German Center for Research and Innovation opens in New York.

On February 19 a new home for both German and American students, scientists, and industry professionals was created in New York. The German Center for Research & Innovation (DWIH Deutsches Wissenschafts- und Innovationshaus), a new organization designed to strengthen ties between German researchers and their American counterparts, was officially opened by visiting dignitaries and industry leaders, led by German cabinet minister for Education and Research, Dr. Annette Schavan. “Let us build a new science partnership between Germany and the United States,” Minister Schavan said in her speech. “A partnership which is based on shared values and stands up for this common basis of values confidently in the world.”

Coming the day after Minister Schavan signed the first Science and Technology Agreement between the U.S. and Germany on February 18 in Washington D.C., the opening of the DWIH is another sign of German science reaching out to better engage the world. The DWIH concept was created by the German Foreign Office and Dr. Schavan’s Ministry of Education and Research, and will be administered jointly by the German Research Foundation (DFG Deutsche Forschungsgemeinschaft) and the German Academic Exchange Service (DAAD Deutscher Akademischer Austausch Dienst). Besides the New York office, there are plans to open similar offices of DWIH in Moscow, New Delphi, Sao Paulo, and Tokyo.

“It’s a one-stop shop,” Dr. Matthias Kleiner, president of DFG, said to describe the new center. “German science is very diverse, and this will be an opportunity for German scientists to present themselves. It will also be an address for young people to network and advance their research.”

German Ambassador to the U. S., Dr. Klaus Scharioth, spoke at length about the heritage of German and American cooperation, the similar problems each nation now faces, and the solutions that could be found through shared scientific support. “Exchange is of the essence,” he said. “The problems of the world are complex and can only be met if we work together closely.”

Other presenters at the DWIH opening included Dr. Horst Freitag, Consul General of Germany to the United Nations, Dr. Max Huber, vice president of the DAAD, and (Continued on page 9)
Cook. Please put HBD Quest Award in the subject line.

2) The student must submit a paper (max 10 pages) summarizing the research. The paper may be the one from which the Quest presentation is derived. In any event, it must include an abstract of less than one page; a review of relevant literature including the research question he or she is investigating; a report of the method; a report of the results; and discussion of the results. Send your paper to Linda Cook. Please put HBD Quest Award in the subject line.

Campus Grants & Awards Timeline

For information and application materials for campus grants, visit our web site http://www.oswego.edu/administration/ORSP/index.html and look under Campus Grants & Awards.

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<td>STUDENTS—Graduate &amp; Undergraduate Scholarly &amp; Creative Activity Grants</td>
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GANGA to Perform at Sheldon Auditorium

GANGA is a group of musicians, from the state of West Bengal in India, who perform traditional Bengali folk-songs. Their repertoire includes songs from north Bengal, where women decry the unfairness of bride price that guarantees they will marry older men, as well as songs by Bauls, religious mystics who wander and sing of the "intense yearning of the heart for the divine."

Ganga performs using traditional folk instruments such as the dotara and ananda lahri and classical instruments such as the tabla, sitar, and harmonium.

Ganga has performed widely in the United States, especially at folk festivals and programs on folk music sponsored by the Smithsonian Institution.

Women's Center, the History Department, Jean Chambers and David Vampola, Richard and Gurdeep Skolnik, Geraldine Forbes and Sidney Greenblatt.

Ganga will perform at Sheldon Auditorium on April 21, 2010 from 7:00 to 8:30 p.m.

German World, February 28, 2010, Guest Author

Upcoming Workshops

**Budgets**

**Place:** Penfield Library, Room 123

**Time:** 3:00 p.m. to 4:00 p.m.

**Date:** Friday, April 30, 2010

Please let us know what workshops you would be interested in. Send an email to Linda Cook with your suggestions.
ARTS

NGS, All Roads Seed Grants [95931]
Deadline(s): 06/15/10, 09/15/10, 12/15/10
Synopsis: The sponsor’s program funds film projects from indigenous and underrepresented minority-cultural filmmakers year-round and from all reaches of the globe.
Objectives: All Roads Seed Grant funds should be used toward the development and production of a feature film, long documentary, short documentary, shorts, animation or music video. These grants are intended to function as primary or secondary support for your film project. They may be used for equipment, travel for field research, editing time, etc.

