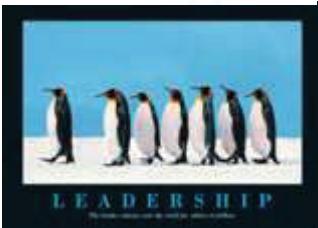


AUGUST 2009 RESEARCH REPORTER

David Weeks, Ph.D., received a grant of \$25,000 from the National Endowment for the Humanities



David Weeks, Ph.D., Dean of the College of Liberal Arts and Sciences, received a grant of \$25,000 from the National Endowment for the Humanities to create a new undergraduate humanities leadership course called "The Art of Leadership." This is a new grant program by the NEH called Enduring Questions, with the intent to "encourage faculty and undergraduate students to grapple with the most fundamental concerns of the humanities by reading influential thinkers past and present." Dr. Weeks and APU were one of twenty colleges in fifteen states to be awarded the grant to create pilot courses. The focus of "The Art of Leadership" course is to explore various leadership questions such as: "Who is a good leader? What does a

good leader do? What is practical wisdom, and how does one obtain it? Are leaders constrained by any boundaries or obligations? Is virtue essential to good leadership? Is vice ever necessary?" These questions will be examined in light of some of the classic works on leadership: Xenophon's *The Education of Cyrus*, Niccoló Machiavelli's *The Prince*, Desiderius Erasmus' *The Education of a Christian Prince*, and Sun Tzu's *The Art of War*. The significance of selecting these works as the core readings for the course is that they offer four diverse perspectives on leadership. Dr. Weeks contends that students will have the opportunity to learn how a "Greek philosopher, a Florentine nobleman, a Christian humanist, and an East Asian military



strategist agree and disagree on the principles and practices of good leadership." The course will be open for any undergrad major. Dr. Weeks is to be commended for his excellent work in providing APU students further opportunity to pursue their understanding of the principles and practices of good leadership.—Abbylin Sellers



Grant Writing Tips from Lou Hughes, Ph.D., Director of Sponsored Research & Grants



"For grantwriters, the audience is the review committee—usually a small group of individuals whose job is to rank and approve submitted proposals."



“Where is the Money and How Do I Get Some of It?: Part Two”

After identifying a good funding source for grant funds, the next step is to prepare a competitive proposal. Remember, all writing is directed to an audience. There are specific writing styles for each audience; for example, a college student writing home for money needs to ‘warm up’ Mom and Dad first (e.g. really miss you, the great times we had as a family, you are both wonderful parents, please don’t worry about me, need to lose weight anyway, friends have extra food, but could use \$500 if you can spare it...). For grantwriters, the audi-

ence is the review committee—usually a small group of individuals whose job is to rank and approve submitted proposals. Competition for most grants is stiff (ranging from 3 to 1 to 20 to 1). Even though grantwriters can spend several weeks (and even months) writing a proposal, the majority of reviewers make their initial ranking within a few minutes. Therefore, to reach the review committee, the writer must be direct and to the point (unlike the letter home): “To address the chronic nursing shortage in children’s hospitals,

\$500,000 in stipend funds are being requested to train a cohort of 10 students who will agree to work in a children’s hospital for two years.”

Before starting the grant-writing process, grant writers need to be confident but must also be willing to persevere—successful grant writers don’t lament their misses; they obtain copies of the reviewers’ comments and resubmit the edited and revised proposal during the next funding cycle.

Tips and Strategies for Writing Successful Grants

1). Your project must be consistent with the funding source’s guidelines—take time to read and understand the grant application—ideally, your idea and the grant purpose will be a good fit.

