

In this issue:

- Senior Experience Will Launch Thanks to Mellon Foundation
- New Indirect Costs Policy
- Randall McNeill Awarded Grant in Classics
- New "Intent to Seek Funding" Form
- Kaleidoscope Concert Successful, Thanks Boldt!

Volume 7, Issue 2

June 2009

LAWRENCE UNIVERSITY
Faculty Grants and Fellowships Newsletter

Mellon Foundation Funds Senior Experience

Faculty and Student Mini-Grant Applications Now Accepted

This fall, Lawrence received a grant of \$350,000 from the Andrew W. Mellon Foundation to support the implementation of the Senior Experience program over the next three years. The grant reflects the Mellon Foundation's longstanding commitment to supporting top liberal arts institutions, and their belief that Senior Experience will be a meaningful and effective complement to Freshman Studies.

Tom Ryckman, Professor of Philosophy, is the inaugural Senior Experience Program Director. In this position, Ryckman will coordinate the implementation of Senior Experience, including providing support for departments working to develop or refine criteria for Senior Experiences, crafting guidelines for awarding mini-grants to students and faculty from Mellon funds, and collaborating with Research Administration to assess the effectiveness of the Senior Experience program.

<http://www.lawrence.edu/fast/ryckmant/LU%20Senior%20Experience%20Page.htm>

The broad outlines of Mellon funds that will be available to faculty and students have been established:

- Departments may request Mellon funds for activities related to developing, refining, or implementing Senior Experience models.
- Faculty may request Mellon funds to support scholarly and artistic work that directly creates Senior Experience opportunities for students.
- With faculty approval, seniors can request Mellon mini-grants to support out-of-pocket expenses associated with completing their Senior Experience projects or disseminating their results.

Ryckman is now accepting applications for grants from Mellon funds. While a Senior Experience program website is still under construction, grant application forms are available on Ryckman's web page:

Kaleidoscope Concert Caps More Light! Kickoff

The Lawrence Conservatory of Music held a spectacular showcase concert October 18 at the Fox Cities PAC. The concert was the final scheduled event of the *More Light!* campaign kickoff weekend. The performance was an incredible success thanks to a grant from the Boldt Company, a local business as noteworthy for its support of the arts in our community as for its role in building and renovating much of Lawrence's physical plant.

"Didgeri-Dean" Brian Pertl opened the event by leading the sold-out house in a sustained round of applause for the Boldt Company's sponsorship of Kaleidoscope — and it was the

last workout audience members' hands would get until the end of the 70-minute concert. Kaleidoscope featured 16 different ensembles of all sizes, performing throughout the concert hall — on the main stage, orchestra pit, eight side balconies, main floor, and upper balcony. The tightly-packed program left no time for applause between pieces, a stricture that drove some audience members to literally sit on their hands to resist applauding the terrific student performances.

Many thanks to Conservatory students and faculty, and to the Boldt Company, for helping the *More Light!* campaign launch strike the right note!

Physics Dept Lands NSF Award for Teaching Innovation

The Lawrence Department of Physics recently recorded a major success in its grantseeking—earning a National Science Foundation grant on the first submission. The three-year, \$150,000 award from the NSF’s Course, Curriculum, and Laboratory Improvement (CCLI) program will support the pilot of a new pedagogical initiative, “Teaching Physics Students to Innovate.” Professors Matt Stoneking and John Brandenberger (emeritus), along with Director of Research Administration Bill Skinner, were the driving forces behind the proposal. The grant was one of 175 selected by CCLI reviewers out of nearly 900 requests.

