Suzanne & Richard Pieper Family Foundation Endowed Chair for Servant Leadership

College of Engineering
UNIVERSITY OF WISCONSIN–MADISON

Annual Report
October 2025

Table of Contents

Servant Leader Chair for the UW-Madison College of Engineering

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

The current chair is Greg Harrington, who recently began his third year as department chair for the Department of Civil and Environmental Engineering. The department is currently the home of 570 undergraduate students, 140 graduate students, 30 tenured and tenure-track faculty, 10 instructional faculty, 50 academic and research support staff, and 30 volunteer professional engineers. Greg also teaches and conducts research in the area of drinking water engineering, which has given him opportunities to serve local communities with their drinking water needs and to help students perform drinking water development projects in developing countries. For these efforts, Greg was awarded the Ragnar E. Onstad Award for Service to Society in May 2015 and the Harvey Spangler Award for Innovative Teaching and Learning Practices in March 2020, both from the College of Engineering. He was also honored as the 2019 "Partner of the Year" by UW-Madison's Center for Leadership and Involvement for his collaboration on the Multi-Institutional Study of Leadership.

Greg also works closely with a Servant Leadership team to support the implementation of programs furthering the Foundation's mission. A key part of the team is now housed within the College of Engineering's Center for Innovation in Engineering Education (CIEE), directed by Chris Dakes. Chris was a part of the Pieper Servant Leadership team from its inception until 2014 when he transitioned to the School of Business. Angela Kita serves as one of CIEE's associate directors, a role that engages her with leadership education and the Pieper Servant Leadership team. Christa Wille serves as the associate director of scholarship of teaching and learning for CIEE, a role that allows her to assist the Pieper Servant Leadership team with our analysis of assessment data and continuous improvement. Greg meets with Angela and Christa on a routine basis to work on the initiatives described in this report. He also meets with Chris on a quarterly basis to ensure that CIEE and the Pieper Chair are working towards common goals.

The team also includes individuals at the campus level, many of whom we have worked with before. However, with this report we announce that two of the organizations we have previously worked with have changed their titles, UW-Madison's Center for Leadership and Involvement is now the Office for Student Organizations, Leadership & Involvement (SOLI). Despite the organizational change we continue to work with Cory Hamilton, Assistant Director of Leadership Development, who continues to provide campus insight and connections to the Pieper Chair. Similarly, James Yonker continues to assist the team as a key contributor to our assessment efforts, but he now works for the Data, Academic Planning, and Institutional Research team as an Institutional Policy Analyst.

We have also taken time over the last couple of months to orient our new College of Engineering Dean, Devesh Ranjan, to the efforts of our Pieper Servant Leadership team. In addition to his early support of our efforts, Dean Ranjan has embodied traits of a servant leader himself. He first demonstrated evidence of a servant leader in his interview, sharing his values of servant leadership and supporting examples of community involvement and outreach as the Chair of Mechanical Engineering at Georgia Tech. In his first few months on our campus, he has continued to demonstrate traits of a strong servant leader, prioritizing a people-first approach, and dedicating resources to cultivate an innovative and inclusive culture that empowers students, faculty, and staff to reach their full potential. We are excited about his vision for our College and confident he will continue to support our efforts.

We are pleased to provide the Pieper Family Foundation with this annual report summarizing our activities through August 2025 and our goals for Academic Year 2025-2026. The report is organized in accordance with the criteria set by the foundation to conduct its annual evaluation. We have also included specific information identifying how the funding provided for the Servant Leader Chair has made an impact. We look forward to receiving feedback from the foundation on our activities and to continuing our work into the coming year.

Criterion 1 – Outcomes Baseline Data

Typical Thinking that Goes into Evaluating the Criterion

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

Academic Year 2024-25 Progress

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

We acknowledge that the Benchworks survey measures important traits of leaders but does not directly address the attributes used to describe servant leaders. Thus, we helped fund the campus- wide and College of Engineering implementation of a survey used by the Multi-Institutional Study of Leadership. This survey also focuses on leadership knowledge using the Social Change Model of Leadership development, which has been tentatively mapped to servant leadership. This survey was administered in 2015, 2018, and 2021 with Greg Harrington and Mark Kueppers as co-principal investigators for the entire UW-Madison study. Our MSL work is described in more detail in our section on Criterion 5.

Academic Year 2025-26 Goals

We will continue with our campus-wide leadership role in MSL for the coming year with the next offering of the MSL taking place during this academic year in February 2026. A significant amount of our efforts this academic year will be put towards the set-up and administration of the survey. In addition, the analysis of the survey will take place over the summer of 2026, thus we anticipate a significant update attributed to this in next year's report. Please see more related to our efforts with MSL in our discussion of Criteria 3 and 5.

Criterion 2 – Baseline Acceptance of Servant Leadership

Typical Thinking that Goes into Evaluating the Criterion

"Clear indication that the school is functioning with the qualities of a servant leader; building community, listening, awareness, stewardship, conceptualization and foresight, commitment to the growth of people and empathy. Displayed in multiple examples of what the school is actually doing will validate this area. It is not unusual that the institutions that receive the Chair already have these types of programs underway. If they are of substantive magnitude, both locally, community, nationally, and internationally, one could expect to receive this one-time award."

Academic Year 2024-25 Progress

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

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

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

Academic Year 2025-26 Goals

Please see our discussion of Criterion 6.

Criterion 3 – Outcomes Measures Above Demographic Norms

Typical Thinking that Goes into Evaluating the Criterion

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

Academic Year 2024-25 Progress

Senior Exit Survey

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

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

We use statistical analysis to determine:

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

Note we have evaluated students' perceptions overtime using a ten-year window (2016-2025). The reason for choosing this window is two-fold: first, because we wanted to ensure we were allowing time to capture change in educational practice (at least four to six years as measured by senior exit survey data); second, because several of the question prompts changed in 2014-2015, thus we have analyzed data from 2016 through 2025.

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

1. Satisfaction with value derived from team experiences.
2. Satisfaction with value of engineering program student organization activities.
3. Satisfaction with leadership opportunities in engineering program extracurricular activities (Question asked on 2010-2014 surveys) / Satisfaction with the engineering program having extracurricular leadership activities (Question asked on 2015-2025 surveys).
4. Satisfaction with your fellow students' ability to work in teams.
5. Satisfaction with your fellow students' level of camaraderie.
6. Degree that engineering education enhanced ability to function on multidisciplinary teams (Question asked on 2010-2013 surveys) / I am confident that I can function on multidisciplinary teams (Question asked on 2014-2025 surveys).
7. Degree that engineering education enhanced ability to understand ethical responsibilities (Question asked on 2010-2013 surveys) / I am confident that I can understand ethical responsibilities (Question asked on 2014-2025 surveys).
8. Degree that engineering education enhanced ability to understand professional responsibilities (Question asked on 2010-2013 surveys) / I am confident that I can understand professional responsibilities (Question asked on 2014-2025 surveys).
9. Degree that engineering education enhanced ability to recognize the need to engage in lifelong learning (Question asked on 2010-2013 surveys) / I am confident that I can recognize the need to engage in lifelong learning (Question asked on 2014-2025 surveys).

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

Statistical analyses showed that UW-Madison COE students had a significantly better perception of leadership opportunities at UW-Madison than did peer students of their own institutions (peer institution perceptions spiked in Year 2021 but this appears to be an anomaly). For the most recent ten years, there was a statistically significant improvement in UW-Madison COE student perceptions of leadership opportunities. A change in survey question for the 2014-15 academic year likely contributed to the observed decline for all three cohorts in that year (see Item 3 above).

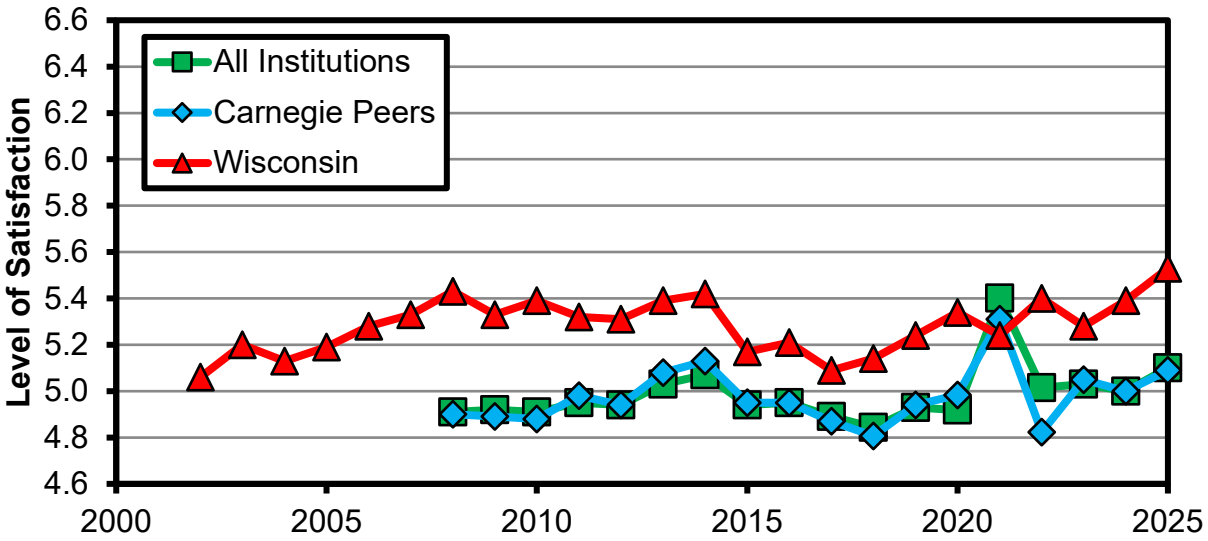

Figure 1 *Mean level of satisfaction with leadership opportunities in engineering program extracurricular activities. The x-axis is organized on an academic year basis, so that 2015 refers to the 2014-15 academic year. The Pieper Servant-Leader Chair at the UW- Madison College of Engineering began in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

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

- Our students had significantly better perceptions of the following items than students at participating Carnegie peer institutions and at all participating institutions:
  - Satisfaction with value derived from team experiences.
  - Satisfaction with value of engineering program student organization activities.
  - Satisfaction with leadership opportunities in engineering program extracurricular activities.
  - Satisfaction with fellow students' ability to work on teams.
  - Satisfaction with fellow students' level of camaraderie.
  - Satisfaction with how engineering education enhanced ability to function on multidisciplinary teams.
  - Satisfaction with how engineering education enhanced ability to understand professional responsibilities.
  - Satisfaction with how engineering education enhanced ability to recognize need to engage in lifelong learning.
- Our students demonstrated the following trends when analyzing their perceptions within our institution over time:
  - Satisfaction with leadership opportunities had a statistically significant upward trend.
  - Satisfaction with value derived from team experiences had a statistically significant downward trend.
  - Satisfaction with how engineering education enhanced ability to recognize need to engage in lifelong learning had a statistically significant upward trend.

