

Annual Report to the Suzanne and Richard Pieper Foundation: 2011

Submitted January, 2012

Monica Rico, Lawrence University

Table of Contents

Executive Summary	2
Criterion 3: Outcomes Measures.....	3
Comparisons of LU Seniors with Peer Seniors	4
Comparisons of LU Alumni (Random and OEL) with Peers.....	10
Criterion 4: Above the demographic norm.....	12
Criterion 5: Breakthrough Venture: Leaders in Sustainability Action (LISA).....	13
Criteria 6: Carrying Out the Mission of the Chair in 2011.....	14
Appendices	18

Executive Summary

Servant leadership at Lawrence University moved ahead on several key initiatives in 2011. The Chair partnered with the Volunteer and Community Service Center at Lawrence to advance learning through voluntarism. The Chair developed new faculty outreach programs, continued a successful trend of mentoring students, and piloted several innovative community partnerships. Ongoing measurement of Lawrence students and alumni indicates continued solid performance on previously established metrics of success.

Award Criteria	Accomplishments
Category 1 Baseline data	Previously awarded
Category 2 Acceptance of SL	Previously awarded
Category 3 Outcomes measures	2010 data shows results above or similar to peer institutions in most categories for freshmen (NSSE); HEDS comparison data
Category 6 "Excellent year"	Multiple successful initiatives
Category 7 Exemplary servant leader	n/a

We continue to pursue a *student-centered* approach. Rather than impose servant leadership on Lawrence faculty, staff and students from the top down (power model), we strive to respond to the campus community's requests and needs (service model).

- Connecting formal teaching and learning in the curriculum with service to the broader community
- Commitment to the values of service and altruism, particularly for the least fortunate among us
- Encouraging students to seek to live out their values in college and beyond in their professions and community

Criterion 3: Outcomes Measures

Since the establishment of the Chair at Lawrence, we have surveyed alumni on character and engagement. In this, the fourth year of our research, we have continued to employ measures that suggest the impact of our work. Our survey employs two measures, both of which focus on characteristics defined as desired outcomes by the Pieper Foundation.

1. Graduates will be known for their moral values.
2. Graduates will enrich and lead by serving their community and profession.
3. Graduates will apply their moral values in both their professional and personal lives.
4. Graduates, according to their moral values, will serve those who are the least privileged among us.

For 2011, we again used questions from the Higher Education Data Sharing (HEDS) survey. The survey asks respondents to rate various traits such as “understanding moral/ethical issues” and “functioning well as members of a team” along with evaluating their levels of involvement in community service both as an undergraduate and after graduation. For each question, the respondent chooses a rating from among four possibilities ranging from “not at all” to “greatly.”¹ As previously, we used available HEDS data from alumni from institutions similar to Lawrence, and then administered the survey to a random sample of Lawrence alumni from three different classes, as well as a third group of alumni, those who have participated in engaged learning projects while at Lawrence. This last group gives us a measure of the possible effect that exposure to the ideas and values of servant leadership has had on students.

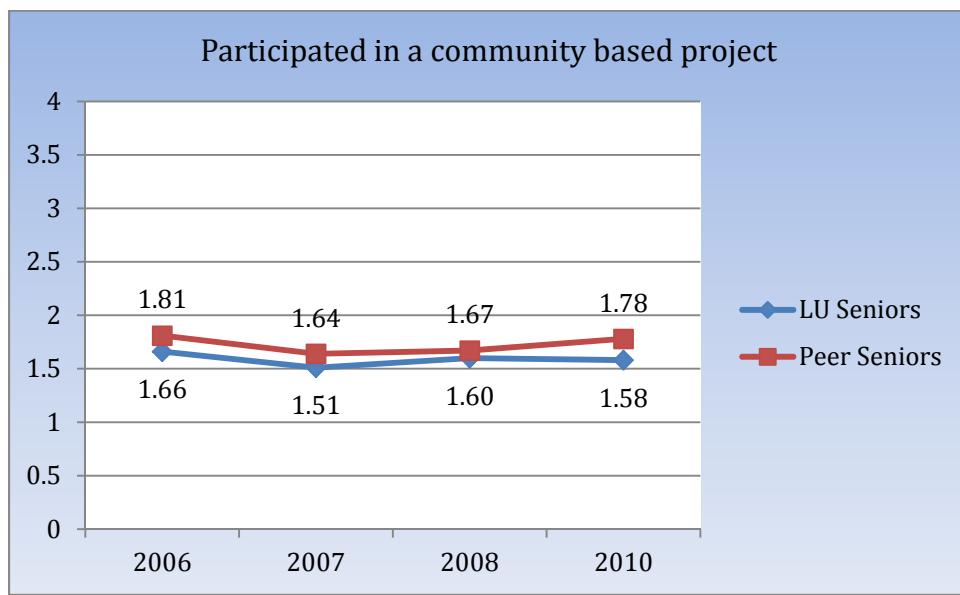
We also present here data from the National Survey of Student Engagement (NSSE). The data shown come from seniors. The survey asks student to report the frequency with which they engage in various activities. The responses are numbered 1 through 4.

1. Never
2. Sometimes
3. Often
4. Very often

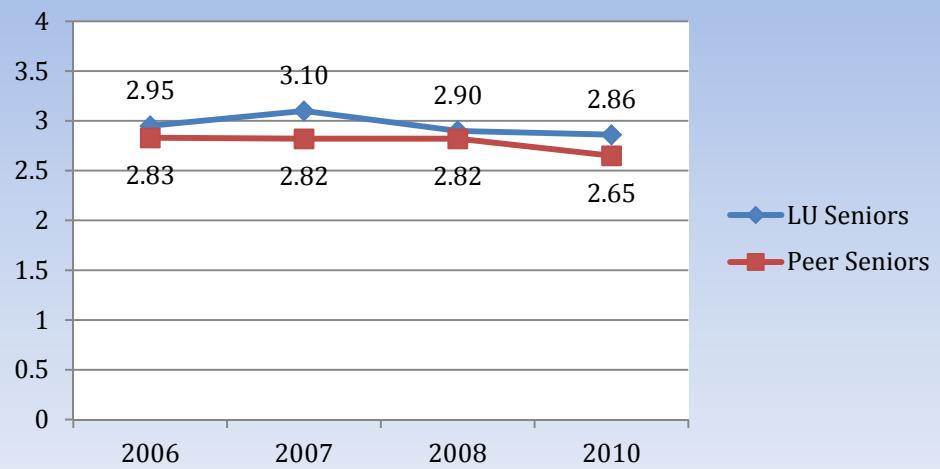
¹ The 2009 report to the Pieper Family Foundation described the survey in more detail. Readers who wish to know more about the specifics are referred to that document, available on the Pieper Family Foundation website.

We cannot ask OEL students about their NSSE responses, unfortunately. This is because students take the NSSE anonymously, and the respondents comprise a random sample of the entire class. It should also be noted that Lawrence does not participate in the NSSE survey each year, so the data available to us is somewhat limited. It may be that this measure should not be used in the years to come since it is difficult to build a consistent picture from year to year, and the data only measure the impact of the student's first three terms at Lawrence.

