President’s and Provost’s Awards—Nominations due in January 2006

The President’s Award For Scholarly and Creative Activity and Research 2005-2006

The President's Award, in the amount of $1,000, shall be given annually by the President of Oswego State University to a member or members of the full-time faculty and staff on continuing appointment and with a minimum of five years of service at Oswego. This award, which is designed as a recognition of a career of significant accomplishment in scholarly or creative activity or research, may be received only once.

Nominations for the award will be accepted from colleagues until January 31, 2006. The nominator is responsible for obtaining a copy of the Selection Criteria and Procedures from the department office or the Office of Research and Sponsored Programs website under “Campus Grants and Awards” and preparing the candidate's support file.

The President's Award shall be under the auspices of the Scholarly and Creative Activity Committee (SCAC) of the college. The selection committee will screen these nominations, and send a short list, together with supporting data and material, to the President via the Provost of the college. The President will select the person(s) to receive the award from the committee's short list.

The Provost’s Award For Scholarly and Creative Activity and Research 2005-2006

The Provost's Award, in the amount of $500, shall be given annually by the Provost of Oswego State University to a junior member or members of the full-time faculty and staff on term appointment and with a minimum of three years of service at Oswego. This award, which is designed as a recognition of significant accomplishment in scholarly or creative activity or research, may be received only once.

Nominations for the award will be accepted from colleagues until January 31, 2006. The nominator is responsible for obtaining a copy of the Selection Criteria and Procedures from the department office or the Office of Research and Sponsored Programs website under “Campus Grants and Awards” and preparing the candidate's support file.

The Provost's Award shall be under the auspices of the Scholarly and Creative Activity Committee (SCAC) of the college. The selection committee will screen these nominations, and send a short list, together with supporting data and material, to the Provost of the college. The Provost will select the person(s) to receive the award from the committee's short list.
Mockingbird Foundation [84013]
**Deadline:** 02/01/06
**Scope:** The sponsor offers competitive grants to schools and nonprofit organizations that effect improvements in the area of music education for children.
**Funds:** Grants range in size from $50 to $5,000 and are made on a one-time basis.
**Objectives:** Funding is provided for schools and nonprofit organizations in the following areas:
- **Music:** The sponsor is particularly interested in projects that encourage and foster creative expression in any musical form (including composition, instrumentation, vocalization, or improvisation), but also recognizes broader and more basic needs within conventional instruction. Applications associated with diverse or unusual musical styles, genres, forms, and philosophies are encouraged.
- **Education:** This program may include the provision of instruments, texts, and office materials and the support of learning space, practice space, performance space, and instructors/instruction. The sponsor is particularly interested in projects that foster self-esteem and free expression, but does not typically fund music therapy which is not education or music appreciation which does not include participation.
- **Children:** The sponsor is interested in targeting children eighteen years or younger, but will consider projects benefiting college students, teachers, instructors, or adult students. Of particular interest are programs which benefit disenfranchised groups, including those with low skill levels, income, or education; with disabilities or terminal illnesses; and in foster homes, shelters, hospitals, prisons, or other remote or isolated situations.

Kettering Family Foundation [68091]
**Deadline:** 2/1/2006
**Scope:** The sponsor provides grants for cultural/arts. Unsolicited requests will be reviewed only once in a 12-month period from the same requesting organization and/or program.

Commissioning Music/USA - Meet the Composer, Inc. [70706]
**Deadline:** 01/27/06
**Scope:** Meet the Composer, Inc., in partnership with the National Endowment for the Arts, supports not-for-profit performing and presenting organizations that wish to commission new works. Grants provide support for composer and librettist commissioning fees, copying costs, as well as a range of support services (Production costs are not supported).
**Funds:** A single organization wishing to commission a new work can apply for up to $15,000 towards the artists' commissioning fees. A group of organizations wishing to co-commission a new work can apply for up to $30,000 towards the artists' commissioning fees. Please note that this program provides for commissioning fees only, no support for administration or production expenses is available.
**Objectives:** The sponsor designs programs that support composers writing in all styles of music. Composer projects have included classical, jazz, folk, electronic and many other styles of music. Major symphonic works, full-length operas, works for jazz ensemble, music for dance of all kinds, experimental music and theater projects, and chamber music of many instruments have all been created with support from the sponsor.
The 2006 round will commission new works created by a composer in collaboration with another artist working in a different discipline. These collaborative works can be in well established forms, such as opera or ballet, or may take a unique or emergent form. Regardless of form, sound or music must play a key role in the new work and the collaborating artists must be equal partners in the creation and dissemination of the work.

Creative Connections - Meet the Composer, Inc. [70702]
**Deadlines:** 01/07/06, 04/01/06, 06/01/06, 10/01/06
**Scope:** The sponsor provides support for American composers to participate in public activities related to specific performances of their original music. By supporting the composer's interaction with audiences, performers, arts organizations, and local communities.
**Funds:** Award amounts range from $250 to $5,000 and are based on the level, extent, and originality of the composer activities described in the application.

PatsyLu Music Fund Grants Open Meadows Foundation [70555]
**Deadlines:** 02/15/06, 08/15/06
**Scope:** The sponsor funds projects that are designed and implemented by women and girls; projects which have limited financial access which reflect the cultural and ethnic diversity of our society and promote the empowerment of women and girls; and projects for social change that have encountered obstacles in their search for funding.
**Funds:** The sponsor provides grants of up to $2,000 to cover start-up expenses or to support on-going projects.
**Objectives:** The PatsyLu Music Fund will consider music projects from women who are composers, music educators, musicologists, performers (or in performing groups). The mission of the fund is to seek out women's music projects from women of ethnic, cultural, and racial diversity and especially the work of lesbians.

EDUCATION

Technology for Teaching Grants - Hewlett-Packard [81580]
**Deadline:** 02/15/06
**Scope:** The sponsor makes grants to bolster the innovative and effective integration of mobile technology in K-16 education settings.
**An Eye on Funding (continued)**

**Funds:** The 2006 award for K-12 schools includes several elements. Each of the five teachers on the schools project team will receive an HP Compaq Tablet PC; an HP Multimedia projector; HP digital camera; HP printer, scanner, copier; a $500 stipend; and customized online professional development opportunities to support the use of technology in their teaching and support from a mentor with experience integrating technology in the K-12 environment. The total value of the award will be at least $30,000. The 2006 award for higher education includes several elements, valued at more than $70,000; a product bundle for one faculty member and a classroom, valued at approximately $55,000; $15,000 in cash as a stipend for the Principal Investigator to work on the project; and attendance at the annual conference in 2007. The sponsor will provide travel and hotel accommodations for a single participant from each institution, plus $500 in cash to cover miscellaneous travel expenses related to the conference.