Perceptions of Wisconsin students have been resilient through the COVID-19 pandemic years. Some noticeable changes were observed at peer institutions, but they have not yet resulted in any statistically significant trends.

Multi-Institutional Study of Leadership

As noted in Criterion 1, UW-Madison students participated in the MSL survey in 2015, 2018, and 2021. Because this continues to be a new initiative for our team, we describe this activity in more detail in our section on Criterion 5.

Academic Year 2025-26 Goals

As noted in our section on Criterion 5, we will continue to participate in the MSL with the UW Office for Student Organizations, Leadership & Involvement and the UW Data, Academic Planning & Institutional Research to further dissect the data and better understand how our engineering students compare to the general student body. We intend to transition from senior exit survey data to MSL data once we receive results from the 2026 edition of the MSL.

Criterion 4 – Outcomes Measures Phenomenally Above Demographic Norms

Typical Thinking that Goes into Evaluating the Criterion

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

Academic Year 2024-25 Progress

The primary distinction between Criteria 3 and 4 is whether outcomes measures are above demographic norms or phenomenally above demographic norms. In our section on Criterion 3, we described how our students perceive our college relative to how other students perceive their colleges. The Benchworks database used for Criterion 3 is based on a scale of 1 to 7. Converting this to a scale of 1 to 10, our Year 2024-25 scores were in the range of 7.4 to 9.0, an improvement above our Year 2007-08 scores of 7.1 to 8.0. For comparison, our peer institutions' students had perceptions ranging from 6.8 to 8.1 in the baseline year and from 7.0 to 8.8 in Year 2024-25. While our scores are certainly at or near the level of 8 noted by the foundation for Criterion 4, the peer institution averages are also significantly higher than the 4 to 5 range noted for Criterion 4. We conclude that a typical peer institution is in the 7.0 to 8.8 range rather than the 4 or 5 noted in the Foundation's criteria. Our results are routinely 0.5 points higher than those of the typical peer institutions, which we conclude is phenomenally higher given that all results are constrained by the upper end of the range.

Academic Year 2025-26 Goals

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

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

Typical Thinking that Goes into Evaluating the Criterion

We are attempting to encourage the institution, its faculty and student body to think beyond their envelope, searching for new ways of networking and collaboration, whole new approaches to enrichment and effectiveness.

This is not about ideas, it is about validated actions. If those actions include the institution, the community it lives in, the world it lives in nationally and internationally, and they are phenomenally above it or have exhibited a breakthrough and others are following, this would be a max award. If they have something that is really promising and covers all those areas, it might be on the lower end of the scale. An activity that has some promise will likely receive a rating of "1" while an activity that is transformational or systemic will likely receive a rating of "3." An activity that is both transformational and systemic – the ideal synergistic nurturing – may receive a rating of "5."

Academic Year 2024-25 Progress

In 2024-25, we continued to advance our work by supporting leadership efforts that focused on transformational and systemic change. The primary accomplishments we report below are: 1) the progress made by our new Center for Innovation in Engineering Education, 2) campus and College of Engineering participation in the Multi-Institutional Study of Leadership, and 3) our continued participation in the Big Ten Leadership Educators Network.

College of Engineering's Center for Innovation in Engineering Education Leadership Education Program

As previously described, our leadership education program is housed in the Center for Innovation in Engineering Education, which is led by director Chris Dakes and associate director for leadership education Angela Kita. The associate director role is intended to provide oversight of two programs – the curricular leadership programming facilitated by the Pieper Chair and a College-wide initiative to support leadership and team dynamics titled Effective Team Dynamics. It is worth noting that while we have previously reported on our participation in the Grand Challenges Scholarship Program (GCSP), a competency-based program that prepares students to address 21st century challenges facing society, we have now completed our two-year pilot of this program. GCSP was time and resource intensive and last year we took steps to sunset the program to reallocate funds and staff time toward higher impact initiatives. Our approach to suspend new recruitment while continuing to work with currently enrolled students through to graduation is aligned with a national trend for similar programs who have also decided to scale back, reallocate, or discontinue their local GCSP programs.

Angela served as instructor of Inter Egr 303 for both sections offered in Spring 2025, with a total of 38 students across two sections of the course. Currently, in Fall of 2025 she has 21 students enrolled in a single section of the course. It is worth noting that the demand for this course has drastically increased with only seniors participating in this course as the enrollment capacity is reached within the first 1-2 days of registration only allowing the seniors with this highest status to enroll in this course. A syllabus for the course is provided in Appendix B.

The official course description, noted at the top of the syllabus and in official campus records, is as follows:

Introduction to basic leadership theories and perspectives; application of said theories to real-life experiences (both engineering and otherwise) through reflections, course discussion, readings, and experiential education in their local communities. Social Change Model of Leadership Development and Servant Leadership theory, viewed through an Applied Critical Leadership Theory lens.

Much like the previous editions of the course, the students were asked to critically evaluate servant leadership and several other leadership models with reading and reflection assignments. Students also had the opportunity to apply their new knowledge to several community-based projects with UW-Madison's UniverCity Year program. The community-based projects conducted in the last year were:

- **Sustainability Action Plan** (Village of DeForest): *How can the village best take advantage of previous recommendations and move forward with their sustainability plan?*
- **Technology Inventory and Needs Study** (Village of DeForest): *How can the village best utilize technology to meet their needs, while ensuring effective communication and data security?*
- **Staffing for Future Growth Plan** (Village of DeForest): *What strategies can help the village align hiring practices with current and future staffing needs?*

- **Continuity of Governance Plan** (City of Waupaca): *How can the city maintain essential functions in response to various emergencies?*
  [Two project teams]
- **Facility Space Needs Study** (Sheboygan County): *What adjustments should the county make to better utilize physical space?*
- **Shared GIS Services Study** (Iowa County): *How might the county partner with other counties to better utilize GIS resources?*
- **Environmental Health Assessment** (Monroe County): *How can the county better assess and communicate information about community health concerns?*
- **EMS Funding and Resources Assessment** (Town of Irving): *How can Irving make the best use of grant funding for new and shared Emergency Medical Services (EMS) together with other localities?*
- **Public Services Building Programming Space Analysis** (Village of DeForest): *How can DeForest best align the needs of several different departments with a future public services building project?*
- **Demand Assessment for Public Transportation** (Village of DeForest): *What are the current needs for public transportation in DeForest and how can the village meet that need with interim solutions?*
- **Workforce Assessment for Public Transportation** (Village of DeForest): *How are current residents and workers in DeForest traveling between their residences and workplaces and how can the village leverage that information for future projects?*

In a final course assignment used to encourage students to reflect on their learning and provide feedback on the course, one specific prompt asked, "Drawing on your experiences this semester, what aspects of leadership resonated with you the most? Select 2 elements of leadership that you would like to explore moving forward." The top aspect that students in the Spring 2025 offering of this course indicated that resonated with them was servant leadership, with 22 out of 38 students reporting this was one of if not the key topic that resonated with them from this course (**Figure 2**).

