Submissions are now being accepted for Quest 2009, which will be held on Wednesday, April 22, 2009. Instructions and submission forms are available at the Quest website, www.oswego.edu/quest.

The submission form will allow you to submit a wide variety of activities and I encourage you to use your imagination to make it an interesting event. Quest activities take place from 9 A.M. to 5 P.M., predominantly in the Campus Center. Additionally, there will be a graduate evening session from 4 – 9 P.M. for those students who work during the day. The closing date for submissions is February 20.

Anybody who has an interest or a skill can participate in Quest. A student can present his or her own material with or without the aid of a professor or a sponsor. A standard talk is a fifteen-minute presentation. Talks of different lengths are permissible. For the purpose of assigning locations and facilities we must distinguish between posters that require minimal facilities and poster-like presentations that require additional equipment, power or space. Please indicate this on the form. You also may propose to have a contest. A contest can be conducted by anyone, and the necessary supplies, and facilities can be requested in the other needs section of the form.

Here are some examples of additional activities that can be presented at Quest.

*Panel Discussion
* Art Demonstration
* Performances
* Artistic installations and displays
* Competitions
* Computer graphic displays
* Dance performances
* Demonstrations
* Dramatic performances
* Musical performances
* Panel discussions
* Symposia

We will be having a number of special sessions associated with the Rice Creek Field Station, the Engineering Program and on Energy, Environment and Society. If you wish to participate in these, please indicate that in the appropriate box on the form.
Award program is to promote and support true student/faculty scholarly collaboration. It is not the goal of the program to fund research assistants, but rather to assist faculty in providing motivated students with graduate level scholarly and creative experiences. Successful applicants will be engaged in an ongoing project with one or more students who participate in a direct and meaningful way in every stage of the project from initial conception to dissemination of results. As a condition of this award, results must be submitted to a national or regional conference and presented at QUEST.

Visit our web site (see back page for address) for complete instructions and application form.

Campus News—SCAC & SFCCG deadlines

Scholarly and Creative Activity Grants (SCAC)

This program is designed to provide support for faculty and staff in the development of their research or creative activity programs. Projects that are expected to result in peer-reviewed output or to have significant impact on local/campus community will get priority.

Student/Faculty Collaborative Challenge Grants

The purpose of the Challenge

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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<th>PROGRAM</th>
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<tr>
<td>STUDENTS—Graduate &amp; Undergraduate Scholarly &amp; Creative Activity Grants</td>
<td>First Monday in November annually</td>
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<tr>
<td>FACULTY—President’s Award for Scholarly &amp; Creativity and Research</td>
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<td>FACULTY—Provost’s Award for Scholarly &amp; Creativity and Research</td>
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<td>FACULTY &amp; STUDENTS—Student/Faculty Collaborative Challenge Grants</td>
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Rice Creek Small Grants Program

Research, Education and Public Service Projects
Rice Creek Associates (RCA) invites proposals from scholars, scientists, educators and students for the 2009 Rice Creek Associates Small Grants Program. RCA's small grants program is intended to support and encourage research, education and public service projects at Rice Creek Field Station (RCFS), particularly in areas of field biology, natural sciences, human sciences and art. Proposals oriented toward basic and applied research in field biology, the natural sciences, earth sciences, education, social sciences, and/or service projects will be considered.

Funding:
Most awards will be between $500 and $1,000. RCA encourages grant applicants to seek matching funds from appropriate sources. Past projects have included such things as small mammal surveys, non-invasive subsurface geological exploration techniques, identification and flight season determination of butterfly populations, turtle population surveys, breeding bird surveys, and collection renovation. Areas of special interest are proposals that help increase the past and current knowledge of the ecological processes in Rice Creek. Suggested topics include, but are not limited to, analysis of climate parameters in Rice Creek, history of Rice Creek land use, GIS analysis of habitat changes since Rice Creek Field Station was created, biodiversity studies, developing surveys focusing on public perception and college perception of the Rice Creek Field Station, and art interpretations of the Rice Creek grounds.

Proposals are due by March 15, 2009
Awards will be announced on or about April 15, 2009.
For more information about this program, contact:
Dr. Peter A. Rosenbaum
Phone: 315-312-2775
E-mail: par@ Oswego.edu
Dr. Lucina Hernández
Phone: 315: 312-7961
E-Mail: lhernan1@oswego.edu

Upcoming Workshops
Come join us this semester for an open house forum to discuss your research and scholarly ideas, answer questions and talk about potential funding opportunities.

This semester, in lieu of organized workshop presentations, ORSP staff will be available on the first Friday of each month from 12:00 to 1:00 (or later, if additional time is needed). This will be a chance for us to learn more about what your specific interests are and how we can facilitate support for you.

Please feel free to drop in and bring your ideas. We will help you focus your ideas and develop an externally fundable project. The grantsmanship process is not as challenging as it may seem when you put many hands and heads together.

When: February 6, March 6, April 3 and May 1.
Time: 12:00 to 1:00
Place: Room 4, Penfield Library (lower level)
No RSVP necessary!
An Eye on Funding—Current Funding Opportunities

ARTS

Meet the Composer, Inc., Creative Connections [70702]
Deadline: 04/01/09, 06/01/09, 10/01/09
Synopsis: 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, the sponsor aims to increase awareness and enhance the creative artist’s role in society. Awards range from $250 to $5,000.
Objectives: 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, the sponsor aims to increase awareness and enhance the creative artist's role in society.

Meet the Composer, Inc., Commissioning Music/USA [70706]
Deadline: 03/13/09
Synopsis: Meet The Composer enables composers to make a living writing music and to have a visible presence. Awards will range from $10,000-$20,000.
Objectives: Through various programs and projects, Meet The Composer: supports the creation of new work; supports direct engagement between composers and audiences; supports collaborations between U.S.-based composers and artists of all disciplines living in and outside of the U.S.; creates education programs that deepen understanding of composers and their work, and that help establish music composition as a basic part of U.S. education; and establishes innovative private and public sector partnerships that create new opportunities for composers.

