Quest is a symposium dedicated to sharing the scholarly and creative pursuits of faculty, staff, and students of the State University of New York at Oswego. It is sponsored by the Office of Research and Sponsored Programs, the Scholarly and Creative Activities Committee, the Center for Excellence in Learning and Teaching, and the Office of the Provost.

We urge you and your students to present your research or creative activities at Quest. We also ask faculty to encourage students in their classes to attend by building Quest into their syllabi for the spring semester through assignments and extra credit options.

We have expanded the opportunities to participate this year. Individual presentations may be made in the form of talks or posters. Additionally, other forms of activities, such as panels, artistic presentations, demonstrations and competitions are strongly encouraged. This is principally made possible by the new venues available in the Campus Center.

Deadline for activity proposals: February 12, 2007

Activity Proposal Announcement
We invite proposals for any scholarly or creative activity to be presented at Quest 2007. These may include but are not limited to, -Artistic installations and displays -Competitions -Computer graphic displays -Dance performances -Demonstrations -Dramatic performances -Musical performances -Panel discussions -Readings -Symposia

You may submit a request for an activity at Quest 2007 using the Activity Proposal Form on line or you may download a PDF file of the form.

We hope to schedule as many of these activities as we can in the new Campus Center. A plan of the Campus Center and a list of available spaces is posted on the web site. We urge you to go to the campus center and identify a space that would be suitable for your presentation. We will do our best to accommodate your request.

Some posters and demonstrations will also be located in Hewitt Union.

For the purpose of assigning locations and facilities we must distinguish posters that require minimal facilities and poster-like presentations that require additional equipment or space. A presentation that requires a

(Continued on page 7)
Objectives: The foundation is interested in projects that attempt to bring together artists and the community, support artists from marginalized populations, and provide exposure to contemporary art where it may not otherwise be seen. Funding is available for: exhibition catalogues and brochures; publications related to the grantee organization and its programs or collections; exhibitions and installations (on or off site); visiting artist programs, and film projects in their final completion phase.

Nakamichi Foundation [17499]
Deadline: 03/15/07
Scope: Support is provided to encourage the propagation and appreciation of baroque and early classical music. The majority of grants are given for the purpose of underwriting performances of the baroque and classical music and/or their broadcast on public television or radio.

COMMUNITY

Constellation Energy Group, Corporate Contributions [68120]
Deadline: 05/01/07
Scope: The sponsor provides support to make social investments addressing education, economic development, and environmental needs.
Funding: The sponsor's Corporate Contributions Committee meets biannually, in June and October, to review significant financial grant requests of $10,000 or more.
Objectives: The sponsor’s target is to make social investments addressing education, economic development, and environmental needs. Economic Development -- The sponsor provides support that promotes job creation and retention and stable communities. It supports programs designed to achieve business and civic goals, such as creating jobs for people of all levels of skill and training. The sponsor recognizes the important contribution that arts and cultural programs make to the quality of life in its communities and to the economic development of our region. Environmental -- Consistent with its corporate environmental policies, the sponsor supports environmental programs that seek solutions to environmental concerns and protect and preserve natural resources.

EDUCATION

Sparkplug Foundation [78937]
Deadline: 05/16/07
Scope: The sponsor supports projects primarily in three areas of focus: music, education and grassroots organizing. In all areas of focus, the sponsor is interested in making one-time grants for activities which create sustainable organizing and communities. While recognizing the importance of developing individual cultures, the sponsor favors projects that promote diversity.
Funding: The sponsor makes grants only for seed money, or to launch new ideas within existing projects.
Objectives: Music--The sponsor seeks to foster the expansion of musical ideas by supporting new projects which promote original programming and new performers.

Liberty Bank Foundation, Arts & Culture [83313]
Deadline: 03/31/07
Scope: Grants are made primarily for the purpose of making artistic and cultural opportunities available to people of low income who might not otherwise be able to participate. The sponsor will consider grants to projects affecting a wider population.
Funding: The minimum grant amount is $250. Multiple-year commitments will be considered, but are limited. Capital grants will generally not exceed one to two percent of the overall capital campaign fund-raising goal.

Graham (Elizabeth Firestone) Foundation [48257]
Deadline: 03/15/07
Scope: Support is provided to foster awareness and appreciation of contemporary visual art, particularly through catalogues and other publications that document art produced by emerging or under-recognized artists.
Funding: Grant amounts typically range from $5,000 to $20,000.
Funds available for awards must be matched by a third party, including: funders (corporations, foundations, government agencies and individuals), state funds, groups of state funds, regions, and groups of colleges. Matching funds must be new or increased grants either to the state fund or member colleges. Funding will be granted for the initial year of a program only, unless the case can be made that the second proposal is a discreet project from the first year program.

**Objectives:** This program was established to inspire and fund creative solutions to the needs of independent colleges and universities, and to encourage participation in such efforts by foundations, corporations, government agencies, individuals and other not for profit organizations, including the state independent college funds. Proposals are encouraged to address one or more of the following topic areas, but are not required to: Administrative Restructuring/Business Process Redesign/Cost of Education; College Preparation Programs; College/Community Engagement and Service Learning; Distributive Learning/Distance Learning; Duel Enrollment/Articulation Programs between 2-year and 4-year Institutions; Faculty Development; Learning Centered Campus; Institutional Diversity/Campus Climate; Internationalize Curriculum/Global Education; Shared Governance; Student/Faculty Research; Student Access; Student Retention; Student Learning/Assessment of Learning/Skill Development; and Technology for Teaching and Learning.

**Constellation Energy Group, Corporate Contributions [68120]**

**Deadline:** 05/01/07

**Scope:** The sponsor provides support to make social investments addressing education, economic development, and environmental needs.

**Funding:** The sponsor's Corporate Contributions Committee meets biannually, in June and October, to review significant financial grant requests of $10,000 or more.

**Objectives:** The sponsor's target is to make social investments addressing education, economic development, and environmental needs.

**Education --** The sponsor recognizes that education is the foundation of both personal and economic growth. The sponsor supports educational programs in areas where its employees live and work. It also administers a Matching Gifts Program for higher education to encourage employees to join the company in financially supporting institutions of higher learning in which they have an interest.

**American Honda Foundation [09372]**

**Deadline:** 05/01/07

**Scope:** The sponsor provides grant support for projects in the areas of youth and scientific education.

**Funding:** Average grants range from $10,000 to $75,000 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.

**Coca-Cola Foundation [52984]**

**Deadline:** Open

**Scope:** The sponsor supports educational programs primarily within three main areas: higher education, classroom teaching and learning, and international education. Programs support scholarships for aspiring students; encourage and motivate young people to stay in school; and foster cultural understanding.

**Funding:** Over the last ten years, the sponsor has contributed more than $124 million in support of education.

**Objectives:** The sponsor devotes much of its efforts to partnership in three main areas:

**Higher Education --** pipeline programs connecting various levels of education that encourage students to stay in school and to proceed with confidence to college and perhaps graduate school; scholarship programs in support of graduate and undergraduate students; and minority advancement in the form of scholarships, urban programs and cultural diversity programs.