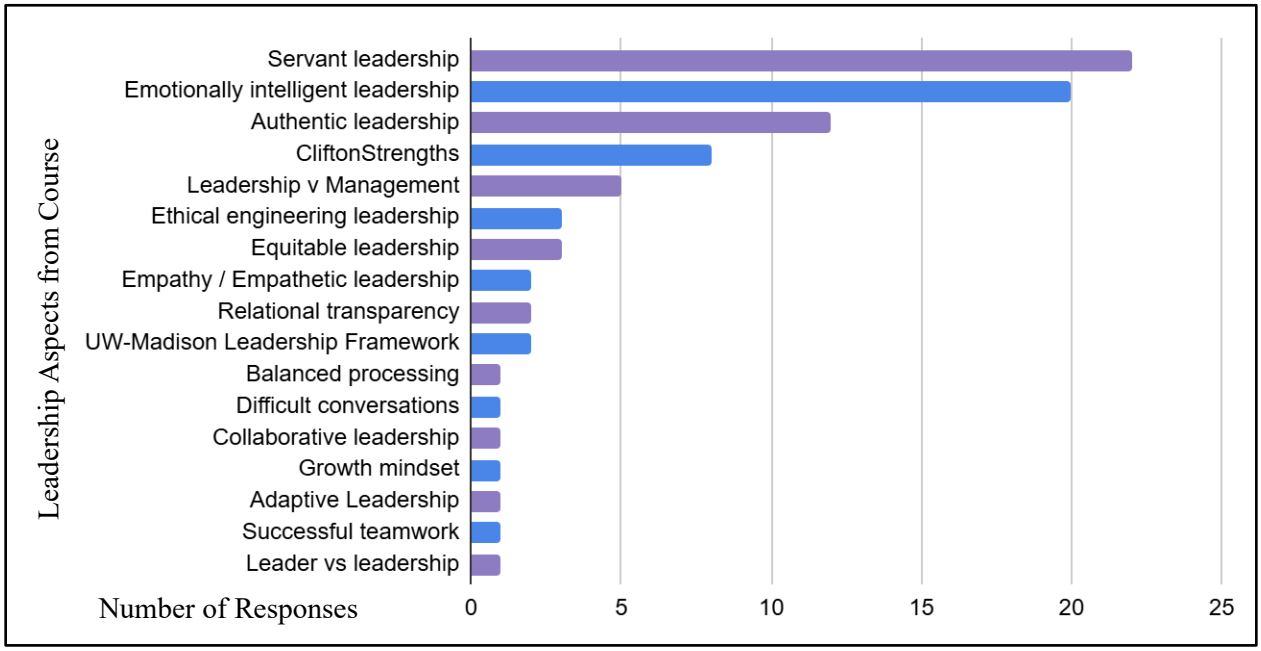

Figure 2 *Student survey results demonstrating the response rates to the prompt, "Drawing on your experiences this semester, what aspects of leadership resonated with you the most? Select 2 elements of leadership that you would like to explore moving forward." A total of 38 students responded to this prompt.*

The interest and value in leadership education at our university continues to grow beyond InterEgr 303. Over the last two years, Angela has been asked to bring leadership-focused activities into different courses and organizations. For example, team-based design courses have requested that Angela educate students on different types of leadership styles, including servant leadership. Angela uses an assessment to identify students' individual strengths

and guides them through activities and reflections to help them map their strengths to their preferred leadership styles. We have found that students very often believe that the only leader among them is the project manager of their design team. After engaging in discussion on various leadership styles, students begin to see how one of them can lead by developing their own style. After early implementation of this in a first-year cross-disciplinary course and a mid-level biomedical engineering course, this has quickly expanded to implementation in a Mechanical Engineering introductory course as well as Capstone design courses in Civil and Environmental Engineering and Biological Systems Engineering. In addition, Angela continues to meet with the student leaders of Mechanical Engineering student organizations to discuss these topics. These requests and our commitment to them demonstrate that our efforts to grow and build leadership awareness and education in UW-Madison College of Engineering offerings have been worthwhile. These are the types of programs that will allow us to expand our reach to all engineering students at UW-Madison.

Engineering4All Community of Practice

Now in its third year, the Engineering4All Community of Practice (E4All CoP) continues to thrive. E4All CoP engages faculty in learning how to take an equity-centered approach to course content around four key engineering skills that are ubiquitous and critical for all engineering disciplines: leadership, teamwork, communication, and ethics. Not only do instructors report high value in participating in the program (8.3/10), but the growing interest and the desire for participants to continue in the CoP further support the importance of this program. In the first year of offering our program we had 27 participants. The second year, 16 original participants returned, and we recruited 12 new participants. Now, at the start of our third year, we have 25 returning and 13 new participants. In total, we have had 54 participants representing all academic departments in the College, and roughly equally split between tenure track faculty, teaching professors, and teaching faculty (the three primary instructional employment categories at our institution). While we do not have direct measures of student impact, our strategy to recruit faculty from all disciplines who teach large enrollment and required courses has provided every enrolled student (~5000) the opportunity to participate in at least one course impacted by the E4All program.

During the first two years of the program, we focused on implementing and supporting leadership skills for our students. Tangible activities and assessments that instructors have reported implementing in their courses as a result of their participation in E4All include: leadership assessments incorporated in peer evaluations, discussions of different types of leadership skills, the important distinction between leadership and project management, and clearer definition of team roles. However, during the current offering (third year) of the program, we have shifted our focus to empowering instructors to lead sub-groups within our large CoP on focused topics of their interest (i.e. Education Journal Club, Scholarship of Teaching & Learning, Cross-Departmental Alignment, and Generative Artificial Intelligence in Academia). Prior participants proposed these focused topics and nominated themselves to serve as leaders. Each leader is supported by the Center but encouraged to run their sessions as they see fit, resulting in a model that will be participant driven with high interest and tangible value for each participant, yet sustainable for the Center and our College to continue to support for future years.

Multi-Institutional Study of Leadership (MSL) - *Previously Reported Information*

This section will begin with information reported in last year's report, to help understand the context of new efforts undertaken during Academic Year 2024-25. As we have previously reported, the MSL is an international research program focused on understanding the influences of higher education in shaping socially responsible leadership capacity & other leadership related outcomes (e.g., efficacy, cognitive skills, and resiliency). Beyond a research program, the MSL is an international movement toward more effective, evidence-based college student leadership development, and results can be evaluated with other leadership models in mind (including Servant Leadership, see Figure 3). More than 80 institutions of higher education have participated in this study.

During the 2020-21 academic year, we successfully administered a survey of undergraduate students campus-wide and graduate students in the School of Pharmacy. Over 30,000 undergraduate students were invited to participate and complete responses were received from 4,976 of them. This was a significant expansion of our effort from the 2018 survey, in which we invited 13,500 students to participate. This will help us better analyze the least privileged,

most marginalized student populations on our campus, so that we can ensure effective delivery of leadership education on a campus-wide basis. Greg Harrington serves as co-principal investigator for the study. The other co-principal investigator has transitioned from Mark Kueppers to Cory Hamilton.

Figure 3 *Visual model of the Multi-Institutional Study of Leadership*

Data analysis was completed in the 2021-22 academic year, leading to the following completed reports:

- Coalition report with key findings and recommendations for campus
- Technical report with detailed statistics
- Additional reports provided by MSLs research team

Additional information is posted at the Leadership @ UW website. Members of the Pieper Foundation and the Pieper Foundation Board are invited to browse the site.

When considering statistical significance tests, University of Wisconsin students score higher on leadership outcomes attainment than students at similar institutions (Big Ten, Carnegie and Barron's classification peers). These differences are relatively small when evaluating differences on an effect size basis.

Our analysis also yielded the following key findings:

1. UW–Madison students scored as high on leadership outcomes as students at other institutions.
2. Leadership outcome scores for UW–Madison students have been mostly stable over time.
3. Consistent differences in leadership outcome scores were not observed by school/college.
4. Leadership outcome scores were not consistently associated with student demographics except for international status and GPA.
5. Some college environments - such as community service, organizations, student groups, mentoring, and leadership training - were strongly associated with higher leadership outcome scores.
6. Participation in those environments strongly associated with higher leadership outcome scores (Key Finding 5) was not consistently associated with selected student demographics.
7. High Impact Learning Experiences and Work for Pay were not strongly associated with leadership outcome scores.

As the key findings from this iteration of the MSL crystalized, the MSL Coalition considered goals and recommendations that aligned with the data and best practices in leadership development. The recommendations below were developed, reviewed, and revised with the intent to advance leadership education and research at UW-Madison.

1. Identify peer-based and time-based aspirational institutional benchmarks for student leadership outcomes.
2. Establish infrastructure that supports application of best practices for attainment of student leadership outcomes.
3. Expand engagement in on-going leadership research and assessment.
4. Develop and/or connect complementary curricular and co-curricular leadership programs.
5. Encourage curricular and co-curricular leadership programs to be grounded in theoretical and conceptual leadership models.
6. Incorporate experiences that are strongly associated with attainment of leadership outcomes into high impact learning experiences and work experiences.

One key purpose for our participation in the study is to serve as a vehicle for continuous improvement of leadership education programs at UW-Madison. As noted in the coalition report, one of the key findings was the lack of difference between undergraduate engineering students at UW-Madison and the rest of the undergraduate population. This allowed the task force to make recommendations for improvement that applied across the campus and these recommendations did not need to be tailored to specific colleges or schools on campus.

Some recommendations have already been adopted for the leadership course (InterEgr 303) and the Emerging Leaders in Engineering program, particularly the opportunity for students to engage in community-based learning projects in collaboration with the UniverCity Alliance. Bringing leadership education into the Center for Innovation in Engineering Education is also consistent with the 4th and 5th recommendations noted above.

Last year we also launched an initiative to formally map the socially-responsible leadership outcomes of the MSL study to servant leadership outcomes. This effort was launched by Angela Kita, who worked with the Pieper Servant Leadership Chair to set up the mapping effort. To ensure our mapping was done with outcomes that were psychometrically tested, we used the seven servant leadership outcomes defined by the work of Liden and coworkers (2015)[1]. These seven outcomes are:

1) *emotional healing*, which involves the degree to which the leader cares about followers' personal problems and well-being
2) *creating value for the community*, which captures the leader's involvement in helping the community surrounding the organization as well as encouraging followers to be active in the community
3) *conceptual skills*, reflecting the leader's competency in solving work problems and understanding the organization's goals
4) *empowering*, assessing the degree to which the leader entrusts followers with responsibility, autonomy, and decision-making influence
5) *helping subordinates grow and succeed*, capturing the extent to which the leader helps followers reach their full potential and succeed in their careers
6) *putting subordinates first*, assessing the degree to which the leader prioritizes meeting the needs of followers before tending to his or her own needs
7) *behaving ethically*, which includes being honest, trustworthy, and serving as a model of integrity

Angela invited a group of individuals from leadership education programs across the UW-Madison campus to participate in the mapping exercise, as well as individuals engaged in servant leadership programming from the Milwaukee School of Engineering and Ripon College.