Mid Atlantic Arts Foundation,
USArtists International Program [83727]
Deadline: 05/04/09
Synopsis: The sponsor is committed to ensuring that the impressive range of expression of the performing arts in the United States is represented abroad, and that the creative and professional development of American artists is enhanced through participation at significant international festivals.
Objectives: Performances at important festivals provide American artists with opportunities for the exchange of ideas and practices with their colleagues in other countries, as well as exposure to new and larger audiences. It is the sponsor's hope that participation of exemplary artists from the United States in international festivals will help develop audiences for, and greater appreciation of, the excellence, diversity and vitality of the American performing arts.
Eligible festivals must be sponsored or organized primarily by a non-U.S. based organization; be international in scope with representation from at least two countries outside the host country, or have a U.S. theme with representation from at least three U.S. performing artists/ensembles; reach a wide audience and be open and marketed to the general public; provide the applicant with a signed letter of invitation or signed contract to perform at the festival; and provide some support to the invited artists/ensembles in the form of cash remuneration, paid travel-related expenses, or in-kind contributions.

Mid Atlantic Arts Foundation,
ArtsCONNECT [91948]
Deadline: 03/30/09
Synopsis: ArtsCONNECT provides access to high quality live performing arts engagements to audiences across the mid-Atlantic region. The program also encourages a deeper understanding of artists' work through support of activities that enhance the concert experience. Participating presenting organizations must be located in the Foundation’s service area of Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, the U.S. Virgin Islands, Virginia, and West Virginia.
Objectives: The sponsor supports collaborations among presenters to facilitate tours of artists involving all the performing arts disciplines, including dance, jazz, music, opera, theater, and folk/traditional arts, across the mid-Atlantic region. The program supports a limited number of touring projects proposed by presenter consortia in the region that involve public performances and complementary activities that provide audiences with a greater appreciation for the art. It is the Foundation’s intention that ArtsCONNECT-funded tours will bring artists of the highest quality to underserved audiences throughout the region to the widest extent possible. Within these touring projects there is also the potential for presenters to share information, experiences and resources that can build strong networks for future presentations.
The sponsor will give the highest priority to projects that: Reach the broadest geographic distribution within the mid-Atlantic region; Demonstrate thoughtfully conceived engagements incorporating public performances and complementary activities that enhance people’s understanding of the artist’s work; and Target communities underserved by the arts.

American Composers Forum, Common Ground Grant Program [94849]
Deadlines: 04/01/09, 10/01/09
Synopsis: The sponsor seeks applications from Indigenous makers of new music from the U.S. and Canada for its program to support "creation, performance, and audience/community building” activities involving Native musical artists.
Objectives: The goal of the program is to support activities that boost Indigenous creative musicians, such as commissions, residencies, performance and production, travel/study, and outreach. The program also: provides Native
musical artists with the opportunity to enrich their work through contact with a variety of communities; makes Native musical artists more visible to underserved communities and/or larger non-Native cultural institutions; and assists Native artists in collaboration with non-Native arts organizations in building audiences; thereby increasing demand for their work.

Grants are designed to give an immediate financial boost to composers, performers, and other makers of new music at a time when this help would have a significant career-enhancing effect.

Common Ground is designed to fill the gap in funding for artists who are particularly interested in creating work without the burden of artistic compromise. Common Ground aims to give timely aid to those Indigenous musicians who are strongly dedicated to their art, who show artistic merit, and who propose an excellent project.

Common Ground gives priority to projects that promote the sponsor’s goal of getting the work of Native Composers and Musicians into the broader community via partnership with the following four constituencies: Native musicians, Native communities, non-Native communities and non-Native cultural institutions.

**Theatre Communications Group, New Generations -- Future Collaborations - TCG/ ITI International Fellowships [93931]**

**Deadline:** 03/15/09

**Synopsis:** Travel grants of $3,000 will be awarded in the winter/spring and summer/fall seasons to theatres and theatre professionals for unrestricted international travel, enabling them to share ideas and techniques and/or collaborate with their colleagues around the world.

**Objectives:** Travel grants will be awarded to theatres and theatre professionals for unrestricted international travel, enabling them to share ideas and techniques and/or collaborate with their colleagues around the world.

**American Society for Theatre Research, Targeted Research Areas Grants [95822]**

**Deadline:** 03/15/09

**Synopsis:** The sponsor provides an award of up to $4,000 (which may be split among more than one award) to support specific projects by scholars working in areas important to ASTR’s mission that are currently underrepresented in its various activities.

**Objectives:** This grant is intended to support specific projects by scholars working in areas important to ASTR’s mission that are currently underrepresented in its various activities. Such areas include, but are not limited to, the following: pre-1900 research; Asian, African, Latin American, and Middle Eastern theatre, dance, and performance; little known repertoires. Translations of important theatre documents, including plays, will also be considered. This award is not intended to support curriculum development.

**American Society for Theatre Research, Supplemental Research/Travel Grants [95824]**

**Deadline:** 03/15/09

**Synopsis:** The sponsor provides an award of up to $1000 to promote scholarly and practical exchange among theatre historians by providing research opportunities to scholars at institutions with heavy teaching loads and limited support for scholarship.

**Objectives:** Generally stated, the goal of the ASTR Supplemental Research/Travel Grant is to ensure that institutional affiliation does not hinder the contributions of individual scholars to debates that concern us all and that are central to ASTR’s mission of cultivating scholarship on all aspects of theatre history.

**Entertainment Software Association Foundation [92412]**

**Deadline:** 04/15/09

**Synopsis:** The sponsor offers support for positive programs and opportunities that make a difference in the quality of life, health and welfare of America’s youth. The sponsor seeks to harness the collective power of the interactive entertainment industry to create positive social impact in our communities. The interactive entertainment industry supports geographically diverse projects and programs that benefit American youth of all races and denominations and both genders.

**Objectives:** The sponsor supports specific projects or programs that are or will be in two or more states in the United States and serve youths ages 7-18, and that provide youth programs in one or more of the following areas: Skills & Personal Development; General Health & Welfare; Risk Behavior Prevention; Education; and Multimedia arts/technology related or applied.

**Booth Ferris Foundation, Higher Education [02003]**

**Deadline:** 05/01/09

**Synopsis:** The sponsor offers support in the areas of arts and culture. Grants range from $50,000 to $300,000. The minimum grant size is $50,000; approximately eighty-five grants are made annually.

