New Summer Scholars Program

This program is designed to provide support for faculty in their ongoing research or creative activity programs by granting stipends to student assistants. Scholarly and creative projects that will culminate in peer-reviewed output or be presented to a public audience will get priority. Funding for the Summer Scholars Program is made possible by the generous support of donors to the Annual Fund for SUNY Oswego.

DEADLINE: A paper copy of your proposal must be complete, signed by you, and turned in to your department chair by 4:30 PM on Monday, March 1, 2010. It is the responsibility of your chair to do his/her part within the specified time and deliver it to your dean.

You also must submit an electronic copy (MS Word format or Adobe Acrobat format) of your proposal by 4:30 PM on the day of the deadline. You do not need to put signatures on the routing sheet for the electronic copy. The electronic copy should be e-mailed directly to Michael Ameigh, Asst. Provost for Budget and Operations (e-mail: michael.ameigh@oswego.edu).

ELIGIBILITY: A goal of this program is to extend its benefits to as many applicants as possible. Tenured and tenure track faculty will receive priority, however, term faculty who will return in the Fall semester will be considered also. A project co-authored by a tenured or tenure track faculty member who works in collaboration with a part-time or adjunct faculty member is eligible. The following restrictions also apply:

► Faculty who have already received support for student assistants in the summer of 2010 through another grant program must declare current and pending support.

► Faculty who have received SCAC grant support since 2000 must attach the report(s) to be eligible or include a link to their report that is posted on the Provost website. http://www.oswego.edu/administration/provost/scac_archive.html

Both the paper and the electronic copy of the proposal (including any reports) must be received by 4:30 PM on the day of the deadline.

FUNDS: To be flexible with diverse faculty needs, faculty may apply for an allotment of funds that cannot exceed $2,000 for undergraduates and $3,000 for graduate assistants. A faculty member may hire one assistant up to that maximum, or may hire more than one assistant with the total not to exceed the maximum. Undergraduates will be paid $10/hour and graduates paid $15/hour.

Faculty may apply for more than one allotment, yet more than one allotment may be granted only after all strong proposals have been supported and.

(Continued on page 11)
Campus News—Faculty SCAC and SFCG grants due in February

Faculty Scholarly and Creative (SCAC) Grants

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. Proposals for Scholarly and Creative Activity proposals are reviewed by the Scholarly and Creative Activity Committee (SCAC).

Student / Faculty Collaborative Challenge (SFCC) Grants

The purpose of the Challenge 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 undergraduates 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. Grants are awarded in spring semester for projects to be undertaken in the subsequent academic year.

This program is administered annually with proposals reviewed and grants awarded by SCAC.

Please visit the Office of Research & Sponsored Programs (ORSP) web site for campus grants and awards for an application package.

Campus Grants & Awards Timeline

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

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Course Innovation Grants — due February 8th

Course Innovation Grants (CIG)

This program supports the creation of new courses needed to keep our disciplinary, interdisciplinary and general education programs current in content, quality, and delivery. In addition to proposals for courses that serve to enhance the overall quality of curricula, those which address either the college's commitment to expanding student knowledge and skills related to international and intercultural issues, or the urgent need to develop student knowledge and skills related to sustainability are particularly sought.

The focus of proposals related to international and/or intercultural issues 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 or expand students' understanding of another culture.

Contact Paul Tomascak (x2786) for information regarding the program or Mike Ameigh (x3500) if you have questions regarding submitting the application.

Course Innovation proposals are reviewed by the Committee on Learning and Teaching (COLT).

Upcoming Workshops

Grant Application Basics

**Place:** Penfield Library, Room 123

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

**Date:** Friday, February 26, 2010

Budgets

**Place:** Penfield Library, Room 123

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

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

SPIN (Sponsored Program Information Network)

**Place:** Penfield Library, Room 123

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

**Date:** Friday, March 26, 2010
An Eye on Funding—Current Funding Opportunities

ARTS

Tremaine (Emily Hall) Foundation [85847]
Deadline: 03/05/10 for letters of intent, 04/02/10 for applications.
Synopsis: The sponsor provides funding for curators partnered with a non-profit exhibition space to establish thematic shows in contemporary art.
Objectives: The sponsor invites potential candidates to develop thematic exhibitions that challenge convention through the exploration of critical ideas in contemporary art. Through the Exhibition Award, the Foundation seeks to give life to thematic shows that are fresh and experimental in nature for which funding is not yet forthcoming. Applicants are encouraged to think expansively, reaching beyond existing priorities and opportunities. The Exhibition Award is intended to provide funding for exhibitions at the beginning stage of their development and to provide the curator with the support needed to fully explore a concept and realize an exhibition.

Experimental Television Center, Ltd., Finishing Funds [83239]
Deadline: 03/15/10
Synopsis: The sponsor provides support to New York State artists for the completion of works of moving-image and sonic art including: audio, film, video, new media, and Web-based forms.
Objectives: The panel looks for inventive work that takes risks. Audio, electronic media work and film are welcomed, including animation, documentary, experimental, performance, interactive, Web-based, multi-disciplinary and narrative forms. Work may be intended for single or multiple channel presentation, as installation or performance, for interactive media, DVD, CD, the Web or other electronic distribution systems. Awards are based on creative excellence, and are made to artists at all career levels.

