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## Mellon Foundation Funds Faculty Mentorship

This year, Lawrence received a grant of \$525,000 from the Andrew W. Mellon Foundation to support the implementation of the *Mellon Faculty Mentorship* program. The grant reflects the Mellon Foundation’s longstanding commitment to supporting top liberal arts institutions, and their belief that the program will provide a re-imagined venue for faculty retirement and replacement.

The *Mentorship* program adapts successful tactics from the Lawrence Fellows program to improve the tenure-track hiring process. Program goals include providing a more rewarding experience for the retiring professor, maximizing the success of the search for a successor, improving the preservation of professorial skills and wisdom, and revitalizing academic departments and programs.

- Senior professors named as Mellon Professorial Mentors commit to a two-year phased retirement, during which they teach a reduced course load, enabling them to focus on the types of teaching they do best while mentoring their likely successor.
- Potential successors are hired as Mellon Visiting Assistant Professors, with a reduced course load similar to Lawrence Fellows to help them build teaching skills, advance their scholarship, and immerse

themselves in the “academic village” culture of a small, teaching-focused liberal arts college.

- Both the Mentors and Visiting Assistant Professors receive a professional development fund to support research, scholarship, and creative intellectual activity.

By providing a phase-out for retiring faculty members and overlapping phase-in for new faculty, the *Mellon Faculty Mentorship* program hopes to provide a smoother succession process for departments and help new tenure-track faculty make a successful transition to professional life. A total of four Mellon Professorial Mentor – Mellon Visiting Assistant Professor pairs will be named under the program.

The *Mellon Faculty Mentorship* program offers structured mentoring, a reduced course load to allow focused time for teaching development and scholarly or creative activity, and the social support of a cohort of fellow participants experiencing the program together. Mary Blackwell (chemistry) and Hans Ternes (German) were named the first two Mellon Professorial Mentors; they are joined by Mellon Visiting Assistant Professors Maryuri Roca (chemistry) and Allison Guenther-Pal (German and film studies).

## Sedlock Studies Bats in Philippines

This summer, Associate Professor of Biology **Jodi Sedlock**, traversed the central Philippines along with students **Paul Senner** and **Tom Coben**. Made possible by a \$16,000 grant from the ASIANetwork Freeman Foundation, the three surveyed bats in the forests and caves of limestone-covered Siquijor Island.

Sedlock’s research aimed to develop and test methods for acoustic monitoring of cave populations, and assess the human use of caves through community interviews.

Senner and Coben participated in all aspects of the research, while taking the lead on certain aspects of the project that best serve their academic and career interests. Senner, an aspiring conservation biologist, conducted acoustic surveys of cave bats to test the efficacy

of different monitoring protocols. Coben, a passionate filmmaker and Environmental studies major, shot and is producing several short videos — some serving as training videos for cave bat assessment and monitoring, and others highlighting the ecosystem services of bats, bat ecology, and threats.

ASIANetwork strives to strengthen the role of Asian Studies within the framework of liberal arts education to help prepare succeeding generations of undergraduates for a world in which Asian societies play prominent roles in an ever more interdependent world.

For more information, visit:  
<http://www.asianetwork.org>

## Young Band Project Expands to Second Elementary School

Lawrence Academy of Music's Young Band Project (YBP) has expanded to a second elementary school this year, thanks to grants from the Mielke Family Foundation, Wisconsin Arts Board, and Principal Financial Group.

Through its after-school program, YBP augments the Appleton Area School District's (AASD) existing music program by providing instrumental music instruction to fifth grade students. This "head start" for underserved children — a full year earlier than AASD's band program begins — channels their energy and natural passion into developing the fundamental skill set necessary for success in the school band program. LU music education students provide most of the instruction, giving them valuable pre-service experience with a diverse group of students under the supervision of university faculty and two lead teachers.

Last year, the pilot project was introduced to parents and students at Lincoln Elementary School. Throughout the year, then YBP director **Laura Sindberg** — along with lead teachers Lincoln Elementary School band teacher **Jerry Koleske** and

volunteer teacher **Meredith Schoenfeld** — observed 10 apprentice teachers and 15 low-income fifth graders. Students were provided band instruction twice weekly in 40-minute, after-school sessions.

