



## **\_\_LFP Update\_\_ 7.1**

**February 2012**

Welcome to the **LFP Update**, an e-publication from the Lilly Fellows Program in Humanities and the Arts to keep LFP representatives and others informed about the activities of 1) LFP National Network institutions, 2) present and former Lilly Fellows and, 3) the LFP office at Valparaiso University.

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### **Nominations and Applications: The LFP Post-Doctoral Fellowships and for the Lilly Graduate Fellows Program**

We are happy to announce that the LFP received 165 completed applications for two [LFP Post-Doctoral Fellowships](#) at [Valparaiso University](#). Look for the announcement of the new fellows, including profiles, in the May issue of the [\\_LFP Update\\_](#). Selection of the new fellows will occur later this month.

We are also happy to announce that the LFP received seventy-five nominations from thirty-six [network schools](#) for sixteen 2012 [Lilly Graduate Fellowships](#). Thank you for all your work in making the nomination process of this fifth year of the Lilly Graduate Fellows Program a success. In March, we will invite twenty-four finalists to the Interview Conference at the Omni Severin Hotel in Indianapolis, Indiana on April 12-14, 2012. During this weekend, the selection committee will select sixteen Graduate Fellows.

## Online Directory of Postdoctoral Teaching Fellowship Applicants

Each year, the Program receives scores more applications from highly qualified post-doctoral students than can possibly move to the on-campus interview stage. When the committee composes a cohort of Fellows it applies a complicated calculus of factors that includes discipline, Christian denomination, and gender. It is inevitable that the committee will not interview highly qualified candidates who have indicated their desire to teach in church-related higher education. In order to provide Lilly Fellows National Network representatives with access to this rich pool of post-doctoral scholar-teachers we have created an on-line directory of applicants categorized by discipline. To see the directory of the current Postdoctoral Teaching Fellowship Applicants, please [click here](#).

## March 1, 2012 Deadline Arlin G. Meyer Prize

The Lilly Fellows Program in Humanities and the Arts invites nominations for the [Arlin G. Meyer Prize](#) in Imaginative Writing. This biennial prize honors a full-time faculty member from a college or university in the Lilly Fellows Program National Network that best exemplifies the practice of the Christian artistic or scholarly vocation. The 2012 Arlin G. Meyer Prize will honor the author of a creative work that emerges from his or her practice of the vocation of the Christian creative writer, in accord with the principles and ideals of the Lilly Fellows Program. The jurists will only consider works published in 2009, 2010, or 2011.

The Lilly Fellows Program will award a prize of \$3000 will be awarded at its [National Conference](#) at the [University of Indianapolis](#), October 19-21, 2012. The nomination deadline is **March 1, 2012**. For more information about the prize, including categories of imaginative writing, please [click here](#).

## On-Going Mentoring Programs

Four [Mentoring Programs](#) began this fall on LFP Network campuses. [Houghton College's](#) *Willing to Be Wiser*, directed by Linda Mills Woolsey with Mark Hijleh, seeks to expand the college's existing faculty mentoring beyond the first year through senior and peer mentoring. The five mentoring pairs comprised of faculty members from across disciplines met to discuss selected readings from Ken Bain's *What the Best Teachers Do* and Christian Smith's *Souls in Transition*. The group has gathered over dinner to hear guest presenter Dr. Jason Adsit, Director of the Teaching and Learning Center, University of Buffalo, who led a discussion on the relationship of teaching and scholarship. [Mercer University's](#) Lilly-Endowment, Inc.-Funded *College of Liberal Arts Faculty Mentoring Initiative*, directed by John Marson Dunaway and Bryan J. Whitfield, strives to help young faculty understand and embrace the church-related mission of Mercer University by pairing junior faculty with senior faculty. The fourteen mentoring pairs have had a one-day training workshop and plenary workshop on Baptist heritage, with monthly reports to the directors on their progress. [Roanoke College's](#) *Freedom with Purpose*, directed by Mary Henold (LF 2003-2005), works to develop a sense of shared mission among senior and new faculty and to develop a lasting mentoring program at Roanoke College. Thirteen faculty members, with four mentoring pairs (new and tenured faculty), have met for a training session, had individual meetings with mentor and mentees, and have engaged in discussion of Roanoke College's "Freedom with Purpose" statement. Lastly, [Saint Xavier University's](#) *Mercy Scholars Program*, directed by Michael O'Keeffe and Susan Sanders, RSM, seeks to engage five to seven senior faculty in Mentoring II, the Mercy Scholars Program.