[1] R.C. Liden, S.J. Wayne, J.D. Meuser, J. Hu, J. Wu, and C. Liao. 2015. Servant leadership: Validation of a short form of the SL-28. *The Leadership Quarterly*. 26 (2015) 254–269. http://dx.doi.org/10.1016/j.leaqua.2014.12.002.

Christa applied statistical analysis to the data collected from Angela's efforts to develop models that map MSL outcomes to servant leadership outcomes. The purpose of Christa's study was to determine the extent to which survey items from the MSL appropriately measure the seven dimensions of servant leadership. Christa did this by implementing a factor analysis to determine which combination of MSL survey items most strongly represented each dimension of servant leadership.

During the first phase of the mapping, experts demonstrated consistency by achieving absolute majority in most questions (59/108, 55%). A decision tree algorithm was used to achieve consensus in the remaining questions. During the second phase of this project, a factor analysis was done to further refine the number of questions in each model representing a unique servant leadership dimension. Final models using 3-4 candidate survey items from the MSL were successfully mapped to each of the seven dimensions of servant leadership. Future work will implement the models built in this analysis and apply them to data collected in the next offering of the MSL survey (2026). Although further validation is still necessary, this analysis shows there is potential for the plethora of data acquired through the MSL to be analyzed through the models proposed in this study, models built to represent servant leadership centered in equity and justice.

A complete report on this mapping was provided in last year's report to the Pieper Foundation and can be provided again upon request.

While the mapping exercise was helpful, the implementation of MSL 2026 gives us an opportunity to improve our understanding by adding questions to the survey instead of doing a post-survey mapping. Please see the next section for a description of this.

Initiatives Undertaken for Academic Year 2024-25

The focus of our efforts related to the MSL for this year have been to support the implementation of the 2026 edition, to be offered to all undergraduate students on our campus in February 2026. Greg Harrington and Cory Hamilton will serve as the campus-level Principal Investigators for the 2026 MSL. Preparation for the launch of MSL 2026 includes gathering support and approval with stakeholders across campus including the Office of Student Affairs, the Office of Data, Academic Planning & Institutional Research, the Office for Student Organizations, Leadership & Involvement, and others interested in leadership education. In addition, we are working on approval for offering this Survey at our institution through our Institutional Review Board, and the Institutional Survey Review Committee.

The survey instrument contains over 100 standard questions for all participating institutions. It also gives each institution the opportunity to add 10 custom questions. For the 2026 edition, we will be using this opportunity to assess student attainment of Liden's seven servant leadership outcomes (see previous section). Each of the outcomes is tied to a single question, which are as follows:

> *Instructions:* Thinking about your role as a leader within a team setting, respond to the prompts below on the following scale: strongly disagree = 1; disagree = 2; slightly disagree = 3; neutral = 4; slightly agree = 5; agree = 6; and strongly agree = 7.
>
> 1. I can tell if something work-related is going wrong.
> 2. I make others' career development a priority.
> 3. Others would seek help from me if they had a personal problem.
> 4. I emphasize the importance of giving back to the community.
> 5. I put others' interests ahead of my own.
> 6. I give others the freedom to handle difficult situations in the way that they feel is best.
> 7. I would NOT compromise ethical principles in order to achieve success.

Directly asking these questions to all UW-Madison students who complete this survey will not only give us a validated assessment of their traits as a servant leader, but it will also allow us to further validate the prior mapping

of the existing MSL survey questions to the dimensions of servant leadership. Further understanding of how the existing MSL survey may or may not appropriately assess servant leadership could either help identify how to utilize an existing national database already acquired through the MSL survey, or it will support the need to implement specific questions related to the dimensions of servant leadership that may not be appropriately assessed through existing survey tools.

Academic Year 2025-26 Goals

College of Engineering Center for Education Innovation

We look forward to Angela's continued development of the leadership course and discussions are in process expand the capacity of this course to allow students with sophomore and junior standing to enroll in the course as well. Much of this growth will be stimulated by CIEE's work with E4All. Even though the E4All CoP is in its infancy, it is clear that there are value and need in the community created and we look forward to continuing to improve and build upon current efforts and share our successes with the broader engineering education community.

Multi-Institutional Study of Leadership

With survey conduction complete, there will be a significant amount of work necessary to complete the data analysis. More specifically, a significant effort will need to be done to utilize the students' results from the custom questions to further validate the mapping of the MSL survey results to the seven dimensions of servant leadership. From there, attention will be focused on gaining campus-wide participation in implementing recommendations.

In addition, as noted in previous reports to the foundation, after completing participation in the 2026 edition of the MSL, we will likely have enough longitudinal data to replace the Benchmark data used for Criteria 1, 3, and 4.

Criterion 6 – Carrying Out Mission of the Chair

Typical Thinking that Goes into Evaluating the Criterion

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

Academic Year 2024-25 Progress

We continue to be more judicious in distinguishing between initiatives and routine work of carrying out the chair's mission. We continue to be involved in several campus-level and college-level activities as follows:

1. **College of Engineering Student Leadership Center.** While Angela Kita continues to work with student organizations to offer leadership training, we have chosen this year to hold off on providing financial support for UW-Madison College of Engineering students to lead service-learning or community outreach projects that "lift up society, enrich organizations and communities, and have a positive effect on the least privileged." Given current budget constraints, we have focused these funds to support a portion of CIEE staff salaries (Angela Kita and Christa Wille) that help uphold the existing leadership efforts. We intend to bring back directed funds for student organizations as soon as possible.

2. **Community-Based Involvement in Engineering Classes.** We continue to work with connections at the Morgridge Center for Public Service and the UniverCity Alliance to bring community-based projects to

the Senior Capstone Design course in the Department of Civil and Environmental Engineering. We have now performed projects for communities in Adams, Brown, Columbia, Dane, Door, Green, Marathon, Monroe, Outagamie, Sheboygan, Pepin, and Waupaca Counties. We have also partnered with our Guatemala unit of Engineers Without Borders to work on school and water supply projects in our freshman engineering class.

3. **Collaboration with the UW-Madison Office for Student Organizations, Leadership & Involvement (S)LI).** We continue to engage the campus-level leadership development group (formerly The Center for Leadership & Involvement) with analysis of the campus-wide leadership framework and its continuous improvement. We are also engaged in long-term strategic planning that will elevate the academic stature of SOLI. Long term goals are to develop a leadership certificate that has an academic credential status similar to a minor and to include a research component inclusive of both scholarly research and internal operations research.

Big Ten Leadership Educators Network

We continue to engage with the Big Ten Leadership Educators Network, with Cory Hamilton remaining an active member and contributing to the annual summit planning committee, meeting on a quarterly basis. This year's summit was held at the Big Ten Conference Center in Chicago. Cory continues to remain a strong advocate of assessment efforts for leadership education programs and is working to strengthen these relationships through an MSL Big Ten Coalition where he is working to share the importance of participating in the assessment of leadership education through surveys like MSL. With the offering of MSL 2026, this allows us a unique opportunity to share the importance of these efforts with the additional schools now a part of the Big Ten Conference who may not have been previously aware of this opportunity.

Academic Year 2025-26 Goals

We will continue to engage with the Center for Innovation in Engineering Education to facilitate development of leadership education activities that are inclusive of the servant leadership model. While we do anticipate Angela Kita's leadership course to grow in size, her curricular programming for this course is in a stable position. Currently she is focused on expanding her co-curricular programming where she brings her leadership training modules into existing engineering courses, especially team-based design courses. Co-curricular programming can be an effective complement to and should reinforce curricular programming. Greg will also continue to engage with Cory Hamilton and the campus' Office for Student Organizations, Leadership & Involvement to develop strategic plans for the future and additional leadership training opportunities.

Big Ten Leadership Educators Network

The Big Ten Leadership Educators Network remains committed to meeting annually in an effort to advance the field of leadership education. We continue to work with our Big Ten peers to ensure a continued commitment to continuous improvement in leadership education across this globally recognized set of universities. In light of MSL 2026 offering, Cory is currently working on recruiting additional schools to join this Network and is facilitating more frequent meetings to collaborate and prepare for the launch of the MSL 2026 survey.

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

Typical Thinking that Goes into Evaluating the Criterion

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

Academic Year 2024-25 Progress

We ask the board to consider Melissa Setz, PE, as an example of someone who consistently leads with servant leadership. Ms. Setz is a 2011 bachelor's degree and a 2013 master's degree alumnus of the Department of Civil and Environmental Engineering. Ms. Setz is a geological and geotechnical engineer with over ten years of experience in projects related to dam safety rehabilitation, dam safety subsurface investigations, risk analyses, and geotechnical instrumentation. Not only does Ms. Setz demonstrate numerous professional examples of leadership, but her dedication to servant leadership is further supported by her involvement in community outreach.

Professionally, Ms. Setz's project experiences are focused on the support of community dams, an interest of hers that grew out of her exposure and passion for the natural waterways in Wisconsin. More specifically, Ms. Setz indicated that her exposure and experience with the Wisconsin Idea during her time at UW-Madison has helped to shape her career trajectory. The Wisconsin Idea signifies a general principle: that education should influence people's lives beyond the boundaries of the classroom. For example, during her participation in an early version of the current course Applied Leadership Competencies in Engineering (Interdisciplinary Engineering 303), a course supported by the Pieper Foundation, Ms. Setz participated in community-based team projects such as project support for local playgrounds and libraries. Not only did Ms. Setz participate in this course as a student, but her interest and dedication to leadership also earned her a position as a teaching assistant for this course. Thus, through her participation and support of these community-based projects in this class, Ms. Setz embodied multiple aspects of a servant leader; characteristics that she has carried with her today into her professional career.