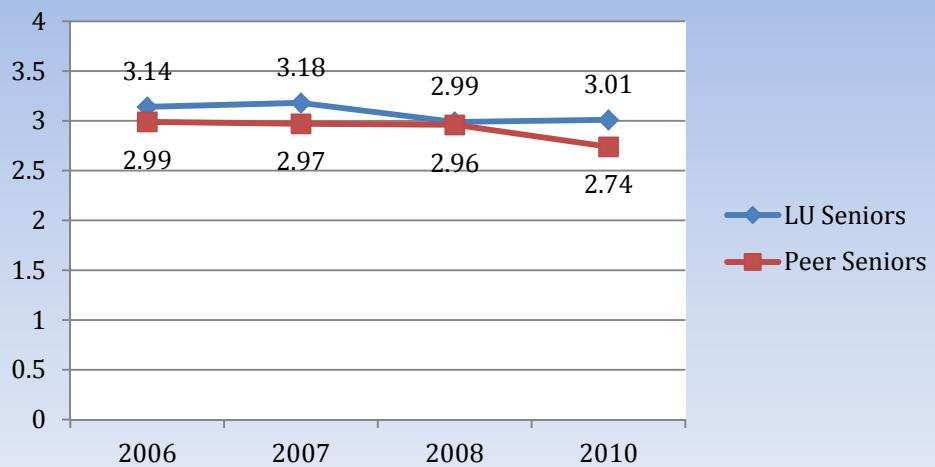
Comparisons of LU Seniors with Peer Seniors



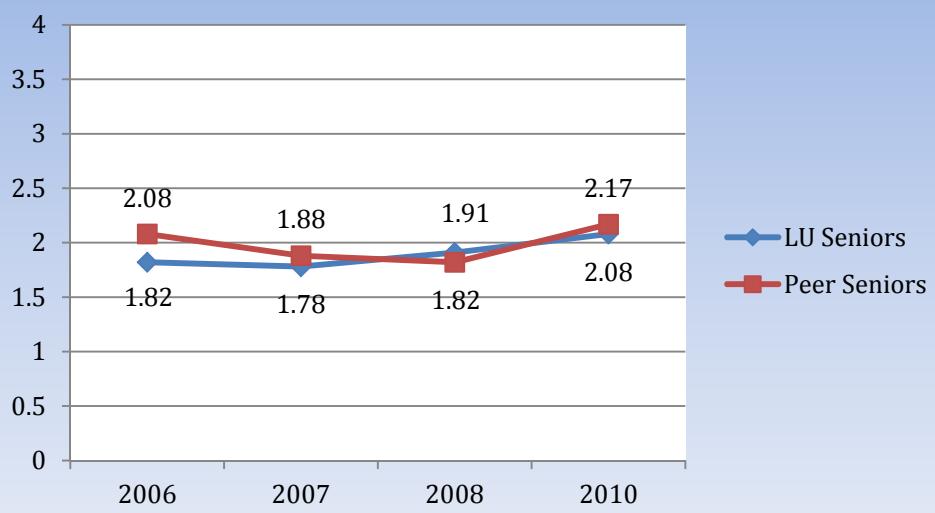
Had serious conversations with a student of a different race or ethnicity



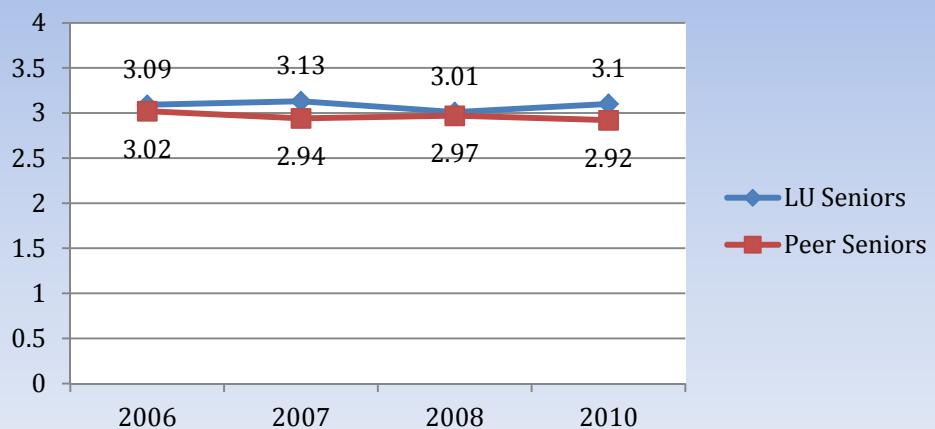
Conversations with students very different from you in
religious beliefs or political opinions



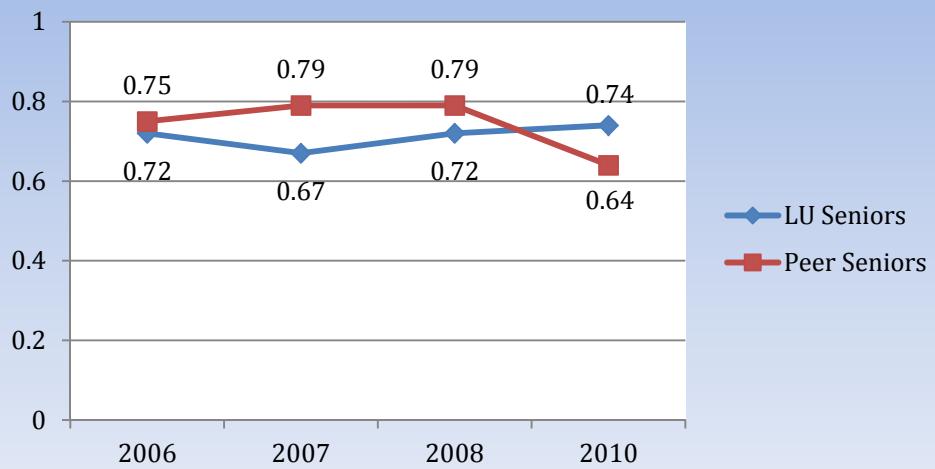
Participated in activities to enhance your spirituality



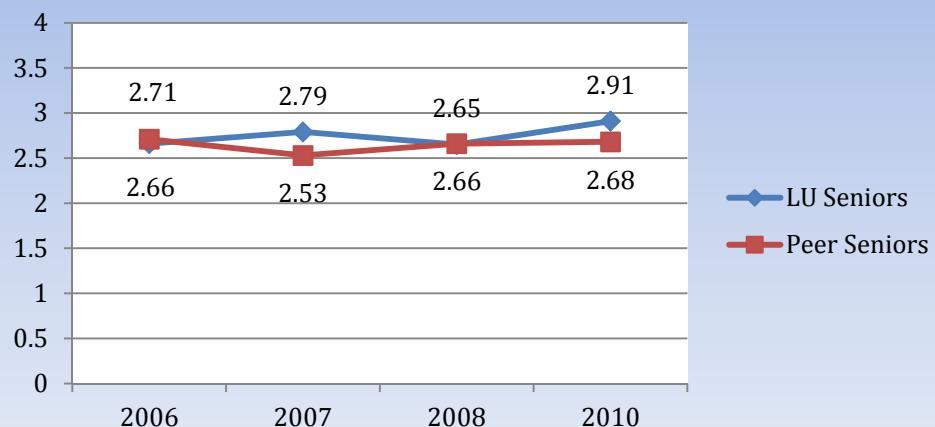
Tried better to understand someone's views by imagining how an issue looks from his or her perspective