**Objectives:** For K-12 public schools, awards will be made to those using a collaborative, team-based approach to implementing technology integration projects. The focus of the project must be on using technology to teach, rather than teaching students to use technology. Preference will be given to projects that address mathematics and/or science. Preference will also be given to schools that serve a high proportion of low-income students, relative to their district or state's free and reduced price lunch percentages.

For higher education, grants will focus on course redesign using HP mobile technology. The goal is to positively impact student learning and increase the pipeline of students graduating with degrees in engineering, computer science and business.

**Teaching Enhancement Fund Small Grants Program - American Sociological Association [64933]**

**Deadline:** 02/01/06

**Scope:** The sponsor provides support to an individual, a department, a program, or a committee of a state/regional association for projects that extend the quality of teaching sociology.

**Eligibility:** Eligible applicants may be an individual, a department, a program, or a committee of a state/regional association. While ASA membership is not a criterion for applying or being selected for this grant, if and when a grant award is made, the recipient must be a current ASA member.

**Objectives:** These grants are intended to support projects that extend the quality of teaching sociology. The principal criteria for the award are that the project is likely to: enhance the teaching of sociology; serve as a seed-project that will continue to have an impact in months and years to come; and be systemic in its impact.

**Research Grants Program - American Educational Research Association [64551]**

**Deadline:** 03/01/06

**Scope:** The sponsor provides support for research studies of education policy or practice using quantitative methods which include the analysis of data from at least one of the large-scale, national or international data sets supported by NCES or NSF.

**Funds:** Awards for Research Grants are up to $20,000 for one-year projects, or up to $35,000 for two-year projects.

**Objectives:** The sponsor invites educational policy-related research proposals using NCES, NSF, and other national data bases. Research topics may cover a wide range of policy-related issues that include but are not limited to: school persistence and career entry; teachers and teaching, including supply, quality, and demand; policies and practices related to achievement; policies and practices that influence student and parental attitudes; contextual factors (individual, curricular, and school related) in education; education in middle schools; educational participation and persistence (kindergarten through graduate school); at-risk students; early childhood education; US education in an international context; school finance; materials (curriculum) development, research and informal science education; undergraduate science, engineering, and mathematics education; the supply (pipeline) of students taking mathematics and science courses from K-12; research career development; the quality of educational institutions; and methodological studies.

**Patrina Foundation [68253]**

**Deadline:** 01/15/06

**Scope:** The sponsor seeks to expand women's educational opportunities and advance scholarship by and about women. The sponsor's primary target area is the Northeast.

**Funds:** In general, grants range from $10,000 to $15,000; all are limited to one-year projects.

**Objectives:** Grants promote curriculum development and research in women's studies and support projects that prepare girls and women to meet the professional and personal challenges in their lives.

**Federal Cyber Service: Scholarship for Service (NSF)**

**Deadline:** 02/02/06

**Scope:** The Federal Cyber Service: Scholarship for Service (SFS) program seeks to increase the number of qualified students entering the fields of information assurance and computer security and to increase the capacity of the United States higher education enterprise to continue to produce professionals in these fields to meet the needs of our increasingly technological society.

**Funds:** The Scholarship Track provides academic year stipends of $8,000 per year for undergraduate students and $12,000 per year for graduate students. The Capacity Building Track provides funding of up to $150,000 per year for two years; additional funding of up to (Continued on page 6)
Because melt transfer affects the thermal and rheological behavior of the crust during orogenesis, it has become important to understand the mechanism by which melt is transferred from source to sink. This record is in the geometry, petrography, geochronology and geochemistry of granites associated with migmatites at all scales (matrix-mineral to pluton scales). Within migmatites the geometry of smaller-volume granites may have recorded a quasi-steady network of melt migration, partly controlled by deformation during melt production. Although the geometry of these bodies may be fragments of the full-flow network due to periodic closing and opening of conduits, some vein-like bodies may travel as a whole during deformation. The presence of granite in structurally controlled sites suggests melt flow during deformation, as is supported by experimental data.

This work is focused upon a complete interdisciplinary approach to the question of orogenic granite melt flow. The 3-D documentation the geometry of migmatitic structures (e.g., leucosomes and smaller-volume granite bodies) and associated plutons is essential information as these data amount to some sort of plumbing, with migmatitic fabrics/structures as the conduits. Despite the possibility that this geometry may be fragmentary or composite, the base of understanding can come only from this detailed analysis. Subsequent geochronological and geochemical data is placed in a solid, meaningful framework. Work is focused on single large exposures, small sets of closely-spaced outcrops and along a series of transects in western Maine, and continues into in New Hampshire.

The outcome of the research is the better understanding of melt-transit through the crust in orogens, as well as the capacity to use the results to better constrain regional tectonics. We approach this outcome through connection between detailed (labor-intensive) mesoscale and microscale observation of key exposures. The study fundamentally incorporates several small-scale field and laboratory studies that are performed by many workers, operating simultaneously within a given region. Each part of the study, therefore, sums to a larger-scale project aimed at a singular goal. Therefore, the work is perfectly suited for undergraduate student projects that necessarily operate on single-semester to single-year time scales.

An important impact of this study is the involvement of a team of undergraduate students from both PIs’ institutions. Research experiences take the form of year-long Honors Theses and one-semester Independent Studies with foci related to distinct parts of the overall project. The focus on team participation in a larger project allows students to reap the benefit of being invested in a significant piece of high-level science. This allows for teamwork while conducting independent work, and seeing how individual projects are important components in the larger effort. Some students will gain additional experience by visiting other facilities in order to perform some of the lab work. The collaborative nature supports exchanging ideas and learning from one another.
Campus News— ORSP Winter Breakout 2006

All members of the college community, and others on a space available basis may attend Winter Breakout sessions. With prior supervisory approval, classified employees may attend at least one session without charging their accrued leave. Attendance at additional sessions may or may not be charged to appropriate accrued leave, depending upon prior approval by one’s supervisor.

Contact CELT at x2875 or celt@oswego.edu for a registration form and a list of sessions.

Grant Writing Workshop – lunch provided
Friday, January 20, 2006 from 9:30 a.m. to 3:30 p.m. in 123 Penfield Library

**Presenters: ORSP**
Have you been planning to write a grant, but could not find the time to get started. This workshop will cover the types of grants available through ORSP. This will be a hands-on workshop – the plan is for you to walk away with a grant proposal started. We will have computers and help available throughout the session. We will provide lunch and snacks for you.

Email: celt@oswego.edu
Web: http://www.oswego.edu/celt

Campus Grants 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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programs can be funded under this
development of information assurance
quality and increase the production of
colleges and universities to improve the
parameters for participation. The
Laboratory that signs a memorandum
Quasi-Official Agency, or at a National
Agency, Independent Agency, Govern-
ships, recipients will be required to
graduation, after their two-year scholar-
ment's information infrastructure. Upon
protection of the United States Govern-
Information Technology Specialists
part of the Federal Cyber Service of
ents of the scholarships will become
parameters for participation. The recipi-
ts of the humanities under the guidance of
distinguished scholars. Examples of
upcoming institutes (listed in the an-
nouncement) are The Silk Road: Glob-
alization and Chinese Cultural Identity
and The American Maritime People.