**EDUCATION**

**NSF, CISE Pathways to Revitalized Undergraduate Computing Education [90095]**

**Deadline:** 04/28/09

**Synopsis:** The CISE Pathways to Revitalized Undergraduate Education in Computing (CPATH) program recognizes the growing importance of CT in society. The goals of the program are to: contribute to the development of a globally competitive U.S. workforce with CT competencies essential to U.S. leadership in the global innovation enterprise; increase the number of students developing CT competencies by infusing CT learning opportunities into undergraduate education in the core computing fields - computer and information science and engineering, and in other fields of study; and demonstrate transformative CT-focused undergraduate education models that are replicable
across a variety of institutions. The sponsor will provide $10,000,000 for each annual competition.

Objectives: Through the CPATH program, CISE challenges the academic community to identify and define the core computing concepts, methods, technologies and tools to be integrated into promising new undergraduate education models, and to demonstrate effective strategies to develop and assess CT competencies in the relevant learning communities. While aimed primarily at revitalizing undergraduate education, CISE encourages the exploration of new models that extend from institutions of higher education into the K-12 environment; activities that engage K-12 teachers and students to facilitate the seamless transition of secondary students into CT-focused undergraduate programs are particularly encouraged. Successful CPATH proposals will include administrators, researchers, educators and students in institutions of higher education. Further, the engagement of stakeholders in other types of organizations including, but not limited to, K-12 schools and school districts, industry, and professional societies is also encouraged. Every CPATH proposal must demonstrate the engagement of faculty with expertise in the core computer and information science and engineering (CISE) disciplines. The CPATH program will support the following types of activities: Projects focused on common CT interests and affinities that encourage community collaboration, interaction and resource sharing. Such efforts might include a topical, pedagogical, geographical, or other unifying focus that defines the CT objectives of the participating parties. Activities designed to develop and support communities of practice experimenting with the introduction or replication of promising CT-centric education models; Activities focused on the preparation that institutions may need to do to plan for and embark upon comprehensive, CT-focused curriculum reform and implementation; and Implementation and institutionalization of innovative CT-centric education models designed to revitalize undergraduate education at one or more participating institutions. Proposers may seek to implement promising new models in one or more participating institutions or may seek to adopt, adapt, extend or expand existing successful models.

Sun Microsystems, Inc., Academic Excellence Grant Program [61268]
Deadline: 05/08/09
Synopsis: The sponsor grants equipment to eligible organizations who have developed creative projects that address the sponsor's investment priorities and create partnerships for success. The primary investment priorities are higher education and kindergarten through twelve education.

Objectives: The sponsor grants equipment to eligible organizations who have developed creative projects that address the sponsor's investment priorities and create partnerships for success. Grants are awarded under the following priorities:

Higher Education: including the teaching of SUN technologies, web-based learning, scientific and engineering computing, and business collaborations.
Primary and Secondary (K-12) Education: including primary and secondary education and university outreach.
Funding for grants focus on areas such as: Curriculum Integration; Community Development; Localization; Community Outreach; Java Software Development; Application Development; and Thin Client.

American Educational Research Association, Research Grants Program [64551]
Deadline: 03/06/09
Synopsis: The sponsor provides support for education policy- and practice-related research proposals using NCES, NSF, and other national data bases.

Objectives: The program's goals are: to stimulate research on issues related to U.S. education policy and practice using NCES and NSF data sets; to improve the educational research community's firsthand knowledge of the range of data available at the two agencies and how to use them; and to increase the number of educational researchers using the data sets. Research topics may cover a wide range of policy- or practice-related issues that include but are not limited to: science and mathematics education; the supply (pipeline) of students taking mathematics and science courses; teachers and teaching, including supply, quality, and demand; policies and practices related to student achievement and assessment; policies and practices that influence student and parental attitudes; contextual factors (individual, curricular, and school related) in education; educational participation and persistence (kindergarten through career entry); at-risk students; early childhood education; postsecondary education; US education in an international context; school finance; the quality of educational institutions; and methodological studies. The research project must include the analysis of data from at least one NSF or NCES data set. Additional large-scale nationally representative data sets may be used in conjunction with the obligatory NSF or NCES data set. If international data sets are used, the study must include U.S. education.

Symantec Foundation [75586]
Deadline: 04/15/09
Synopsis: The sponsor provides support to U.S. education-based nonprofit organizations to fund education initiatives that demonstrate broad impact and measurable results, with a particular emphasis on math, science, technology and engineering initiatives.

Objectives: The sponsor's grants are focused on strengthening the education system, with a particular interest in those programs that incorporate technology in teaching and that work to engage minorities and women in the technological sciences.
NEA Foundation for the Improvement of Education [81624]
**Deadlines:** 06/01/09, 10/15/09

**Synopsis:** The sponsor provides grants to support public school teachers, public education support professionals, and/or faculty and staff in public institutions of higher education in either Learning & Leadership or Student Achievement.

**Objectives:** Grants are awarded in the following categories:
- Learning & Leadership: Grants to individuals fund participation in high-quality professional development experiences, such as summer institutes or action research. Grants to groups fund collegial study, including study groups, action research, lesson study, or mentoring experiences for faculty or staff new to an assignment. All professional development must improve practice, curriculum, and student achievement.
- Student Achievement: The sponsor provides grants to improve the academic achievement of students in U.S. public schools and public higher education institutions in any subject area(s). The proposed work should engage students in critical thinking and problem solving that deepen their knowledge of standards-based subject matter. The work should also improve students’ habits of inquiry, self-directed learning, and critical reflection. Proposals for work resulting in low-income and minority student success with honors, advanced placement, or other challenging curricula are particularly encouraged. Grant funds may be used for resource materials, supplies, equipment, transportation, software, or scholars-in-residence. Although some funds may be used to support the professional development necessary to implement the project, the majority of grant funds must be spent on materials or educational experiences for students.

**Brinson Foundation [91916]**
**Deadline:** 08/28/09
**Synopsis:** The sponsor offers support for education programs that engage, inform and inspire committed citizens to confront the challenges that face humanity.