Now in its second year, YBP has expanded to Edison Elementary School under the direction of **Jon Meyer** and with continued assistance from Koleske and Schoenfeld. Approximately 30 fifth graders and 20-24 LU music education students are participating in the program. Koleske is optimistic about the project's future. "Looking back, I am amazed at how far many of the students have gotten. Their level of proficiency is commendable! They gained self-confidence, worked cooperatively with others, problem-solved and learned how to be successful musicians. It is our hope that because they will be at an accelerated pace from the Young Band Project, I will be able to challenge them adequately to 'run with the ball' on their own a bit more and accept leadership roles in the Lincoln sixth grade band! This is as close to the ideal as we could ever dream."

## Tsomu Researches Han Immigration in Eastern Tibet

This year, **Yudru Tsomu** (History) will spend her time exploring the westward migration, development of settlements, and community formation of Han Chinese Immigrants in Eastern Tibet (in present day Sichuan Province) during the late Qing and Republican periods (1912-1949). Her research is being funded by grants from the American Philosophical Society and Chiang Ching-kuo Foundation.

Tsomu's doctoral and post-doctoral research focused on political development in nineteenth-century Eastern Tibet as well as how the Chinese sought to re-map the frontier regions near Eastern Tibet into a new foci of the Chinese nation in the first half of the twentieth century. This new work on the Han immigration in Eastern Tibet will broaden her previous research by allowing her to explore subjects that were beyond the scope of either of these earlier projects.

The grants will allow Tsomu to examine the encounters between migrants and indigenes and the changes that these encounters wrought in Eastern Tibet. Tsomu is particularly interested in the push-and-pull factors associated with migration westward and

how these factors encroached on the lived experience of the local population. Throughout the year, Tsomu will visit major settlement centers — including Luding city, Dartsendo city, and Shachung town in Batang — to examine the physical transformation of local spaces as well as conduct oral interviews with descendants of leading immigrant families.

When considering the impact of her research, Tsomu said, "I hope that my work will present valuable insight into the impetus behind Qing westward expansion, provide a window into the complexity of cultural encounters between indigenes and immigrants in the region, and deepen our understanding of the rationale behind the frontier policies of the Qing and its successors."

The Chiang Ching-kuo Foundation for International Scholarly Exchange provides support for research on Chinese Studies in the humanities and social sciences. For more information, visit:

<http://www.cckf.org.tw>

## Innovation and Entrepreneurship Program Gets Another Boost

This summer, the *In Pursuit of Innovation* course — co-taught by Professors **John Brandenberger** (Physics) and **Adam Galambos** (Economics) — received a two-year \$23,000 grant from the National Collegiate Inventors and Innovators Alliance substantially to enhance the support for student projects and to fund guest speakers. Team projects play a central role in the course, and the NCIIA grant will allow students to dream bigger and to go further in pursuing their chosen innovations. It is expected that some teams will go beyond producing a prototype and will bring their idea close to being commercialized. The *Innovation* course, to be offered for the third time in Winter 2011, is one of the core courses of the *Innovation & Entrepreneurship* program, which is Lawrence University's model for integrating innovation and entrepreneurship into liberal arts education.

The program currently features three core courses that are to be complemented by additional topical courses dealing with environmental issues, politics, economic development, and other subjects that reflect interests of participating faculty. As a result of the program, several courses in economics as well as several courses in the arts will have newly added entrepreneurial components for the first time this year.

Invited experts also play critical roles in the program's core courses, including *Innovation*. These experts also help the program grow, expanding opportunities for students to engage in real-world entrepreneurship and innovation, through structured practical opportunities to take their course-based projects to commercialization, or internships in businesses or nonprofits that foster entrepreneurship or innovation. The NCIIA grant will help pay for travel expenses of several highly regarded experts who will contribute to the next offering of the *Innovation* course.

The expectation is that students who take I&E courses will gain knowledge and cognitive skills that will equip them to be 'change agents.' Combined with LU's emphasis on critical thought and information synthesis, the conceptual and practical knowledge gained through these courses will prepare students to undertake imaginative and ambitious innovative and entrepreneurial activities.

The I&E program at Lawrence embeds innovation and entrepreneurship within a traditional liberal arts curriculum. The program engages a wide variety of students majoring not only in economics but also in other social sciences, natural sciences, arts, and humanities disciplines.

## Mielke Family Foundation Funds Community Research

Lawrence is expanding its efforts to form community connections, thanks to a \$15,000 grant from the Mielke Family Foundation. The three-year award is meant to encourage Lawrence students and faculty to pursue scholarly work with a community service focus.