Summer Institutes for School Teach-
ers (NEH) [2944]
Deadline: 03/01/06
Scope: The National Endowment for
the Humanities invites applications to
provide teachers opportunities to study
humanities topics at diverse summer
institutes and seminars.
Funds: Stipends are based on the
length of the seminary or institute to
help defray travel costs, books and
other research and living expenses,
ranging from $1,800 for two weeks to
$4,200 for six weeks.
Eligibility: Full-time teachers in pub-
lic, private, religious-affiliated schools
and home-schooling parents. Ameri-
cans teaching abroad also are eligible if
a majority of their pupils are American
citizens. Librarians and school adminis-
trators also may be eligible.
Objectives: Each seminars enables 15
teachers to explore a topic or set of
readings with a scholar who has a spe-
cial interest and expertise in the field.
Core material need not be directly re-
lated to the school curriculum, since the
goal is to engage teachers in a scholarly
take and expand on their under-
standing of the humanities through
reading, discussion, writing and reflec-
tion. The next round of seminars (listed in
the announcement), range from Japa-
nese Culture and Values to Historical
Interpretations of the Industrial Revolu-
tion in Britain.
Institutes for school teachers, typically

HEALTH & WELLENSS
Dissemination, Implementation Re-
search (NIH) [2943]
Deadlines: 01/14/06, 09/22/06,
05/24/07, 01/24/08, 09/24/08, 05/22/09.
Institutes request optional letters of in-
tent about one month before the dead-
line.
Scope: Ten National Institutes of
Health components, invite applications
for research to identify, develop and
refine methods that test models for dis-
seminating and implementing science-
based health behavior change interventions.
Funds: There is no dollar setaside.
Deadline: 03/01/06
Scope: The National Endowment for
the Humanities invites applications to
provide teachers opportunities to study
humanities topics at diverse summer
institutes and seminars.
Funds: Stipends are based on the
length of the seminary or institute to
help defray travel costs, books and
other research and living expenses,
ranging from $1,800 for two weeks to
$4,200 for six weeks.
Eligibility: Full-time teachers in pub-
lic, private, religious-affiliated schools
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cans teaching abroad also are eligible if
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cial interest and expertise in the field.
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lated to the school curriculum, since the
goal is to engage teachers in a scholarly
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standing of the humanities through
reading, discussion, writing and reflec-
tion. The next round of seminars (listed in
the announcement), range from Japa-
nese Culture and Values to Historical
Interpretations of the Industrial Revolu-
tion in Britain.
Institutes for school teachers, typically

$150,000 per year for two years is
available to partnerships that include
minority institutions as recognized by
the U.S. Department of Education.
In the Scholarship and Capacity Build-
ing Tracks, funds requested for equip-
ment or other technology may not ex-
ceed $100,000 or 10 percent of the total
NSF funding request, whichever is lar-
gest.
Objectives: The SFS program is com-
posed of two tracks: The Scholarship
Track provides funding to colleges and
universities to award scholarships to
students in the information assurance
and computer security fields. Scholar-
ship recipients shall pursue academic
programs in information assurance for
the final two years of undergraduate
study, or for two years of master's-level
study, or for the final two years of Ph.
D.-level study. These students will par-
ticipate as a cohort during their two
years of study and activities, including
a summer internship at a Federal
Agency, Independent Agency, Govern-
ment Corporation, Commission, or
Quasi-Official Agency, or at a National
Laboratory that signs a memorandum
of understanding setting forth the pa-
rameters for participation. The recipi-
ants of the scholarships will become
part of the Federal Cyber Service of
Information Technology Specialists
whose responsibility is to ensure the
protection of the United States Govern-
ment's information infrastructure. Upon
graduation, after their two-year scholar-
ships, recipients will be required to
work for two years at a Federal
Agency, Independent Agency, Govern-
ment Corporation, Commission, or
Quasi-Official Agency, or at a National
Laboratory that signs a memorandum
of understanding setting forth the pa-
rameters for participation. The Capaci-
ty Building Track provides funds to
colleges and universities to improve the
quality and increase the production of
information assurance and computer
security professionals. Professional de-
velopment of information assurance
faculty and development of academic
programs can be funded under this
track.

HUMANITIES
Summer Seminars: Higher Educa-
tion Faculty (NEH) [2944]
Deadline: 03/01/06
Scope: The National Endowment for
the Humanities invites applications to
help enable college and university teachers
to study humanities topics at a variety of
summer seminars and institutes.
Funds: Stipends are based on the
length of the seminary or institute to
help defray travel costs, books and
other research and living expenses,
ranging from $1,800 for two weeks to
$4,200 for six weeks.
Eligibility: Domestic and foreign for-
profit and nonprofit public and private
institutions and organizations, such as
colleges, universities, hospitals, labora-
tories and state and local governments.
Objectives: The goal is to ensure that
lessons learned from research on ways
to improve health get across to the pub-
clic and to overcome barriers to the
adoption of evidence-based interven-
tions. Institutes are particularly inter-
sted in research that examines the
process of transferring interventions
into specific settings that differ from the
settings in which the intervention
was developed.

An Eye on Funding (Continued from page 4)
Happy Holidays from ORSP

“'The best of all gifts around any Christmas tree: the presence of a happy family all wrapped up in each other’” ~Burton Hillis

Eye on Funding (Continued from page 6)

involving 25 to 35 teachers each, usually are led by a team of core faculty and visiting scholars and are designed to present the best available scholarship on important humanities issues and works taught in the nation’s schools. Upcoming institutes include Mozart’s Worlds, address South Africa: Continuity and Change and explore The Visual Culture of Colonial New England.

INTERDISCIPLINARY

Evaluation of Community-Based Approaches to Increasing Seat Belt Use Among Adolescent Drivers and Their Passengers (CDC) [85996]

**Deadlines:** 01/03/06 for letters of intent. 02/01/06 for full application

**Scope:** The sponsor provides support to: implement and evaluate a multi-component community-based intervention to increase seat belt use among adolescent drivers and their passengers; and obtain process-related information regarding barriers to implementation of such interventions and the means to overcome them.

**Funds:** The participating CIO(s) NCIPC intends to commit approximately $300,000 (including both direct and indirect costs) in FY 2006 to fund 1 award. The average award amount will be $300,000. An applicant may request a project period of up to five years and a maximum budget of $300,000 (including both direct and indirect costs) per year or $1,500,000 for the five year project period. The approximate total project period funded amount is $1,500,000. The anticipated start date for new awards is September, 2006. Source: Grants.gov

**Objectives:** The objectives of this research are to: implement and evaluate a multi-component community-based intervention to increase seat belt use among adolescent drivers and their pas-
sengers; and obtain process-related information regarding barriers to implementation of such interventions and the means to overcome them. This process and outcome information will be used to inform future community-based interventions to increase seat belt use among adolescents.