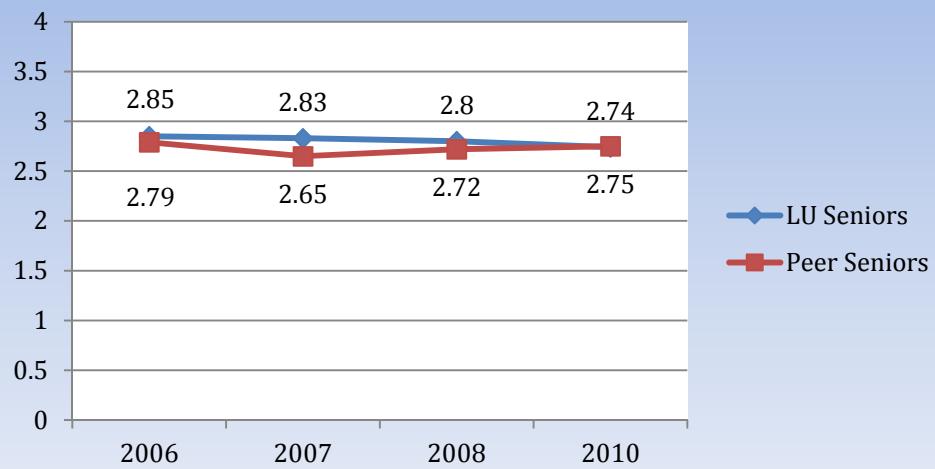
Engaged in community service or volunteer work that enriched my education

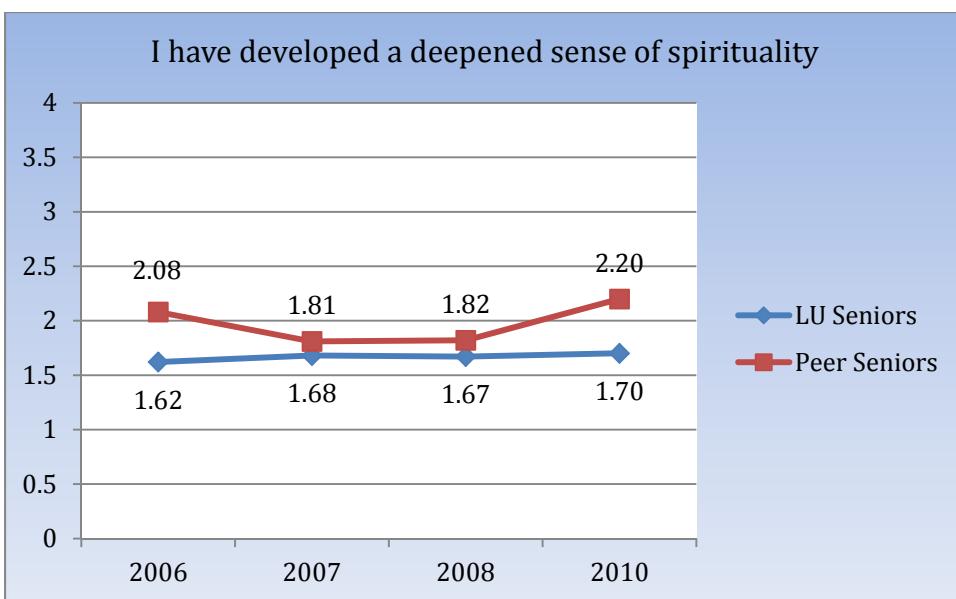
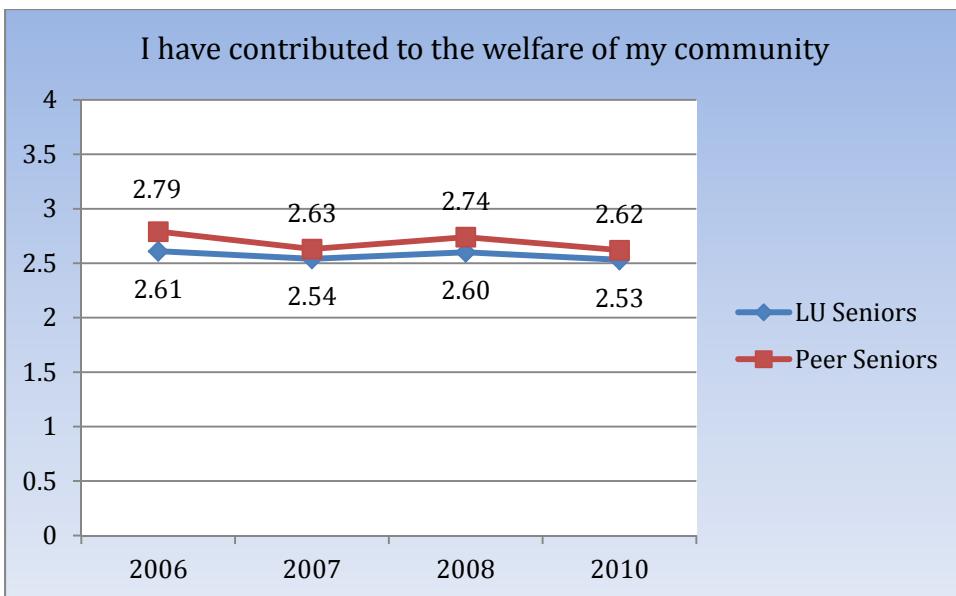


My school encourages contact among students from different economic, racial, or ethnic backgrounds

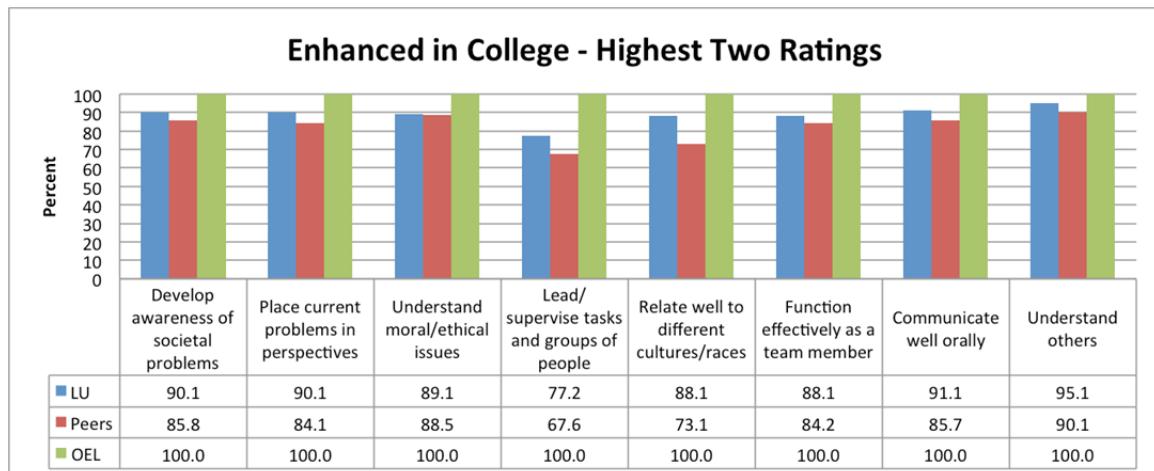
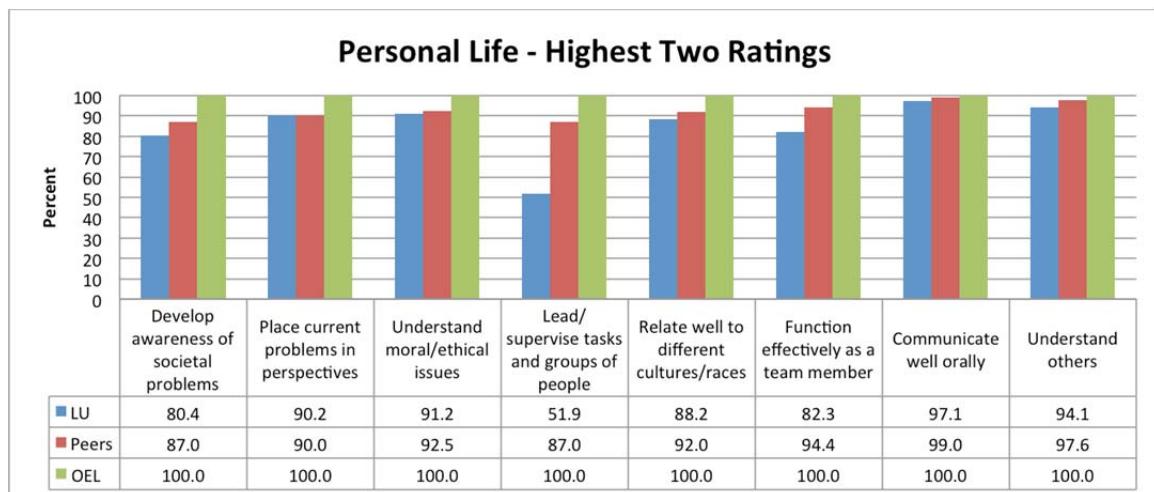