## Report on Small Grant Programs

Eight campuses initiated their [Small Grant Programs](#) since the summer of 2011. [Azusa Pacific University's](#) *Creating a Sustainable Faith Integration Training Program for Adjunct Faculty*, directed by Steve Wilkens and Paul Kaak, intends to find a sustainable process for faith integration instruction for Azusa Pacific University adjunct faculty. [Hope College's](#) *Cultivating Hope and Other Virtues*, directed by Curtis Gruenler, supports a faculty discussion group designed to deepen the conversation and connect it to practical initiatives (i.e. curriculum). [Loyola Marymount University's](#) program, the *Lilly Faculty Seminar*, directed by Barbara Rico, explores Loyola Marymount University's church-related educational mission through an interdisciplinary colloquium open to faculty across the campus. [St. Olaf College's](#) *Faculty Life at St. Olaf College: More Than a Livelihood*, directed by S. Carlsen, works to stimulate commitment to St. Olaf's mission as a church-related liberal arts college with a global perspective by fostering relationships between new and mid-career faculty. [Saint Xavier University's](#) *The Mercy Book Club*, directed by Susan Sanders, RSM, and Michael O'Keeffe, developed a reading and discussion group for faculty and faculty administrators for the School of Nursing to link reading and coursework to the university's Catholic faith tradition and Mercy heritage. [Thiel College's](#) program, *Orientation to the Lutheran Higher Education*, directed by Derek Nelson, orients new faculty members and staff to Lutheran higher education through a reading group and discussion. [Whitworth University's](#) *Growing the Next Generation of Christian Intellectuals*, directed by Dale E. Soden, seeks to stimulate discussion among Whitworth and Gonzaga faculty about intersections of faith, scholarship, and church-related mission in higher education. [Xavier University's](#) *Xavier Mission Academy*, directed by David J. Burns, D.B.A., Professor of Marketing and Director of Faculty Programs in Mission and Identity, and Debra K. Mooney, Ph.D., Assistant to the President for Mission and Identity, assists mid-career and senior faculty become more knowledgeable about the Ignatian mission of Xavier University and provides skills needed to integrate mission in their classrooms.

### **Keep in Mind: Small Grant Opportunity:**

The Lilly Fellows Program invites member institutions of the Lilly Fellows Program National Network of Church-Related Colleges and Universities to submit an application for a Small Grant Program. Due to the success and popularity of the small grant program, the LFP [National Network Board](#) agreed to extend this program another year for a limited number (four to eight) of small grants of \$1500 and \$3000.

The purpose of these small grants is to stimulate conversation about church-related higher education and church-related mission on National Network campuses or among National Network schools in close proximity to each another. The Board hopes these grants will extend and strengthen the LFP's national conversation about church-related higher learning and mission within and among our network campuses. The deadline for applications is September 15, 2012. For more information, please [click here](#).

## Report on Regional Conference: Benedictine University

On April 16, 2011 the Lilly Fellows [Regional Conference](#), *Faith, Science and Stewardship: Christian Pedagogy on the Environment* was held at [Benedictine University](#). Forty-six attendees from Lilly Network schools participated in a day long program that covered environmental issues from a number of perspectives. Keynote speakers Dr. Caryl Fish and Dr. Susan Emmerich described projects that applied Christian values to local environmental projects: Dr. Fish on the Monastery Run Improvement Project which addressed mine runoff, and Dr. Emmerich the conflict between the local fishermen and the environmentalists on the Chesapeake Bay. Paper sessions discussed the practical issues of pedagogy and andragogy on the environment and linking the Christian value of stewardship with the academic study of the environment. The conference closed with Vespers at St. Procopius Abbey. Ten papers from this program were compiled into one volume, edited by Christine M. Fletcher, *Faith, Science, and Stewardship: Christian Pedagogy on the Environment*. The LFP office has made copies of this volume available to all the Network representatives. To learn more about this book and other LFP-sponsored publications, [click here](#).