Rigorous evaluations are needed to determine the effectiveness of interventions, programs, and policies addressing the prevention of unintentional injuries. The preferred approaches to assessing the effectiveness of the interventions include quasi-experimental research designs using time series data, comparison communities, or both. Baseline measures of variables related to seat belt use among teen drivers and passengers should be collected before implementation of the intervention. Direct assessment of seat belt use, rather than self-reported use, levels is the preferred outcome variable.

Research Grants to Prevent Unintentional Injuries (NCIPC) [85941]

Deadlines: 01/03/06 for letters of intent, 02/03/06 for full applications.

Scope: The sponsor offers support for investigator-initiated research that will help expand and advance the understanding of what works to prevent unintentional injuries, and how what works can best be translated for maximum impact in public health. This RFA will use the R49 award mechanism.

Funds: This RFA will use the R49 award mechanism. Intends to commit approximately $750,000 (both direct and indirect costs) in FY 2006 to fund two to three awards. An applicant may request a project period of up to three years. An applicant may request up to $250,000 (including both direct and indirect costs) for the first twelve-month budget period. The approximate total project period funded amount is $750,000 (including both direct and indirect costs), with a maximum of $250,000 per year.

Objectives: The following research objectives are the focus of this solicitation (Applications that fail to address one of these research objectives will be considered non-responsive.):

1. Dissemination Research--investigators are encouraged to conduct studies to build knowledge on methods, structures, and processes to implement existing evidence-based interventions, programs and policies to prevent unintentional injury related to the home and community, sports and exercise and motor vehicle travel. This research is intended to bridge the gap between prevention research and everyday practice by building a knowledge base about how evidence-based unintentional injury prevention strategies are disseminated, translated and integrated for use by communities and policy makers. For effective interventions, this research should address the impact of tailoring, training, packaging and variations in implementation on usability, uptake, adoption and widespread use. Evidence-based interventions can be based on peer-reviewed systematic reviews of the field or from evidence from two or more well-designed research studies. Examples of evidence-based interventions, programs, and policies include those where there is evidence of effectiveness in reducing drowning, older adult falls, motor vehicle injuries, sports injuries, or fire and burns. Intervention Evaluation Research--a) Evaluate the efficacy, effectiveness and/or cost effectiveness of behavioral, environmental, legislative or regulatory interventions to prevent unintentional injuries, especially those related to pedestrian injuries, adolescent motor vehicle-related injuries, and injuries related to sports, exercise, and recreation (including drowning). These interventions can be targeted universally or at selected or high-risk populations to influence injury risk behaviors or (preferably) injury outcomes; and b) Develop and test theory-based interventions of parental supervision strategies to reduce unintentional injury among children. Rigorous evaluations are needed to determine the effectiveness of interventions, programs, and policies addressing the prevention of violence.

Public Safety Interventions (NIJ) [85931]

Deadline: 02/15/06

Scope: The sponsor is seeking proposals to conduct process and outcome evaluations to improve public safety interventions at the local level. Effective law enforcement and crime prevention programs are critical to ensuring the safety of communities throughout the country. With the limited resources of many police departments, local agencies, and other groups, it is especially important to determine the effectiveness of public safety interventions. Proposed evaluations should use the most appropriate and rigorous methodologies feasible for evaluating the public safety intervention in question.

Funds: The sponsor anticipates that a typical award made under this solicitation will be in the range of $250,000 and less.

Objectives: Though a range of public safety issues is eligible for funding, NIJ is particularly interested in proposals addressing the following topics:

A. Gang Violence--Following declines in homicide and other serious violent crime during the mid- to late-1990s, many U.S. cities have begun to experience substantial increases in these offenses, primarily those involving gangs and other chronic violent offenders armed with firearms. To respond to this growing crisis, evaluations are needed that will help local jurisdictions better respond to their problems with gangs, guns, and violence using more effective strategies for prevention, intervention, and control. NIJ seeks studies that build on existing research on gangs and career violent offenders and focus specifically on law enforcement-led strategies for responding to gang and firearm violence. The strategies may focus on pre-
An Eye on Funding (Continued from page 8)

vention and deterrence as well as en-
hanced enforcement targeting the most
serious violent offenders and gangs.
Because particular strategies targeting
gangs, guns, and violence have already
been implemented in a number of cities
through Project Safe Neighborhoods
and other local initiatives, NIJ encour-
ages studies that evaluate existing
strategies or sets of strategies. NIJ is
currently funding evaluations of two
such strategies (offender notification
meetings and homicide incident re-
views), but additional research is
needed. One of the reasons for the high
rates of homicide and serious violence
committed by gangs and chronic of-
fenders is the ease with which they can
acquire illegal firearms. NIJ therefore
courages evaluations of interventions
to reduce the illegal purchase, sale, and
transfer of firearms.

B. Drug Crackdowns--Law enforce-
ment’s experience combating urban
drug markets over the past two decades
has revealed little about the dynamics
of retail drug markets or about the
structure of drug distributing organiza-
tions at the retail level. Strategies to
disrupt drug markets at the community
level, where Americans feel the nega-
tive impacts of drug distribution and
abuse most acutely, need to be evalu-
ated. Though most drug markets can be
identified as either retail or wholesale,
evidence of the effectiveness of crack-
downs and raids on drug markets is
limited and uneven. Furthermore, re-
search suggests that effectiveness of
law enforcement operations against
drug markets may be related directly to
the type of drug market. Research is
necessary to evaluate the effectiveness
of law enforcement strategies in dis-
rupting drug markets.

C. Situational Crime Prevention--NIJ
seeks process and outcome evaluations
of situational crime prevention in-
terventions; that is, interventions that fo-
cus more on the situ-
tional causes of crime
and less on the dispos-
tional causes of

crime. Interventions can be focused on
a particular type of crime, on a situ-
tional crime prevention technique, or
on a particular location. Situational in-
terventions often address the environ-
mental and opportunity factors in-
volved in offender decision making.
Proposals should demonstrate an un-
derstanding of how situational crime
prevention principles are understood
and used by law enforcement practitio-
ners.

