

# Continuous Professional Development (CPD) Grant Application

Name \_\_\_\_\_

Department or School \_\_\_\_\_

Brief Description of Training Opportunity \_\_\_\_\_

\_\_\_\_\_

Amount Requested \_\_\_\_\_ Your Email \_\_\_\_\_

Is this your first CPD grant application?  Yes  No

If no, in what year was your most recent CPD grant awarded? \_\_\_\_\_

If your proposal is funded, would you be willing for the Mellon Center to use it as an exemplary submission in the online *Handbook*?  Yes  No

Please complete the following checklist by placing a check mark against each item to ensure that your application is complete. Incomplete applications will be returned to the applicant without further consideration.

1. Summary of Prior CPD grants (if relevant)
2. Narrative (as per format described in *Handbook*)
3. CPD Budget Page
4. Copy of Brief CV



Signature \_\_\_\_\_ Date \_\_\_\_\_

1. **Documentary Storytelling:** Learning how to record video and audio footage, and how to cut, edit, and narrate the materials into a compelling nature documentary story.

2. **Summary:** n/a

3. **Narrative**

A. Training Opportunity. Describe the training opportunity.

By definition, a documentary film or a documentary is a non-fictional motion-picture intended to document reality, primarily for the purposes of instruction, education, entertainment or maintaining a historical record (BERNARD 2016, CHASSE 2019). Thereby it uses video and film scenes, photographs, and sound (environment, interviews) of real people and real events which when edited together create a particular story, viewpoint, message or experience (NELSON & BERTALAN 2015, MARTIN 2018). Documentaries usually range in length from a few minutes (so called mini documentaries) to 90 minutes.

I have an invitation from professional nature documentary filmmakers in Paraguay (Paraguay Salvaje by Thomas and Sabine Vinke: <http://paraguay-salvaje.com/>) to learn how to "shoot" documentary nature films, how to record interviews and sounds, and how to cut, edit, and narrate the produced materials (footage, photos, interviews, sound) into a documentary story. Based on my conversations with Thomas and Sabine I have purchased the recommended professional video camera, an action camera (GoPro 9), a video drone, tripod, external shotgun, lavalier microphones, and an external sound recorder that I will use for this training. Furthermore, I will be introduced to the video editing software Adobe Premiere Pro for "cutting" the produced materials.

B. Professional Development. Describe how the learning goals/skills relate to the applicant's artistic, scholarly, or pedagogical development.

I am an organismic field biologist, and the use of photographs to document wildlife and nature is essential for my research. I routinely take photographs of new species and habitats for my publications, scientific and popular presentations as well as for teaching in the classroom. In addition to photography, the use of footage has become more common in recent years. Many funding organizations (e.g., Explorers Fund) now request a 2-minute video explaining the proposed research project beside a written proposal.

In 2012, National Geographic convinced me to take one of their video cameras into the field for my awarded project *"Herpetofaunal Inventory and Conservation Assessment of an Unknown and Mysterious World: The Pui Pui Protected Forest in Peru"* to produce footage. In preparation for video making (I had zero experience), I had a one-hour phone meeting with a professional National Geographic cameraman who provided valuable tips and recommendations. I used the borrowed camera during my expeditions to Peru in 2012 and created footage which I forwarded to National

Geographic who then produced a 1 min professional video. This video can be found here: <https://www.youtube.com/watch?v=gD8mjp6oBCY>

Having successfully used short video clips (mostly from YouTube) for lectures, I am convinced of the power of moving images and sound to capture the interest of an audience, to inspire, and to support the learning experience. Therefore, I am eager to learn how to produce a documentary story with the purpose of informing the public and students about the importance of biodiversity, and to document my research in Peru. Thomas and Sabine Vinke are filmmakers and close friends whom I've known for over 20 years because of our joint interest in amphibians and reptiles, and our general passion to understand nature and biodiversity. To gain more basic understanding of film making I have read four books (Nelson & Bertalan 2015, Bernard 2016, Martin 2018, and Chasse 2019) about making documentaries.

In Paraguay, I will get hands-on experience during two weeks by participating in a nature documentary production in the Neotropics. I am invited to stay at their house (Estancia Amistad: <http://www.chaco-wildlife.org/py/about-us/estancia.htm>) from which we will take various one day trips by car to observe nature. This invitation (see Appendix A) is a great training opportunity for me as I'll be joining professional movie makers to learn how to film, interview, and record sound. In addition, I'll learn to use a video editing software (Adobe Pro Premium) to cut/edit videos. I plan to take my video and audio equipment on future expeditions to Peru and apply my newly acquired skills to create videos that I will use for scientific presentations and in the classroom to support my lecture materials.