I have grown in understanding people of other racial and ethnic backgrounds

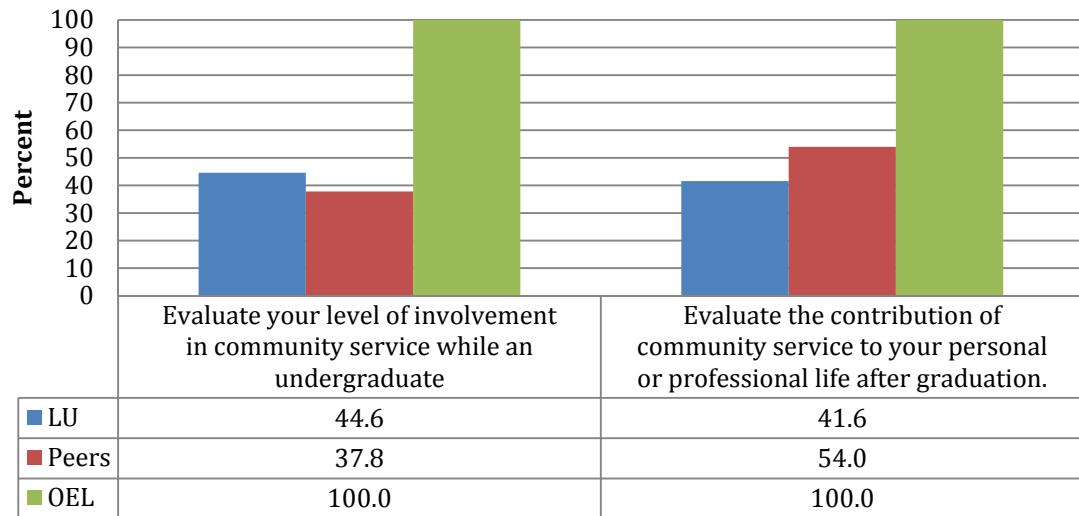




Comparisons of LU Alumni (Random and OEL) with Peers



Community Service - Highest Two Ratings



Criterion 4: Above the demographic norm

The quantitative data presented above are valuable, but can tell only part of the story. In this section, we feature profiles of Lawrence alumni who have graduated since the establishment of the Chair and who are showing characteristics of servant leadership.

Aaron Artice Walker '08

Aaron "A.J." Walker was a history and political science major and football player at Lawrence. Today he practices servant leadership as a Military Police Team Leader for the United States Army in Fort Bliss, Texas, where he was stationed after deployment overseas. As an officer and father of three, A.J. believes in helping others reach their full potential through empathy, communication and foresight.

Jessica Vogt '09

At Lawrence, Jess was a recognized student leader who was president of the campus environmental group and a valued participant on the campus-wide sustainability task force. I have been her informal mentor for several years and keep in close touch with her via email, visits, and Facebook. She is currently at Indiana University pursuing a Ph.D. in environmental science. Her special research interests include urban sustainability and transportation policy. Jess plans a career in public service and even at a young age exhibits foresight, self-awareness, and a commitment to stewardship of our environment and communities.

Forest McKenzie '10

Forest studied environmental studies and biology at Lawrence and was elected to Phi Beta Kappa. He worked as a supervisor in Lawrence Dining services where he had to manage a team of student workers; his humble, faith-based perspective led him naturally to apply the tenets of servant leadership. He also volunteered for four years for the organization Hope for Tomorrow, where he ran 3-10 fundraising events each year to help the needy. Forest now works in the Development and Alumni Relations Office of Ripon College.

Criterion 5: Breakthrough Venture: Leaders in Sustainability Action (LISA)

LISA began as a pilot project in January 2011 and has continued into the 2011-2012 academic year. The project addresses the need for more inclusive leadership involving young people, and people from diverse cultures. LISA provides leadership development in the context of engaging students in the development of solutions to serious community problems. We want to build the capacity of individuals and organizations to improve the social, economic and environmental health of the Fox Valley region of Wisconsin. We accomplish this by supporting both growing awareness about the need for changing practices, and sustainable community development actions undertaken in partnership with others. Our dream is to empower people to help create resilient, self-sufficient, healthy communities in the Fox Valley region. LISA is a project of Sustainable Fox Valley, the Lawrence University Office of Engaged Learning, and the Appleton Career Academy that addresses the need for youth leadership development in the context of sustainability.

Goals of the project are:

- To build the capacity of students to change their world
- To build students' knowledge about sustainability
- To complete successful projects at Appleton North and an AASD elementary school. (i.e., the Spring 2010 pilot project resulted in the replacement of styrofoam cups and plates in the Appleton North cafeteria to reusable plastic trays. See Appendix 1.)
- To create a cascade of learning from the college to high school to elementary levels that engages students concurrently as learners, actors and teachers.

Involved students learn about and practice skills including problem definition, research and interview skills, creative thinking, establishing roles and responsibilities, resource development, confronting barriers, conflict resolution, motivating others, time management, and sharing the story.

ACA students will document the completion of a successful sustainability project through pre-project problem assessments, development of project goals and measurable objectives, progress reports, and a final report and presentation. Students will undertake an ongoing process of self-assessment around their leadership skill-building progress, through one-on-one interviews with their Lawrence mentors, a mid-term written self-assessment, and a final assessment completed cooperatively with their mentor and ACA teacher supervisor.

Lawrence University students will develop and refine their knowledge of leadership skills and sustainability practices through the act of mentoring ACA students. The pilot project involved two students, junior Will Meadows and freshman Chelsea Johnson. This year, the Lawrence student mentor is senior Rana Marks, a Economics major and Spanish minor.

The Office of Engaged Learning funded LISA with a seed money grant during the Winter and Spring terms of the 2010-2011 academic year. In 2011-2012, the Fox Cities Community Foundation augmented this with an additional grant. This program is a successful example of how the resources of the Chair can be leveraged to seek out funding to support innovative leadership development on the local level. The model has potential to expand to other schools and regions in the long run.



Figure 1: Pieper Chair of Servant Leadership Monica Rico and Lawrence students after a day of volunteering at Heckrodt Wetlands Reserve

Criteria 6: Carrying Out the Mission of the Chair in 2011

- Lawrence named to the Presidential Service Honor Roll for the fifth consecutive year. One of only two schools in Wisconsin so honored.
- Partnered with Ripon College and the Sophia Foundation of Fond du Lac to bring Kent Keith to northeastern Wisconsin for a multi-day series of events.
 - Dr. Keith spoke at Lawrence University on “The Case for Servant Leadership.” Attendees included both members of the Lawrence campus and the Fox Cities generally.