NY Foundation for the Arts, Strategic Opportunity Stipends [11733]
Deadline: 05/25/10
Synopsis: Strategic Opportunity Stipends (SOS) are designed to help individual artists of all disciplines take advantage of unique opportunities that will significantly benefit their work or career development.
Objectives: SOS Supports: Travel and accommodations associated with an imminent, concrete opportunity such as a reading, audition, artist’s own exhibition, or workshop; Materials to make or finish work that is integral to a specific, unique opportunity; Exceptional chance for advanced study with a significant mentor (outside of a classroom setting and not related to any degree program); Professional fees and services for a specific opportunity such as lighting, graphic design or carpentry; Expenses related to care of dependents that would allow an artist to take advantage of a specific opportunity; Rental of equipment, instruments, or materials to complete work scheduled for a gallery exhibition, performance, publication, etc.; Purchase of inexpensive or one-time-use items associated with, and necessary for, an opportunity; and Promotional expenses related directly to a specific opportunity.

American Musicological Society, Music in American Culture Award [02669]
Deadline: 05/01/10
Synopsis: The sponsor provides an award to honor a book of exceptional merit that both illuminates some important aspect of the music of the United States and places that music in a rich cultural context.
Objectives: The goal of this award is to recognize the best writing on music in American culture, regardless of the source or intended audience of that writing; hence work by a broad range of authors—including performing musicians, journalists, and music critics, as well as academic scholars—will be considered. Books published in calendar year 2009 in any language and in any country are eligible.

EDUCATION

US DOEd, Education Research and Development Centers [96110]
Deadline(s): 07/19/10, 09/16/10
Synopsis: The sponsor invites applications for research projects that will contribute to its Education Research and Development Center program.
Objectives: The central purpose of the Institute’s research grant programs is to provide parents, educators, students, researchers, policymakers, and the general public with reliable and valid information about education practices that support learning and improve academic achievement and access to education opportunities for all students. In carrying out its grant programs, the Institute provides support for programs of research in areas of demonstrated national need.
Under the Education Sciences Reform Act of 2002, the Institute supports national research and development centers (R&D Centers) that are intended to contribute significantly to the solution of education problems in the United States by engaging in research, development, evaluation, and national leadership activities aimed at improving the education system, and ultimately, student achievement. Each of the R&D Centers conducts a focused program of education research in its topic area. In addition, each Center conducts supplemental research within its broad topic area and provides national leadership in advancing evidence-based practice and policy within its topic area. For the FY2011 Education Research and Development Center competition, the Institute invites applications for (a) the National Education Research and Development Center on Cognition and Adult Literacy, (b) the National Education Research and Development Center on State and Local Policy, and (c) the National Education Research and Development Center on Postsecondary Education and Employment.

American Honda Foundation [09372]
Deadline: 05/01/10
Synopsis: The sponsor provides grant support for projects in the areas of youth and scientific education. Average grants range from $20,000 to $60,000 per year.
Objectives: Programs related to youth and scientific education should be: dedicated to improving the human condition of all mankind; soundly managed and administered by enthusiastic and dedicated individuals who approach their jobs in a youthful way; look to the future or foresightful programs; and innovative and creative programs that propose untried methods which ultimately may result in providing solutions to the complex cultural, educational, scientific and social concerns currently facing the American society. The sponsor defines “youth” as prenatal through 21 years of age. “Scientific education” encompasses both the physical and life sciences, mathematics and the environmental sciences.

NEA Foundation for the Improvement of Education, Learning and
Leadership Grants [05864]
Deadline(s): 06/01/10, 10/15/10
Synopsis: The sponsor provides support to public school teachers, public education support professionals, and/or faculty and staff in public institutions of higher education for one of the following two purposes: Grants to individuals fund participation in high-quality professional development experiences; or Grants to groups fund collegial study.
Objectives: Grants support public school teachers, public education support professionals, and/or faculty and staff in public institutions of higher education for one of the following two purposes: Grants to individuals fund participation in high-quality professional development experiences, such as summer institutes or action research; or Grants to groups fund collegial study, including study groups, action research, lesson study, or mentoring experiences for faculty or staff new to an assignment.
All professional development must improve practice, curriculum, and student achievement. Decisions regarding the content of the professional growth activities must be based upon an assessment of student work undertaken with colleagues, and must be integrated into the institutional planning process. Recipients are expected to exercise professional leadership by sharing their new learning with their colleagues.