The grant supports pilot-testing a methodology for teaching undergraduate students to be innovators. Physics students will learn the principles and practices of innovation in the classroom, lab courses, and summer research. In particular, two courses in optics and plasma will be reconfigured into lab courses to further student development as innovators by allowing them greater opportunities to “tinker” with both ideas and instrumentation. Summer stipends will allow more students to participate in summer research experiences as well as reshape the way in which their research is conducted. The biggest change in the research process will be that students will be encouraged to search for new ways to approach and go about their work. With lots of

help from Bill Skinner, the students’ acquisition of the skills of innovation will be evaluated by several means. Overall, the “Teaching Physics Students to Innovate” project is intended to teach students to think more creatively and “off-the-wall.” The program will encourage students to go about their studies in new ways and to find those different approaches themselves. More broadly, the project takes aim at the national need for a more innovative workforce, as called for in the National Academies report, “Rising Above the Gathering Storm.” This grant marks the beginning of Phase I of the project, with a hope that Phase II and Phase III projects, adapting the pedagogy to other disciplines and at other colleges and universities, could follow. Professor John Brandenberger observed that such expansions of the program “[would involve] a ton of work, but also a real chance to make some significant national impact.”

The CCLI program seeks to improve the quality of science, technology, engineering, and mathematics (STEM) education for all undergraduate students. The program supports efforts to create, adapt, and disseminate new learning materials and teaching strategies to reflect advances both in STEM disciplines and in what is known about teaching and learning.

Luce Foundation Grants Study of Water Resource Management in China

This December, Professors **Marty Finkler** (Economics) and **Andrew Knudsen** (Geology) will take ten students to China, thanks to a \$30,000 grant from the Henry Luce Foundation. Students will get a first-hand look at the tremendous opportunities and challenges facing China in water resource management as they visit the Pearl and Yangtze Rivers, the latter being the third longest river in the world.

The study trip is a natural extension of winter term’s multidisciplinary symposium, “Water Wars: Local and Global,” which brought environmental, economic, and public policy issues into focus as students sought to understand the increasing scarcity of clean, fresh water and the need for a more efficient and equitable allocation of fresh water. The tour’s agenda will emphasize the interrelationships among economic development, traditional Chinese culture, and river and human ecology. In particular, the students and faculty will seek to understand how rapid economic development has and will affect traditional life, the

economic well-being of the population, and the ecology of two important river basins.

The trip will also help cultivate relationships with Chinese colleges and universities that may blossom into long-term partnerships. Members of the Environmental Studies and East Asian Studies program faculties are interested in exploring opportunities for an “EAST Meets ENST” collaboration that would serve students from both disciplines. The December trip will be a “trial balloon” for such a collaboration, and open conversations with potential Chinese partners for student and faculty collaborations, visits, and exchanges.

The Henry Luce Foundation supports higher education, American art, public policy and the environment, theology, women in science and engineering, and increased understanding between the United States and Asia.

Randall McNeill Awarded Grant in Classics



Lawrence University Associate Professor of Classics **Randall McNeill** has received a \$75,000 grant from the University of Chicago's Arete Initiative and the John Templeton Foundation for his book project, "The Price of Wisdom: Community and the Individual in Greek and Roman Poetry."

McNeill was one of 23 scholars in the United States and Europe — and one of only two from liberal arts colleges — selected to participate in the Arete Initiative's Defining Wisdom Project from a field of more than 600 researchers in disciplines ranging from neuroscience to philosophy. The two-year grant enables McNeill to investigate the role that "civic wisdom" plays in determining how an individual interacts with his or her surrounding society.

McNeill's research focuses on four characters from Greek and Latin literature whose personal travails exemplify the tensions that often exist between individual interest and the common good: Achilles in the *Iliad* of Homer, Oedipus in

the *Oedipus Rex* of Sophocles, Catullus as he presents himself in his poetry, and Aeneas in the *Aeneid* of Vergil. The study will examine the ways in which each of these figures struggles to reconcile his personal impulses and desires with the needs and demands of his community.

Launched earlier this year and funded by the John Templeton Foundation, the Defining Wisdom Project is a \$2 million research program on the nature and benefits of wisdom. McNeill and other grant recipients will become part of a Wisdom Research Network that will meet periodically to share research and results.

More Grants News...

► **Martyn Smith** (Religious Studies) won a Summer Stipend grant from the National Endowment for the Humanities. The funds will support Smith's work translating of the *Khitat*, an important 15th century Arabic text (never before translated into a European language) describing the history of Cairo. Smith plans to publish his translation online through his "Digital Cairo Project," which will create a new web-based resource on historic Cairo that uses digital tools (such as Google Earth and Flash movies) to illuminate the physical history of the city.