- Before his lecture, Dr. Keith had dinner with Provost Burrows and other members of the Lawrence faculty and staff and spoke informally about servant leadership.
- Participated with two Lawrence students in a student-focused, one-day servant leadership retreat with Ripon College and MSOE students (UW Madison College of Engineering students were invited but unable to attend) on April 16, 2011. Dr. Dave Howell organized the event and Lindsay Blumer from Ripon facilitated.
- Participated with five Lawrence students in a second one-day servant leadership retreat with MSOE students and Dr. Dave Howell on November 5, 2011.
- Sponsored a summer internship for Marika Straw '13, at the University of Minnesota Human Rights Center.
 - Marika now is on the student staff of the Volunteer and Community Service Center and is also the president of the student chapter of Amnesty International.
 - See Appendix 2 for examples of Marika's columns for the Lawrentian student newspaper.
- Mentored Rachel Gruber '12 and provided financial support for a youth leadership program, the SLUG Service Learning Corps that provided hands-on learning in organic gardening and leadership.

Figure 2: Rachel Gruber '12 in the Sustainable Lawrence University Garden



I learned that I have so much to learn from people of all ages. I learned that I am more comfortable admitting that I don't know the answer than I am acting as expert.... It showed me how I can reach kids just by modeling good work ethic and positive interaction. It also helped me remember that not all high school students are scary (i.e. apathetic and judgmental), and I was inspired by their ideas, enthusiasm, and potential to build upon them.

- Sustained ongoing support of KidsGive program.
 - Built program capacity via internship for Mariah Mateo '12, who applied marketing and communication skills to create new website for KidsGive, update donor materials and research new funding opportunities.

- Co-wrote, with Professors Tzvetanka Karagyozova and Dena Skran, grant application to Associated Colleges of the Midwest Mellon FaCE grant fund.
 - Funded in-country transportation for 16 students to travel to Sierra Leone and distribute scholarships and school materials.
 - See Appendix 3.
- Piloted Leaders in Sustainability Action (LISA) with Sustainable Fox Valley (local nonprofit) and charter school Appleton Career Academy (see above)
- Co-wrote successful grant to Wisconsin Campus Compact to be awarded an AmeriCorps*VISTA for 2011-2012.
 - Supervised coordination of “Poverty Simulation” with local social service agency CAP Services.
- Served as a volunteer during “Into the Streets” orientation week day of service and Martin Luther King Jr. Day of Service to act as an example of servant leadership values: doing good by example, stewardship, concern for the least advantaged among us.
- Spoke on “Servant Leadership as a VISTA” at AmeriCorps*VISTA in-service training
- Taught individual tutorial with Sophie Patterson ’12 on “Sustainability and Community Organizing”
 - topics included leading through persuasion and listening, the importance of healing communities through leadership
 - special emphasis on commitment to the growth of people, e.g. how can a senior Lawrentian mentor freshmen and sophomores?
- Improved faculty development programs
 - Created mini grant program inspired by Dr. Howell’s similar program at MSOE
 - Sponsoring ongoing series of informal “brown bag” discussions of effective teaching through 2011-2012 school year
- Strived for continuous improvement
 - benchmarking visits to St. Norbert College
 - hosting visit from Wisconsin Campus Compact director
 - attended conference on high-impact faculty collaboration at Colorado College
 - Lawrence University Community Engagement Council continued to meet to exchange ideas about collaborating to support service and leadership across the campus
- Major initiative to improve communication
 - Redesign and new content for website
 - Facebook page (completely new)
 - More frequent email “blasts” to faculty and staff
- Lawrence welcomed alumnus Harry Jansen Kraemer to give the Matriculation Convocation in September 2011.
 - Mr. Kraemer is an Executive Partner with Madison Dearborn, Clinical Professor of Management and Strategy, Kellogg School of

- Management, Northwestern University and Former Chairman and CEO of Baxter International, Deerfield, Ill.
- He was recognized in 2008 as the Kellogg School Professor of the Year.
 - He is the author of the 2011 leadership book *From Values to Action: The Four Principles of Values-Based Leadership*.
 - This event is evidence of the strengthening campus culture relating values and leadership.
 - Lawrence partnered with the Trout Museum of Art and the Appleton Area School District in the Compassion Project (see Appendix 4) through relationships facilitated by the Chair.



Figure 3 Professor Lena Khor discusses poverty and human rights issues with students at freshman orientation

Appendices

Appendix 1: LISA presentation

Appendix 2: Marika Straw, *Lawrentian* editorials

Appendix 3: KidsGive Presentation used for outreach to U.S. schoolchildren

Appendix 4: "Compassion Project" from Lawrence University Report to the
Community 2010-2011

LAWRENCE UNIVERSITY

APPENDIX 1

STYROFOAM USE

The Good, The Bad, and The
Ugly



Who Are We?

The Appleton Career Academy



- Project based Charter School
- 150 dedicated students
- Sophomore to Seniors
- 3 Focus Areas
 - ▣ Business
 - ▣ Health
 - ▣ Design
- Push for Sustainability



Our Project- Reduce Styrofoam at ANHS

- Conducted ANHS Garbage Audit (2/2/2011)
 - Collected all garbage from cafeteria
 - Sorted through and organized the trash in sections
 - Styrofoam
 - Paper/Cardboard products
 - Non-Recyclable Plastic
 - Untouched Food
 - Recyclables



Our Results – Garbage Audit

Results For Styrofoam Products	
Flat Trays	348
Five Compartment Trays	73
Bowls	365
9" Round Plates	272
Total Styrofoam Products (2/2/2011)	1058

- Total Estimated Used in School Year: 132,300





Other Primary Research

- Visited Three Area Schools

- Conduct research:
 - Product Alternatives to Styrofoam
 - Price
 - Procedures



Environmental Effects - Styrofoam

- Decomposes very slowly
 - 900-1000 years
- Littered into environment
- In 1986 EPA reported that the polystyrene manufacturing process is the 5th largest creator of hazardous waste.



Health Effects – Styrofoam

- Harmful chemicals released through heat
 - Especially through microwaves
- Petroleum
- Contains benzene
 - Carcinogen
- Harms animals and people
 - Eaten by animals causing digestive problems
 - Damage to lungs and immune system



ANHS's Current Cafeteria

- Uses a tremendous amount of Styrofoam
 - 2,000 flat trays
 - 500 compartment
 - 300 round
 - Why
 - Cheap
 - Easy
 - Wash trays for Ferber and Houdini

Alternatives for Styrofoam

- Biodegradable Products
 - Positives:
 - Compostable
 - Less energy manufacture
 - No hazardous gasses produced
 - Negatives:
 - Landfills
 - Costly
 - Not a known local dealer



Alternatives for Styrofoam

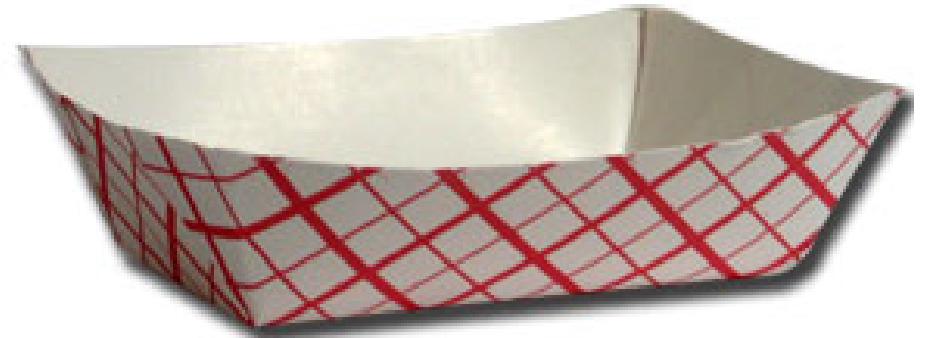
□ Cardboard Lunch Trays

■ Positives:

- Produced from renewable resource
- Recyclable
- Less energy to produce

■ Negatives:

- Pricy
- Grease= not recyclable
- Not durable



Alternatives for Styrofoam

□ Reusable Durable Lunch Trays

□ Positives

- Durable
- Reusable
- Environmentally friendly
- Easy to carry
- Saves labor/water/chemical

□ Negatives

- Water usage
- expensive initial cost



Best Solution: Reusable Trays

- 500 Cambro 2x2 compartment cafeteria trays
 - Fast drying
 - NSF approved
 - Used at Ferber/Houdini
 - Hubert distributes
 - Discount price



Initial Cost

- Cost

- Trays

- \$96.80 per case of 24
 - 21 cases = 504

- Drying Racks

- Two racks for \$936.00

- Drop Off Carts

- 3 carts for \$661.50

- Total

- \$3,630.30



Continued Cost

- Detergent- 8lbs a day
- Water
- Labor- takes 20 minutes to wash 500
- Replenish stock- once a year

How We Will Implement



Before school year ends

- What will need to be done
 - 1. Negotiate price
 - 2. Order product
 - 3. Drop off areas
 - 4. Educate staff/students

Decision why its worth it?



- Eliminate- flat trays, 5 compartment trays, pasta plates, bowl
- When will we break even in less than 3.5 months
- Already have a washing system in place
- Helps North become more sustainable

Survey

- 94% of students would like to use reusable trays
- “Styrofoam trays are too small and break easily.” – ANHS Student
- “(Reusable trays) are sturdier, the garbage doesn’t fill up as fast, and the kids don’t drop them as much.” – Tina Peebles, Einstein Lead
- “I would like them because they are more eco-friendly.” – Maureen Sternhagan, East Lead

LAWRENCE UNIVERSITY

APPENDIX 2

With Dignity: Even during tenth week

By [Marika Straw](#)

Columnist

Published: Thursday, November 10, 2011

Updated: Thursday, November 10, 2011 17:11

I'd like to reflect a bit.

This term, I've talked about discrimination. I've talked about immigrants. I've talked about sex trafficking. And I've talked about farm workers.

But while all of these are pressing human rights concerns, they don't necessarily come up very much in our day-to-day life here at Lawrence.

It is important to make informed decisions about how to vote, what petitions to sign and where to buy our food. At the end of the day, our most important contributions to the cause of human rights might not be these decisions, but the decisions we make about how we treat each other.

After all, affirming human rights is, about affirming human dignity, and we make the choice to affirm or deny human dignity every day in our interactions with others.

What do I mean by this? I mean that we can choose to judge people based on their appearances, or not. We can choose to dismiss others' pain when they come to us for help, or we can listen.

We can choose to objectify and use others, or not. We can push our agenda forward to fulfill our goals, or we can open our ears to the ideas of others.

One of the most inspiring people I've ever met was my housemate Janet. Janet's way of affirming human dignity was simple, but powerful. She reached out to every person she met

by looking them in the eye, saying hello, listening to what they had to say and responding with compassion. By doing these things, she affirmed the human dignity of every person she met.

This is very difficult, and even more so at Lawrence. My goal this term was to live like Janet, to affirm human dignity in all of my interactions with others. But this goal was quickly swept out of reach by waves of responsibility and stress.

In my desire to fulfill other responsibilities, I found myself losing track of the responsibility I considered most important: to affirm human dignity. I became wrapped up in my world to the point that I stopped looking outside of it to the worlds of others.

Unfortunately, this is something our culture encourages. American culture tells us that it is perfectly acceptable to be self-absorbed; in fact, it is wise to care more about ourselves than others if we want to succeed and be happy.

As students at a college that is fast-paced and demanding, we are doubly susceptible to this idea and often allow it influence our decisions about how we live our lives — perhaps more than we should. It is far too easy at Lawrence to become so busy thinking about ourselves that we lose sight of things that are more important, both for ourselves and for the world.

Without affirming human dignity, we will never, ever achieve the world imagined in the Universal Declaration of Human Rights. We will not be able to guarantee the rights of the UDHR to the citizens of the world unless they decide to respect each other's rights and dignity.

And that begins with us deciding to care about each other's rights and dignity. Even during tenth week. Especially during tenth week.

But even though I may not have done as well as I had hoped this term, I have great faith in Lawrentians' abilities to affirm human dignity. In my time at Lawrence, I have seen and been the recipient of countless instances of selflessness, affirmation and kindness.

I cannot express how much hope and inspiration this gives me, both for the Lawrence community and for the world we will affect when we graduate. Without this hope, inspiration and support, I would not be capable of writing this column. You can and do affirm human dignity in your interactions with others — even during tenth week. I believe in you.

LAWRENCE UNIVERSITY

APPENDIX 3

KidsGive Sierra Leone

Center for International Studies

Dr. Phillips High School

Orlando, Florida

March 1, 2011

KidsGive – For the Kids of Sierra Leone





Lawrence University Appleton, Wisconsin





**Prof. Skran, Fulbright Scholar to Sierra Leone
2005-2006**

Dr. Phillips High School - CIS



Our destination...Sierra Leone





Sierra Leone
Population: 5 million
Area: Size of South Carolina

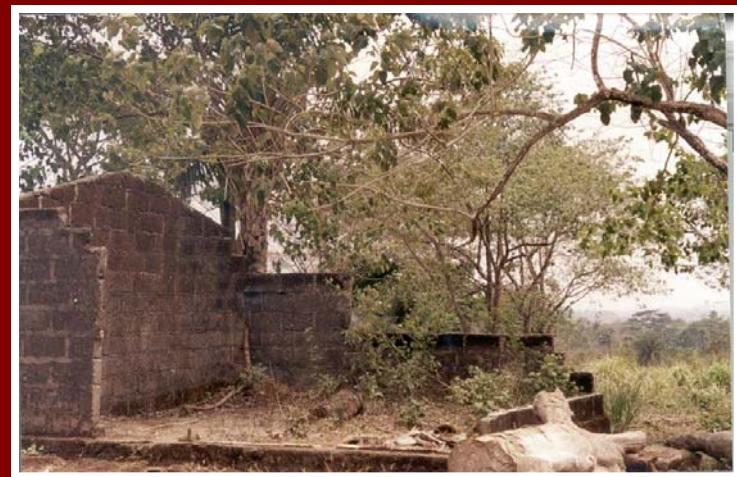
Civil War, 1991-2001



Impact of the War - Overall

- about 100,000 people killed
- about 500,000 refugees
- Over 1 million long term internally displaced people
- Almost 100% short term displacement
- Thousands of amputees
- Damage to Homes and Schools

Damages from War



Sierra Leone after the war

- In 2004, rated the poorest country in the world
- 70% of the population lives in poverty
- Literacy rate is less than 20%

Children in Sierra Leone

- Only 50% of children attend primary school
- Only 25% attend high school
- Many children work at a young age

What do kids do...

If they aren't in
school?