HUMANITIES

Humboldt (Alexander von) Foundation, TransCoop Program: Transatlantic Cooperation in the Humanities, Social Sciences, Law, and Economics [72070]
Deadline: 04/30/10
Synopsis: Support is provided for transatlantic research cooperation among German, American, and/or Canadian scholars (Ph.D. required) in the humanities, social sciences, economics, and law. The sponsor provides EUR 55,000 over a three-year period.
Objectives: The sponsor provides funds for research in the humanities, social sciences, economics, and law. Scientific questions, including any from engineering or life sciences, may be considered providing the subject of the proposed research is convincingly related to the humanities and social sciences. In the selection procedure, priority is given to new research cooperation.

NGS, All Roads Seed Grants [95931]
Deadline(s): 06/15/10, 09/15/10, 12/15/10
Synopsis: The sponsor’s program funds film projects from indigenous and underrepresented minority-culture filmmakers year-round and from all reaches of the globe.
Objectives: All Roads Seed Grant funds should be used toward the development and production of a feature film, long documentary, short documentary, shorts, animation or music video. These grants are intended to function as primary or secondary support for your film project. They may be used for equipment, travel for field research, editing time, etc.

INTERDISCIPLINARY

Google Research, Faculty Research Award [04600]
Deadline(s): 08/15/10, 12/15/10
Synopsis: The sponsor provides funding to facilitate more interaction between Google and academia and also nurture stronger relations and partnerships with universities. The intent of the awards is to support academic research aimed at improving information access (defined broadly)
Objectives: Areas that are of particular interest include (but are not limited to): Economics and market algorithms; Education innovation; Geo/maps; Health; Information retrieval, extraction, and organization; Machine learning and data mining; Machine translation; Mobile; Multi-media search and audio/video processing; Natural language processing; Policy and standards; Security and privacy; Social systems; Speech; Structured data and database management; Software and hardware systems infrastructure; and Human-computer interaction.

NSF, Course, Curriculum, and Laboratory Improvement [82348]
Deadline(s): 05/27/10
Synopsis: The Course, Curriculum, and Laboratory Improvement (CCLI) program seeks to improve the quality of science, technology, engineering, and mathematics (STEM) education for all undergraduate students. It especially welcomes proposals that have the potential to transform undergraduate education in science, technology, engineering, and mathematics (STEM) for all students.
Objectives: All proposals must contribute to the development of exemplary undergraduate STEM education. Typically projects include one or more of the components described below and they build on prior knowledge, both in the STEM fields and in undergraduate education. In addition, CCLI welcomes proposals describing untested, forward-looking, and unconventional activities that could have a high impact and contribute to transforming undergraduate STEM education. Prospective principal investigators for this kind of project should discuss their ideas with a CCLI Program Officer in advance of proposal submission to help gauge the appropriate scope and scale of the proposal.

Creating Learning Materials and Strategies: Projects developing new learning materials and strategies for improving courses, curriculum, and laboratories should be guided by research on teaching and learning and should incorporate and be inspired by advances within the disciplines. Instrumentation and equipment requests are appropriate but must be based on their impact on student learning. Early stage projects typically carry the development of materials, and assessment of learning, to the stage where judgments can be made about whether further investment in the new materials or approaches is justified.
Later stage projects should yield evaluation results sufficiently conclusive and descriptive so that successful products and processes can be adopted, distributed widely or, when appropriate, commercialized.