**Classroom Teaching and Learning --** innovative K-12 public school programs; teacher development programs; and smaller projects dealing with specific activities in the elementary and secondary classroom.

**Global Education --** global exchange programs which encourage international studies, global understanding, or student faculty exchange; and programs outside the United States promoting education.

**AT&T Foundation, Education Program [01602]**

**Deadline:** Open

**Scope:** The sponsor supports K-12 and higher education. Accredited public and private elementary and secondary schools, accredited public and private two- and four-year institutions of higher education, and educational non-profit organizations are eligible for consideration.

**Funding:** Grants range from $1,000 to significant gifts; most are under $25,000. One-time grants are norm. Multi-year awards require special circumstances.

**Objectives:** Grants are awarded to educational programs that focus on: improving the quality of teaching and learning through the effective use of technology; developing workforce skills for the IT industry; and advancing diversity in education and the workplace, especially in the fields of science, math, engineering and technology.

Areas of special interest include: pro-
An Eye on Funding (continued from page 3)

fessional development of educators, particularly in science, math, engineering and technology; development and delivery of curricula, with an emphasis on science, math, engineering, technology and business management; development and delivery of education programs, especially in science, math and engineering, through information technology; and access to educational opportunities for diverse populations, especially those underrepresented in science, math, engineering and technology. Preference is given to goal-driven, project-specific proposals that address needs directly and stimulate community partnerships. Technology-related grants are a priority.

HEALTH & WELLNESS

General Electric Healthcare, [69908] Deadline: 05/01/07, 08/01/07, 11/01/07 Scope: The sponsor provides funding to registered, non-profit, tax-exempt organizations focused on youth education and/or promoting healthy lives. Funding: Grants are made in three levels:
- Funding up to $5,000: the funding request focuses on a local community; the program reaches twenty or more clients in providing its services; and the program provides possible opportunities to engage local GE employees in volunteering.
- Funding between $5,000-$25,000: the program engages the community and, if appropriate, a GE Healthcare facility in an integrated and meaningful way on a metropolitan wide or regional basis; and the program delivers services, disseminates information, provides training/outreach and/or builds networks broadly in a major metropolitan area or region.
- Funding between $25,000-$50,000: the funding request focuses on a national/global community issue. Objectives: Areas of Impact include: Youth Education Program Areas: underserved communities with low graduation rates; focus on youth from birth – 18; support core competencies (such as math, science, reading, writing); arts in education--programs must focus on developing student’s life skills and/or support core competencies to increase testing scores and graduation rates; and early childhood development programs that integrate learning and life skills into everyday learning.
- Healthy Lives Program Areas: childhood obesity; cardiac care (such as heart disease, etc.); oncology (such as general and specific cancers); neurology (such as Stroke, Parkinson’s disease, Alzheimer’s Disease, etc.); women’s healthcare; diabetes; and other health related issues that address a need for increased awareness and/or community outreach.
- Diversity and Service Programs: programs that impact minority populations; and programs that address local community issues (such as poverty, homelessness, the disadvantaged, food programs, training).

Armstrong (Lance) Foundation, Community-Based Participatory Research (CBPR) Planning Grants [91518] Deadline: 04/13/07 Scope: The sponsor offers support to fund the planning stages of highly promising community-based participatory research (CBPR) partnerships in the area of cancer survivorship with the end goals of: creating partnership infrastructure to successfully seek funding for the research phase of the project; and ultimately using research findings to implement and sustain successful interventions, the development of community advisory boards, and planning of intervention research methodology. Interventions must be cancer survivorship-related and may be designed to directly impact health or behavior, or be targeted at providers, systems, and/or policies.

HRSA, National Newborn Screening and Genetics Resource Center [91492] Deadline: 03/05/07 Scope: The sponsor provides funding to support a national newborn screening and genetics resource center. Funding: One five-year cooperative agreement of $850,000 will be made. Objectives: The purpose of this initiative is to support a national newborn screening and genetics resource center. The center will: develop and coordinate educational activities and information related to newborn screening that are responsive to information gaps identified by families and public health professionals and addresses cultural, linguistic, and literacy issues; standardize, maintain, and analyze quantitative laboratory and relevant clinical information to permit monitoring and evaluation of the impact of State and Territorial newborn screening programs; incorporate health information technology advances to expand the capacity of the National Newborn Screening Information System to support short term monitoring of children with heritable conditions identified by newborn screening; support activities that will strengthen the integration of child health information systems, laboratory performance and quality assurance, short term newborn screening follow-
Purpose and Scope of Program: This program supports the creation of new courses needed to keep our disciplinary, interdisciplinary and general education programs up-to-date in content, quality, and delivery. Preference during the 2006-2007 review cycle will be given to proposals that address the college’s commitment to expanding student knowledge and skills related to international and intercultural issues. The focus of such proposals should be on expanding awareness of growing global interconnectedness and developing skills and expertise for meeting challenges directly linked to this trend. For example, courses might be designed to include a study abroad component or to prepare students for study abroad in their field. Or, courses might provide comparative perspectives to help students develop knowledge and skills for cultural understanding.

Courses might expand students’ understanding of another culture.

- These grants will support course creation for current programs and for new programs that have been approved through the program approval process.
- These grants may support pervasive changes in pedagogical approaches that require significantly greater faculty effort than would be considered a normal part of the responsibilities of a faculty member in his/her own areas of expertise, such as when a course is being designed for on-line teaching for the first time; when a faculty member must seek external partners for service learning, internships, field trips, etc; or when a department requests that a faculty member create a course outside one’s current area of expertise.
- These grants will not support course revisions or course development that would be considered a normal part of the responsibilities of a faculty member in his/her own areas of expertise, i.e. incorporating new active learning strategies or assessments; collaborative assignments; or creating a new course within one’s area of current expertise.

Application Deadlines: Deadlines for each signature are given on the cover sheet. It is your responsibility to ensure those deadlines are met. Please also submit an electronic copy (MS Word format or Adobe Acrobat format) of your proposal when you forward your copy to the chair. You do not need to put signatures on the routing sheet for the electronic copy. The electronic copy should be e-mailed directly to Assistant Provost Michael Ameigh (ameigh@oswego.edu) (Continued on page 16)
up and family/consumer and public health interactions at the community, state, regional, and national levels; provide a forum for timely and interactive communication between key stakeholders in the areas of newborn screening; maintain a newborn screening expert team to respond to state requests for consultation; support training opportunities for families and public health practitioners in the areas of newborn screening; and coordinate with the MCHB funded National Coordinating Center for the Regional Collaboratives to provide assistance to the MCHB Regional Genetic and Newborn Screening Service Collaboratives.

