each year; I will help identify students who would like to participate.

iii. Mathematics program.

I will recruit Lawrence mathematics students, especially those interested in mathematics education, to see whether it is viable to begin at Edison a version of AASD's remedial mathematics program aimed at fourth graders.

(b) Global awareness presentations.

Professor Dena Skran of the Government Department is planning presentations involving her students at several area schools. I will assist her with administrative details and with obtaining some necessary software.

(c) Appleton Fire Department.

I am working with Fire Chief Neil Cameron to develop projects in the broad category of urban planning and aimed at studying the location of fire houses and the safety education provided by them, taking into account the changing demographics in the Appleton neighborhoods they serve. We plan to initiate a pilot project during the coming year or next summer. I am obtaining faculty recommendations for students who might like to participate.

(d) Spanish Drama in Translation.

I am working with Professor Kathy Privatt of Lawrence's Department of Theatre Arts to develop a project based on the play *Las Meninas* which will be produced and performed at Lawrence in November. We imagine that a high school Spanish class or theater class will spend class time studying a scene Kathy has chosen from the play. The class will attend an evening rehearsal of that scene, participate in a discussion of Spanish culture as depicted in the scene, and attend a performance of the play. Several staff of AASD have expressed interest.

(e) Pat's Café at Appleton East High School.

Two teachers at East have designed an innovative tutoring center for students at that school. I will try to identify Lawrence students who might be interested in serving as tutors.

2. Prospective Projects.

(a) Debriefing for off-campus study.

Two mathematics student are studying in Hungary until December. I will keep in touch with them and ask them about taking a 1-2 unit tutorial with me during winter term to design and present a cultural activity for school children involving mathematics and aspects of living in Hungary.

- (b) Science outreach.
There are several outreach activities that have occurred on an occasional basis. I will speak with members of Lawrence's science departments to identify a viable project.
- (c) Spanish theatre for terms II and III
If successful, we might consider repeating. A decision would have to be made in November or December.
- (d) Entrepreneurship
A group of business people from northeastern Wisconsin are interested in establishing a program to provide the beginnings of management training necessary to entrepreneurship ventures. Professor Marty Finkler of Lawrence's Economics Department is beginning to coordinate this and has asked for my help and support. There are internship contacts in China. We are considering projects that center on the environmental issues.
- (e) Haiti projects.
Professor Janet Anthony of our Conservatory of Music has regularly taken students to Haiti for service involving education, health, and music. Our ability to support these projects is somewhat limited by security concerns, but I will try to find a way to support her plans.
- (f) Speaker or workshop leader
My counterparts at other schools have made suggestions regarding effective speakers and seminar leaders in the areas of community engagement and servant-leadership. Next summer, with a year's experience, we will plan an appropriate seminar or workshop for the following academic year to provide practical help to faculty who wish to develop projects of engaged learning.

3. Administrative tasks.

Janice Ruechel is providing much-appreciated expertise in organization, management, and budgets.

- (a) Web page for our office
Janice and I are working with Ben Willard and Jeanne Loehnis of ITS to develop a web page that will function as a newsletter and as a resource source for engaged learning generally. We will link with and promote the corresponding efforts of the Career Center, Volunteer Center, and ArtsBridge. Our software will allow us to maintain data for our projects to be shared with other offices and to be recorded in our students' extra-curricular records.
- (b) Lunch at Lawrence. I have been asked to speak in February on community engaged learning at a lunch event for the community.
- (c) The Lawrentian
Last year's Lawrentian had regular articles on volunteerism and outreach. I will develop at least two articles on our efforts this year.

(d) Application for Carnegie classification

I will investigate an application to be designated in the Carnegie Classification of Institutions of Higher Education.

4. Travel.

I am planning on attending the AAC&U¹ conference in Washington, DC in January and a Servant-leadership conference in Indianapolis in June.

5. Counterparts at other institutions. I will continue to correspond with contacts at other schools working on similar projects.