Implementing New Instructional Strategies: To ensure their broad based adoption, successful instructional strategies should be widely practiced. Therefore, CCLI welcomes proposals to change undergraduate STEM courses, curricula and laboratories by implementing strategies to reflect proven or promising pedagogical techniques in ways that encourage widespread adoption. These strategies may come from previous CCLI projects or from other sources in the STEM community. Instrumentation and equipment requests are appropriate in implementation projects, based on their impact on student learning, and provided a convincing case is made that the planned acquisition contributes to understanding how to achieve widespread adoption of the approach they support. Implementation projects should contribute to the community’s understanding about how new strategies are transferred to diverse settings and about how they impact student learning. Evaluation plans for implementation projects should explore the challenges and opportunities for adapting new strategies in diverse educational settings. Projects that specifically address the challenges to achieving widespread adoption of proven practice are especially welcome.

Developing Faculty Expertise: Using new learning materials and teaching strategies often requires faculty to acquire new knowledge and skills in order to revise their curricula and teaching practices. Projects focused on developing faculty expertise can range from short-term workshops to sustained activities. They should include evaluation efforts to describe the impact on the faculty participants, and in large, later stage projects, on student learning in classes taught by these faculty. Projects should provide professional development for a diverse group of faculty so that new materials and teaching strategies can be widely implemented. Assessing and Evaluating Student Achievement: Proposals for designing processes and instruments to measure the effectiveness of new materials and instructional methods are responsive to this solicitation. Some projects may develop and disseminate valid and reliable tests of STEM knowledge; other projects may collect, synthesize, and interpret information about student understanding, reasoning, practical skills, interests, attitudes or other valued outcomes. Projects that apply new and existing processes and instruments to conduct broad-based evaluations of educational programs or practices are appropriate if they span multiple institutions and are of general interest. In discussing these aspects of curricular change, projects should carefully document institutional demographics and characteristics. Projects using established instruments and strategies and likely to have only a local impact are discouraged.

Conducting Research on Undergraduate STEM Education: Results from assessments of learning and teaching as well as from projects emphasizing other programmatic components provide a foundation for developing new and revised models of how undergraduate STEM students learn. Research to explore how effective teaching strategies and curricula enhance learning and attitudes, how widespread practices have diffused through the community, and how faculty and programs implement changes in their curriculum are appropriate. Research results should provide a foundation for creating learning materials, teaching strategies, faculty development approaches, and evaluation methodologies that have the potential for a direct impact on STEM educational practices.

AHRQ, Exploratory and Developmental Grant to Improve Health Care Quality through Health Information Technology

Deadline(s): 06/16/10, 10/16/10

Synopsis: The sponsor provides support for short-term preparatory, pilot or feasibility studies that will inform larger scale real world health IT implementation and use or the conduct of more comprehensive health IT implementation research. This program will use the NIH Exploratory/Developmental (R21) grant mechanism.

Objectives: This FOA supports the conduct of short-term preparatory, pilot or feasibility studies to generate health IT implementation and use strategies that will inform larger scale real world health IT implementation and use or the conduct of more comprehensive health IT implementation research. AHRQ is most interested in applications which, if funded, can lead to future demonstrations of the effects of health IT interventions on quality and safety outcomes of national priority. Given the challenges of achieving successful implementation and use of health IT at various organizational levels, integration of organizational, human factors, systems engineering, and/or behavioral theories in addition to traditional health care and analytical theories and frameworks are encouraged.

This FOA is focused on three research areas of interest: Health IT to improve the quality and safety of medication management via the integration and utilization of medication management systems and technologies; Health IT to support patient-centered care, the coordination of care across transitions in care settings, and the use of electronic exchange of health information to improve quality of care; and, Health IT to improve health care decision making through the use of integrated data and knowledge management. Each application must clearly identify one of these research areas as the primary research area to be addressed.