HUMANITIES

NEH, Summer Seminars and Institutes [CFDA 45.163]
Deadline: 03/01/07
Scope: These grants support national faculty development programs in the humanities for school teachers, and for college and university teachers. Seminars and institutes may be as short as two weeks or as long as six weeks.
Objectives: The duration of a program should allow for full and thorough treatment of the topic.
Summer seminars and institutes:
- extend and deepen knowledge and understanding of the humanities by focusing on significant topics, texts, and issues;
- enhance the intellectual vitality and professional development of participants;
- build a community of inquiry and provide models of excellent scholarship and teaching; and
- promote effective links between teaching and research in the humanities;
Seminars and institutes may be hosted by colleges, universities, school systems, learned societies, centers for advanced study, libraries or other repositories, and cultural or professional organizations. The host site must be appropriate for the project, providing facilities for scholarship and collegial interaction.

NEH, Landmarks of American History & Culture: Workshops for School Teachers [CFDA 45.168]
Deadline: 03/15/07
Scope: As part of its *We the People* initiative, NEH seeks proposals for a series of one-week residence-based workshops for K-12 educators that use historic sites to address central themes and issues in American history, government, literature, art history, or other related subjects in the humanities.
Objectives: The goals of the workshops are to:
- provide teachers with training and experience in the use and interpretation of historical sites and the material resources and archival evidence of American history and culture;
- increase knowledge and appreciation of places significant to American history and culture; and
- encourage historical sites to develop greater capacity and scale for professional development programs.
Workshops should be held at or near sites important to American history and culture (e.g., presidential residences or libraries, Colonial-era settlements, major battlefields, historic districts, and sites associated with major writers or artists).
Applicants should make a compelling case for the historical significance of the site, the documents and material resources available for use, and the ways the site will enhance the workshop.
Workshops should be academically rigorous, involve leading scholars as lecturers or seminar leaders, and include interactions with master teachers to help participants develop lessons plans, classroom resources, or a research paper. Institutions or organizations that may host workshops include community colleges, universities, four-year colleges, learned societies, libraries or other repositories, centers for advanced study, cultural organizations, or professional associations. NEH expects host institutions to provide facilities conducive to scholarly research, discussion, and interaction. Host institutions should arrange adequate housing for participants, which participants pay for from the stipends provided to them as part of the Landmarks Workshop grant. Workshops, which should be repeated two to four times during the summer, should accommodate between forty and fifty teachers at each one-week session.

INTERDISCIPLINARY

Eastman Kodak Company, Corporate Contributions Program [20973]
Deadline: 04/30/07
Scope: The sponsor's charitable contributions support societal needs in communities where substantial numbers of active and potential employees live and work and reflect global corporate goals in recruitment, technology strength, market growth, public policy, diversity and environment. Eligible applicants are tax-exempt, non-profit organizations in the U.S. and abroad.
Funding: Types of contributions include the following:
--Cash, product, real estate or in-kind donations may be made to eligible organizations.
--Research Grants: generally, only seed grants in the start-up phase are supported by corporate contributions; program maintenance is funded by research or appropriate business units.
--Used Equipment: donations of salvage and surplus items, exclusive of capital assets still on the books, may be made to civic or charitable organizations (handled through Gifts In Kind International).
Objectives: The sponsor focuses on: COMMUNITY REVITALIZATION (economic development, environment, culture, and the arts)--programs that improve the standard of living of low-income residents; programs that improve employment skills; economic development activities (particularly minority-owned or operated) to en-
Objectives: The Foundation encourages grant proposals from non-profit organizations with 501(c)(3) designations whose mission and programs are closely aligned with any one of the following areas: national and local organizations that serve the needs of the LGBT (Lesbian, Gay, Bisexual, and Transgender) Community; educational, research, and recreational opportunities for the local LGBT community via access to the Internet; the development of mass transit and non-fossil fuel transportation; the reduction and elimination of the manufacture and sale of handguns in the US; voter registration and education; and animal language research, service animals and eliminating rare animal trade.

Constellation Energy Group, Corporate Contributions [68120]
Deadline: 05/01/07
Scope: The sponsor provides support to make social investments addressing education, economic development, and environmental needs. Education -- The sponsor recognizes that education is the foundation of both personal and economic growth. The sponsor supports educational programs in areas where its employees live and work. It also administers a Matching Gifts Program for higher education to encourage employees to join the company in financially supporting institutions of higher learning in which they have an interest.

Economic Development -- The sponsor provides support that promotes job creation and retention and stable communities. It supports programs designed to achieve business and civic goals, such as creating jobs for people of all levels of skill and training. The sponsor recognizes the important contribution that arts and cultural programs make to the quality of life in its communities and to the economic development of our region.

Environmental -- Consistent with its corporate environmental policies, the sponsor supports environmental programs that seek solutions to environmental concerns and protect and preserve natural resources.

Bohnett (David) Foundation [59475]
Deadline: 06/30/07
Scope: The Foundation provides funding, state-of-the-art technology and technical support to innovative organizations and institutions that, in addition to meeting the funding guidelines, share the sponsor's vision.

Objectives: The Foundation encourages grant proposals from non-profit organizations with 501(c)(3) designations whose mission and programs are closely aligned with any one of the following areas: national and local organizations that serve the needs of the LGBT (Lesbian, Gay, Bisexual, and Transgender) Community; educational, research, and recreational opportunities for the local LGBT community via access to the Internet; the development of mass transit and non-fossil fuel transportation; the reduction and elimination of the manufacture and sale of handguns in the US; voter registration and education; and animal language research, service animals and eliminating rare animal trade.

Eye on Funding (Continued from page 6)
Entergy Charitable Foundation
[74294]
Deadline: 02/01/07, 05/01/07, 08/01/07
Scope: The sponsor seeks to support initiatives that help create and sustain thriving communities.
Objectives: Grants are awarded in two areas:
Low-Income Initiatives and Solution Grants: the sponsor seeks programs that provide for innovative and measurable ways to positively impact families and their ability to support those most vulnerable, the children and the elderly. Such programs should emphasize: sustaining families and self-sufficiency; technical assistance and training for non-profits; housing; home-ownership preparation; energy management and awareness; and innovative use and promotion of alternative sources of energy.
Education and Literacy Grants: the sponsor believes that an essential element to healthy, thriving communities is creating an environment where every individual has basic reading and writing skills.

Armstrong (Ethel Louise) Foundation [67645]
Deadline: 03/15/07
Scope: Support is provided to programs of nonprofit organizations that are led by or support adults with disabilities. The sponsor funds programs in the areas of education, advocacy, and the arts.
Funding: Grants range from $1,000 to $5,000 per project. Support from other sources in the community must be demonstrated in the grant application before a grant will be considered.
Objectives: The sponsor funds programs in the areas of arts, advocacy and education to nonprofit organizations which are led by or support adults with disabilities. The sponsor encourages distinctive projects that change the face of disability in a community. These programs impact the lives of people with disabilities and are supported by the local community including foundations, corporations and individual funders. It is the sponsor's vision to "Change the Face of Disability on the Planet" by providing grant support for the implementation of "cutting edge" programs.