2) Reviewers will score each section of your proposal and will rank the proposals along the lines of the following sample:

- | | |
|--|------------------|
| a) Problem Statement, Background, and Need | 15 points |
| b) Goals and Objectives | 15 points |
| c) Plan of Action (the heart of the proposal) | 30 points |
| d) Staffing and Organizational Capability | 10 points |
| e) Evaluation (how will you know if your plan is working?) | 10 points |
| f) Budget and Budget Justification | <u>20 points</u> |
| TOTAL POINTS | |
| | 100 points |

(More Tips and Strategies for each section in next month’s Research Reporter)

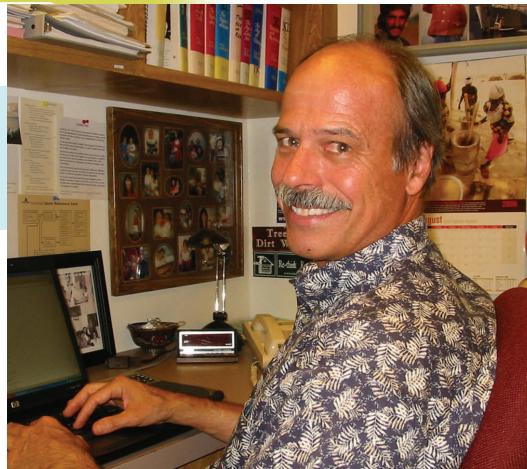


"The Mindful Missioner" (*Effective Engagement in Short-Term Missions: Doing It Right!*) by Richard Slimbach, Ph.D.

Richard Slimbach, Ph.D., Professor of Global Studies, Sociology, and TESOL, provides a thought provoking "ethical examination" of short-term mission (STM) experiences and missionaries in his book chapter "The Mindful Missioner" (*Effective Engagement in Short-term Missions: Doing it Right!*, ed. Robert J. Priest. William Carey Library [2008]: 153-183). There are approximately one and a half million Americans who are involved in short-term missions (STM) trips abroad each year. Dr. Slimbach examines how those who go on short-term missions trips can "travel in ways that honor God's redemptive purpose in the creation" and ultimately be "mindful missionaries." This means the missionaries are able to exhibit an awareness of the intents and motivations of what they are seeking to accomplish, as well as be cognizant of their expectations of both the natural and social environments in which they find themselves. How is this to be accomplished? The missionary has a vision or a greater dream for a world that potentially could and should be better than its current circumstances. This can be

distinguished in two ways: to Ancient Israel, this vision was known as "shalom," and according to Jesus' teaching, it was known as the kingdom of God. These terms both "capture a vision of and for a world 'made right.'" Dr. Slimbach is able to take this notion of shalom and apply it to the moral and ethical duty of those missionaries traveling abroad. Missionaries have a responsibility to be "agents of shalom in every place, doing everything in their power to promote harmony, justice, community, reconciliation, and communion through their journeys abroad." Missionaries entering into varying cultures need to take into consideration ways that they can be positive reinforcements and culturally aware of their environments. There are five ideas or types of shalom which missionaries should be aware of: economic development, cultural preservation, social harmony, environmental protection, and spiritual flourishing. For each of these areas, examples are provided to help the missionaries keep in mind how they can potentially affect another community's culture just by virtue of being westerners. For instance, when

westerners enter into another culture, they bring with them their values, their consumption habits, the way they dress, and material items. It is important for missionaries to keep in mind that they are foreign guests who need to "move towards the local culture" in ways that will not offend existing cultural norms. American missionaries have often been perceived as "cultural imperialists." Dr. Slimbach encourages the American missionary to keep the proper perspective and focus, and to share the conviction of theologian and martyr Dietrich Bonhoeffer: "that everything moving forward towards the overcoming of disintegration, distress, and disease at the same time moves backward to the 'reconciliation of all things in Jesus Christ.'"—Abbylin Sellers



"There are approximately one and a half million Americans who are involved in short-term missions (STM) trips abroad each year."