Higher Education Service Learning
(CNCS) [2943]
Deadline: 02/15/05
Scope: The Corporation for National
and Community Service seeks applica-
tions for innovative college and univer-
sity programs that support service and
service learning within higher educa-
tion as well as community problem-
solving and capacity-building.
Funds: $8 million for 35 higher educa-
tion consortia grants ranging from
$350,000 to 450,000 a year each, and
$2 million for individual higher educa-
tion institutions ranging from $125,000
to $200,000 a year each. The project
period is three years. Applicants pro-
vide a dollar-for-dollar match.
Eligibility: Higher education institu-
tions and consortia, which may include
other public or private nonprofit or-
ganizations such as academic discipli-
ary associations, regional associations
and affinity groups.
Objectives: Successful applicants will
propose activities that build on proven
strategies of integrating service-
learning in the curriculum and campus
culture while adapting to the institu-
tion and local community’s unique environ-
ment. CNCS is particularly interested
in projects that propose using higher
education resources to meet the needs
of disadvantaged youths, including ac-
tivities that support youth academic and
civic engagement leading to school
completion and college
enrollment. Examples include pro-
grams that:
- Promote collaboration among
campus offices and courses and lo-
cal community agencies.
- Strengthen training, leadership and
instructional capacity of teachers and
prospective teachers at the K-12 and
postsecondary level related to service-
learning and civic education.
- Support research conducted with
community groups to meet community
needs.
Tip: The agency has scheduled techni-
cal assistance conferences beginning
Nov. 3. See the solicitation for details.

Learn and Serve School Projects
(CNCS) [2943]
Deadline: 03/07/06
Scope: The Corporation for National
and Community Service seeks applica-
tions for K-12 school-based programs
that involve students age 5-17 in ser-
vice-learning projects that simultane-
ously support student development and
meet community needs in areas such as
the environment, education, public
safety and other human needs
Funds: $4.5 million for up to 15 dis-
cretionary grants of $350,000 to
$500,000 each; $1.9 million for up to
15 small state (that receive less than
$200,000 in formula funds) capacity
building grants of $20,000 to $185,000
each; and $765,000 for up to 10 awards
to tribes or territories of $75,000 to
$150,000 each.
Eligibility: State education agencies,
grant making entities (faith-based and
public or private nonprofit organiza-
tions in existence at least one year and
working in two or more states) and In-
dian tribes and U.S. territories. SEAs
and GMEs must make subgrants to Lo-
cal Education Agencies that are in part-
nership with at least one additional or-
ganization, such as a private school,
for-profit business, faith-based organi-
zation or institution of higher education
Objectives: Successful proposals ad-
dress ways to increase the adoption of
high-quality service-learning in new
venues and will provide opportunities
for youth from disadvantaged situations
(schools in which more than half the
students receive free or reduced price
lunch) to serve.
An Eye on Funding (Continued from page 9)

Tip: CNCS has scheduled technical assistance conference calls for Nov. 21, Dec. 6 and Dec. 8. Register by sending an email with contact information to LSAinfo@cns.gov.

National Research Initiative (USDA) [2942]
Deadlines: Deadlines vary by program and topic, starting Nov. 30 and running until Oct. 31, 2006.

Scope: The Agriculture Department invites applications under its sweeping National Research Initiative Competitive Grants Program, which funds a variety of research, education and infrastructure activities across a broad array of topics.

Tip: USDA will require use of the new standardized research and related forms package for two other program competitions slated to use Grants.gov, however. Like other agencies, USDA advises organizations to register with Grants.gov in the event they may wish to apply under competitions that require submission by way of the central site.

Funds: Estimated $180 million for 2006, pending congressional appropriations which are still up in the air. Individual awards range from $5,000 to $1.5 million a year each for periods up to four years.

Objectives: This year’s announcement includes 32 programs within different clusters: agricultural genomics; agricultural biosecurity; agricultural production and value-added processing; nutrition, obesity, food safety and quality; and agroecosystems. Within these clusters, topics range widely, providing funding for prospective applicants from different types of institutions, disciplines and perspectives. Grant types include fellowships, conference, equipment, research, new investigator, integrated project, seed, bridge, and institution strengthening and research enhancement grants.

Rural Development (USDA) [2942]
Deadline: 02/01/06

Scope: The Agriculture Department invites research to examine the social, economic, demographic and policy conditions that foster or impede improved quality of life for rural residents.

Funds: $4.8 million for awards of up to $500,000. The project period is two to four years.

Objectives: Projects should present new, creative and innovative perspectives and approaches to the topic and may include recommendations for policies and practices effective in creating and sustaining rural community vitality and prosperity. Key long-term objectives of this program are to: slow the erosion of rural services and infrastructure by applying successful models of rural community development; reduce the rural broadband gap through strategies successful in promoting information infrastructure; and dissemination of new approaches to enhancing rural economic opportunities, rural governance; civic engagement and local government action.

Challenge Grants Program (Wildlife Forever) [82443]
Deadlines: 01/01/06, 07/01/06
Scope: The sponsor provides grants targeted habitat restoration and acquisition, research and management, and educational projects.

Funds: Grants typically range from $1,000 to $10,000 dollars. Funds must be matched on at least a one-to-one basis.

Objectives: Grants are targeted for habitat restoration and acquisition, research and management, and educational projects. Special emphasis is placed upon grassroots programs that involve local conservation, sportsmen’s or outdoor recreation groups.

SCIENCE

Energy Research Annual Notice (DoE) [2942]
Deadline: Any time until Sept. 30, 2006, but DoE advises submitting applications well in advance of the deadline. DoE strives to make awards within eight months of receipt.

Scope: The Energy Department issued its annual omnibus investigator-initiated grant announcement, which encourages investigators from multiple disciplines to submit applications for work across the agency’s programmatic interest areas and outside the limitations of specific targeted solicitations.

Funds: $400 million. There is no minimum or maximum award size. Awards submitted under the catchall announcement tend to be somewhat smaller than research grants under targeted competitions, however. Those grants can range into the millions of dollars if facilities and infrastructure are involved.

Objectives: Applicants have wide latitude to submit proposals under the following areas, but programs list specific priorities. General areas are: basic energy sciences, which supports fundamental research in the natural sciences and engineering leading to new technologies; high energy physics, nuclear physics, advanced scientific computing, fusion energy sciences, biological and environmental research and energy research analyses.

Industry Matching Grants (DoE) [2942]
Deadline: 12/14/05
Scope: The Energy Department invites applications for collaborative nuclear engineering education projects.

Funds: $600,000 for 20 or 30 awards of $40,000 to $60,000 a year each. Applicants must have a commitment from a private sector sponsor to provide funding at least equal to the DoE grant.

Objectives: Nuclear education programs should be directed toward maintaining an effective scientific and technical workforce for advancing nuclear energy in the United States.

Young Investigator (ONR) [2942]
Deadline: 01/12/06
Scope: The Office of Naval Research invites proposals to support outstanding university faculty who show excep-
An Eye on Funding (Continued from page 10)

Biomarkers for Mental Health Research (NIMH) [2942]

Deadlines: 04/01/06, 08/01/06

Scope: The National Institute of Mental Health invites proposals under the Small Business Technology Transfer program for commercially promising projects that focus on development of biomarkers for mental health research and clinical utilities.