SCIENCE

NSF, Earth Sciences: Instrumentation and Facilities [80814]
Deadline: 03/15/07
Scope: The sponsor provides support for instrumentation and facilities to advance research and research training in the Earth sciences.
Funding: The sponsor anticipates approximately $7 million in funding for thirty-five to forty-five awards. Proposals for support of research technicians may request a maximum of $80,000 per year for a maximum of five years.
Objectives: The Instrumentation and Facilities Program (EAR/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; and the 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.

NSF, Research on Gender in Science and Engineering [45444]
Deadline: 04/02/07
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.
Funding: It is estimated that twenty-two to twenty-seven grants per year will be awarded; a mix of Research Awards, Outreach and Communication Awards, and Extension Services Awards. Research proposals may request up to $500,000 for up to three years, pending availability of funds. Outreach and Communication 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 to twelve research proposals, ten to twelve Dissemination proposals, and two to three Extension Services proposals. It is anticipated that $5.0 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 underrepre-

An Eye on Funding (Continued from page 8)

sented, in accord with the NSF’s goal of
developing a diverse science and engi-

neering workforce. In the context of

this goal, the sponsor supports activi-
ties that address the following types of

Research Projects: investigate factors

behind the under-representation of girls

and women in STEM education; socie-
tal, 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, perform-

ance, and choice of STEM study and
careers in fields where there are signifi-
cant gender gaps; discover and describe
how experiences and interactions in
informal and formal educational set-
tings inhibit or encourage interest and
performance of students based on gen-
der; increase the knowledge about or-

ganizational models that lead to more

equitable and inviting STEM educa-
tional environments in K-16; and in-

crease the knowledge of the process of

institutional change required to achieve
more equitable and inviting STEM edu-
cational environments in K-16.

Dissemination: make known education
program evaluation results and research
findings to significant national audi-
cences, especially to the broader edu-
cation community. The sponsor’s goals
are to: extend to significant audiences
awareness and information about re-

search-based and demonstrated strate-
gies and practices to increase the par-
ticipation of girls and women in STEM
education and workforce, in order to
inform educational practice; and cata-
lize new thinking and future action
among educational institutions by con-
vening conferences, workshops, or
symposia that are not possible at regu-
lar 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 devel-
opment. The sponsor’s goals are to: in-
tegrate various findings about gender in

science and engineering into a unified
program of change; to facilitate the in-

terpretation of research knowledge into
practice; provide consulting services in
a certain geographic region, explaining
in simple language the practical mean-
ing and benefits of adopting programs,
tools, or approaches that enhance the
interest and persistence of female stu-
dents in STEM studies through the un-
dergraduate level, in those fields where
they are underrepresented; show educa-
tors how to adapt exemplary projects,
research-based learning tools, peda-

gogical approaches, and service or sup-
port programs; and communicate back
to researchers the problems that prac-
ticing educators find most urgent or
troublesome in adopting the new meth-
ods or tools.

Keck (W. M.) Foundation, Science
and Engineering, Medical Research,
and Liberal Arts [01692]

Deadline: 06/01/07

Scope: Grants are provided for studies
and programs in the areas of science,
engineering and medical research. Eli-
gible institutions in these fields are ac-
credited four-year colleges and univer-
sities, medical schools, and major, in-
dependent scientific and medical re-
search institutions located in the United
States. The sponsor also funds pro-
grams designed to promote innovative
instruction and research at leading lib-
eral arts colleges across the nation.

Funding: Request for more than $5.0
million will be designated as a Special
Project and considered separately from
other inquiries. The review period for
Special Projects does not necessarily
conform to the established grant cycle.

Objectives: The sponsor makes grants
designed to provide far-reaching bene-
fits for humanity in the fields of sci-
ence, engineering, and medical re-
search. The sponsor is particularly in-
terested in significant programs and

projects that: focus on emerging areas
of research at the forefront of science,
engineering and medicine, or have the
potential to lead to breakthrough tech-
nologies in these areas; or establish
new directions and utilize creative ap-
proaches in education and research for
the liberal arts and sciences at predomi-
nantly undergraduate institutions.

Human Frontier Science Program,
Research Grants [03802]

Deadline: Applicants for research
grants must first submit a letter of in-
tent online. You will need to register
for a password by March 22nd 2007.
The submission deadline is April 3rd
2007. Applicants will be notified in
June 2007 if they are invited to submit
full applications, with a mid-September
2007 deadline.

Scope: The sponsor supports basic re-
search with emphasis placed on novel,
innovative and interdisciplinary ap-
proaches to basic research which in-
volve scientific exchanges across na-
tional boundaries. Program grants may
be applied for by independent scientists
at all stages of their careers, although
the participation of younger scientists is
particularly encouraged.

Funding: Research grants provide
three years support for teams with 2 – 4
members, with not more than one
member from any one country, unless
more members are absolutely necessary
for the interdisciplinary nature of the
project, which is an essential selection
criterion. Applicants may also establish
a local interdisciplinary collaboration
as a component of an international
team but will be considered as 1.5 team
members for budgetary purposes. The
principal applicant must be located in
one of the member countries but co-
investigators may be from any other
country. Clear preference is given to
intercontinental teams. Awards are de-
pendent upon team size and successful
teams will receive up to $450,000 per
year for the whole team.

Objectives: The sponsor supports basic
research with emphasis placed on
novel, innovative and interdisciplinary approaches to basic research which involves scientific exchanges across national boundaries. The sponsor previously supported two scientific programs focused on neuroscience and molecular biology. However, with the dissolving of boundaries separating traditional biological fields, and the need to involve disciplines outside biology in life sciences research, these separate programs have been unified into a single program on complex mechanisms of living organisms. The sponsor wishes to encourage research into biological problems with the involvement of other disciplines such as chemistry, physics, mathematics, computer science or engineering. Priority will be given to new, innovative research projects for which preliminary results might not necessarily be available. Applications from independent investigators early in their careers are encouraged.

NOAA, Great Lakes Ecosystem Research [OAR-GLERL-2007-2000905]
Deadline: 03/30/07
Scope: GLERL is actively involved in research on ecological prediction, aquatic invasive species, physical environment, prediction, and environmental observing systems. Specific research projects include studies on aquatic invasive species in the Great Lakes, especially prevention of introduction and effects on food webs, the development of coastal environmental forecast systems, Great Lakes water supplies, water level forecasting, food web interactions and regulation and forecasting risks to Human Health (e.g. beach closings, drinking water quality and harmful algal blooms).
Funding: NOAA believes that GLERL’s programs will benefit significantly from a strong partnership with outside investigators. Please be advised that actual funding levels will depend upon the final FY 2007 and subsequent budget appropriations. Total anticipated federal funding for FY 2007 is $1.5M in first year funding for 20 – 30 number of awards. Federal Funding for FY 2008 and beyond may be used in part to fund some awards submitted under this competition. Current plans assume that 100% of the total resources provided through this announcement will support extramural efforts, particularly those involving the broad academic community. We anticipate that the annual cost of most funded projects will fall between $1,000 and $50,000 per year.