(a) Bruce Dalgaard at St. Olaf

(b) Alison Geist at Kalamazoo, Director, Mary Jane Underwood Stryker Institute for Service-Learning

(c) Peter Bosscher, UW-Madison Engineering school

(d) Samuel Scheibler, MSOE

¹American Association of Colleges and Universities

Appendix D

Report on Activities: Fall 2007

December 21, 2007.

My activities during my first full term as Pieper Family Professor of Servant Leadership involved communicating with the larger community and with campus committees, community outreach, meeting with members of the faculty and staff to plan and set up engaged learning projects, and analyzing survey data and other information. The last three weeks of the term were occupied with preparing a major report to the Pieper Foundation to be presented at a formal dinner in January.

I also taught our course in differential equations and linear algebra, and I supervised two independent studies. It has been a busy term!

1. Communications.

(a) Center for Community Engagement Meetings

Career Center Director Kathy Heinzen, Volunteer Coordinator Kristi Hill, Administrative Assistant to the OEL Janice Ruechel, and I met about once per week to get to know each other, to report on our initiatives, and to share information about service opportunities. These very collegial meetings have already begun to pay dividends in the operation of all three offices. Early next term, we will begin to discuss a more formal agenda for going forward as a group.

(b) Web page and blog

The page http://www.lawrence.edu/dept/engaged_learning and an associated blog were developed with the kind assistance of Jean Loehnis and Ben Willard of Lawrence's Information Technology Services office. This site will publicize efforts of various outreach offices.

(c) Committee on Teaching Development.

This committee asked for a report on my activities and their relevance to the development of teaching at Lawrence.

(d) Lawrentian article

Our student newspaper featured an article on the Pieper Foundation and the OEL.

- (e) Meeting with the Community on University Governance
This committee of elected faculty representatives oversees a wide range of affairs. We met, along with Dean of Students Nancy Truesdell, to discuss the constitution of an advisory council to the Center for Community Engagement. We made good progress and will engage in follow-up discussions to finalize these plans.
- (f) Contacts with counterparts at other institutions
I have been in contact with Professor Samuel Scheibler, who occupies the original Pieper Chair in Servant Leadership. Professor Scheibler's reports on his work at MSOE have been very helpful. I have also been in contact with counterparts at St. Olaf's, Kalamazoo, and Colorado College. We will be sharing annual reports very soon.

2. Community outreach.

- (a) Edison partnership
I met several times with the Edison Elementary School Principle Jim Donnellan and with Edison staff and parents to discuss a more formal partnership with Lawrence University. There are many suggestions about projects of mutual interest. The next step is for me to convene a meeting of interested Lawrence faculty to discuss possible commitments we could make to programs at Edison.
- (b) Math Night
On December 13 I supervised an evening of math games for students and parents at Edison Elementary School, assisted by Lawrence student Gretchen Shaffer.
- (c) AASD
I have kept in touch with AASD Volunteer Coordinator Deb Schroeder to find out about possible involvement in a number of tutoring projects. Currently, our Volunteer Center does a good job communicating these opportunities to Lawrence students, but we work solely on the basis of student interest. There is a need to prioritize and coordinate our efforts in the district.

3. Project set-up.

- (a) Global awareness
I am providing a student worker to do administrative work to support the work of Professor Dena Skran in the presentations she and her students are planning for several local schools.
- (b) Fire safety
I met with Appleton Fire Chief Neil Cameron and with Lawrence student Evan Neuens to coordinate a pilot project to evaluate and enhance the fire safety education efforts of the Appleton Fire Department. We will be meeting in January to begin forming a specific project.
- (c) Spanish season
This effort needs more coordinated planning between Lawrence's Department of Theatre Arts and interested teachers in the AASD. I have identified a Spanish

teacher at Appleton East High School and a theater teacher at the Appleton Renaissance Charter School and will be meeting with them early next term.

(d) Entrepreneurship training

I met with Professor of Economics Marty Finkler, Professor of Physics John Brandenberger, and Professor of Economics Adam Galambos to discuss a program of coursework and internships in entrepreneurship. There are additional faculty in both the college and conservatory interested in this as well. We are planning a pilot offering of three courses next year for interested students. Each student in this program will have a mentor from the business community and will implement a specific entrepreneurial project as part of an internship. There is special interest in projects involving environmental issues.