**Objectives:** EDUCATION—the sponsor is interested in programs that make quality education accessible to those who are personally committed. Education grants fall into three categories: individual development; systemic improvement; and increasing public awareness. Within this framework, the sponsor is presently investing in programs that promote: democracy, citizenship and free enterprise; science, technology, engineering and math; reading and literacy; and leadership and teaching.

**Booth Ferris Foundation, Higher Education [02003]**
**Deadline:** 05/01/09
**Synopsis:** The sponsor offers support in the areas of arts and culture. Grants range from $50,000 to $300,000. The minimum grant size is $50,000; approximately eighty-five grants are made annually.

**HEALTH & WELLNESS**

**Rural Utilities Service/Department of Agriculture, Distance Learning and Telemedicine Grant Program [06096]**
**Deadline:** 03/24/09
**Synopsis:** Distance learning and telemedicine loans and grants are specifically designed to provide access to education, training and health care resources for people in rural America. The Distance Learning and Telemedicine (DLT) Program funds the use of advanced telecommunications technologies to help communities meet those needs. The grants, which are awarded through competitive process, may be used to fund telecommunications, computer networks and related advanced technologies.

**Objectives:** The DLT program is designed to flow the benefits of distance learning and telemedicine to residents of rural America. Therefore, in order to be eligible, applicants must propose to use the financial assistance to: a. Operate a rural community facility; or b. Deliver distance learning or telemedicine services to entities that operate a rural community facility or to residents of rural areas, at rates calculated to ensure that the benefit of the financial assistance is passed through to such entities or to residents of rural areas.

**New York Council for the Humanities, Major Grants [02050]**
**Deadlines:** 03/15/09, 09/15/09
**Synopsis:** The sponsor supports national faculty development programs in the humanities for school teachers and for college and university teachers.

**Objectives:** Grants for Summer Seminars and Institutes 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. The duration of a program should allow for full and thorough treatment of the topic.

**HUMANITIES**

**NEH, Summer Seminars and Institutes [02000]**
**Deadline:** 03/03/09
**Synopsis:** The sponsor supports national faculty development programs in the humanities for school teachers and for college and university teachers.

**Objectives:** Grants for Summer Seminars and Institutes 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. The duration of a program should allow for full and thorough treatment of the topic.
hibitions; film screenings or readings combined with interpretive discussion; interpretive brochures, docent scripts, or walking tours; exhibition catalogues with significant humanities scholarship; radio programs; and/or internet presentations such as online exhibitions or moderated discussions.

**Applied Materials, Inc. [68106]**

**Deadline:** 04/15/09

**Synopsis:** The sponsor provides support for strategic and highly leveraged humanities efforts of a global nature.

**Objectives:** The sponsor’s areas of grantmaking are Education, Civic, and Arts and Culture:

- **Education:** The sponsor has a special interest in funding education grant proposals that: benefit students in grades K-12; focus on traditional skills such as reading, writing, math, technology, and other subjects that prepare young people for entering the workforce; address critical education needs through innovative approaches to learning; expand existing efforts in order to reach more students or a wider geographic area; actively partner with other nonprofit groups to create, implement or evaluate shared programs; provide adult education and training in communities where unemployment or underemployment are particular challenges; offer opportunities for employee engagement; and address community needs in North America sites where the sponsor does business.

- **Civic:** The sponsor funds efforts that help meet basic needs such as food, housing and clothing; focus on youth-based programs, such as mentoring and leadership training; provide innovative programs that can be replicated to reach more communities; foster environmental beautification and reclamation projects for public areas such as parks, hiking and biking trails, restoration of greenbelts, waterways, and wetlands; offer opportunities for employee engagement; and address community needs in North America sites where the sponsor does business.

- **Arts and Culture:** The sponsor supports efforts that bring the full spectrum of artistic expression to the greater community, from visual and performing arts to community events and workshops, and has a special interest in funding arts and culture grant proposals that: have broad community appeal; take arts and culture outside traditional settings to reach young people of diverse backgrounds, particularly in economically disadvantaged neighborhoods; support nonprofit organizations in bringing the arts to educational programs and organizations; offer opportunities for employee engagement; and serve the North America communities in which the sponsor does business.

**Earhart Foundation [00848]**

**Deadline:** Open

**Synopsis:** Grants fund publicly supported educational and research institutions for a maximum of twelve months for specific projects or activities in the social sciences and humanities disciplines.

**Objectives:** The sponsor provides grants to publicly supported educational and research organizations for specific projects or activities in such disciplines from the social sciences and humanities as economics, philosophy, history, international affairs and government/politics.

**INTERDISCIPLINARY**

**American Honda Foundation [09372]**

**Deadline:** 05/01/09

**Synopsis:** The sponsor provides grant support for projects in the areas of youth and scientific education. Average grants range from $10,000 to $100,000 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.

**Compton Foundation, Inc. [59517]**

**Deadlines:** 03/07/09, 09/07/09

**Synopsis:** The Compton Foundation seeks to foster human and ecological security by addressing contemporary threats to these inalienable rights. The sponsor supports responsible stewardship that respects the rights of future generations to a balanced and healthy ecology, both personal and global, allowing for the full richness of human experience. The Foundation envisions a world in which humans live in harmony with each other, and in sustainable balance with the earth. To realize this vision, the Compton Foundation focuses most of its grantmaking in the areas of Peace & Security, Environment & Sustainability, and Population & Reproductive Health, with a special emphasis on projects that explore the interconnections between these categories.

**Objectives:** Grants are made in the fields of Peace & Security, Population and Reproductive Health, and the Environment and Sustainability. Areas of interest are as follows:

- **Peace and Security:** The Peace and Security program seeks to promote peace by addressing the need for new policies and practices to provide for human safety in regions of armed conflict. Achieving this goal will involve the military, local police, international defense forces, diplomats, humanitarian relief organizations, private firms, and others. It will also involve establishing new working relationships and better coordination among them to provide for more effective human security. Grants are made primarily to organizations based in the United States, Canada, and Mexico, although proceeds from these grants can be used for work conducted in other countries.

- **Population & Reproductive Health:** In its Population and Reproductive Health grantmaking, the Foundation links...
population stabilization with peace and environment issues, and as such with broader social development and environmental goals. The primary focus is U.S. national reproductive health policy. The sponsor will also support state-level or regional activities with direct implications for national policy. In addition, the Foundation funds a small number of projects that strengthen service delivery systems in the following areas: Colorado, and the San Francisco Bay Area.