Objectives: The NOAA Great Lakes Environmental Research Laboratory is one of the Federal research laboratories within the Oceanic and Atmospheric Research line office of NOAA. GLERL was formed in 1974 to provide a focus for NOAA’s environmental and ecosystem research in the Great Lakes. During its history, GLERL has made important scientific contributions to the understanding and management of the Great Lakes and other coastal ecosystems. GLERL scientists thus play a critical role in academic, state, Federal, and international partnerships, and GLERL research provides information to support decisions that affect the environment, recreation, public health and safety, and the economy of the Great Lakes and coastal marine environments.

NOAA’s Great Lakes Environmental Research Laboratory has a long history of addressing a wide range of environmental issues in the Great Lakes and other coastal environments. GLERL has the breadth of scientific expertise to address complex ecosystem Great Lakes issues. Not only is GLERL committed to understand the present state of the Great Lakes ecosystem, but also GLERL strives to predict impacts of stresses placed on the ecosystem to provide information to decision makers that will aid in adaptive management strategies.

NSF / Opportunities for Promoting Understanding through Synthesis (OPUS) [82777]
Deadline: 07/09/07
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.

Funding: The sponsor plans to make between six to nine awards annually.

Objectives: Research is sought that contributes to our basic understanding of how students learn engineering. The sponsor is looking for significant breakthroughs in understanding so that our undergraduate and graduate engineering education can be transformed to meet the needs of the changing economy and society. The sponsor is interested in research that addresses: the aims and objectives of engineering education, the content and organization of the curriculum, how students learn problem solving, creativity and design, new methods for assessment and evaluation of how students learn engineering, and research that helps us understand how to attract a more talented and diverse student body to all levels of engineering study. It is expected that successful proposals will most likely be comprised of multidisciplinary teams of engineers and other fields that bring expertise pertinent to learning research.

NSF / Engineering Education Programs [86592]
Deadline: 08/15/07
Scope: The sponsor provides funding for research that contributes to the basic understanding of how students learn engineering.

Objectives: Research is sought that contributes to our basic understanding of how students learn engineering. The sponsor is looking for significant breakthroughs in understanding so that our undergraduate and graduate engineering education can be transformed to meet the needs of the changing economy and society. The sponsor is interested in research that addresses: the aims and objectives of engineering education, the content and organization of the curriculum, how students learn problem solving, creativity and design, new methods for assessment and evaluation of how students learn engineering, and research that helps us understand how to attract a more talented and diverse student body to all levels of engineering study. It is expected that successful proposals will most likely be comprised of multidisciplinary teams of engineers and other fields that bring expertise pertinent to learning research.
fringe benefits may be requested for a period up to two years.) In cases where multiple investigators are involved, the equivalent of 6.5 months salary for the senior PI may be distributed among investigators. (That is, the total for all PIs' salaries may not exceed the amount for 6.5 months of the salary for the senior PI). Where multiple PIs are at different institutions, subawards may be used to provide support; submission of collaborative proposals is discouraged; up to $25,000 for direct costs other than PI-salary plus fringe benefits, and costs to attend an OPUS PI meeting in 2009 at NSF.

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.

NSF / Course, Curriculum, and Laboratory Improvement (CCLI) [82348]
Deadline: 05/08/07, 05/09/07, 01/10/08 The May 8th deadline refers to Phase 1 proposals from submitting organizations located in states or territories beginning with A through M; and May 9th: N through W. The January 10th deadline refers to Phase 2 and 3 proposals.
Scope: The program seeks to improve the quality of science, technology, engineering, and mathematics (STEM) education for all undergraduate students. The program supports efforts to create new learning materials and teaching strategies, develop faculty expertise, implement educational innovations, assess learning and evaluate innovations, and conduct research on STEM teaching and learning. The program supports three types of projects representing three different phases of development, ranging from small, exploratory investigations to large, comprehensive projects.

Funding: Approximately $34 million is available to fund seventy to ninety awards. Phase 1 Exploratory Projects are awarded up to $150,000 ($200,000 when four-year colleges and universities collaborate with two-year colleges) for one to three years. Phase 2 Expansion Projects are awarded up to $500,000 for two to four years. Phase 3 Comprehensive Projects are provided up to $2.0 million for three to five years.

Objectives: All proposals must contribute to the development of exemplary undergraduate STEM education. Proposals may focus on one or more of the components of this cycle. Creating Learning Materials and Teaching Strategies: Guided by research on teaching and learning, by evaluations of previous efforts, and by advances within the disciplines, projects should develop new learning materials and tools, or create new and innovative teaching methods and strategies. Projects may also revise or enhance existing educational materials and teaching strategies, based on prior results. All projects should lead to exemplary models that address the varied needs of the Nation's diverse undergraduate student population. They may include activities that help faculty develop expertise in adapting these innovations and incorporating them effectively into their courses, the next step in the cycle. Developing Faculty Expertise: Using new learning materials and teaching strategies often requires faculty to acquire new knowledge and skills and to revise their curricula and teaching practices. Projects should design and implement methods that enable faculty to gain such expertise. These can range from short-term workshops to sustained activities that foster new communities or networks of practicing educators. Successful projects should provide professional development for a diverse group of faculty so that new materials and teaching strategies can be widely implemented. Implementing Educational Innovations: To ensure their broad-based adoption, successful educational innovations (such as learning materials, teaching strategies, faculty development materials, assessment and evaluation tools) and the research relating to them should be widely disseminated. These innovations may come from CCLI projects or from other sources in the STEM community. Funds may be requested for local adaptation and implementation projects, including instrumentation to support such projects. Results from implementation projects should illuminate the challenges to and opportunities for adapting innovations in diverse educational settings, and may provide a foundation for the development of new tools and processes for dissemination. They also may provide a foundation for assessments of learning and teaching. Assessing Student Achievement: Implementing educational innovations will create new needs to assess student learning. Projects for designing tools to measure the effectiveness of new materials and instructional methods are appropriate. Some projects may develop and share valid and reliable tests of STEM knowledge; other projects may collect, synthesize, and interpret information about student reasoning, practical skills, interests, or other valued outcomes. Projects that apply new and existing tools to conduct broad-based evaluations of educational programs or practices are appropriate if they span multiple institutions and are of general interest. Projects should carefully docu-
ment population characteristics and context for abstracting what can be generalized. Results obtained using these tools and processes should provide a foundation that leads to new questions for conducting research on teaching and learning. Assessment projects likely to have only a local impact are discouraged.

Conducting Research on Undergraduate STEM Teaching and Learning: Results from assessments of learning and teaching as well as from projects emphasizing other components in the cyclic model 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 is appropriate. Some research results may compel faculty to rethink STEM education for the future. Other projects will have a practical focus. All projects should lead to testable new ideas for creating learning materials and teaching strategies that have the potential for a direct impact on STEM educational practices.