Funds: Up to $250,000 a year each for two years in phase I; up to $450,000 a year each for up to three years in phase II.

Eligibility: U.S. owned small businesses with 500 or fewer than employees on behalf of partnerships with universities or other nonprofits that conduct 30 percent of the research, as measured by the project budget.

Objectives: NIMH is specifically interested clinically applied biomarkers as well as those useful in basic brain or behavioral research. Biomarkers may be non-invasively obtained, for example, using optical or magnetic resonance imaging, or obtained with minimal measures, for instance using genetic, protein or metabolic signatures. Biomarkers may be useful across the lifespan or tailored to specific age groups.

NIMH notes there are many approaches a company can take to commercialize a biomarker. For starters, examples of types of products include: in-house services; heterogeneous databases that include biomarker data combined with behavioral, clinical or other functional data; toolkits that enable researchers to use the biomarker with appropriate hardware, software or wetware needed to carryout the study; or development of a novel detection system for measuring a particular biomarker.

STEM Talent Expansion (NSF) [2943]

Deadlines: Jan. 5, for type 1, full implementation programs at academic institutions; Aug. 15 for type 1 and type 2 educational research projects on associate or baccalaureate degree attainment in STEM.

Scope: The National Science Foundation seeks applications for projects to increase the number of students receiving associate or baccalaureate degrees in established or emerging fields in science, technology, engineering and mathematics.

Funds: $25 million in both fiscal 2006 and fiscal 2007.

Eligibility: For implementation projects, U.S. academic institutions and consortia or nonprofit organizations in consortia with such institutions. Projects may involve a single institution, collaboration with business and industrial partners or collaboration among several institutions. For education/research projects, other nonprofit and for-profit organizations are eligible.

Objectives: Type 1 activities should implement strategies that will lead to an increase in the number of students: obtaining STEM degrees at institutions with bachelor’s degree programs; completing associate degrees in STEM fields; or completing credits toward transfer to a baccalaureate degree program in STEM fields at community colleges. Projects may focus on the retention and/or recruitment of undergraduate students into STEM fields. Examples of efforts are programs that concentrate directly on the quality of student learning, including those that encourage quality teaching and implementation of new teaching approaches and programs that encourage undergraduate research on or off campus.

Type 2 projects should contribute to the knowledge base of scholarly research in education, reflecting explicit cognizance of the variety of higher education institutions, and should aim to provide practical information of interest of faculty, administrators, policymakers and parents.

Systems for Environmental Observatories (NSF) [2943]

Deadline: 01/25/06

Scope: The National Science Foundation invites applications for prototype development and demonstrations of cyber-infrastructure to support various types of environmental observatories.

Funds: $8.5 million for four awards of up to $750,000 a year each for three to four years.

Eligibility: U.S. colleges, universities and other nonprofit and for-profit research entities. Project teams must include environmental research and information scientists, including researchers from at least two of the following environmental disciplines: ocean science, ecology, atmospheric science or environmental engineering.

Objectives: The goal is to better enable environmental observatories to collect, analyze and disseminate scientific information. Proposals should pursue an end-to-end approach to an information infrastructure prototype, discussing the types of data involved, the ways users would be able to use the data and how a prototype would be deployed to imple-
ment its uses.

**High-end Computing University Research (NSF) [2943]**

**Deadline:** 02/03/05  
**Scope:** The National Science Foundation invites applications for research to close the gap between current high-end computing processing power and storage, and file storage and retrieval capability.  
**Funds:** $10 million for 15 awards of up to $500,000 to $1 million for up to three years.  
**Objectives:** NSF, the Defense Advanced Research Projects Agency and other funding agencies are interested in hardware and software tools for design, simulation, benchmarking, performance measurement, and tuning of file and storage systems. Areas include but are not limited to: file systems research; quality of service; security; I/O middleware; archives/backups as extensions to file systems/novel storage devices for I/O stack; I/O architectures; management, reliability and availability at scale; future file systems/related protocols; hardware and software tools for design and simulation of I/O, file and storage systems; and efficient benchmarking, tracing, performance measurement and tuning tools of I/O, file and storage systems.

**Genome Studies in Animal Models (NIGMS) [2943]**

**Deadlines:** 02/01/06, 06/01/06, 10/01/06  
**Scope:** The National Institute of General Medical Sciences and the National Institute of Child Health and Human Development invite applications for collaborative research involving behavioral scientists and investigators with expertise in molecular biology and/or genomics to address questions about basic mechanisms of behavior in animal models.  
**Funds:** There is no dollar setaside. Funding is via the research project grant, which provides varying amounts for up to five years.  
**Eligibility:** Domestic and foreign for-profit and nonprofit public and private institutions and organizations, such as colleges, universities, hospitals, laboratories and state and local governments.  
**Objectives:** NIGMS is interested in research that addresses questions related to non-developmental aspects of behavior. NICHD is interested in research that addresses questions related to normal and abnormal development.

**Research on Gender in Science and Engineering (NSF) [45444]**

**Deadlines:** 02/24/06, 04/24/06  
**Scope:** The program seeks to broaden the participation of girls and women in all fields of science, technology, engineering, and mathematics (STEM) education by supporting research, dissemination of research, and extension services in education that will lead to a larger and more diverse domestic science and engineering workforce. Typical projects will contribute to the knowledge base addressing gender-related differences in learning and in the educational experiences that affect student interest, performance, and choice of careers; and how pedagogical approaches and teaching styles, curriculum, student services, and institutional culture contribute to causing or closing gender gaps that persist in certain fields. Projects will disseminate and apply findings, evaluation results, and proven good practices and products.  
**Funds:** It is estimated that twenty to twenty-five grants per year will be awarded; a mix of Research Awards, Dissemination Awards, and GSE Extension Services Awards. The duration of these full grants will be from one to three years. Research proposals may request up to $500,000 for up to three years, pending availability of funds. Dissemination proposals may request up to $200,000 for up to twenty-four months. Extension Services proposals may request up to $500,000 each year for five years, with years four and five depending on performance. NSF expects to fund ten research proposals, ten Dissemination proposals, and two Extension Services proposals. It is anticipated that $4.5 million for new grants in all tracks will be awarded, pending the availability of funds.  
**Objectives:** The program for Research on Gender in Science and Engineering seeks to build resources—developing the Nation's knowledge capital, social capital, and human capital—toward the goal of broadening the participation of girls and young women in STEM education from kindergarten through undergraduate education. The goal of this program is to advance participation of women and girls in STEM fields where they continue to be underrepresented, in accord with the NSF's goal of developing a diverse science and engineering workforce. In the context of this goal, the sponsor supports activities that address the following types of objectives: Research Projects: investigate factors behind the underrepresentation of girls and women in STEM education; societal, formal and informal educational systems' interaction with individuals that encourage or discourage interest and persistence in study or careers in certain fields. The sponsor's goals are to: discover and describe gender-based differences and preferences in learning science and mathematics in K-16 and factors that affect interest, performance, and choice of STEM study and careers in fields where there are significant gender gaps; discover and describe how experiences and interactions in informal and formal educational settings inhibit or encourage interest and performance of students based on gender; increase the knowledge about organizational models that lead to more equitable and inviting STEM educational environments in K-16; and increase the knowledge of the process of institutional change required to achieve more equitable and inviting STEM educational environments in K-16. Dissemination: make known education program evaluation results and research findings to significant national audi-
An Eye on Funding (Continued from page 12)