Environment and Sustainability: In its Environment and Sustainability grant-making, the Compton Foundation seeks a balanced and healthy relationship between humans, other life, and the planet. The Foundation believes it is possible to pursue a holistic and sustainable vision that blends concern for environmental conservation and economic viability, links urban and rural priorities, and views humans as one part of the natural world. The Foundation has chosen three focus areas in which we feel we can make a meaningful contribution to realizing this vision in the United States. Grants in the field of Environment and Sustainability will be made to organizations based in the United States for domestic programs. The Foundation prioritizes projects in the following order:

1. Regional or statewide projects in the three Pacific Coast states: California, Oregon, Washington; (2) Regional or statewide projects in the eleven western states: California, Oregon, Washington, Colorado, Utah, Idaho, Montana, Arizona, New Mexico, Nevada, Wyoming; (3) Projects of national significance in the United States.

**Lumpkin Foundation [63132]**

**Deadlines:** 03/27/09, 08/31/09

**Synopsis:** The sponsor provides funding to support education, preserving and protecting the environment, and fostering opportunities for leadership. Tax-exempt organizations are eligible. Most grants range between $1,000 and $10,000.

**Objectives:** REGIONAL-- The primary grant-making focus is youth based programs involved in the arts and mentoring. We choose to focus on youth and the arts and mentoring because these programs have demonstrated the ability to give children a voice, which contributes to self-esteem and enables them to make important connections to their community.

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

**Deadline:** 04/01/09

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

**Coors (Adolph) Foundation [75012]**

**Deadlines:** 03/01/09, 04/30/09

**Synopsis:** The sponsor provides support to nonprofit organizations that promote self-sufficiency, leadership and independence.

**Objectives:** The sponsor considers grants in the following areas:

HUMAN SERVICES: the sponsor is interested in helping people be independent and self supporting, with an emphasis on one or more of the following criteria: individual self-sufficiency and responsibility; job skills training and assistance; financial management and responsibility; and self reliance, especially for seniors and families.

YOUTH: the sponsor has a strong focus on character and leadership development. It believes that most youth have the potential to be successful, given opportunity, knowledge and support. Requests with one or more of the following components will be given priority: one-on-one mentoring; year round programming; leadership opportunities; and character building and risk taking.

EDUCATION: programs that are not part of the public schools will be considered, especially in the areas of: after school programs with an emphasis on academics; financial literacy; free enterprise; and science and technology.

COMMUNITY: the sponsor will consider proposals that encourage volunteerism and philanthropy. Capital support is considered for civic institutions that serve an entire region.

**Kaplan (J.M.) Fund, Furthermore Grants in Publishing [79270]**

**Deadlines:** 03/15/09, 09/15/09

**Synopsis:** Support is provided for writing, research, editing, design, indexing, photography, illustration, and printing and binding. Grants range from $500 to roughly $15,000.

**Objectives:** This program is concerned with nonfiction book publishing about the city; natural and historic resources; art, architecture, and design; cultural history; and civil liberties and other public issues of the day.

**NSF, Ethics Education in Science and Engineering [81569]**

**Deadlines:** 03/02/09, 03/01/10

**Synopsis:** 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.

**Objectives:** The sponsor will consider proposals for research projects, education 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 success...
An Eye on Funding (Continued from page 9)

ful 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 EESE. 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.

Searle Freedom Trust [93787]

**Deadlines:** 05/01/09, 09/04/09

**Synopsis:** The sponsor provides funding for new media grants to foster research and encourage public policies that promote individual freedom and economic liberty.

**Objectives:** The sponsor aims to foster research and encourage public policies that promote individual freedom and economic liberty. The sponsor supports research and education on a wide range of U.S. domestic policy issues, including tax and budget issues; cost-benefit analysis of regulatory practices and proposals; welfare policy; K-12 and higher education reform; environmental policy; and legal reform.

**NSF. Research in Disabilities Education [85486]**

**Deadline: 08/25/09**

**Synopsis:** The RDE program seeks to broaden the participation and achievement of people with disabilities in all fields of STEM education and associated professional careers by contributing to the research knowledge base and increasing the number of students with disabilities completing associate, undergraduate and graduate degrees in STEM and entering our nation’s science and engineering workforce. RDE projects contribute to closing the gaps occurring for people with disabilities in STEM fields by successfully disseminating findings, project evaluation results, and proven good practices and products to the public.

**Objectives:** Research projects contribute to the knowledge base by investigating disability related differences in secondary and post-secondary STEM learning and in the educational, social and pre-professional experiences that influence student interest, academic performance, retention in STEM degree programs, STEM degree completion, and career choices. Projects also investigate effective practices for transitioning students with disabilities across critical academic junctures, retaining students in undergraduate and graduate STEM degree programs, and graduating students with STEM associate, baccalaureate and graduate degrees. Projects may include student interventions, with or without a focus on accessible technology and cyberlearning, involving students as subjects only if the intervention is an integral part of gathering data and if the findings from the intervention would substantially answer the research questions posed within the context of theory and hypotheses. Results from research projects inform the delivery of innovative, transformative and successful practices employed by the Alliances for Students with Disabilities in STEM.

Alliances for Students with Disabilities in STEM are projects designed to advance the number of students with disabilities completing associate, undergraduate and graduate degrees in STEM and to increase the number of students with disabilities entering our nation’s science and engineering workforce. Alliances engage multiple institutions of higher education and secondary school systems to work as a team to employ evidenced-based practices and promising interventions to advance students across critical academic junctures, to degree completion, and into the workforce or graduate STEM degree programs.

Demonstration, Enrichment or Dissemination projects are three distinct types of RDE awards: Demonstration projects are pilot investigations designed to offer proof-of-concept data for future RDE Research studies. Enrichment projects are test beds for establishing Alliances for Students with Disabilities in STEM and piloting the implementation of promising practices to advance students with disabilities completing associate, baccalaureate and graduate degrees in STEM and to increase the number of students with disabilities entering our nation’s science and engineering workforce or graduate STEM degree programs. Dissemination projects communicate the research in disabilities education knowledge base, findings from RDE projects, and successful practices and products for advancing secondary and post-secondary students with disabilities in STEM.