**C. Proposed Expenses. Provide a justification for expenses that correspond to items requested on the application budget page.**

The total expenses for flight (\$1,253 see Appendix B) and food (\$280) are \$1,533. I'm requesting \$1,000 which I will use to finance part of my flight to Asuncion (Paraguay). I will use personal funds to cover the remaining expenses.

**D. Proposed Timetable.**

I plan to fly to Paraguay for two weeks (precise date to be determined) in July 2022. After arrival, I will join the filmmakers Paraguay Salvaje Thomas and Sabine Vinke on various road trips (to be determined based on weather conditions) to learn how to film nature documentaries.

## References

- BERNARD, S.C. (2016): Documentary Storytelling. Routledge; 4th Edition.
- CHASSE, B. (2019): The Documentary Filmmaking Master Class: Tell Your Story from Concept to Distribution. Allworth.
- MARTIN, J.R. (2018): Documentary Directing and Storytelling: How to Direct Documentaries and More! CreateSpace Independent Publishing Platform; 1th Edition.
- NELSON, R.P. & D. BERTALAN (2015): How to Make Science and Nature Films: A guide for emerging documentary filmmakers. CreateSpace Independent Publishing Platform; 1th Edition.

### 4. CPD Grant Budget Page

Print

### CPD Grant Budget Page

Reset

Faculty Name Edgar Lehr

A. **Course/Training Fees** (please itemize) \$ 0.00

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. **Training Materials** (please itemize) \$ 0.00

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. **Travel** (please itemize) \$ 1,253.00

Flight from Chicago to Asuncion (Paraguay)  
\_\_\_\_\_  
\_\_\_\_\_

D. **Housing/Living Expenses** (please itemize) \$ 280.00

Food expenses for 2 weeks (20\$ per day):  
\_\_\_\_\_  
\_\_\_\_\_

E. **Other** (please itemize)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TOTAL (Maximum award \$1,000)** \$ 1,533.00

## 5. Brief Vita

### RESEARCH INTERESTS

Taxonomy, morphology, comparative anatomy, systematic revisions, phylogenetic studies (including both morphological and genetic data), ecology, and studies of biogeography and conservation of amphibians and reptiles with special focus on the neotropical herpetofauna.

### EDUCATION

- 2009        **Habilitation (Dr. habil., permission for lecturing)**, thesis: *Zur Taxonomie, Morphologie und Phylogenie strabomantider Anuren in Peru* (Taxonomy, morphology, and phylogeny of strabomantid anurans in Peru), Universität Koblenz-Landau (Germany).
- 2005–2006 **Postdoctoral Researcher** at the Division of Herpetology, Natural History Museum and Biodiversity Research Center, University of Kansas.
- 1997–2001 **Doctoral degree (Dr. phil. nat., "magna cum laude")** in Zoology, Institute of Zoology, Department of Ecology and Evolution, Johann Wolfgang Goethe-University Frankfurt am Main (Germany), Dissertation: (The herpetofauna along the 10° latitude of Peru: species record, taxonomy, ecological remarks and biogeographical relations).
- 1996        **Master's degree ("very good")** in Biology, Department of Biology, Johannes Gutenberg-University Mainz (Germany). Thesis: (Interspecific variability of the Indochinese Box Turtle *Cuora galbinifrons*).
- 1990–1996 **Study of biology** (Dipl.-Biol.) at the Johannes Gutenberg-University Mainz (Germany) including botany, genetics, microbiology, palaeontology, zoology

### PROFESSIONAL EXPERIENCE

- 2017-        **Professor of Biology**, Illinois Wesleyan University, Bloomington, USA.
- 2015-2017 **Associate Professor of Biology**, Illinois Wesleyan University, Bloomington, USA.
- Summer 2015: **Visiting Scholar**, Lingnan University Hong Kong.
- 2009-2015 **Assistant Professor of Biology**, Illinois Wesleyan University, Bloomington, USA; **Visiting Professor** for a summer block course at the Department of Biology, the University of Koblenz-Landau, Germany.

### AWARDS AND FELLOWSHIPS (selected)

- 2018        **Silver medal** from the Museo de Historia Natural Universidad Nacional Mayor de San Marcos (Lima, Peru) for longtime collaboration and support.
- 2011        Grant from the **National Geographic Society's Global Exploration Fund – Northern Europe** for proposed project *Herpetofaunal Inventory and Conservation Assessment of an Unknown and Mysterious World: The Pui Pui Protected Forest in Peru* (\$22,886)
- 2005–2006 Feodor Lynen-Research Grant for two years from the **Alexander von Humboldt-Foundation** (\$100,000)

**ACADEMIC AND COMMUNITY SERVICE**

2017- **Selection Panel Member** (DAAD, NY, German Academic Exchange Service)