NLM, Express Research Grants in
An Eye on Funding (Continued from page 6)

Biomedical Informatics [95649]
Deadline(s): 05/07/10, 06/05/10, 09/07/10, 10/05/10
Synopsis: The sponsor provides support for research grants that advance the sciences of biomedical informatics and bioinformatics. Informatics is concerned with the optimal management of information, and in practice is usually located at the intersection of computer and information sciences with an application domain such as health care, public health, basic biomedical research or clinical translational research. This program will use the NIH Research Project (R01) award mechanism.
Objectives: The National Library of Medicine (NLM) offers support for basic and applied research in biomedical informatics and bioinformatics. The scope of NLM’s interest in the research domain of informatics is interdisciplinary, encompassing basic informatics problem areas in the application domains of health care and health administration, public health, basic biomedical research, clinical translational research and health information management in disasters. Thus, in most instances, informatics projects of interest to NLM involve the application of computer and information sciences to information problems in a biomedical domain. NLM defines biomedical informatics as the science of optimal organization, management, presentation and utilization of information relevant to medicine and biology. Informatics research produces concepts, tools and approaches that contribute to what is known about the capture, storage, integration, representation, management, dissemination and use of data, information and knowledge. NLM also supports research projects focused on biomedical (rather than informatics) research questions, but approached exclusively by novel or advanced informatics techniques applied to information and data produced by others.

The following basic informatics problem areas demonstrate the scope of NLM’s research interests: information & knowledge processing, including natural language processing and text summarization; integration of information from heterogeneous sources; e.g. for event detection, feature recognition, and decision support, including very large, data sets; approaches for linking phenomic and genomic information; e.g. support use of data from clinical care in basic biomedical research, or application of research data in clinical care; information retrieval, knowledge discovery in databases, discovery mining, and other techniques for in silico discovery; high performance computing and communications: e.g. approaches to meet needs in public health and clinical care, such as real-time decision support in a disaster or emergency event; modeling and simulation techniques: e.g. linking data from different biological scales to present enhanced views for health care or biomedical education; visualization and presentation approaches for information: e.g. to enhance decisions, learning or understanding, including intelligent agents, customizable interfaces; and analysis and evaluation of information needs for and uses of online health-related information.

Examples of application domains for these informatics problem areas include, but are not limited to: health care; public health and health services research; basic biological and behavioral research; complex models; clinical translational research; information sciences; and education.

SCiences

American Honda Foundation [09372]
Deadline: 05/01/10
Synopsis: The sponsor provides grant support for projects in the areas of youth and scientific education. Average grants range from $20,000 to $60,000 per year.
Objectives: Programs related to youth and scientific education should be: dedicated to improving the human condition of all mankind; soundly managed and administered by enthusiastic and dedicated individuals who approach their jobs in a youthful way; look to the future or foresightful programs; and innovative and creative programs that propose untried methods which ultimately may result in providing solutions to the complex cultural, educational, scientific and social concerns currently facing the American society.

The sponsor defines "youth" as prenatal through 21 years of age.

"Scientific education" encompasses both the physical and life sciences, mathematics and the environmental sciences.

NSF, Social-Computational Systems [03377]
Deadline: 08/31/10
Synopsis: The SoCS program will support research in socially intelligent computing arising from human-computer partnerships that range in scale from a single person and computer to an Internet-scale array of machines and people.
Objectives: The SoCS program will support research in socially intelligent computing arising from human-computer partnerships that range in scale from a single person and computer to an Internet-scale array of machines and people. The program seeks to create new knowledge about the capabilities these partnerships can demonstrate - new affordances and new emergent behaviors, as well as unanticipated consequences and fundamental limits. The program also seeks to foster new ideas that support even greater capabilities for socially intelligent computing, such as the design and development of systems reflecting explicit knowledge about people's cognitive and social abilities, new models of collective, social, and participatory computing, and new algorithms that leverage the specific abilities of massive numbers of human participants. The SoCS program seeks to capitalize upon the collaborative knowledge and research methods of investigators in the computational and human sciences, recognizing that researchers in computer science and related disciplines...
Eye on Funding (Continued from page 7)

often focus on the limits and capabilities of computation in isolation from the people that use computation, while researchers in the social sciences often focus on the use of technology or the capabilities of people with limited impact on how such knowledge can influence the design of new technologies. Proposals that reflect collaborative efforts spanning computational and human centered approaches and perspectives are specifically encouraged.

**NSF, Research Experiences for Undergraduates**

**Deadline(s):** 06/04/10, 08/25/10

**Synopsis:** The Research Experiences for Undergraduates (REU) program supports active research participation by undergraduate students in any of the areas of research funded by the sponsor. REU projects involve students in meaningful ways in ongoing research programs or in research projects specifically designed for the REU program.