ences, especially to the broader education community. The sponsor’s goals are to: extend to significant audiences awareness and information about research-based and demonstrated strategies and practices to increase the participation of girls and women in STEM education and workforce, in order to inform educational practice; and catalyze new thinking and future action among educational institutions by convening conferences, workshops, or symposia that are not possible at regular meetings of professional societies. Extension Services: provide consulting services to educators and institutions, to enable them to adopt and embed proven gender-inclusive policies and practices in pedagogy, the design of curriculum materials, student support programs, educator and faculty development. The sponsor’s goals are to: integrate various findings about gender in science and engineering into a unified program of change; to facilitate the interpretation of research knowledge into practice; provide consulting services in a certain geographic region, explaining in simple language the practical meaning and benefits of adopting programs, tools, or approaches that enhance the interest and persistence of female students in STEM studies through the undergraduate level, in those fields where they are underrepresented; show educators how to adapt exemplary projects, research-based learning tools, pedagogical approaches, and service or support programs; and communicate back to researchers the problems that practicing educators find most urgent or troublesome in adopting the new methods or tools.

**Instructional Materials Development (NSF) [08164]**

**Deadline:** 03/13/06

**Scope:** The sponsor provides support to enhance science, technology, and mathematics (STM) content knowledge, as well as the thinking skills and problem solving abilities of all students, pre-Kindergarten through grade 12 (preK-12), regardless of background, ability, or plans for future education. It is anticipated that $7.0 million will be available to fund fifteen to eighteen awards.

**Funds:** The duration of a project is expected to be from two to five years. For Learning Progressions the maximum duration of a grant will be 3.5 years and funding will not exceed $3,000,000 for that total period. The level of funding for grants for Instructional Materials for Students depends upon the scope of the project. Amounts range from up to $300,000 for the development of a module to several million dollars for development of multiple-year, comprehensive materials. Award amounts for the revision of materials that will support one year of instruction vary from $300,000 to $1,000,000 depending on a number of factors, including the extent of the revision, the amount of associated research undertaken, and other resources available. Budgets should be discussed with a program officer following receipt of a response to the preliminary proposal and before a full proposal is submitted. For Assessment projects, the maximum total request of any project may not exceed $1,000,000 per year. For Applied Research, the maximum is $500,000 per year. The funding level for conferences, symposia, and workshops will depend on a number of factors, including the number of participants, duration of the event, etc.

**Objectives:** The goal of the IMD program is to enhance science, technology, and mathematics (STM) content knowledge, as well as the thinking skills and problem solving abilities of all students, pre-Kindergarten through grade 12 (preK-12), regardless of background, ability, or plans for future education. The IMD program encourages learning by all students through promoting positive dispositions toward science and technology and of themselves as learners. A broader cross section of students may pursue education in scientific and technological disciplines through the use of real-world contexts. These goals are implemented through support of the development, revision, evaluation, and dissemination of materials and assessments that guide instructional decisions and provide information on depth of student learning of concepts and ideas. In pursuing enhanced student learning of STM content with depth and understanding, IMD recognizes the need to align teacher content knowledge and pedagogical strategies with these materials and assessments.

There are four components of the IMD program:

**Learning Progressions---**supports the creation of instructional frameworks centered on learning progressions in science and technology education and the development of associated teacher resources and models for professional development.

**Instructional Materials for Students---**supports the creation and substantial revision of comprehensive curricula and supplemental instructional materials that are research-based; enhance classroom instruction, preK-12; and reflect standards for science, mathematics, and technology education developed by national professional organizations.

**Assessment---**supports the creation of tools for assessing student learning that are tied to nationally developed standards and reflect the most current thinking on how students learn mathematics and science. Projects can also focus on developing resources that provide technical assistance to schools and districts in implementing new assessments.

**Applied Research---**supports the research for development of the IMD program and projects; provides evidence for the effectiveness of materials and feedback for strengthening the portfolio; and identifies possible new directions in instructional materials and assessment.

**Opportunities for Promoting Understanding through Synthesis (NSF) [82777]**

**Deadlines:** 01/09/06, 07/09/06
An Eye on Funding (Continued from page 13)

Scope: The sponsor provides funding to investigators to synthesize the body of their research. Awards are targeted specifically to investigators who have, over time, produced important papers from a series of related research projects, but have not integrated that series into a synthetic work.

Funds: Approximately $1.0 to $1.5 million is available to fund six to nine awards.

Objectives: The sponsor encourages the submission of proposals aimed at synthesizing a body of related research projects conducted by a single individual or group of investigators over an extended period. OPUS proposals will often be appropriately submitted in mid-to-late career, but will also be appropriate early enough in a career to produce unique, integrated insight useful both to the scientific community and to the development of the investigator's future work. In cases where multiple scientists have worked collaboratively, an OPUS award will provide support for collaboration on a synthesis. OPUS awards will facilitate critical synthesis, and do so in a way that will acknowledge the prestige of this important component of scientific scholarship.

Sedimentary Geology and Paleobiology (NSF) [80817]
Deadline: 01/16/06

Scope: The sponsor supports studies in sedimentary geology and paleobiology.

Objectives: Sedimentary Geology and Paleobiology (SGP) will support studies of: a) life and ecology in past geological time based on fossil plants, animals, and microbes; b) stratified rocks and interpretation of the historical information they contain; c) the science of dating and measuring the time sequence of events of the Earth's past; and d) the production, transport and deposition of physical and chemical sediments. SGP especially encourages integrative studies at the national and international levels that seek to link subdisciplines, such as paleoclimatology, paleobiogeography, and paleoenvironmental and paleoecologic reconstructions.

Geobiology and Environmental Geochemistry (NSF) [80811]
Deadline: 01/16/06

Scope: The program provides support for studies in geobiology and environmental geochemistry.

Objectives: The Geobiology and Environmental Geochemistry Program (GEG) supports studies focused on: a) interactions between biological and geological processes; b) furthering understanding of the geochemical processes that shape the biosphere; c) the role of biological agents in geophysical and geochemical processes; d) processes, rates, and mechanisms of inorganic and organic geochemical phenomena, at, or in proximity to, the Earth's surface, including the soil sciences; e) development of tools, methods, and models for low temperature geochemistry and geobiological research; and f) understanding geochemical phenomena at the broad spectrum of environmental interfaces ranging from planetary and regional to mineral-surface and supramolecular scales. GEG facilitates cross-disciplinary efforts to harness new bioanalytical tools--such as those emerging from molecular biology--in the study of the terrestrial environment at a broad range of temporal and spatial scales.