Professionally, she has chosen to work on projects that continue to have a significant impact on the surrounding communities. More specifically, these experiences have included the inspection and evaluation of embankment and rockfill dams. She has led projects that evaluated the stability of concrete dams, including powerhouses, spillways, and nonoverflow sections, with specific efforts directed toward ensuring the protection of public safety of those living up and down stream of the dams. In support of her professional endeavors, Ms. Setz was awarded the 2024 Young Professional of the Year Award from the Association of the State Dam Safety Officials. This award recognizes members under 40 working in the dam-safety field who have made outstanding contributions to the Association, their organizations, or the dam-safety industry.

In addition to her career, Ms. Setz also exemplifies attributes of a servant leader through her participation on her professional organization's community outreach committees that focus on engaging students in dam safety. She serves on the committee to create lesson plans to bring to elementary, middle school, and high school students to teach them about dams. She is also on the scholarship committee where they review, select, and award undergraduate students interested in pursuing careers in dam safety. In addition, she also serves on a committee as a reviewer for a student paper competition dedicated to dam safety. Finally, for several years she has participated in "Teach a girl about Engineering Day", where her company has created an activity and a dedicated booth to empower young girls to learn more about dam safety.

In summary, Ms. Setz's remarkable efforts demonstrate her dedication to servant leadership, an embodied characteristic that she attributes to her exposure to leadership traits and styles through her participation in leadership courses and the leadership certificate during her time at UW-Madison. We truly feel that Ms. Melissa Setz is a model servant leader and look forward to continuing to witness all that she does to influence those around her, both personally and professionally.

Academic Year 2025-26 Goals

We remain confident that the college's leadership program will continue to instill and reinforce the service-oriented values that our students commonly carry forward into their careers. While we wish to approach this criterion with some humility, we believe there are a significant number of our former engineering students who are bringing positive change to the world while exhibiting the attributes of servant leaders. This belief is reinforced by the large number of students who are planting the seeds for such service while they are on campus.

We continue to question whether our alumni tracking efforts are extensive enough to identify candidates who meet this criterion. In the coming year, we will critically evaluate our approach and modify it if warranted.

As we have indicated in previous years, we hope to use the Servant Leader Chair endowment to continue encouraging engineering students to participate in activities that serve underprivileged communities both locally and in developing countries. Our educational activities and our funding of student projects focused on providing clean water to impoverished communities and exposing the STEM fields to underrepresented communities is contributing to positive social change. We look forward to participating with and supporting our communities in making the world more just and humane.

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

Please note that we receive this data annually in October. Last year's report was submitted after receipt of this data while this year's report is being submitted prior to receipt of this data. Thus, this appendix presents the same data as last year's report.

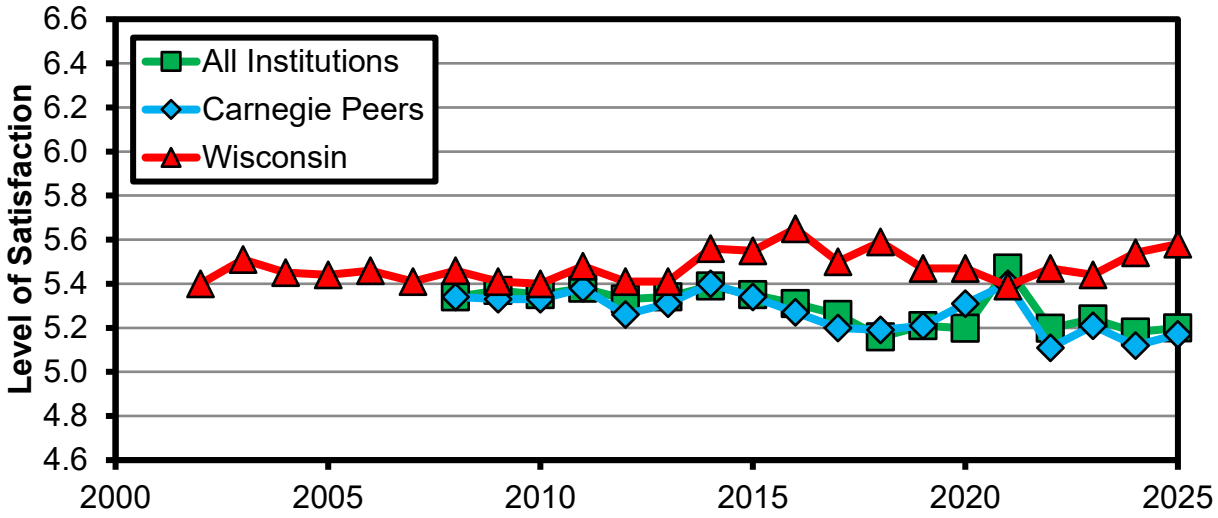

Figure A1 *Mean level of satisfaction with value derived from team experiences. The x-axis is organized on an academic year basis, so that 2015 refers to the 2014-15 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on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

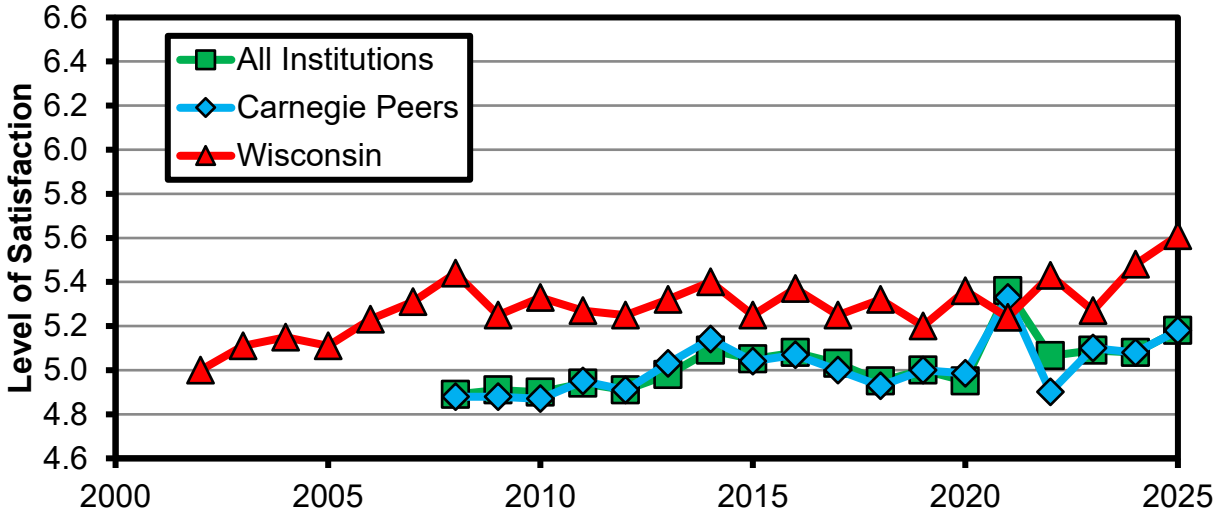

Figure A2 *Mean level of satisfaction with value of engineering student organization activities. The x-axis is organized on an academic year basis, so that 2015 refers to the 2014-15 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engin Engineering began in the 2008-09 academic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

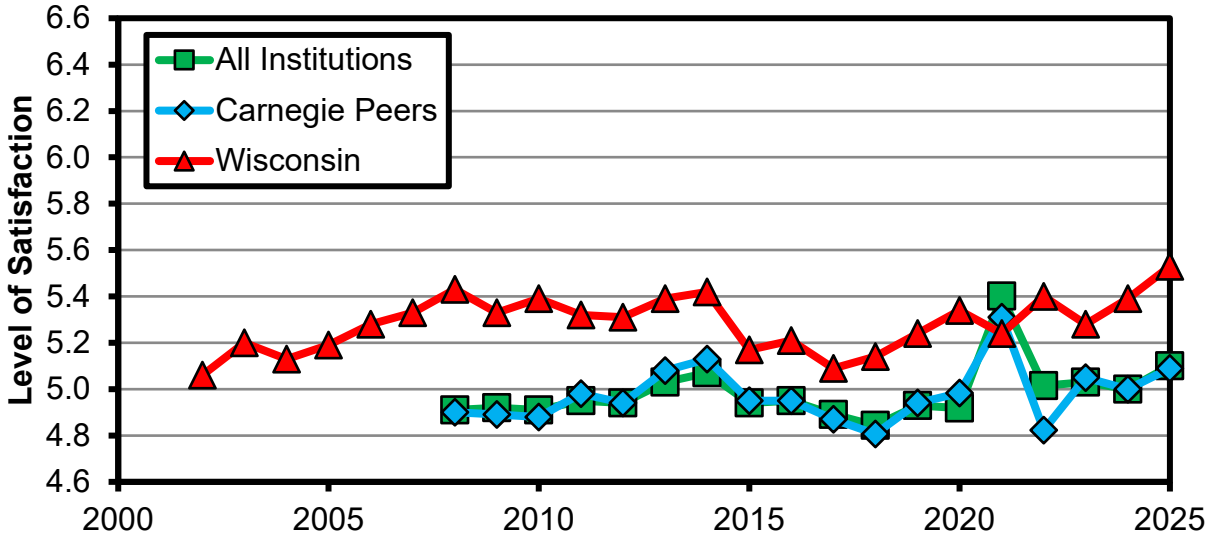

Figure A3 *Mean level of satisfaction with leadership opportunities in engineering student organization activities. The x-axis is organized on an academic year basis, so that 2015 refers to the 2014-15 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer engineering institutions was statistically significant at a 95% confidence level. For the same period, there was a statistically significant improvement in student perception at Wisconsin*