Proposals submitted to the Innovation through Institutional Integration (I3) track would request support for projects that enable faculty, administrators and others in institutions to think and act
strategically about the creative integration of NSF-funded awards, with particular emphasis on awards managed through programs in the Directorate for Education and Human Resources (EHR), but not limited to those awards. For Fiscal Year 2009, proposals are being solicited in nine EHR programs that advance 13 goals: CREST, GSE, HBCU-UP, ITEST, LSAMP, MSP, Noyce, RDE, and TCUP.

**NICHD, Science And Ecology Of Early Development [87699]**

**Deadlines:** 05/07/09, 06/16/09 and more

**Synopsis:** The sponsors provide support for investigator-initiated 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. This program will use the NIH Small Research Grant (R03) award mechanism.

**Objectives:** The sponsors 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 child care, 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, particularly those from understudied groups (e.g. Asian/Pacific Islanders, Native Americans, immigrants) and those from understudied geographic areas (e.g., the rural U.S.). Outcomes of interest include neurocognitive development (e.g., changes related to environmental stimulation and trauma), the development of school readiness skills (and their relation to later school achievement), socio-emotional development (e.g., temperament, behavior, character development, interpersonal relations), physical development, (e.g., stress reactivity, daily hormonal rhythms), and health disparities (e.g., diabetes, obesity, asthma, toxin exposure) as they are impacted by contextual factors and in turn influence developmental trajectories.

The following research priorities and examples of research questions are offered to illuminate areas of particular interest to the NICHD, NIDA and NIAAA. In general, these Institutes seek studies that are intended to identify and disentangle (and potentially inform and launch interventions based upon) the processes underlying the relationships between ecological contexts, poverty status, and child outcomes. Included in this interest are studies that examine how and under what conditions interventions are most effective, given the intensity of risk and level of vulnerability of populations under study. Interdisciplinary studies that seek to understand biosocial and biobehavioral aspects of early childhood development are also encouraged. Both basic and applied research studies may be appropriate for this program; both quantitative and qualitative methods are acceptable. Examples of research questions that address the objectives of this FOA include, but are not limited to: environmental contexts; public policy; and biosocial and biobehavioral interactions.

**NSF, Combustion, Fire and Plasma Systems [93843]**

**Deadlines:** 03/02/09, 09/15/09

**Synopsis:** The sponsor provides funding to support fundamental research and education on combustion, fire and plasma systems. Among the broader societal impacts of the program are cleaner global and local environments, enhanced public safety, improved energy and homeland security, and more efficient manufacturing.

**Objectives:** This program is not an applied research program, but rather it provides broad, basic knowledge that can be used by others in development of systems for combustion and plasma applications and for mitigating the effects of fire. Broad-based tools—computational, experimental, or diagnostic—that can be applied to a variety of problems in combustion, fires, and/or plasmas are major products of this endeavor. Areas of interest include: gas, liquid and solid combustion in premixed, non-premixed, partially premixed or flow reactor configurations; laminar and turbulent combustion over a range of temperatures and pressures and length scales; structure and dynamics of flames and plasmas; the science needed to enable use of domestically generated alternate fuels; improved understanding of flame spread, inhibition and suppression; atmospheric-pressure plasmas and other emerging plasma-processing methods relevant to biotechnology, material synthesis and other industrial applications; mitigation of combustion-generated pollution; basic climate-change technology research directly related to combustion, fire or plasma systems; development of diagnostic tools and the needed underlying science; projects that intersect nanotechnology and either combustion, fire or plasma science; projects that combine combustion and plasma science or contribute to both fields of research; and projects relevant to combustion, fires or plasmas that contribute to the emerging cyberinfrastructure for scientific information technology.

**SCIENCEs**

Gloeckner (Fred C.) Foundation, Inc. [02734]

**Deadline:** 04/01/09

**Synopsis:** The sponsor awards grants for research and educational projects in floriculture and related fields at univer-
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eties, colleges and Federal research institutions in the U.S.

Objectives: Support is provided for research and educational projects in floriculture and related fields, such as plant pathology, plant breeding, agricultural engineering, agricultural economics, entomology, and plant physiology, as they relate to floriculture and ornamental horticulture.

Optical Society of America [88629]

Synopsis: The sponsor provides support for programs that advance youth science education, support optics and photonics in developing nations and provide career and professional development resources to students around the world. The sponsor is accepting applications for programs taking place in 2010 or later.

Objectives: The sponsor focuses on programs that:

- Advance youth science education by providing young children with access to science educators and learning materials. Special emphasis is given to programs that provide resources to underserved communities. The sponsor will support programs where optics and photonics are the primary or enabling technology.
- Support optics and photonics education in developing nations by providing students and educators with learning and financial resources. Provide career and professional development resources to help students from around the world build successful and rewarding careers in optics and photonics.

NSF, Integrative Graduate Education and Research Traineeship Program [08489]

Synopsis: The Integrative Graduate Education and Research Traineeship (IGERT) program has been developed to meet the challenges of educating U.S. Ph.D. scientists and engineers who will pursue careers in research and education, with the interdisciplinary background, deep knowledge in chosen disciplines, and technical, professional, and personal skills to become, in their own careers, leaders and creative agents for change.