Sell in the Markets

Sell on the streets



Sell on Corners



Schools and Education – A solution



KidsGive visits Dr. Phillips







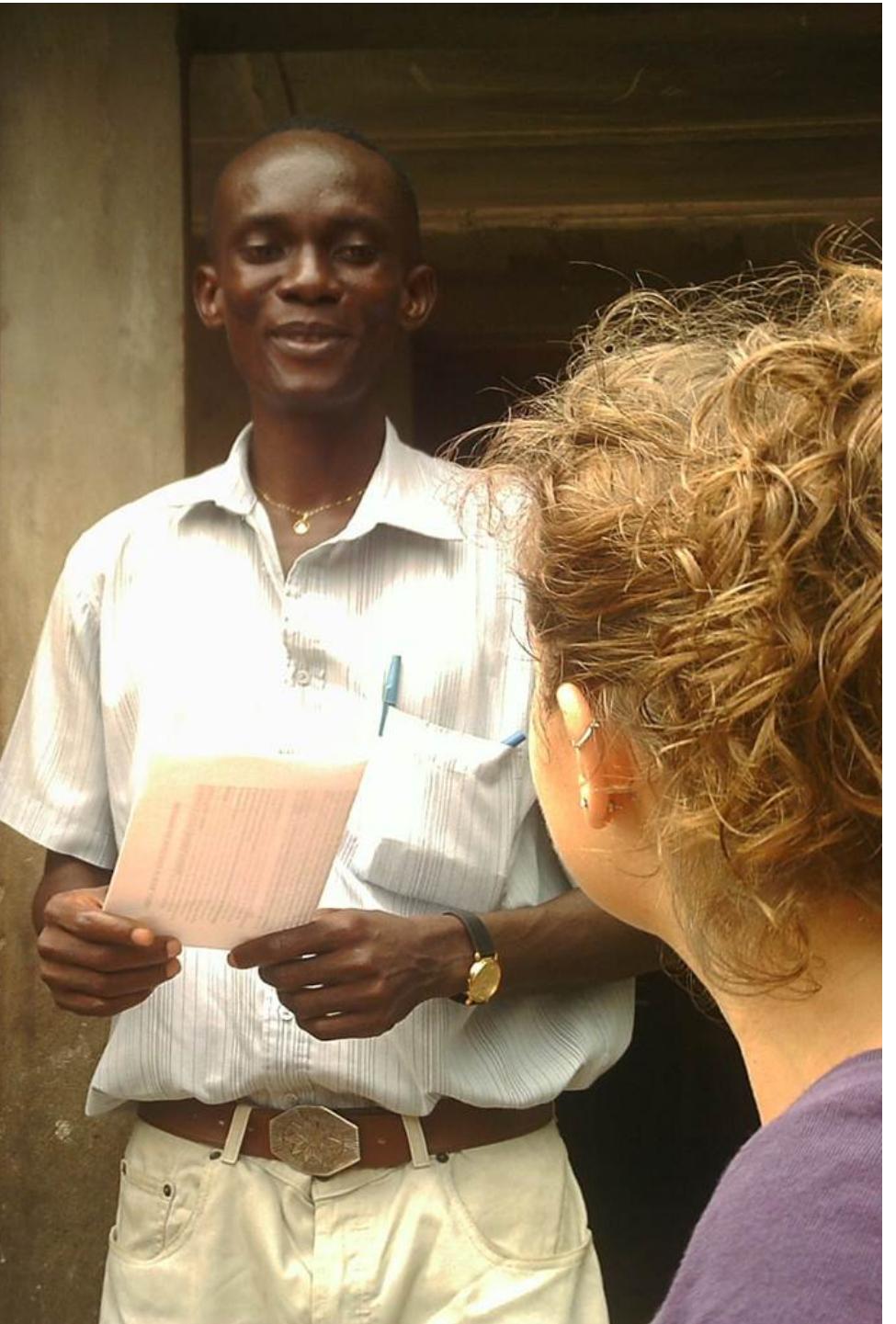


Sierra Leone, December 2009





2008/01/08 18:21







Scholarship Day







2008/01/09 20:12



2008/01/09 20:11

Sports Day





2008/01/09 20:47

Sierra Leone, December 2010











Nutrition Surveys 2009



Nutrition Presentation 2010



Environment



Comforti School, Freetown

New Building



Schools need teachers



Classrooms, too



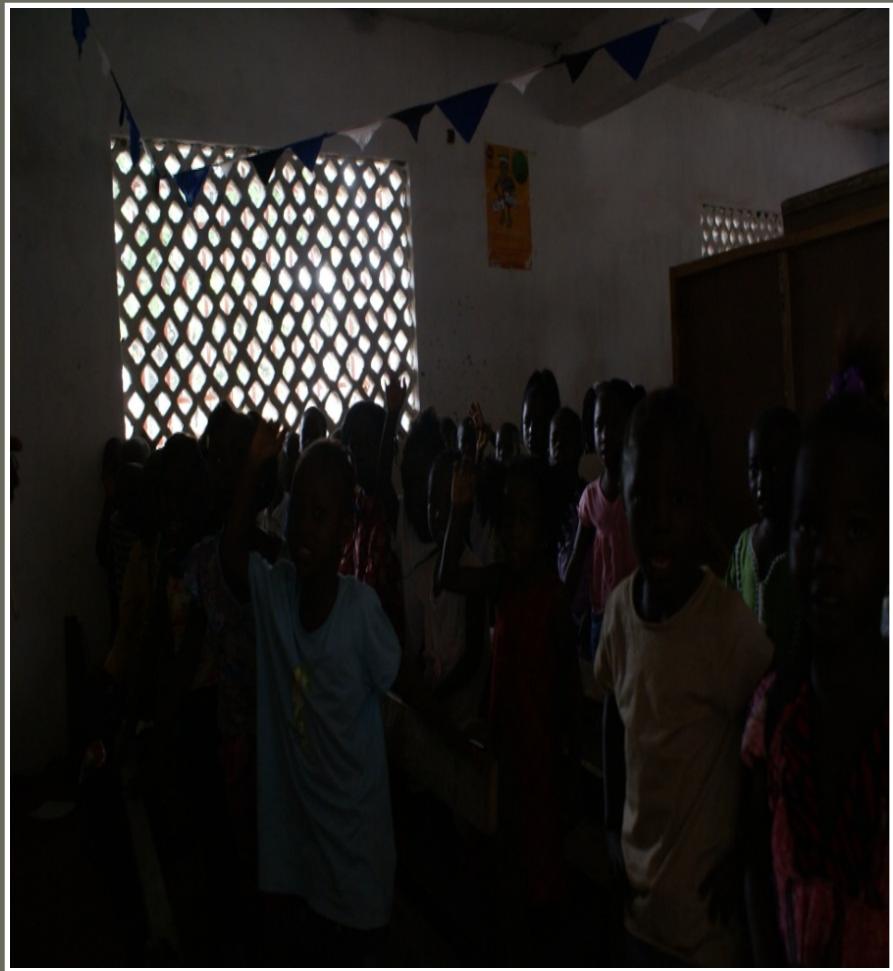
With a little extra space...