**Objectives:** The REU program seeks to expand student participation in all kinds of research—whether disciplinary, interdisciplinary, or educational in focus—encompassing efforts by individual investigators, groups, centers, national facilities, and others. The REU program is a major contributor to the NSF goal of developing a diverse, internationally competitive, and globally engaged science and engineering workforce. It draws on the integration of research and education to attract a diversified pool of talented students into careers in science and engineering, including teaching and education research related to science and engineering, and to help ensure that these students receive the best education possible. This solicitation features two mechanisms for support of student research: REU Sites and REU Supplements.

REU Sites are based on independent proposals, submitted for an annual deadline date, to initiate and conduct projects that engage a number of undergraduate students in research. REU Sites must have a well-defined common focus that enables a cohort experience for students. These projects may be based in a single discipline or academic department, or on interdisciplinary or multi-department research opportunities with a coherent intellectual theme. (Although interdisciplinary or multi-department proposals must be submitted to a single sponsor disciplinary unit, these proposals are often reviewed by two or more sponsor units, at the discretion of the sponsor program officer who manages the proposal.) A proposal should reflect the unique combination of the proposing organization's interests and capabilities and those of any partnering organizations. Cooperative arrangements among organizations and research settings will be considered so that a project might increase the quality or availability of undergraduate research experiences. To extend research opportunities to a larger number of undergraduates, proposers might also consider incorporating approaches that make use of cyberinfrastructure or other advanced technologies that facilitate research, learning, and collaboration over distances.

An REU Supplement typically provides support for one or two undergraduate students to participate in research as part of a new or ongoing sponsor-funded research project. However, centers or large research efforts may request support for a number of students commensurate with the size and nature of the project. REU Supplements are supported by the various disciplinary and education research programs throughout the Foundation, including programs such as Small Business Innovation Research (SBIR). REU Supplements may be obtained in either of two ways: Investigators holding an existing research award may submit a request for supplemental funding; and Proposers may include an REU Supplement activity as a component of a new (or renewal) research proposal to the sponsor.

**Social / Behavioral**

**BSSR, Methodology And Measurement In The Behavioral And Social Sciences [87761]**

**Deadline(s):** 05/07/10, 06/16/10, 09/07/10, 10/16/10

**Synopsis:** The sponsor offers support for research that will improve the quality and scientific power of data collected in the behavioral and social sciences, relevant to the missions of the participating NIH Institutes and Centers. Research that addresses methodology and measurement issues in diverse populations, issues in studying sensitive behaviors, issues of ethics in research, issues related to confidential data and the protection of research subjects, and issues in developing interdisciplinary, multimethod, and multilevel approaches to behavioral and social science research is particularly encouraged, as are approaches that integrate behavioral and social science research with biological, physical, or computational science research or engineering. This program will use the NIH Small Research Grant (R03) award mechanism.

**Objectives:** This program announcement encourages applications addressing four general areas of methodology and measurement research in the social and behavioral sciences. These areas, discussed in detail below, include research design, data collection techniques, measurement, and data analysis. Within the broad spectrum of research defined by these areas, applicants are particularly encouraged (but are not required) to consider studies that address one or more of the following key issues:

- Methodology and measurement issues in developing innovative interdisciplinary, multimethod, and multilevel research designs for use in behavioral and social science research, with special emphasis on both developing new technologies and addressing the analytical complexities associated with the integration of behavioral, social, and biological data.
Methodology and measurement issues in research relating to diverse populations, for example, populations that are distinctive by virtue of age, gender, sexual orientation, ethnicity, culture, including culture-specific medical systems, socio-economic status, literacy, language, or disability. Methodology and measurement issues in studying how dramatic changes in economic, social, environmental, physical, or political context affect human health and well-being, including developing new methods if older ones are no longer valid in the face of significant changes in populations and societies over the last several decades. Methodology and measurement issues in studying potentially sensitive behaviors, such as sexual behavior and abortion, and covert or illegal behaviors such as drug use, abuse, and violence. Methodology and measurement issues that facilitate incorporating measures of social environment with genetic data or enhance bringing genetic measures into studies of social epidemiology. Methodology and measurement issues concerning ethics in research, with emphasis on the topics of informed consent, assessment of risk and benefit, and selection and retention of subjects, and ensuring subjects’ confidentiality.