## Regional Conference Update: Wittenberg University's *Chalk*

The LFP-sponsored a [regional conference](#) at [Wittenberg University](#), *Wanting Something More: A Midwest Regional Workshop Reflecting on the Professional Lives of Mid-Career Faculty*, organized by Tammy Proctor of Wittenberg and Jeffrey Kurtz of Denison University, was held on September 24 to 26, 2010 with a follow up meeting at Denison in March, 2011. Eighteen participants and two observers from a total of eight different schools met to examine the working lives of faculty in mid-career (those who have taught for at least nine years, but fewer than twenty years). The conference organizers designed the program to facilitate directed discussions about passion for teaching, intellectual development, fostering collegiality, and sustaining intellectual engagement after tenure. Wittenberg University's campus publication for faculty, *Chalk: Teaching & Faculty Development* released a special issue in October 2011 focusing on the subject of the 2010 Regional Conference. The LFP office has made copies of this issue available to all the Network representatives. A PDF version of the special issue is also available on the [LFP website](#).

### **Keep in Mind: Opportunities for Regional Conference on Your Campus:**

Regional Conferences or Workshops represent a flexible category of programs that encourage examination of topics of special significance to faculty, administrators, and students at a particular institution or group of institutions, or matters of special intellectual concern to faculty and others in Christian higher education. The focus, character, and constituency of the conference may vary to suit the needs of the applicant, within the general guidelines listed above. Previous successful conferences and workshops have focused on issues facing schools in a particular region, topics of current debate among faculty at a particular school, student life issues, graduate student matters, various theological or denominational traditions in higher education, an array of topics in liberal and professional education, and issues of civic and public concern to the Christian intellectual community. For more information about funding and hosting a regional conference, see the [LFP website](#).

## Upcoming Grant Opportunity Deadlines

[Mentoring Program](#): September 15, 2012

[Network Exchange](#): September 15, 2012

[Small Grant Program](#): September 15, 2012

The Lilly Fellows Program **will not** review applications for [Summer Seminars](#) in 2012. The next Summer Seminar proposal deadline is **March 15, 2013**, with the seminar held the summer of the following year.

## From the Colloquium

By Joe Creech

Each spring, the LFP [Postdoctoral Fellows colloquium](#), meeting weekly in Linwood House, turns its focus to teaching. In alternate years, it looks at larger curricular features or more practical classroom issues. This spring we emphasize the latter, taking for our guiding question: "What are the practices and ideas about education that I and my students bring to the classroom?" We began the semester with selections from the [2011 LFP Book Award](#) winner *Souls in Transition*, by Christian Smith with Patricia Snell, which examines the attitudes and practices of college-age adults; we considered how we might respond in our classrooms to the characteristics Smith identifies in our students. To gain a larger understanding of the contemporary debate concerning "moral" or "character" formation in the classroom, we will read what have become two classics in the colloquium: Mark W. Roche's ["Should Faculty Members Teach Virtues and Values?: That is the Wrong Question"](#) and Julie Reuben's ["The University and Its Discontents."](#) The former argues that moral formation happens whether we like it

or not in the classroom, and so we should think sharply about what sort of formation is taking place. Reuben examines how, over the course of the twentieth century, the humanities and arts housed aspects of moral formation that in an earlier era were the responsibility of the entire campus. Accompanying these works will be the excellent piece in the November 4, 2011 *New York Review of Books* by Anthony Grafton, "[Our Universities: Why Are They Failing?](#)" New additions along these lines to the colloquium syllabus include two essays from [Teaching and Christian Practices: Reshaping Faith and Learning](#), edited by David I. Smith and James K. A. Smith ("Pedagogical Rhythms" by Rebecca Konyndyk DeYoung and "Reading Practices and Christian Pedagogy" by David I. Smith) and excerpts from Stephen D. Brookfield's [Becoming a Critically Reflective Teacher](#). To gain insight into learning practices in the classroom and in our own teaching, we are reading excerpts from Atul Gawande's [Complications: A Surgeon's Notes on an Imperfect Science](#), and Daniel F. Chambliss's study, "The Mundanity of Excellence," *Sociological Theory* Vol. 7, No. 1 (Spring 1989): 70-86, which looks at the connections in learning among knowledge, practice, and "talent" in world-class swimmers. In addition to reading sections of Ken Bain's [What the Best Teachers Do](#), we are also reading Flannery O'Connor's short story, "Revelation," with an eye, again, to both our students and ourselves as learners, especially as learners in literary worlds. We will end with Eva Brann's reflections on her own teaching at St. John's University (Maryland).