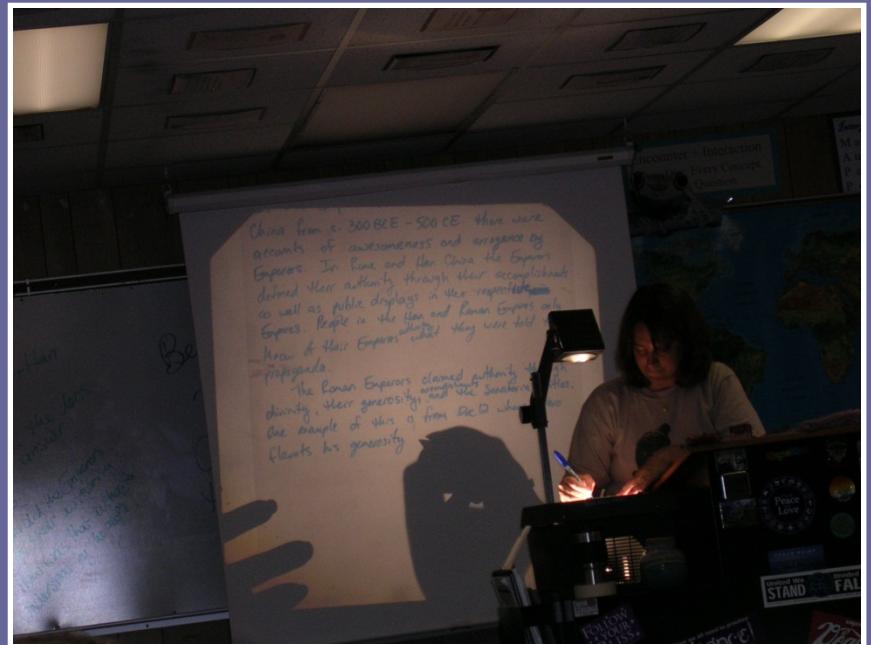
Just a Little!



Lights – please...



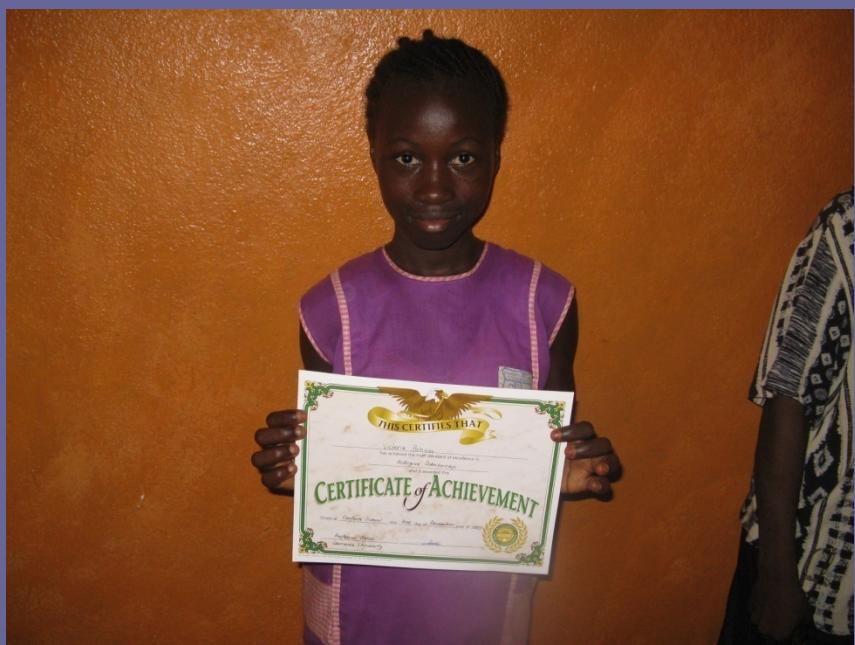
Technology helps, too



Don't forget lunch



Meet Francis and Victoria sponsored by Dr. Phillips



Top Dogs in the Country



How much does it cost to send ONE student to School for the year?



Only
\$50.00

Strangers become Friends



All children smile in the same language...



...and they all deserve equal opportunities for education

TANKI!



LAWRENCE UNIVERSITY

APPENDIX 4

The Art of Compassion

Compassion is a word that can be defined more than 10,000 ways. That's the number of students from public and private schools and other members of the community—including Lawrence University students, faculty and staff—who depicted a representation of the word on a six-inch-by-six-inch tile as part of the Appleton Compassion Project. The tiles were displayed to the public at The Trout Museum of Art, on Lawrence's campus and online.

Richard Davidson, a University of Wisconsin–Madison brain researcher whose work demonstrates compassion can be learned and practiced as a skill, inspired the community art project. As part of the project, Davidson discussed his work on compassion at the Fox Cities Performing Arts Center. A partnership between The Trout Museum of Art, the Appleton Area School District and the Appleton Education Foundation, the Appleton Compassion Project also received contributions of time and talent from others,

including the Dalai Lama, Microsoft Corporation and Skyline Technologies.

"The Appleton Compassion Project became much more than a community art project," said Tim Riley '92, executive director of The Trout Museum of Art. "Health care professionals, educators and leaders in commerce and industry became very interested in creating a compassionate community." Appleton Mayor Tim Hanna (the parent of a 2005 Lawrence graduate) even declared Appleton a compassionate city, urging other Fox Cities municipalities to participate in joint compassion projects over the next nine years.

As The Trout Museum of Art filled to capacity with tiles created by students in the Appleton Area School District, Lawrence was invited to display pieces created by students at local private and parochial schools. Lawrence students, faculty and staff had fun



creating tiles as well. Johnathan Vanko '13 helped lead Lawrence's involvement in the project, curating the exhibit on campus: "Through the Appleton Compassion Project, we had a unique opportunity to collaborate with others and to connect Lawrence with the Appleton community."

Lawrence's collaboration also helped take the project to the streets—literally. Rob Neilson, associate professor of art and Frederick R. Layton Professor of Art, asked students in his sculpture class to depict compassion on designs for manhole covers. Neenah Foundry made molds of each design, creating 12 covers that were installed on the sidewalk along College Avenue. Neenah Foundry underwrote the cost of creating the manhole covers and the City of Appleton covered the cost of installation.

"Talk about a lasting—and compassionate—gift to the community!" Riley said.

Left: Johnathan Vanko '13 helped lead Lawrence University's involvement in the Appleton Compassion Project, curating the exhibit on campus.

Below: "Under Your Wings," a manhole cover created by Anna Zuke '11, depicts two feathery wings in front of a setting sun. "I imagine that these wings are circling the earth, helping and loving those people, animals and things in need," Zuke said.

Below right: Professor Rob Neilson and his students observe the manufacturing of their manhole covers at Neenah Foundry.



Right: The College Avenue storefront that was temporarily transformed into the Rabbit Gallery.



An Artistic Endeavor

For 12 days in May, an empty College Avenue storefront transformed into a temporary, or "pop-up" art gallery that featured the work of Lawrence students, faculty and community artists. Organized by Sydney Perl '12, Krissy Rhyme '11 and Ranga Wimalasuriya '12, the Rabbit Gallery helped market the vacant property and provided a professional space for local artists to showcase and sell their work. An ongoing project, the Rabbit Gallery will continue to "pop up" in other downtown locations this year.

"They take empty spaces, clean them up, put up an exhibition of artwork, it's up for two or three weeks, then it comes down and they move on to the next space," Associate Professor of Art and Frederick R. Layton Professor of Art Rob Neilson said. "It's great for the property owners, it's good for the community—no one likes an empty storefront."

In addition to helping local artists, who were charged a lower-than-normal commission for sold artwork, the gallery also helped Appleton's downtown business district. Jennifer Stephany, executive director of Appleton Downtown Inc., said that hosting the gallery in a vacant space helped "generate traffic to the central business district and bring awareness to opportunity for entrepreneurial business development."

An advisory board that included three Lawrence faculty members, Stephany, The Trout Museum of Art Executive Director Tim Riley '92, and former JanSport CEO and Lawrence Trustee Mike Cisler '78 guided the students. Through Kickstarter, an online funding platform, 40 backers also supported the project.