**DOJ, Research on Technology-Facilitated Crimes Against Children [08773]**

**Deadline:** 05/03/10

**Synopsis:** This program will support research on technology-facilitated crimes against children to inform policy and to develop effective responses to child abduction, missing children, and children at risk for exploitation and other adverse outcomes.

**Objectives:** OJJDP supports programs to further understanding of, and improve the response to, technology-facilitated crimes against children. The program’s goal is to advance understanding of Internet- and technology-facilitated crimes against children and juveniles. Proposed projects should aim to produce information that will assist federal, state, and local law enforcement and prosecutors involved with Internet- or technology-facilitated crimes against children cases, policy-makers, and professionals who care for and educate children and youth. This solicitation is for a field-initiated program for research and evaluation on topics relevant to Internet- or technology-facilitated crimes against children. OJJDP has identified two priority research areas. OJJDP will consider applications proposing research in other areas, but they should explain how the proposed project will fill a critical gap in the field’s knowledge and practice.

1. **Links Between Online Offenses and Hands-On Molestations.** OJJDP seeks research to identify predictive factors that reliably indicate whether a subject of an online child exploitation investigation poses a high risk of harm to children. Undercover operations identify hundreds of thousands of unique Internet provider addresses trading in child pornography each year. Law enforcement officers need tools to identify which suspects and cases should be given priority in order to identify and rescue victims. To address this need, the proposed research should seek to identify behavioral patterns and produce tools to predict whether an individual’s observed participation in online child exploitation predicts abusive behavior toward children.

2. **Prevention Strategies.** OJJDP seeks research on the scope and prevalence of children and youth creating and distributing explicit images of themselves or their peers, with the goal of informing the development of preventive strategies. The number of incidences known to law enforcement of children producing and distributing sexually explicit images with and without adult provocation is increasing, and communities need information about how to deliver programming to educate children and their families about the risks and consequences of this behavior.

Madeleine Jacobs, executive director and CEO of the American Chemical Society.

Perhaps the most intriguing presentation of the afternoon was saved for last, and was given by MIT’s Dr. Wolfgang Ketterle. Well over six-feet tall, the 2001 Nobel laureate in physics spoke about one of the tiniest configurations of matter, the Bose-Einstein condensate. Long held to be merely theoretical until realized in Ketterle’s lab, the condensate reveals a startling property of matter when super-cooled, one which lends ordinary objects nearly magical abilities of electrical conductivity.

Asked if there were one main goal for the new German Center for Research & Innovation, Dr. Schavan said, “To bring people together who have a passion for research.”
The Office of Research and Sponsored Programs (ORSP) is responsible for the development, coordination and financial management of all contracts and grants at the College. All externally sponsored projects for research, scholarly/creative activity, curriculum development or services utilizing SUNY Oswego facilities and/or personnel must be processed and administered through ORSP.

A project is externally sponsored if a grant or contract is awarded to the College in support of a specific activity. For example, external sponsors consist of federal and state agencies, private foundations, business and industrial enterprises, local and state governments and professional organizations. Sponsored projects include, but are not limited to, research, conferences, curriculum development, workshops, meetings, special events and scholarly and creative activities.

ORSP Pre-Award Services Available

1) Maintain a faculty/staff profile of research and special projects interests
2) Match faculty/staff projects with potential sponsors
3) Notify faculty/staff of funding opportunities appropriate to their interests
4) Maintain a current resource collection of funding sources
5) Obtain guidelines and application forms
6) Assist with interpret guidelines and preparation of agency forms
7) Provide technical and editorial critique of proposals
8) Discuss budget categories and provide assistance with the development of an appropriate inclusive budget
9) Assist with the development of competitive proposals
10) Submit assurance reports and policies to maintain an approved institutional animal care and use committee and human subject committee in compliance with state and federal procedures
11) Review of final application
12) Obtain administrative approvals

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