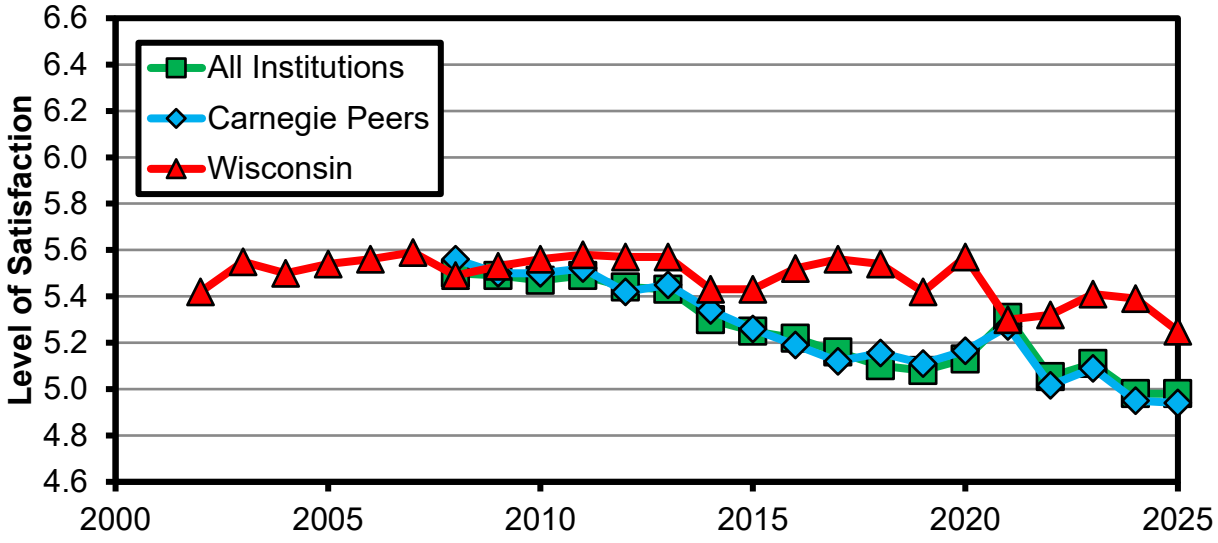

Figure A1 *Mean level of satisfaction with fellow students' ability to work in teams. The x-axis is organized on an academic year basis, so that 2015 refers to the 2014-15 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale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

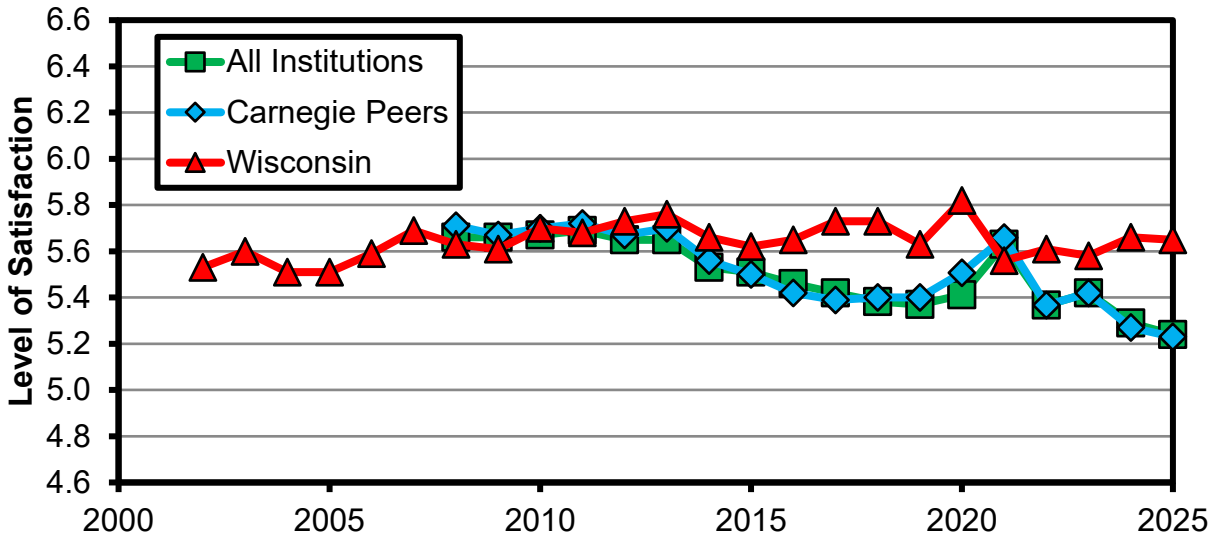

Figure A2 *Mean level of satisfaction with fellow students' level of camaraderie. The x-axis is organized on an academic year basis, so that 2015 refers to the 2014-15 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale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

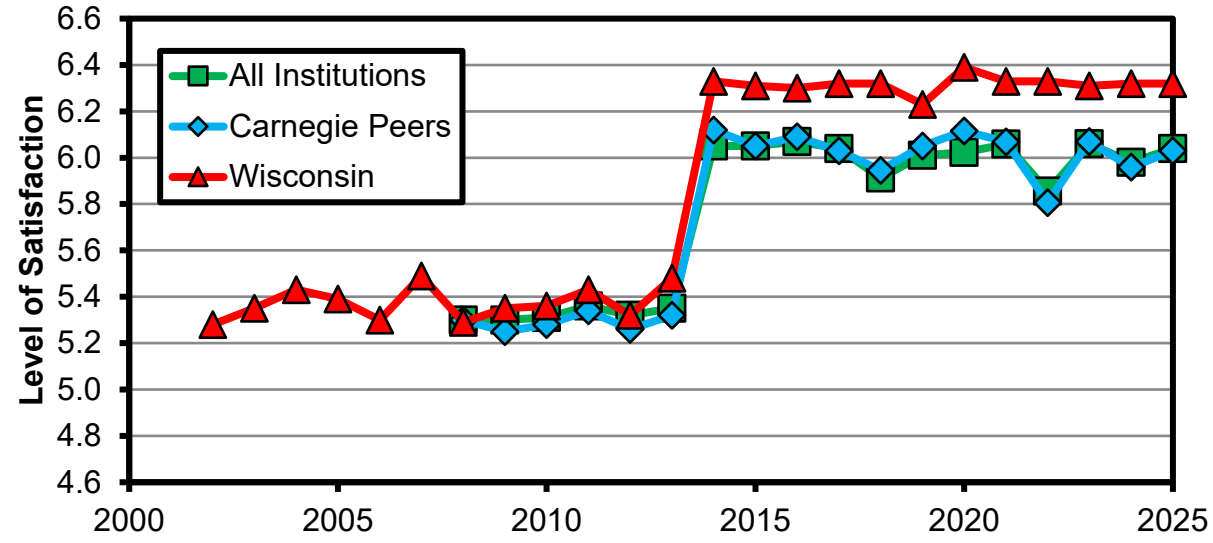

Figure A3 *Mean level of satisfaction with how engineering education enhanced ability to function on multidisciplinary teams. The x-axis is organized on an academic year basis, so that 2015 refers to the 2014-15 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer institutions was statistically significant at a 95% confidence level. For the same period, there was no statistically significant improvement or decline in student perception at Wisconsin. The large improvement for all institutions in 2013-14 was likely due to a rephrasing of the question asked in the survey.*

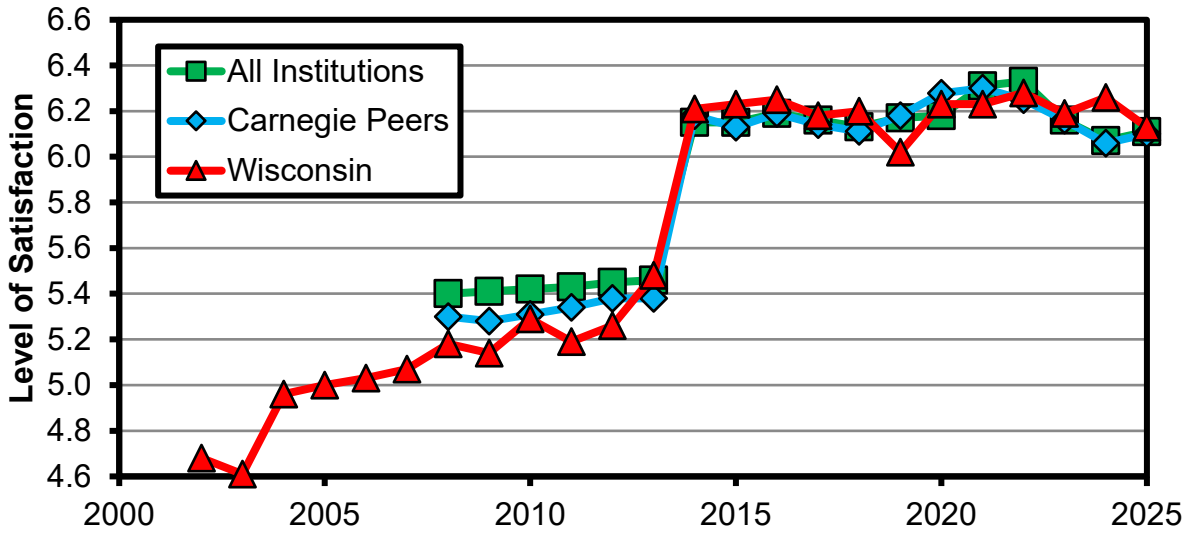

Figure A4 *Mean level of satisfaction with how engineering education enhanced ability to understand ethical responsibilities. The x-axis is organized on an academic year basis, so that 2015 refers to the 2014-15 academic year. The Pieper Servant-Leader Chair at th e UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer institutions was not statistically significant at a 95% confidence level. For the same period, there was no statistically significant improvement or decline in student perception at Wisconsin. The large improvement for all institutions in 2013-14 was likely due to a rephrasing of the question asked in the survey.*