Since 2019 **Editorial Board** of the journals *Taxonomy* (MDPI) and *Life* (MDPI)

Since 2007 **Associate Editor** of *Salamandra* (DGHT, Germany) and *Journal of Herpetology* (SSAR, USA)

**Reviewer** (for 60 scientific journals, selected) for *Amphibia-Reptilia*; *Copeia* (multiple), *Herpetologica* (multiple), *Herpetological Monographs* (multiple), *Journal of Herpetology* (multiple), *Molecular Phylogenetics and Evolution* (multiple), *Journal of the Linnean Society* (multiple), *Zootaxa* (multiple), *ZooKeys* (multiple)

**PROFESSIONAL AFFILIATIONS**

**Research Associate** of the Museo de Historia Natural Universidad Nacional Mayor de San Marcos (MUSM), Lima, Peru; **Research Associate** of the Field Museum; **IUCN/SSC Amphibian Specialist Group**; **IUCN Red List** of Peru; **Research Affiliate** of the Natural History Museum and Biodiversity Research Center (KU)

**PUBLICATIONS (total of 156, selected)**

Lehr, E., Cusi, J.C., Rodriguez, L.O., Venegas, P.J., García-Ayachi, L.A. & A. Catenazzi (2021): A new species of toad (Anura: Bufonidae: *Rhinella*) from northern Peru. *Taxonomy* 1(3):210–225. <https://doi.org/10.3390/taxonomy1030015>

LEHR, E., LUY, S. & A. CATENZZI (2021): A new, critically endangered species of *Pristimantis* (Amphibia, Anura, Strabomantidae) from a mining area in the Cordillera Occidental of northern Peru (Región Cajamarca). *Salamandra* 57(1):15–26.

LEHR, E., MORAVEC, J. & R. VON MAY (2020): A new cryptic genus of terrestrial lizard (Gymnophthalmidae, Cercosaurinae) from the eastern Andes of central Peru. *Salamandra* 56(1):1–15.

**SCIENTIFIC PRESENTATIONS (total of 53, selected)**

LEHR, E. (Apr. 28, 2021). I Congreso Nacional sobre Ciencias de la Vida y XXVIII Reunión Científica del ICBAR, Universidad Nacional Mayor de San Marcos (Lima, Peru): Simposio I: Herpetología: Avances en Taxonomía y Ecología en Anfibios y Reptiles de Perú: "The Tropical Andes of Peru: recent discoveries of amphibians and reptiles". (invited, Zoom).

LEHR, E. (Feb. 27, 2019). Museo de Historia Natural Universidad Nacional Mayor de San Marcos (Lima, Peru), Simposio sobre Avances en Biodiversidad y Conservación por el 101 Aniversario del Museo: "Descubrimientos recientes de nuevas especies de anfibios y reptiles de las eco regiones de Puna y Yungas en Perú". (invited, in Spanish).

LEHR, E. (May 11, 2018). University of San Carlos (Cebu, Philippines), Department of Biology: Herpetological Inventory and Conservation Assessment of the Pui Pui Protected Forest (1650–4500 m) in central Peru. (invited)

## Appendix

- **A. Letter of invitation from the Paraguay Salvaje filmmakers**



Declarado de Interés Turístico Nacional por  
la Secretaría Nacional de Turismo  
de la Presidencia de la República del Paraguay

Declarado de Interés Nacional por  
la Honorable Cámara de Senadores de la Nación Paraguaya

Filadelfia, August 5, 2021

To the FDC Selection Committee of the Illinois Wesleyan University

We, the filmmakers Thomas and Sabine Vinke from Paraguay Salvaje invite Edgar Lehr to join us in the Chaco of Paraguay for the making of a nature documentary episode for TV.

Edgar will have the opportunity to gain hands-on experience in using a film camera, recording sound, conducting interviews, being interviewed, and cutting and editing the recorded video and sound in a video editing program. We are scheduling his invitation for two weeks in July 2022 and hope that you will grant him this opportunity. Our invitation is free of financial obligations.

Sincerely,

Thomas Vinke

Sabine Vinke

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[www.paraguay-salvaje.com.py](http://www.paraguay-salvaje.com.py)  
[www.facebook.com/paraguay.salvaje](https://www.facebook.com/paraguay.salvaje)

## Appendix

- **B. Flight expenses from Chicago to Asuncion (Paraguay)**  
(Expedia.com accessed 8.3.2021)

<b>9:15pm - 12:55pm</b> <sup>+1</sup> Chicago (ORD) - Asuncion (ASU) ✈️ Multiple airlines 1 cleaning and safety practice 📄 Negative COVID-19 test required	14h 40m (1 stop) 2h 20m in Sao Paulo (GRU)	<b>\$1,253</b> Roundtrip per traveler
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