**NSF / Ethics Education in Science and Engineering [81569]**
**Deadline:** 04/10/07

**Scope:** The sponsor considers proposals for research and educational projects to improve ethics education in all of the fields of science and engineering that NSF supports, including in interdisciplinary or inter-institutional contexts. Proposals must focus on improving ethics education for graduate students in those fields, or on developing summer post-baccalaureate ethics education activities or activities that transition students from undergraduate to graduate education.

**Funding:** It is anticipated that $1.85 million will be disbursed through five to twelve Standard Grants with a maximum amount of $300,000. The maximum award duration is expected to be thirty-six months.

**Objectives:** The sponsor will consider proposals for research projects, educational projects, and combinations of the two. It is interested in encouraging innovative education and research projects likely to create long-term improvement in ethics education for graduate students in science and engineering. It encourages applicants who are thinking creatively about ethics education, going well beyond standard approaches like providing students with a series of scenarios and having a discussion about them, or holding workshops and seminars with invited speakers, and then asking students to rate the activities on a survey form.

Education projects must be based on research findings that indicate successful ways to enhance ethics education for graduate students. They may include a wide range of activities such as mentoring programs, infrastructure-development activities, faculty capacity-building activities, training of postdoctoral fellows to implement programs, and graduate-student involvement in program development. Projects to develop and test new materials or tools or teaching techniques are also eligible.

Research projects that examine ethics education for graduate students in science and engineering are also eligible for consideration in EEE. Proposals should build on earlier relevant research in ethics or education or other relevant fields, and add to the research base. Projects can include qualitative and/or quantitative approaches. The expectation is that project results will help in developing better ethics-education programs for graduate students; thus, proposals should specify plans to deliver findings to appropriate research and educational communities and assist them to implement projects or programs based on the findings. Research projects may also include a focus on ethical issues arising in educational research or in ethics education for graduate students. An example of such a context would be educating students with diverse cultural backgrounds.

Proposals may also combine research and education components. For instance, the first year of a project might examine ethics education for graduate students in a scientific or engineering field. The second year might implement programs on several campuses based on what was discovered. Repetition and modification, evaluation and diffusion might occur during the third year.

**NSF / Earth Sciences: Instrumentation and Facilities (EAR/IF) [80814]**
**Deadline:** 03/15/07

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

**Funding:** The sponsor anticipates approximately $7 million in funding for thirty-five to forty-five awards. Proposals for support of research technicians may request a maximum of $80,000 per year for a maximum of five years.

**Objectives:** The Instrumentation and Facilities Program (EAR/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; and the 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.

**NOAA, Great Lakes Ecosystem Research Program [86358]**
**Deadline:** 02/16/07

**Scope:** Great Lakes Environmental Research Laboratory (GLERL) is actively involved in research on ecological pre-
An Eye on Funding (Continued from page 12)

diction, aquatic invasive species, physical environment prediction, and environmental observing systems. Specific research projects include studies on aquatic invasive species in the Great Lakes, especially prevention of introduction and effects on food webs, the development of coastal environmental forecast systems, Great Lakes water supplies, water level forecasting, food web interactions and regulation and forecasting risks to Human Health (e.g., beach closings, drinking water quality and harmful algal blooms).

**Funding:** Total anticipated federal funding for FY 2007 is $1.5M in the first year with funding for 20 - 30 of awards. Federal Funding for FY 2008 and beyond may be used in part to fund some awards submitted under this competition. The sponsor anticipates that the annual cost of most funded projects will fall between $1,000 and $50,000 per year. Actual funding levels will depend upon the final FY 2007 and subsequent budget appropriations.

**SOCIAL / BEHAVIORAL**

**NICHD, The Science And Ecology Of Early Development (SEED) [87699]**

**Deadline:** 06/01/07, 10/01/07

**Scope:** The sponsor offers support for the development of a comprehensive program of research focused on the mechanisms through which social, economic, cultural, and community-level factors, and their interactions, impact the early cognitive, neurobiological, socio-emotional, and physical development of children. The program will use the NIH Small Research Grant (R03) award mechanism.

**Funding:** This program will use the NIH Small Research Grant (R03) award mechanism. Applications submitted in response to this announcement must be submitted electronically through Grants.gov, using the SF424 Research and Related (R&R) forms and SF424 (R&R) Application Guide. Applicants may request a project period of up to two years and budget for direct costs of up to $50,000 per year. Because the nature and scope of the proposed research will vary from application to application, it is anticipated that the size and duration of each award will also vary. F&A costs requested by consortium participants are not included in the direct cost limitation.

**Objectives:** The sponsor's Demographic and Behavioral Sciences Branch (DBSB) and Child Development and Behavior Branch (CDBB) and the National Institute on Drug Abuse (NIDA) invite research grant applications that seek to develop a comprehensive program of research focused on the mechanisms through which social, economic, cultural, and community-level factors, and their interactions, impact the early cognitive, neurobiological, socio-emotional, and physical development of children. Specifically, this initiative encourages research that: is multidisciplinary or interdisciplinary; uses existing sources of data and/or justifies new data collection efforts; uses longitudinal, experimental, or comparative designs; and has relevance for public policy, particularly in the areas of childcare, early childhood and primary/secondary education, welfare reform, tax reform, social services, and family/work policies. Populations of interest include diverse children of all ages, with a focus on understanding how the ecological context in which children in poverty grow up influences early development in the short term, or long-term trajectories stemming from early development. Outcomes of interest include cognitive, socio-emotional (e.g., temperament, behavior, character development, interpersonal relations), and physical development and trajectories. This PA is intended to support investigations that examine the processes underlying relationships between living in poverty and child outcomes. An understanding of the relevant pathways and mechanisms will lead to improvements in interventions aiming to reduce the risks associated with poverty and promote positive developmental outcomes for children in disadvantaged contexts.

**NIMH, Basic and Translational Research Opportunities in the Social Neuroscience of Mental Health [88002]**

**Deadline:** 08/27/07

**Scope:** The sponsor offers support for basic and translational research into the neurobiological substrates of social behavior with the ultimate goal that findings derived from such investigations will provide greater insight into mechanisms of psychiatric disorders with known deficits in social behavior. This program will use the NIH Research Project Grant (R01) award mechanism.

**Funding:** This program will use the NIH Research Project Grant (R01) award mechanism. Applications submitted in response to this announcement must be submitted electronically through Grants.gov, using the SF424 Research and Related (R&R) forms and SF424 (R&R) Application Guide. The sponsor intends to commit approximately $2.0 million in FY 2007 to fund four to six new grants in response to this PA, and anticipates an equivalent commitment of dollars in FY 2008 and FY 2009. Because the nature and scope of the proposed research will vary from application to application, it is anticipated that the size and duration of each award will also vary. F&A costs requested by consortium participants are not included in the direct cost limitation.