Earth Sciences: Instrumentation and Facilities (NSF) [80814]
Deadlines: 02/08/06 Proposals due on February 8th include Support for National or Regional Multi-User Facilities; Support of Research Technicians; and Development of Cyberinfrastructure for the Earth Sciences.

Scope: The sponsor provides support for instrumentation and facilities to advance research and research training in the Earth sciences.

Funds: The sponsor anticipates approximately $7 million in funding for fifty to sixty awards. Proposals for support of research technicians may request a maximum of $80,000 per year for a maximum of three years.

Objectives: The Instrumentation and Facilities Program (IF) considers proposals for: Acquisition or Upgrade of Research Equipment that will advance laboratory and field investigations, and student training opportunities in the Earth sciences; Development of New Instrumentation, Analytical Techniques or Software that will extend current research and research training capabilities in the Earth sciences; Support of National or Regional Multi-User Facilities that will make complex and expensive instruments or systems of instruments broadly available to the Earth sciences research and student communities; Support of Research Technicians who will provide for optimal and efficient operation of advanced instrumentation, analytical protocol development, and user training for Earth science research instrumentation; Development of Cyberinfrastructure for the Earth Sciences (Geoinformatics) that will enable transformative advances in Earth science research and education through novel application, development or adaptation of information technologies.

Interactions Between the Mathematical Sciences and the Physical Sciences (NSF) [78112]
Deadline: 01/13/06

Scope: The sponsor provides support for proposals that address at least one of the following broad interdisciplinary topic areas: (a) mathematical and statistical challenges posed by large data sets, (b) managing and modeling uncertainty, and (c) modeling complex nonlinear systems. Requests for supplementary funding that will significantly enhance existing projects in these areas and for workshops will also be considered.

Funds: The anticipated funding amount is $5.1 million subject to availability of funds. Approximately twenty-five to thirty-five awards will be made.

Objectives: The sponsor anticipates funding projects of interest to both the
mathematical sciences and the physical sciences divisions (astronomy, chemistry, materials research, and physics). Proposals appropriate to this program are those that address at least one of the following broad interdisciplinary topic areas: (a) mathematical and statistical challenges posed by large data sets, (b) managing and modeling uncertainty, and (c) modeling complex nonlinear systems. Requests for supplementary funding that will significantly enhance existing projects in these areas and for workshops will also be considered.

**Interactions Between the Mathematical Sciences and Computer Science (NSF) [78110]**

**Deadline:** 03/01/06

**Scope:** The sponsor plans to support research and development teams focusing on mathematical and computational innovations relevant to the following areas of specific interest: mathematical and statistical models, computational theory and algorithms for high-dimensional, under-sampled data sets; algorithms for scalable scientific computation; and models and algorithms for graphics and visualization.

**Funds:** Awards are expected to range from $150,000 to $200,000 per year for up to three years.

**Objectives:** The sponsor plans to support research and development teams focusing on mathematical and computational innovations relevant to the following areas of specific interest: mathematical and statistical models, computational theory and algorithms for high-dimensional, under-sampled data sets; algorithms for scalable scientific computation; and models and algorithms for graphics and visualization.

**Emerging Models and Technologies for Computation (NSF) [77715]**

**Deadline:** 02/07/06

**Scope:** This program seeks to advance the fundamental capabilities of computer and information sciences and engineering by capitalizing on advances and insights from areas such as biological systems, quantum phenomena, nanoscale science and engineering, and other novel computing concepts.

**Funds:** It is anticipated that up to forty awards will be made, whose average size will be $125,000 per year up to three years and up to five awards of $500,000 per year for well-integrated projects of larger scope are anticipated.

**Objectives:** The EMT program will support research and education projects that investigate frameworks and foundations for novel computing models. Anticipated activities include, but are not limited to modeling and simulation of biosystems, design of computing models based on characteristics of biosystems, investigation of various aspects of quantum-based approaches to understanding and processing information, and nanoscale science approaches that will lead to better computing and communication systems. There are significant interdependencies among areas of interest in this cluster. The cluster seeks to promote interaction among these areas, while ultimately identifying promising new theoretical and experimental computing models. The EMT program also supports projects that develop innovative curricular materials and that have the potential to greatly improve higher education in EMT-related fields. Such projects may be proposed in stand-alone proposals or as one component in broader research and education proposals. Curriculum development activities must include strong justification of the need for the new materials and must include plans for disseminating them to the community and for evaluating their effectiveness. Principal investigators range from faculty members beginning their careers to teams of senior investigators. Collaborations between computer scientists, engineers, and other disciplinary scientists are imperative because they have the potential to strengthen the resulting emerging models and technologies.

**Systematic Biology and Biodiversity Inventories Cluster (NSF) [70415]**

**Deadlines:** 01/09/06, 07/09/06

**Scope:** The sponsor supports the general science of systematics, whose three main missions are: to discover, describe, and inventory global species diversity; to analyze and synthesize the information derived from this global discovery effort into predictive classification systems that reflect the history of life; and to organize the information derived from this global program in efficiently retrievable forms that best meet the needs of science and society.

**Objectives:** Funding is provided under the following focus areas: Systematic Biology: Supports the scientific study of biological species diversity, and encompasses taxonomy, classification, and phylogenetics, for all groups of organisms and for all habitats on Earth, including marine environments. Activities include the discovery and description of species, the organization of taxonomic information into hierarchical predictive classifications associated with efficient, reliable identification keys, and the analysis of evolutionary relationships among groups of species and across the tree of life.

Biodiversity Surveys and Inventories: Supports expeditionary work to discover, describe, and document plant, animal, and microbial diversity throughout the world, whether terrestrial, freshwater, or marine, and with emphasis on well-voucher natural history collections, or stocks and cultures including associated databases. Supported surveys may be primarily area-based (i.e., focusing on species inventory and discovery, including biogeographic or evolutionary hypothesis testing), clade-based (i.e., continental-scale to global species inventory for a particular taxonomic group), or guild-based (i.e., surveys that couple species inventory and discovery with ecological hypothesis testing).
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
13) Submit proposals by mail or electronically per sponsor specifications
14) Negotiate grant awards and contracts
15) Establish a Research Foundation project account

ORSP Pre-Award works in conjunction with other campus resources such as Penfield Library, Instructional Computing Center, Learning Resources, Center for Excellence in Learning and Teaching to provide necessary services to project activity and appropriate reimbursements. It is essential that Project Directors discuss their anticipated needs during budget development prior to proposal submission to ensure adequate funds are allocated for these campus services.

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