Objectives: Proposals submitted to the IGERT program must describe integrative, research-based, graduate education and training activities in emerging areas of science and engineering. The IGERT project should be organized around an interdisciplinary theme that is based on transformative interdisciplinary research in science/technology/engineering/mathematical sciences. The proposed IGERT should involve a diverse group of faculty members and other investigators with appropriate expertise in research and teaching. The interdisciplinary theme provides a framework for integrating research and education and for promoting collaborative efforts within and across departments and institutions. Students should gain the breadth of skills, strengths, and understanding to work in an interdisciplinary environment while being well grounded with depth of knowledge in a major field. As an opportunity for faculty to experiment with new approaches to graduate education, the IGERT project should provide students with experience relevant to both academic and nonacademic careers. This experience may involve such activities as internships and mentoring in industrial, national laboratory, academic, or other settings. Globalization of research and career opportunities provides students with an international perspective. This perspective may be gained through programs within the institution, or through strongly integrated, collaborative research experiences and/or fieldwork at foreign institutions and sites. The graduate experience should contribute to the professional and personal development of the students and equip them to understand and integrate scientific, technical, business, social, ethical, policy and global issues to confront the challenging problems of the future. IGERT projects are expected to incorporate and integrate the following features: A comprehensive interdisciplinary theme, appropriate for doctoral-level research, that serves as the foundation for traineeship activities and is based on transformative interdisciplinary research in science/technology/engineering/mathematical sciences; Integration of the interdisciplinary research with innovative graduate education and training mechanisms, curricula enhancement, and other educational features that foster strong interactions among participating students and faculty and develop an appreciation for the global nature and context of the proposed interdisciplinary theme; An environment that exposes students to a broad base of state-of-the-art research instruments and equipment and educational tools and methodologies; Career development opportunities, provision for developing professional and personal skills, fostering an international perspective, and instruction in ethics and the responsible conduct of research; Program strategy and plan for recruitment, mentoring, retention, and graduation of U.S. graduate students, including efforts aimed at members of groups underrepresented in science and engineering (a member of an underrepresented group is American Indian/Alaskan Native, Black, Hispanic, Pacific Islander (native of Hawaii, Guam, Samoa), a person with a disability, and/or female); Strategy and methodology for formative assessments of the project’s effectiveness by individuals internal and external to the institution and program improvements based on these assessments; Administrative plan and organizational structure that ensures effective management of the project resources; Plan for dissemination of innovative graduate education activities both within and outside the institution; and Institutional commitment to facilitating and furthering the plans and goals of the IGERT project, to creating a supportive environment for integrative research and education, to creating a supportive environment for cyber-
enabled audio and video collaboration (see Collaboration Conferencing System requirements in Special Award Conditions) and to institutionalizing the successful elements of the project after sponsor funding ends.

**NSF, Assembling the Tree of Life [65156]**

**Synopsis:** The sponsor will support creative and innovative research that will resolve evolutionary relationships for large groups of organisms throughout the history of life. Investigators also will be supported for projects in data acquisition, analysis, algorithm development and dissemination in computational phylogenetics and phyloinformatics.

**Objectives:** There are currently five general goals:

- To scale up the numbers of taxa and data sets beyond current practice with an emphasis on acquisition and integration of molecular, morphological, and physiological evidence on extant and extinct organisms in order to resolve phylogenetic relationships of large taxonomic group.
- A strong focus at this point is on major taxonomic groups not yet addressed by current or previous AToL projects, for example, major groups of prokaryotes, protists, lower invertebrates and viruses. This includes support of research to understand the role and importance of lateral gene transfer and reticulation in evolutionary history, as well as the development of methods and theory that will address this important issue in phylogenetic research and phyloinformatics.
- Research on and development of tools for computational phylogenetics and phyloinformatics. These projects might include the archiving and managing of phylogenetic data, matrices, trees and networks; and exploration of the predictive capabilities of hierarchical structure in the Tree of Life. Coordination across different AToL projects, including data sharing and collaborations, identification of ‘core’ genes conserved across major groups that can be used in analyses across all major lineages of the ToL, identification of mechanisms that ensure a coordinated approach to data collection across various AToL projects.
- Outreach and education in comparative phylogenetic biology and paleontology, emphasizing new training activities, informal science education, and Internet resources and dissemination.
- Tree of Life projects that are taxon-oriented should address the following issues: the taxonomic scope of research, with justification for the proposed large-scale approach beyond the scope of current single-investigator or small-team projects, as well as summaries of current classification (including identification of specialists in the taxa) and current phylogenetic knowledge of the group and closest relatives, fossil record and its concordance with patterns of evolutionary divergence, major collections or stocks or cultures and their availability for the study, and Internet resources relevant to these organisms; comprehensive plans for sampling and data collection, including choice of taxa and samples, types of data (genomic, morphological, other phenotypic data), retrospective data capture, procedures for acquisition and quality control for new data especially automatic or high-throughput data, curation and vouchering of specimens and cultures (and extracts, images, etc.), and databasing of observations and associated specimens and cultures with appropriate annotation and Internet access; and description and justification of data analyses, with specific plans for dissemination of results, and including attention to tree-search criteria, data combinatoriality and congruence, strategies for handling large data sets and for concatenating trees (if necessary), evaluation of tree robustness and of alternative topologies or networks, and archiving of datasets (specimens, characters, nomenclature, trees, character-by-taxon matrices), along with description of computer and software resources and expertise available to the project. Knowledge of, contribution to, and explicit coordination with appropriate major global database and portal efforts to disseminate taxonomic data are expected.

Tree of Life projects that are method or theory-oriented should address the following issues: description and justification of research in computational phylogenetics and phyloinformatics, on problems such as data acquisition and management, alignment and analysis of gene order, combinatoriality of data whether genomic or morphological or both, tree-search or network strategies with very large datasets, measures of robustness and support, methods for linking or concatenating trees ("supertrees"), evaluating molecular clock estimates, integrating fossil evidence, and assessing empirical support and alternative topologies; hardware and software resources required for the project should be described, with plans for dissemination of products developed from the project; description and plans for archiving and managing data, trees, networks and associated character matrices and analytical methods from completed or ongoing phylogenetic projects, including development of efficient Internet tools for data submission from researchers in the community or other sponsors of phylogenetic research results; development of software for phylogenetic reconstruction, navigation, visualization, and query throughout the hierarchy of the Tree of Life and for data mining of associated character-by-taxon matrices developed as part of the project or available in other biological databases; and development of databases of taxonomic or clade-based names, including names at upper ranks of the formal hierarchies, with associated taxonomic synonyms and vernacular equivalents in the major international languages, to
facilitate sophisticated query and data mining functions; this activity should be closely coordinated with global efforts in this area and should include the use of globally recognized data standards, with appropriate metadata, and service, or update to, at least one major electronic database or portal. Broad coordination with multiple providers is strongly encouraged.

**NSF, Undergraduate Research and Mentoring in the Biological Sciences** [44697]

**Deadlines:** 03/03/09, 09/15/09

**Synopsis:** Funds are provided to increase the number and diversity of individuals pursuing graduate studies in all areas of biological research supported by the sponsor.