**Objectives:** The sponsors invites applications that examine the neurobiological bases of social behavior, including its developmental, cognitive and affective components. NIMH is interested in these research topics at both the basic and translational levels of analysis. It is our intent that findings derived from these approaches will ultimately aid in our understanding of the etiology or pathogenesis of mental disorders, or will add to the knowledge base necessary for developing appropriate biomarkers or identifying key endophenotypes.
Conversations in the Disciplines

The Program
The State University of New York, through the State University Faculty Senate’s University Programs and Awards Committee, sponsors intercampus faculty conferences within and across academic disciplines known as "Conversations in the Disciplines." These conferences bring together State University members and visiting scholars to examine new trends, review promising research findings, and become acquainted with professional developments in their fields and on other campuses.

The emphasis of the program is scholarly and creative development rather than administrative, curricular, or instructional matters. Through such interchange, both the professional and personal growth of individuals and the programs of instruction and research at participating campuses are enhanced.

The campus hosting the conference administers these intercampus gatherings. No formula is applied in determining the number of colleges that should participate in the "Conversation."

Amount to be Awarded
A sum not to exceed $5,000 may be made available to help support each approved conference. Since 1965, nearly 450 "Conversations" have been held on various campuses in numerous disciplines. Conversations normally occur between September 1 and June 30.

Awards 2006 – 2007
Modeling Infectious Disease: SCID Mice, Stem Cells & Viral Pathogens SUNY Upstate Medical University - Project Director - Rosemary Rochford

An Evidence Base for Dementia Care: Research and Workforce Training Empire State College - Project Director - Deborah J. Smith

4th International Conference on Ethical Issues in Biomedical Engineering SUNY Downstate Medical Center - Project Director – Subrata Saha

Enhancing STEM Education: Putting PK-12, Higher Education, Business Partnerships to Work SUNY College of Environmental Science and Forestry - Project Director – Charles Spuches

A Conversation Between Art and Science on Information Visualization SUNY College at Oswego - Project Director – Cynthia Clabough

Multidisciplinary Community-Based Inquiry Binghamton University – Project Director – Allison Alden

Mathematics: History and Connections Suffolk County Community College - Project Director - Russell Gusack

Engineering and Social Justice: Widening the Appeal of Engineering to Women Binghamton University – Project Director – George D. Catalano

21st Annual Long Island Mathematics Conference SUNY College at Old Westbury – Project Director - Jong Pil Lee

Guidelines Governing Selection
The worthiness of the actual project is and must be the major consideration in the selection of proposals for support. The University Faculty Senate Committee on Programs and Awards recognizes that projects in different disciplines cannot, in an essential sense, be compared. However, there are attributes common to all proposals, and with respect to these, a funding priority can and is made. The Committee uses five criteria in ranking the proposals. Each major criterion is rated equally on a scale from "1" (low) to "7" (high). The Reviewer Evaluation Form (used by the Committee to score each proposal) is incorporated in these guidelines for reference purposes. Each evaluation criterion is described below.

• Facilitation of Scholarly Exchange: This is the major purpose of the "Conversation." A strong proposal demonstrates its scholarly relevance in the topic chosen, is innovative, timely and has clearly stated objectives. The emphasis of the program must be scholarly development rather than administrative, curricular or instructional matters.

• Feasibility: The plans of the proposal must show that the program is realistic in its implementation, scope, and objectives. The clarity of the program structure is critical in evaluating the "Conversation" proposal. Evidence of administrative planning and activity is important. "Conversations" should last at least one full day. It is not intended that the "Conversations" program help fund meetings of professional organizations that would be held even without program support.

• Participants: The qualifications of the proposed speakers, panelists, discussants, moderators, or others are considered important. For this reason, a brief summary noting career and academic achievements of each proposed presenter should be included within the proposal. Tentative commitments from them will strengthen the proposal.

• Benefits: The "Conversation" should be of substantive benefit to members of the entire SUNY community, not inure primarily to a single campus. Proposals should explain clearly how the "Conversation" would benefit its audience and its speakers. For those conferences funded, it is expected that the project director will send an announcement of the "Conversation"
to the academic dean and appropriate faculty chair of each SUNY campus including all statutory and community colleges.

• **Budget:** The proposed budget should be specific about honoraria; travel expenses, including meals (breakfast and dinner); lodging; clerical support; publicity; and other costs, and must be submitted on the Budget Page provided. (Honoraria may not be requested from this program for faculty and staff of any SUNY campus. No single presenter may receive more than $500 as honoraria from CID funds. However, honoraria supplementation is permitted from other sources.)

• **Continuation Proposals:** Higher priority is given to new proposals than to those where a continuation proposal is being submitted (i.e., where a "Conversation" has been funded previously and a subsequent "Conversation" on the same topic is being submitted for funding). Continuation proposals should include a brief report of outcomes of the original "Conversation."

Applications must be received by **Friday, April 6, 2007**

Complete guidelines can be found at http://www.suny.edu/provost/facultyawards.cfm?navLevel=5

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**Links of Interest**

**Fill out a Faculty Profile**
http://www.oswego.edu/administration/ORSP/search_for_funding/faculty_profile.html

**Try SPIN (Sponsored Program Information Network) to search for funding**
http://www.infoed.org/new_spin/spinmain.asp

**See what our office can do for you**
http://www.oswego.edu/administration/ORSP/proposal_preparation/wha%20we%20do%20to%20help%20you.html

**Rates needed for budgets**
http://www.oswego.edu/administration/ORSP/proposal_preparation/rates%20needed%20to%20prepare%20proposals.html

**Campus Grants and Awards**
http://www.oswego.edu/administration/ORSP/campus_grants_and_awards/index.html

**SCAC (Scholarly and Creative Activity Committee)**
http://www.oswego.edu/administration/ORSP/research_committee/scac/index.html

**HSC (Human Subject Committee)**
http://www.oswego.edu/administration/ORSP/research_committee/human_subjects/index.html

**IACUC (Institutional Animal Care and Use Committee)**
http://www.oswego.edu/administration/ORSP/research_committee/animal_care/index.html

**SUNY Oswego Grantscene**
http://www.oswego.edu/administration/ORSP/grantscene/index.html
types that will further advance our understanding of the causes and treatments of mental disorders across the developmental lifespan. The intent of this FOA is to support the development of at least two distinct domains of research: a) basic fundamental) social neuroscience that is truly informed by clinical questions and that has the potential, in turn, to enrich the clinical research agenda and b) direct translational research on clinical questions that is, in turn, informed by basic social neuroscience findings at the animal and/or human level. Applications considered responsive to this FOA may propose animal and/or human-based research in the domain of social neuroscience. The work may be at the basic or translational level but, regardless of that, strong consideration must be given to the relevance of the proposed research to the NIMH public health mission. Efforts to generate and test innovative hypotheses from the coordinated appreciation of past advances in disciplines such as social psychology, cognitive neuroscience and affective neuroscience are particularly encouraged.