► **David McGlynn** (English) was awarded an Artist Fellowship from the Wisconsin Arts Board (WAB). McGlynn will use the funds to complete a book-length collection of nonfiction essays, *Rough Water*. The nine essays in the book, many of which have already been published, explore a variety of topics, all through the lens of McGlynn's own life.

► **Doug Martin** (Physics) was awarded a two-year grant from the Research Corporation for Science Advancement. The award will support the simultaneous measurement of the number of protofilaments and the bending stiffness of individual microtubules. These measurements will test the predictions of theoretical models of microtubule mechanics with the goal of clarifying whether these models can serve as the basis for a physical understanding of cell mechanics, division, and transport.

► **The Office of Engaged Learning** was awarded a grant

from unrestricted funds within the Community Foundation of the Fox Valley Region. **Alan Parks** (Office of Engaged Learning) will direct the second of a series of three summer internships to address fire safety needs in Appleton with emphasis on low-income families with children.

► **Marty Finkler** (Economics) received a \$24,710 grant from the Sand County Foundation to evaluate the economic effects of the removal of four low-head dams along the Baraboo River. With the assistance of two students (**Tom Beneke** and **Tam Dao**) this summer, Professor Finkler will focus on how recreational activity on the Baraboo River has changed since the removal of the dams and on how economic development of the City of Baraboo is projected to change as a result of dam removal.

► **Laura Sindberg** (Music) and the **Academy of Music** earned a grant from the Community Foundation of the Fox Valley Region to launch the Young Band Project. A collaboration among the Academy, Conservatory, and Appleton Area School District, YBP will offer band instrument instruction to low-income and minority 5th graders through an after school program at Lincoln Elementary School. The Lincoln students will be taught by Lawrence University music education students, under the supervision of Laura Sindberg and Jerry Koleske, band teacher at Lincoln.

New Indirect Costs Policy Benefits Faculty

“Indirect cost recovery” is the technical term for funds awarded by grantmakers (most commonly federal agencies) to cover project expenses that are real costs to Lawrence but not readily itemizable on a grant budget. Think copy paper, bandwidth, phone calls, heat and electricity in labs and offices, and work time for a variety of staff including lab techs, building secretaries, accountants, custodians, and ITS support. Not all agencies will permit us to apply for indirect cost recovery. Private foundations are less likely to entertain such requests.

Lawrence has a negotiated rate with the federal government for indirect cost recovery, and historically has absorbed these funds into the general operating budget. But that is about to change.

Starting in the 2008-09 academic year, a new Indirect Costs Policy splits indirect cost recovery into three categories. Half of the funds received will continue to go to the operating budget, to underwrite all those non-

itemized (but real) costs of supporting research. But the other half will be directed to new funds that directly support faculty.

One quarter of indirect cost funds received will be set aside for professional development for the Principal Investigator. This money can be used for such things as attending conferences or workshops, field work, purchase of materials or small equipment, or hiring an additional summer research student. These funds do not need to be spent on work directly connected to the grant project, but they should be spent by the end of the grant period. The use of such funds must be approved by the Provost, although the funds are meant to be readily available.

The final 25% will go to a “rainy day fund” managed by the Provost. This new fund will support scholarly and creative projects, primarily for equipment replacement and repair.

Grants Office Welcomes New Staff

The office of Corporate, Foundation, and Sponsored Research Support is very pleased to welcome a new staff member! Following her graduation this June, Jessica McKenzie '09 will join the grants office as assistant director.

Jessica will work alongside Jenna Stone on faculty grants as well as other corporate and foundation fund raising. Please welcome this talented Lawrentian to her new role at Larry U!

mckenzij@lawrence.edu x6515

Lawrence University
P.O. Box 599
Appleton, WI 54912

**Office of Corporate, Foundation
and Sponsored Research Support**
Jenna Stone, Director, x 6819
stonej@lawrence.edu

Provost and Dean of the Faculty Office
David Burrows, Provost and Dean, x6528
Nancy Wall, Associate Dean, x7360