**Objectives:** The Undergraduate Research and Mentoring in the Biological Sciences (URM) program will fund projects that provide year-round support for undergraduate students to engage in exciting and contemporary research activities that are potentially publishable. Research can be in any area of biology supported by the NSF Directorate for Biological Sciences or in interdisciplinary areas supported by BIO. Research conducted by URM students should not have medical or veterinary goals and should involve modern biological tools and methods. Students participating in URM projects should experience the excitement of creating new knowledge in the course of conducting research. Projects must include a strong mentoring component and emphasize strategies that encourage and enable members of underrepresented groups to enter, and remain in, graduate programs in biology. URM projects must address building the skills needed for full participation in graduate research.

**NSF, Course, Curriculum, and Laboratory Improvement** [82348]

**Deadlines:** 05/21/09, 05/22/09, 01/13/10

**Synopsis:** The Course, Curriculum, and Laboratory Improvement (CCLI) program seeks to improve the quality of science, technology, engineering, and mathematics (STEM) education for all undergraduate students. It especially welcomes proposals that have the potential to transform undergraduate education in science, technology, engineering, and mathematics (STEM) for all students.

**Objectives:** All proposals must contribute to the development of exemplary undergraduate STEM education. Typically projects include one or more of the components described below and they build on prior knowledge, both in the STEM fields and in undergraduate education. In addition, CCLI welcomes proposals describing untested, forward-looking, and unconventional activities that could have a high impact and contribute to transforming undergraduate STEM education. Prospective principal investigators for this kind of project should discuss their ideas with a CCLI Program Officer in advance of proposal submission to help gauge the appropriate scope and scale of the proposal.

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

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

Developing Faculty Expertise: Using new learning materials and teaching strategies often requires faculty to acquire new knowledge and skills in order to revise their curricula and teaching practices. Projects focused on developing faculty expertise can range from short-term workshops to sustained activities. They should include evaluation efforts to describe the impact on the faculty participants, and in large, later stage projects, on student learning in classes taught by these faculty. Projects should provide professional development for a diverse group of faculty so that new materials and teaching strategies can be widely implemented.

Assessing and Evaluating Student Achievement: Proposals for designing processes and instruments to measure the effectiveness of new materials and instructional methods are responsive to this solicitation. Some projects may develop and disseminate valid and reliable tests of STEM knowledge; other projects may collect, synthesize, and
An Eye on Funding (Continued from page 14)

interpret information about student understanding, reasoning, practical skills, interests, attitudes or other valued outcomes. Projects that apply new and existing processes and instruments to conduct broad-based evaluations of educational programs or practices are appropriate if they span multiple institutions and are of general interest. In discussing these aspects of curricular change, projects should carefully document institutional demographics and characteristics. Projects using established instruments and strategies and likely to have only a local impact are discouraged.

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

Objectives: Proposals submitted to the IGERT program must describe integrative, research-based, graduate education and training activities in emerging areas of science and engineering. The IGERT project should be organized around an interdisciplinary theme that is based on transformative interdisciplinary research in science/technology/engineering/mathematical sciences. The proposed IGERT should involve a diverse group of faculty members and other investigators with appropriate expertise in research and teaching. The interdisciplinary theme provides a framework for integrating research and education and for promoting collaborative efforts within and across departments and institutions. Students should gain the breadth of skills, strengths, and understanding to work in an interdisciplinary environment while being well grounded with depth of knowledge in a major field. As an opportunity for faculty to experiment with new approaches to graduate education, the IGERT project should provide students with experience relevant to both academic and nonacademic careers. This experience may involve such activities as internships and mentoring in industrial, national laboratory, academic, or other settings. Globalization of research and career opportunities provides students with an international perspective. This perspective may be gained through programs within the institution, or through strongly integrated, collaborative research experiences and/or fieldwork at foreign institutions and sites. The graduate experience should contribute to the professional and personal development of the students and equip them to understand and integrate scientific, technical, business, social, ethical, policy and global issues to confront the challenging problems of the future. IGERT projects are expected to incorporate and integrate the following features: A comprehensive interdisciplinary theme, appropriate for doctoral-level research, that serves as the foundation for traineeship activities and is based on transformative interdisciplinary research in science/technology/engineering/mathematical sciences; Integration of the interdisciplinary research with innovative graduate education and training mechanisms, curricular enhancement, and other educational features that foster strong interactions among participating students and faculty and develop an appreciation for the global nature and context of the proposed interdisciplinary theme; An environment that exposes students to a broad base of state-of-the-art research instruments and equipment and educational tools and methodologies; Career development opportunities, provision for developing professional and personal skills, fostering an international perspective, and instruction in ethics and the responsible conduct of research; Program strategy and plan for recruitment, mentoring, retention, and graduation of U.S. graduate students, including efforts aimed at members of groups underrepresented in science and engineering (a member of an underrepresented group is American Indian/Alaskan Native, Black, Hispanic, Pacific Islander (native of Hawaii, Guam, Samoa), a person with a disability, and/or female); Strategy and methodology for formative assessments of the project’s effectiveness by individuals internal and external to the institution and program improvements based on these assessments; Administrative plan and organizational structure that ensures effective management of the project resources; Plan for dissemination of innovative graduate education activities both within and outside the institution; and Institutional commitment to facilitating and furthering the plans and goals of the IGERT project, to creating a supportive environment for integrative research and education, to creating a supportive environment for cyber-enabled audio and video collaboration (see Collaboration Conferencing System requirements in Special Award Conditions) and to institutionalizing the successful elements of the project after sponsor funding ends.

NSF, Integrative Graduate Education and Research Traineeship Program [08489]
Deadline: 03/13/09
Synopsis: The Integrative Graduate Education and Research Traineeship (IGERT) program has been developed to meet the challenges of educating U.S. Ph.D. scientists and engineers who will pursue careers in research and education, with the interdisciplinary backgrounds, deep knowledge in chosen disciplines, and technical, professional, and personal skills to become, in their own careers, leaders and creative agents for change.
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) 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
10) Review of final application
11) Obtain administrative approvals
12) Submit proposals by mail or electronically per sponsor specifications
13) Negotiate grant awards and contracts
14) 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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PRE AWARD

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