The grant's first award was given to Professor **Beth Haines** (Psychology). Funding supported the pre-testing phase of the Appleton Community Research Project, which aims to study how different types of after-school activities can improve children's creativity, problem-solving skills, and self-efficacy. Along with students **Colin Vize '11**, **Maki Miura '11**, and **Xiao Hong Zhang '12**, Haines researched and developed child-friendly measures of each of three outcomes: self-confidence, problem-solving skills, and creativity. These measures are being used to study a target group of children who attend the after-school Boys and Girls Club program and regularly visit the Building for Kids children's museum, a comparison group that attends only the Boys and Girls Club, and a comparison group that does not attend any after-school programming.

A second component of the pre-testing phase was to develop a metacognitive "Plan-Do-Review" activity specific to the Building for Kids. Using the "Plan-Do-

Review" sheet, children choose from pictures of 15 exhibits to plan their museum activities for the day. At the end of their afternoon at the museum, they review their choices with a group leader and discuss what they learned that day.

So far, 11 students (nine from Lawrence, two from UW-Fox Valley), one community volunteer, and John and Sally Mielke have been successfully trained in assessment, and an additional three Lawrence students have participated in implementing the "Plan-Do-Review" activity at the children's museum. In September, pre-testing began with the target group at Columbus Elementary School with 111 sessions completed in just one week. Pre-testing was completed (an additional 350 sessions) with the two comparison groups at Highlands Elementary School in early November. First year post-testing is scheduled for spring. We look forward to the study's results!

The Community-based Research and Service initiative provides a resource for piloting, sustaining, and expanding efforts by Lawrence students and faculty. If you have a project that would benefit student growth, serve community needs, and requires funding, please contact Provost Dave Burrows today!

## More Grants News...

► Led by **Kathleen Fuchs** (Director of Counseling Services and Adjunct Associate Professor of Psychology), Lawrence's Campus Suicide Prevention program received a \$25,130 grant from the J. J. Keller Foundation to supplement a \$300,000 grant from the federal Substance Abuse and Mental Health Services Administration (SAMHSA) which began last year. The three-year SAMHSA grant provides resources for lowering suicide risk and enhancing protective factors among Lawrence students. The funding from J.J. Keller is supporting suicide prevention training for a broad audience of school/community personnel throughout the local area.

► **The Buchanan-Kiewit Recreation Center** earned a \$100,000 grant from the Ruth St. John and John Dunham West Foundation to jumpstart renovations on the unified "Wellness Center." As part of the wellness initiative at Lawrence, health and counseling services is now positioned physically and symbolically at the center of campus. Instead of serving as a place where one goes when feeling sick (in body or mind), health and counseling is becoming a place where one goes *to be well*.

► **David Rubin '12** received the *Elizabeth Black Miller String Scholarship* this year, funded by a \$5,000 Steve J. Miller Foundation grant. The awards are given in honor of one of Lawrence's most distinguished Conservatory alumnae. Meant to recognize the best of the best, this distinction (one of the most coveted awards for our string students) motivates them to further excel in their studies.

► **The Conservatory of Music** received a \$10,000 sponsorship for this year's Kaleidoscope concert. Many thanks to Conservatory students and faculty, and to the Appleton Group, for helping the new academic year strike the right note!

## Winter Musings

This year we enjoyed another extra-long winter break. While it hopefully provided time for truly full recovery from your post-Thanksgiving food coma, perhaps you thought about your scholarship as well. If your vacation days had you pondering grant possibilities for your projects, this is the perfect time to put your thoughts into action. Here are some steps you can take to get your idea polished up and ready for the grants process:

- Clearly articulate your idea. Write a summary of 75 words or less, that succinctly answers the classic "who, what, where, when, why, and how" questions.
- Pay particular attention to *why* — Why is the project important to you? To your students? To your department? To Lawrence? To your field of scholarship?
- Make a ballpark estimate of how much it would cost to fully fund the project, including equipment purchases or rental, travel expenses, honoraria, stipend and benefits for you and any student researchers, etc.

Then go talk to the Provost or the Associate Dean of Faculty — or if you know you'll be seeking external funding, to Jenna Stone in the development office. This preliminary work will help them quickly identify your best options for funding.

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