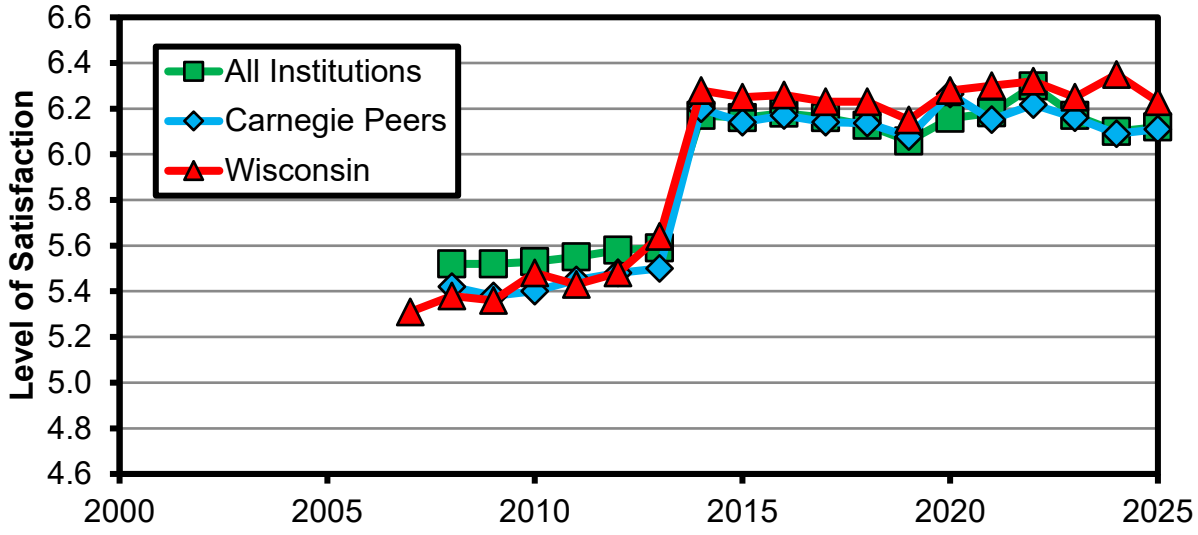

Figure A5 *Mean level of satisfaction with how engineering education enhanced ability to understand professional responsibilities. The x-axis is organized on an academic year basis, so that 2015 refers to the 2014-15 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer institutions was statistically significant at a 95% confidence level. For the same period, there was no statistically significant improvement or decline in student perception at Wisconsin. The large improvement for all institutions in 2013-14 was likely due to a rephrasing of the question asked in the survey.*

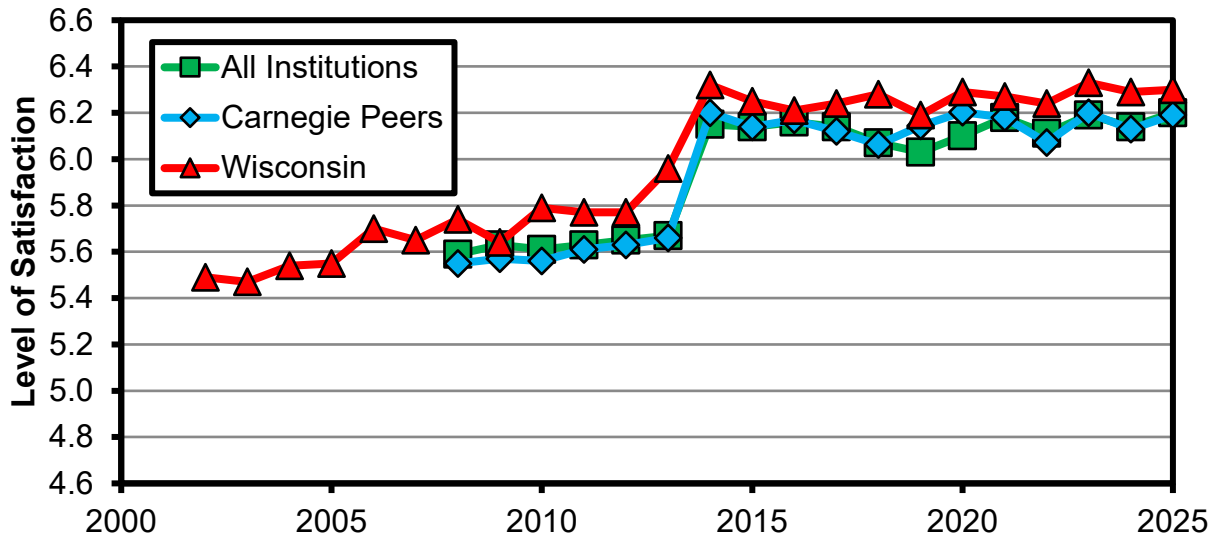

Figure 6 *Mean level of satisfaction with how engineering education enhanced ability to recognize need to engage in lifelong learning. The x-axis is organized on an academic year basis, so that 2015 refers to the 2014-15 academic year. The Pieper Servant-Leader Chair at the UW-Madison College of Engineering began in the 2008-09 academic year. The scale on the y-axis has a minimum value of 1 (very dissatisfied) and a maximum value of 7 (very satisfied). For the most recent six years, the difference between Wisconsin and peer engineering institutions is statistically significant at a 95% confidence level. For the same period, there was no statistically significant improvement or decline in student perception at Wisconsin. The large improvement for all institutions in 2013-14 was likely due to a rephrasing of the question asked in the survey.*

Appendix B - Syllabus for InterEgr 303 Applied Leadership Competencies for Engineers

College of Engineering
UNIVERSITY OF WISCONSIN–MADISON

Course Information

Course Subject, Number and Title
INTEREGR 303 - Applied Leadership Competencies in Engineering

Credits and Contact Hours Per Week
3 credits, 3 contact hours per week

Credit Hour Explanation
This class meets for two, 75-minute class periods each week over the semester and carries the expectation that students will work on course learning activities (volunteering, reading, reflecting, writing, etc.) for about 3 hours out of the classroom for every class period. There is a volunteer component to this course that will require you to work on a project in coordination with a local Wisconsin community with your peers both inside and outside of class.

Course Description
Introduction to basic leadership theories and perspectives; application of said theories to real-life experiences (both engineering and otherwise) through reflections, course discussion, readings, and experiential education in their local communities. Social Change Model of Leadership Development and Servant Leadership theory, viewed through an Applied Critical Leadership Theory lens.

Requisites
None

Course Designations/Attributes
None

Learning Outcomes

Course Learning Outcomes

1. Identify the leadership role that engineering professionals play in service to a breadth of social, political, environmental, economic, and global issues

2. Apply and reflect on the "Seven C's" of the Social Change Model through engaging as servant leaders in a stewardship service project

3. Apply teamwork and leadership skills necessary to embrace individual differences and help groups collaborate on shared aims and values

4. Identify and describe one's own individual strengths, and be able to identify and honor the strengths in others

5. Communicate comfortably and professionally with peers, practicing engineers, and adult professionals

6. Reflect upon and understand one's own responsibility to strive for self-awareness, empathy, authenticity, vulnerability, and curiosity when working on leadership skill attainment

7. Utilize a critical race perspective to address leadership challenges found in personal and professional experiences to achieve change in response to power, domination, access, and achievement imbalances.* (*Note: outcome language from Santamaria & Santamaria (2012), p. 7)

ABET Outcomes

3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Meeting and Instructor Information

Meeting Time and Location
Mondays and Wednesdays, 4:00-5:15p; 410B Wendt Commons (Fall 2025)

Instructional Modality
In-person

Instructor Title and Name
Angela Kita, Associate Director for Leadership Education

Instructor Contact Information
amkita@wisc.edu

Day/Time/Location of Office Hours
Mondays from 2:00pm-3:00pm or by appointment
217 Wendt Commons, 215 N Randall or via Zoom

Overview

Regular and Substantive Student-Instructor Interaction
Regular student-instructor interaction will occur weekly during scheduled class meetings. Substantive interaction will be achieved through direct instruction, providing feedback on student work, providing information about course content, facilitating discussion of course content, and providing guidance on a semester-long team project.

Brief List of Topics

- Stages of group development
- Personal and team strengths
- Leadership and management
- Emotionally intelligent leadership
- Servant Leadership
- Equitable leadership
- Authentic leadership
- Social Change Model of Leadership
- UW-Madison Leadership Framework
- Ethics in Engineering
- Mindful Leadership

Materials

Link to Canvas Site
https://canvas.wisc.edu/courses/476244

Required Textbook(s), Software and Other Materials
None. All necessary materials will be provided by the instructor.