(e) Foreign Language Instruction Program

I worked with our language faculty to recruit Lawrence students to give presentations at Edison Elementary School during second and third term this year. I interviewed each of the interested students about their capabilities, and I am meeting regularly with Edison school staff to coordinate this venture.

4. Data analysis.

Director of the Office of Research Administration William Skinner worked with me to design and implement a survey of alumni with respect to, (1) service activities, and (2) how values figure into professional work and their personal lives. I have also worked with a number of other survey instruments – these are enumerated in an appendix to the Pieper Foundation report.

Appendix E

Lawrence's Educational Philosophy

March 16, 2007

The Lawrence education meets entering students at a time of life when they are still forging their identities and beginning to seek a place in the world. They begin their studies by developing discipline-specific skills that enable them to understand, react to, and apply the ideas of others. They move toward learning to conceptualize, develop, and assess their own ideas, all the while personalizing their studies and study methods. This trajectory develops in them the capacity for thoughtful, effective action, and is meant to lead to the creation of individual plans for lives of fulfilling and responsible accomplishment. Having engaged the foundational ideas of disciplinary traditions, having been equipped to think deeply about those ideas, having been encouraged to integrate, innovate, and articulate a personal vision and sense of self as a contributing member of the human community, the Lawrence graduate is transformed.

Beginning with Freshman Studies, our programs are designed to develop the knowledge and cognitive abilities necessary for intellectual independence and self-direction through a continuous process of growth and progression. The wide variety of individual learning activities deepen their ability to think and act, while cultivating a strong sense of intellectual responsibility. The diverse array of available co-curricular activities provides students with the opportunity to pursue their interests in athletics, on-campus and off-campus activities, student government, and Greek letter organizations, to name a few. These activities contribute to the vitality of the campus as well as the surrounding community, and they play a vital role in fostering students personal and intellectual growth, leadership skills, and sense of civic responsibility.

As students progress within their chosen program of study, they find focused faculty attention to their individual circumstances, abilities, and preferences. The Lawrence approach to education extends well beyond the major, in keeping with the students interests and our general education requirements. Students often find themselves synthesizing diverse and creatively broad approaches across disciplinary boundaries. Overall, we place strong emphasis on close work with faculty, from individual attention in courses, to the individualized learning that occurs in tutorials, independent study, and music lessons, to the many opportunities for collaborative artistic and scholarly endeavors, both during the academic year and in summer research projects. A senior or capstone experience has been an important feature of many departmental majors; Lawrence has recently embraced this idea for every depart-

ment. These experiences will take many forms, such as a senior seminar, an independent study, a collaborative research project, a conceptually based field experience, or an artistic performance, depending on the nature of the discipline and the individual students interests. Ideally, the Senior Experience will emerge naturally from a students progression through the major, synthesize accumulated knowledge and experience, and serve as a distinctive bridge to life beyond Lawrence.

The Lawrence experience depends fundamentally on the expertise of the faculty, on the fact that we are exclusively an undergraduate institution, and on the residential nature of the university. These factors lead to a certain kind of environment: one that welcomes unique individuals, nurtures diverse interests, provides personal attention, encourages open discourse and collaboration, values initiative, and celebrates accomplishment.

Appendix F

Survey Data

NSSE Each year the National Survey of Student Engagement (NSSE) is given to Lawrence first year and senior year students. In addition to receiving the results from Lawrence students, we are provided with data from a group of peer schools. The survey asks about the frequency with which students engage in various activities; the responses are numbered 1 – 4:¹

- 1 never
- 2 sometimes
- 3 often
- 4 very often

Table F.1 shows selected averages that compare the results from Lawrence freshmen with those of our peer schools. Each line of the table describes an activity and gives the two results.

CIRP The Cooperative Institutional Research Program (CIRP) surveys college Freshmen, gathering data over a wide range of categories.

Lawrence University has administered this survey to incoming students every year since 1971. In Table F.2, we show selected averages of the survey results over the last five years 2002-2006. The survey lists activities and asks yes/no whether students have participated in those activities. Our Table lists some of those activities and the percentage of respondents who engaged in the activity.