**NIMH, Research on Mental Health Economics [81106]**

**Deadline:** 02/05/07, 06/05/07, 10/05/07

**Scope:** The sponsor offers support for high quality, public health relevant health economics research grant applications to develop more efficient and equitable mechanisms of financing mental health services.

**Funding:** This PA will use the NIH research project grant (R01) award mechanism.

**Objectives:** The purpose of this program announcement is to continue encouraging investigator-initiated research on mental health economics in order to further advance this scientific knowledge base which can assist finding and applying innovative strategies for financing and reimbursing mental health care. The research invited under this PA is also intended to maintain the contribution of applied economic analysis to the integration and expansion of psychiatric care into non-specialty settings and to enhance interdisciplinary approaches to scientific inquiry. Under this Program Announcement researchers are encouraged to develop rigorous research designs to explore diverse research topics in mental health economics. The following areas of research are illustrative of issues that may be proposed under this program announcement. The examples provided are not meant to be exhaustive, and other types of important studies can be proposed by researchers who respond to this announcement: financing; economics of clinical practice; pharmacoeconomics; economic outcomes; health disparities; and methodology development.

**NICHD, Secondary Data Analyses Based on the NICHD Study of Early Child Care and Youth Development [83292]**

**Deadline:** 02/05/07, 06/05/07, 10/05/07

**Scope:** The sponsor offers support for research to address questions about family, child care, school, and child development through analyses of existing data sets from the NICHD Study of Early Child Care and Youth Development. In particular, the sponsor would like to see the data sets used by psychologists, sociologists, economists, statisticians, educators, policy makers, and physician scientists. This PA will use the NIH Research Project Grant (R01) award mechanism.

**Funding:** This PA will use the NIH Research Project Grant (R01) award mechanism. Applicants for an R01 may request a period of support of up to five years. Because the nature and scope of the proposed research will vary from application to application, it is anticipated that the size and duration of each award will also vary. Facilities and administrative costs requested by consortium participants are not included in the direct cost limitation.

**Objectives:** This initiative is aimed at encouraging scientists to answer their research questions pertaining to family, child care, school and child development by analyzing the detailed, comprehensive and well documented longitudinal data sets from the National Institute of Child Health and Human Development (NICHD) Study of Early Child Care and Youth Development (SECCYD). The sponsor expects that the use of data sets from the NICHD SECCYD will lead to original papers by scientists with different interests, trained in different disciplines. Research questions that may be answered with data from the NICHD SECCYD pertain to many topics including, but not limited to the following: family demographic characteristics and their stability over time; family social/psychological processes and their stability over time; social processes among the sub-sample of African American families; social processes in White families; patterns of mothers' employment when their children are infants, toddlers, preschoolers and at school; the tapestry of childcare arrangements used for infants, toddlers and older children; child-adult interaction from infancy onwards; peer interaction; specific aspects of the child-rearing environment in the family context, in childcare and at school as predictors of theoretically relevant aspects of child development at one developmental period or over time; the quality of academic instruction; the quality of physical education; the after-school experiences of children; developmental patterns of social, cognitive, language, achievement and health outcomes; the relations between different outcomes (e.g., attention and sociability) as they unfold over time; and/or mediators and moderators of children's developmental outcomes.
Eligibility: All full-time teaching faculty (including librarians), full-time temporary faculty who have multi-year contracts and are not in their final year, and non-teaching professionals on term and continuing appointment in the Division of Academic Affairs, are eligible to apply within this category with the following restrictions: Applicants may receive a maximum of one professional development award per year (Scholarly and Creative Activity Grant, Course Innovation Grant, and Student/Faculty Collaborative Challenge Grant). No grants are awarded to individuals who will be on sabbatical at the time they would receive the grant. Faculty who have had a grant approved and funded under this program are not eligible again for another two academic years. For example, a person who was awarded this grant in Spring 2004 is again eligible in the 2006 – 2007 academic year.

Funding: A faculty member may receive funding up to $2,400 for work on one course, with a maximum summer stipend of $2,000. Funding up to a total of $3,600 (with no person receiving more than a maximum summer stipend of $2,000) may be requested for collaborative work among multiple instructors of sections of the same course; a convincing rationale and description of the responsibilities of all participants on the project must be included. Funding may be used for instructor stipend(s) or materials used by instructor(s) to prepare for the new course. Funds may not be used to purchase equipment or materials to be used by students enrolled in the course; such items must be requested and funded through normal channels (e.g., Penfield Library for curriculum materials; SCAP funding for computer and other instructional technologies; department funding for supplies and equipment; etc). The Committee on Learning & Teaching (COLT) reserves the right to recommend a reduction to the amount of the award if appropriate.

Timeline: Proposals will be solicited once in each academic year. Projects will be completed over the summer. Assigned time during the academic year will not be supported by this program.

Proposal Guideline: Proposals for Course Innovation Grants should be concise, between three (3) to six (6) pages, single-sided and double-spaced (excluding routing and budget sheets, curriculum vitae, and appendices). Excessive documentation is discouraged although assessment instruments and other supporting materials that will help reviewer understand the proposed innovation may be included as appendices.

1. Completed Cover/Routing Sheet (Required)

2. Description of Your Project (Required): This description must be complete and specific. Write clearly and persuasively so that non-expert reviewers can understand and appreciate your project. The description should address all the following areas:

Description of course innovations: Describe the broad outline of the content to be covered. What are the pedagogies to be employed? What are the proposed learning outcomes for students? What assessments will you use to document student learning outcomes as result of these innovations? This will be considered to be a preliminary draft, since the work of the project is to develop these pieces.

Justification for course innovations: What new developments in the discipline and/or new directions/developments for a program necessitate this innovation? How does your proposal support current department and campus-level priorities and initiatives? How does this proposal fall outside the faculty member’s current expertise and normal course development/improvement responsibilities?

Description of faculty effort and qualifications to complete course innovations: What will (each) faculty member(s) involved in the course innovation project do during the grant period? What methods or procedures do you propose to use in order to meet your course innovation goals? What professional training and experience do you bring to bear on this project in order to complete it successfully?

3. Budget Justification and Explanation (Required): Provide a narrative that explains and justifies the specific requests for stipends for participants, travel expenses, supplies, and other costs listed on the Budget Page. If appropriate, budget submissions for all proposals should document efforts to obtain funding from other sources, including funding of materials and equipment to be used by students enrolled in the course by departments and deans, UUP, and external sources. Requests to travel to conferences or workshops associated with course innovation activities will be considered, but the contribution of the travel to the project must be persuasively justified.

4. Budget Page (Required)


6. Appendices (Not required): If included, appendices must be kept brief, and used only to support the description of your project. You may include correspondence that supports the plans you describe in (1) above, assessment instruments to which you have referred, or copies of contacts with travel agents that support your budget.

7. Electronic copy emailed as an attachment to ameigh@oswego.edu (required)
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.

**ORSP Contact Information**

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