Coursework and Grading

Assignments/Exams/Other Graded Work

- **Reflection assignments -** You will complete several written assignments throughout the semester, reflecting on the topics we explore. Reflection papers will be assessed on effort and demonstrated understanding of the material.
- **Feedback assignments -** You will have several opportunities throughout the semester to share feedback, including self- and peer-assessments using Feedback Fruits (a tool integrated into Canvas).
- **Leadership profile assignments -** As you explore different leadership styles, you'll develop your thoughts on your approach towards leadership. To capture that, you'll compile a leadership profile over the course of the semester.
- **Team project through UniverCity Alliance -** Assignments will be scaffolded over the semester to support your successful completion and will include: project memos, a mid-semester and final presentation, a draft of your project, and the final product for the community partner. This volunteer project asks for you to employ your "engineering brain" while simultaneously growing your team skills and exploring the role of serving a community. You will collaborate with a Wisconsin community (town, city, or county) to work on a project that utilizes your skills. You and your project team are expected to review the Scope of Service document that has been assigned to your group and complete the deliverables that have been outlined in the document, as well as those that have been discussed with your community partner(s). Towards the middle of the semester you and your team will submit a project check-in document to your instructor, as well as the local non-profit.
    - **Project updates -** Your team will have several opportunities to provide updates on your project.

- **Preliminary presentation -** About halfway through the semester, your project team will create an initial presentation. This will outline the project sponsor, key background and stakeholder information, the goals of the project, and your team's plan to achieve those goals. This will be a 10-minute presentation with 3-5 minutes for questions from the audience.
- **Final presentation -** Your team will present a project summary during the last week of a semester. This will be a continuation of the mid-semester presentation, with additional information about the overall project, potential next steps for the local community, and final statements. Project sponsors will be invited to attend this presentation.
- **Final report draft & deliverable -** Your team will submit your final deliverable, both for the course and to the project sponsor. Project deliverables will vary based on the needs of each community, but they will be assessed using a single scoring rubric.

- **Professionalism & participation -** An overall assessment will be made of each student's continued participation in class discussion throughout the course. Thoughtful participation can be defined in multiple ways—engaging in small or large group discussions, contributing to teamwork, or sharing your thoughts in course forms. Professionalism in communication and class attendance will also be used as a metric to determine this overall score. It is expected that you attend class and participate in class discussions; however, you do not need to participate in every class to receive full credit for participation. Please communicate any planned or unplanned absences with your instructor so we can determine an accommodation plan.

- **Homework & Other Assignments**
  - Reading and short videos will be assigned weekly to provide context for each topic.
  - You will complete reflections assignments that connect with the topic and your personal experience
  - All assignments will be posted on Canvas with instructions and submission deadlines
  - It is the expectation of your instructor that reflection papers are done on an individual basis, and group work is completed equally amongst the group.
  - Late assignments will lose 5% per day late (up to 50%) unless prior approval from the instructor.
  - Attendance for class is required and will be taken at the beginning of each class. If you must miss a class period, please confirm with the instructor before the class period via email.

Grading

This course does not have a final exam. Instead, a large portion of your graded work will be a part of a volunteer project. This course is heavily project and reflection-based; it emphasizes the importance of reading the material, participating and listening during class discussions, and synthesizing your thoughts into reflection pieces. Successful students will put in the effort to learn more about themselves and their fellow students.

Final gades will be determined by the total percentage of points earned: A=92-100%, AB=88-91.9%, B=82-87.9%, BC=78-81.9%, C=70-77.9%, D=60-69.9%, F<60%. This course is not graded on a curve, so if everyone in the class earns >94% then everyone gets an A. Your grade for this course will be based on your work in the following categories, as noted in the table on the next page.

Assessment	Points	Percentage
Reflection assignments	140	28
Feedback assignments	40	8
Leadership profile assignments	50	10
Project updates	25	5
Preliminary presentation	20	4
Final presentation	100	20
Final report (deliverable) draft	20	4
Final report (deliverable)	80	16
Professionalism & participation	25	5
Total	**500**	**100%**

Schedule

Date	Topic & activities	Items due
Week 1: 9/3	Welcome! Course overview & connections	Pre-course survey
Week 2: 9/8	Leadership & Management UW Madison Leadership Framework	Reflection #1 (leadership / MGMT) Complete Welcome & teamwork survey
Week 2: 9/10	Team agreements Connect with project sponsors	Submit team agreement
Week 3: 9/15	Self-awareness Clifton Strengths & other assessment	Reflection #2 (CliftonStrengths)
Week 3: 9/17	Team-building & psychological safety Project work time	n/a
Week 4: 9/22	Interpersonal Communication Emotionally Intelligent leadership	Reflection #3 (EI Leadership)
Week 4: 9/24	Active listening, coaching Project work time	n/a
Week 5: 9/29	Learning & Development of Others Servant leadership	Reflection #4 (Servant leadership)
Week 5: 10/1	Project work time	Project update #1
Week 6: 10/6	Spotlight: Authentic leadership	Reflection #5 (Authentic leadership)
Week 6: 10/8	Values exploration Project work time	n/a
Week 7: 10/13	Context & Culture Equitable leadership	Reflection #6 (Equitable leadership)
Week 7: 10/15	Project work time	Team feedback #1 (self & peer eval)
Week 8: 10/20	Decision Making Ethical Engineering leadership	Reflection #7 (Ethical leadership)
Week 8: 10/22	Codes of Ethics Project work time	Team feedback #1 (reflection)
Week 9: 10/27	Revisiting Strengths Your Leadership Profile	Leadership profile: Self-awareness
Week 9: 10/29	Project work time	Project update #2
Week 10: 11/3	Guest speaker	n/a
Week 10: 11/5	Preliminary Presentations	Preliminary presentation slides
Week 11: 11/10	Ideas into Action Social Change Model	Reflection #8 (Ideas into action)
Week 11: 11/12	Project work time	Team feedback #2 (self & peer eval)
Week 12: 11/17	UW-Madison Leadership Framework Self-assessment	Reflection #9 (UW Leadership framework)
Week 12: 11/19	Leadership profile snapshot Project work time	Team feedback #2 (reflection)
Week 13: 11/24	Guest speaker	Reflection #10 (planning)
Week 13: 11/26	TBD	n/a
Week 14: 12/1	Project work time	Project update #3 (slides draft)
Week 14: 12/3	Project work time	Leadership profile
Week 15: 12/8	Project presentations	n/a
Week 15: 12/10	Project presentations	n/a
Week 16: 12/15	No class	Submit deliverable Team feedback #3

Policies

Academic Integrity
By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin–Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary sanctions include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension or expulsion.

Accommodations for Students with Disabilities
The University of Wisconsin–Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12) and UW–Madison policy (UW-855) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Disability Resource Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Engineering for All
We cultivate and uphold a safe, welcoming, and supportive environment for all, operating with the highest standards of integrity, collegiality, and ethics and recognizing the contributions of every member of our college community. Our faculty integrate innovative, multidisciplinary research into the classroom, leveraging evidence-based teaching methods to inspire and prepare our students. Through our research, teaching and service, we pursue answers to societal needs and challenges.

Academic Calendar and Religious Observances
View the full academic calendar in addition to information about religious and election day observances. Students are responsible for notifying instructors within the first two weeks of classes about any need for flexibility due to religious observances.

Establishment of the academic calendar for the University of Wisconsin–Madison falls within the authority of the faculty as set forth in Faculty Policies and Procedures. Construction of the academic calendar is subject to various rules and laws prescribed by the Board of Regents, the Faculty Senate, State of Wisconsin and the federal government. Find additional dates and deadlines for students on the Office of the Registrar website.

Mental Health and Well-Being
As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of

motivation. University Health Services can help with these or other issues you may experience. Help is always available. You can learn about free, confidential mental health services available to you; call 608-265-6600 (option 2) or visit uhs.wisc.edu. College of Engineering students can also directly access short-term mental health support from the engineering embedded mental health provider. Visit the Engineering Wellness page for more information.

Name & Pronoun Policy

You have the right to be referred to by the name that you are most comfortable with. If the name listed on my roster is not the name you would like to be called, you are welcome to let me know in class or through email at any time. Additionally, you have the right to be referred to with the pronouns you are most comfortable with. To have a safe and respectful class environment, you should refer to your classmates with the names and pronouns that your classmates are most comfortable with. If you have any concerns with the pronouns that I am using for you, please email me or visit me in office hours at any point during the semester.

Privacy of Student Records & Use of Audio Recorded Lectures

Lecture materials and recordings for this course are protected intellectual property at UW–Madison. Students enrolled in this course may use the materials and recordings for their personal use related to participation in the course. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct. View more information about FERPA.

Teaching & Learning Data Transparency

The privacy and security of faculty, staff and students' personal information is a top priority for UW–Madison. The university carefully reviews and vets all campus-supported digital tools used for teaching and learning, including those that support data empowered educational practices and proctoring. View more information about teaching and learning data transparency at UW–Madison.

Remote Proctoring with Honorlock (if applicable)

This course uses Honorlock to support academic integrity and ensure fair testing conditions for all students. Once the decision to use a proctoring service has been made by the instructor and the student has registered for the course, use of proctoring is a condition of enrollment in the class. By remaining enrolled, you agree to use Honorlock as required. Please review the full Honorlock statement, including technical requirements and academic integrity information.

Course Evaluations
Students at the University of Wisconsin–Madison have the opportunity to evaluate their learning experiences and the courses they are enrolled in through course evaluations. Many instructors use a digital course evaluation tool to collect feedback from students. Student participation is an integral component of course development, and confidential feedback is important. UW–Madison strongly encourages student participation in course evaluations.

Students' Rules, Rights & Responsibilities
View more information about student rules, rights and responsibilities such as student privacy rights, sharing of academic record information, academic integrity and grievances. Find additional College of Engineering information about reporting grievances and complaints.