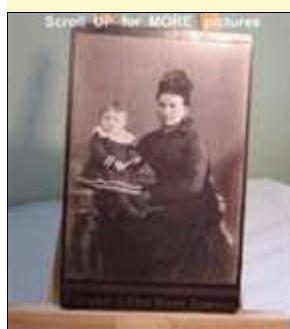
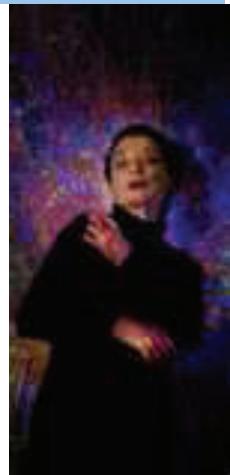
Christopher Noble, Ph.D., Professor of English, explores the power held by upper-class widows in the Victorian society portrayed by Anthony Trollope in some of his novels (“Otherwise Occupied: Masculine Widows in Trollope’s Novels” in *The Politics of Gender in Anthony Trollope’s Novels*, ed. M. Markwick, D. D. Morse, and R. Gagnier. Ashgate [2009]). This power derives from the widow having enough money to live comfortably independently, having sexual experience unlike “maids” and “spinsters,” and having the ability to manifest the same qualities that fit the Victorian definition of “manliness,” namely, “frankness in speech and action, studied self-possession, a willingness to overcome adversity and an ability to... ‘defy the circumstances.’” A widow with these powers could handle lovers in such a way that “introduces a disruptive alternative

"Otherwise Occupied: Masculine Widows in Trollope's Novels" by Christopher Noble

into traditional courtship plots.” Indeed, Noble states, “[i]n Victorian society, upper-class widowhood was the closest approximation of male privilege available to women,” and it was evident most stunningly in Queen Victoria herself.

Noble explores this powerful dynamic in detail in Trollope’s *Barchester Towers*, focusing on Eleanor Bold, but he provides additional evidence for it in his concluding discussion of Mrs. Greenow in *Can You Forgive Her?*, Emily Lopez in *The Prime Minister*, and Madame Max Goesler in *Phineas Finn*. His analysis cleverly juxtaposes extreme views of Victorian widowhood—extreme assertiveness such as proposing to a man (Mrs. Greenow) and extreme abnegation such as denying one’s worthiness to remarry (Emily Lopez)—in order to show that Trollope may be shrewdly “ruffl[ing] complacent Victorian attitudes about gender roles” as well as mocking “Victorian affectation” in order to force his readers to reconsider stereotypical conceptions

of masculinity and femininity.—Carole J. Lambert



In Victorian society, upper-class widowhood was the closest approximation of male privilege available to women.





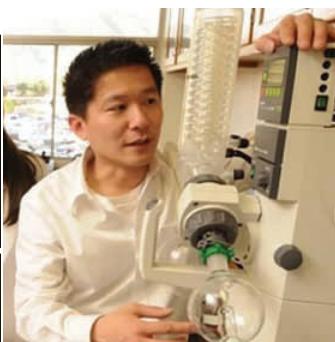
Office of Research
Carole Lambert, Ph.D., Director
(626) 815-2085
E-mail: Clambert@apu.edu



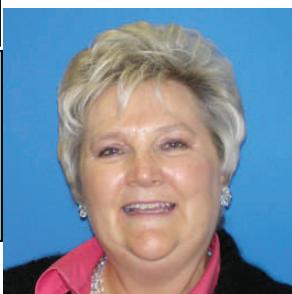
**Office of Sponsored Research
& Grants**
Lou Hughes, Ph.D., Director
(626) 815-6000 x 3343
E-mail:Louhughes@apu.edu



**Office of Undergraduate
Research**
Kevin Huang, Ph.D., Director
(626) 815-6000 x 6505
E-mail: khuang@apu.edu



Abbylin Sellers,
Research & Grants Specialist
(626)815-6000 x 3344
E-mail: asellers@apu.edu



Susan Ferrante,
Administrative Assistant
(626)815-2082
E-Mail: sferrante@apu.edu

Office of Research Mission Statement:

Our purpose is to assist faculty and doctoral students with their research and dissemination endeavors and to promote an academic climate that celebrates and strengthens the Azusa Pacific University community of Christian scholars and researchers.

Office of Sponsored Research & Grants Mission Statement:

Our purpose is to support Azusa Pacific University's mission in the pursuit of academic excellence and the advancement of knowledge by striving to consistently meet or exceed expectations in services provided to faculty, project directors, the University community, and external funding sponsors, and by providing consistency in administrative systems and processes.