Alumni Survey. The following 4-question survey was sent to a random sample of alumni from three different graduating classes: 1998, 2003, 2005. The randomness of the sampling method was meant to provide dependable results. A total of 189 surveys were returned; the number of respondents on a particular question varied with the question.

1. Please estimate the number of hours you spend monthly on the following types of service activities.

Answers: None, 1-4 hours, 5-8 hours, 9-12 hours, 13-16 hours, More than 16 hours
tutoring

¹Except for a question about engaging in community service that enriched education – the answer to that question was 0 for *did not do, do not plan to* and 1 for *done*. That line of data is marked with an asterisk in Table F.1

mentoring
 coaching or officiating
 teaching an academic subject or skill
 providing religious instruction
 serving through music (performing, arranging, leading)
 serving through art, dance, or theater
 assisting the elderly (visitation, programs)
 serving in a charitable or non-profit organization
 working on charitable building or reclamation projects
 managing events (ushering, set-up, clean-up)

2. For each of the activities in (1.) have you exercised a leadership or management role among a group of people performing that activity?

Answers: yes, no, Did not participate in activity

tutoring
 mentoring
 coaching or officiating
 teaching an academic subject or skill
 providing religious instruction
 serving through music (performing, arranging, leading)
 serving through art, dance, or theater
 assisting the elderly (visitation, programs)
 serving in a charitable or non-profit organization
 working on charitable building or reclamation projects
 managing events (ushering, set-up, clean-up)

3. List 3-4 of the most important values that inform your professional work. Give a brief explanation or example showing how one of those values plays out in your work.

4. List 3-4 of the most important values that inform your personal life. Give a brief explanation or example showing how one of those values plays out in your life.

Table F.3 gives two values for each of the service categories just mentioned: percentage of respondents *involved* in that activity and percentage of those involved who play some role in *leading* the activity.

The Honor Council. An Honor Council, made up of students, adjudicates alleged breaches of the Honor Code. The following table shows the number of cases considered by the Honor Council during each of the last three academic years. The third column of the table shows the total number of students involved in these cases.

year	cases	students
2004-05	11	11
2005-06	16	19
2006-07	12	12

Table F.1: Selected NSSE data

<i>Activity</i>	<i>LU</i>	<i>Peers</i>
Participated in a community based project	1.33	1.41
Had serious conversations with a students of a different race or ethnicity	2.86	2.82
Conversations with students very different from you in religious beliefs or political opinions	3.09	2.99
Participated in activities to enhance your spirituality	1.80	1.90
Tried better to understand someone's views by imagining how an issue looks from his or her perspective	2.93	2.88
*Engaged in community service or volunteer work that enriched my education	0.29	0.45
My school encourages contact among students from different economic, racial, or ethnic backgrounds	2.83	2.82
I have grown in understanding people of other racial and ethnic backgrounds	2.63	2.65
I have contributed to the welfare of my community	2.45	2.57
I have developed a deepened sense of spirituality	1.84	1.87

Table F.2: Selected CIRP data, averaging over 2002-2006

<i>Activity</i>	<i>Average %</i>
Performed community service as part of a class during the past year.	50.0
Performed volunteer work during the past year.	86.0
Number of hours in a typical week engaged in volunteer work.	
Less than one hour	50.4
1 to 2 hours	27.8
3 to 5 hours	14.2
6 to 10 hours	4.6
11 to 15 hours	1.2
16 hours or more	1.8
Student estimates: Chances are good he/she will participate volunteer or community service work	31.0
Objectives considered essential: helping others in difficulty	60.6

Table F.3: Selected Alumni Survey data

<i>Activity</i>	<i>involved</i>	<i>leading</i>
tutoring	33.1	58.2
mentoring	49.4	53.5
coaching, officiating	12.0	76.0
teaching an academic subject or skill	42.2	72.0
religious instruction	9.0	50.0
serving through music (performing, arranging, leading)	30.1	54.0
serving through art, dance, or theater	13.9	58.6
assisting elderly	13.9	18.2
serving in a charitable or non-profit organization	53.0	57.1