EDUCATION

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

Longview Fd. for Education in World Affairs & International Understanding [63189]
Deadline: 06/18/10
Synopsis: The sponsor makes grants to promote learning about world regions, cultures, and global issues and to develop students' world language and inter-cultural skills in pre-school through high school in the United States. Grants typically range from $15,000 to $30,000.
Objectives: The foundation has identified the following priorities for its current grantmaking:
I. Internationalizing Teacher Preparation—The program to internationalize pre-service teacher education supports activities to ensure that PK-12 teachers in all subject areas begin their careers with: Knowledge of the international dimensions of their subject matter and a range of global issues; Pedagogical skills to teach their students to analyze primary sources from around the world, appreciate multiple points of view, and recognize stereotyping; and A commitment to assisting students to become responsible citizens of the world and their own communities.
II. Innovations in International Education—This program supports strategic, field-building activities that help address gaps in knowledge or capacity. Projects will also be reviewed for their potential to have a broad impact and remain sustainability beyond the grant period. The foundation is particularly interested in the following areas: Bringing international knowledge and skills to out-of-school time programming; Using technology in innovative ways to reach students and teachers. Including international children’s literature in literacy building initiatives; Connecting the study of world languages with internationalization efforts in other curriculum areas; Promoting system-wide reforms in international curriculum and assessment; Bringing global education to large numbers of students and teachers, especially those in low-income communities; Other activities strategically important for the field.

NEA Foundation for the Improvement of Education, Student Achievement Grants [81624]
Deadline: 06/01/10, 10/15/10
Synopsis: 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 grant amount is $5,000.

Objectives: 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.

HUMANITIES

Humboldt (Alexander von) Foundation, TransCoop Program: Transatlantic Cooperation in the Humanities, Social Sciences, Law, and Economics [72070]
Deadline: 04/30/10
Synopsis: Support is provided for transatlantic research cooperation among German, American, and/or Canadian scholars (Ph.D. required) in the humanities, social sciences, economics, and law. The sponsor provides EUR 55,000 over a three-year period.

Objectives: The sponsor provides funds for research in the humanities, social sciences, economics, and law. Scientific questions, including any from engineering or life sciences, may be considered providing the subject of the proposed research is convincingly related to the humanities and social sciences. In the selection procedure, priority is given to new research cooperation.

Americana Foundation, Grants Program [83763]
Deadline: 04/10/10
Synopsis: The sponsor offers support to nonprofit 501(c)(3) organizations for education and advocacy programs that address the preservation of American agriculture, the conservation of natural resources, and the protection and preservation of expressions of America’s heritage.

Objectives: The sponsor focuses on two program areas of protection, preservation and education: American Heritage—the sponsor supports projects and programs that educate and advocate for the preservation of this diverse American heritage and that preserve, conserve and present this material culture in a manner that will help all people discover, understand and appreciate this American heritage. The sponsor will support: programs and restoration projects that exhibit classic material artifacts and provide information on the common values of freedom for the individual, and the creative pioneer spirit which fostered the innovation and industriousness that built the nation; the production of publications, exhibits, electronic and film based media and symposia that contribute to a better understanding of Americana and American heritage; and the acquisition and preservation of high quality, classic examples of American furniture and the decorative arts, and other representations of material culture.

Agriculture and Natural Resources—the sponsor will consider requests for projects containing one or more of the following: the maintenance of historical buildings and grounds at the Tollgate Farm and support for agricultural education programs conducted on this site; education and advocacy for the protection of agriculture, open space and natural resources; basic education and information in regard to tools for managing growth and preventing sprawl through integrated planning and zoning; and partnerships of environmental and agricultural organizations with other stakeholder groups working to protect agriculture, open space and natural resources.

The sponsor’s third program area is Tollgate Farm. Support is provided for the maintenance of the historical buildings and grounds at the Tollgate Farm as well as educational programs conducted on site.

INTERDISCIPLINARY

American Honda Foundation [09372]
Deadline: 05/01/10
Synopsis: The sponsor provides grant support for projects in the areas of youth and scientific education. Average grants range from $20,000 to $60,000 per year.

Objectives: Programs related to youth and scientific education should be: dedicated to improving the human condition of all mankind; soundly managed and administered by enthusiastic and dedicated individuals who approach their jobs in a youthful way; look to the future or foresightful programs; and innovative and creative programs that propose untried methods which ultimately may result in providing solutions to the complex cultural, educational, scientific and social concerns currently facing the American society. The sponsor defines "youth" as prenatal through 21 years of age.
"Scientific education" encompasses both the physical and life sciences, mathematics and the environmental sciences.

NICHD, The Science And Ecology Of Early Development [56602]
Deadlines: 05/07/10, 06/05/10, 09/07/10, 10/05/10, 01/07/11
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. The Research Project Grant (R01) award mechanism will be used.

Objectives: The sponsors invite research grant applications that seek to develop a comprehensive program of research focused on the mechanisms through which social, economic, cul-
tural, 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, 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 disentangle) 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.

**Constellation Energy Group, Community Partnerships [68120]**
**Deadline:** 04/10/10
**Synopsis:** The sponsor provides support to make social investments addressing energy initiatives, education, economic development and environmental needs.

**Sparkplug Foundation [78937]**
**Deadline:** 05/07/10
**Synopsis:** The sponsor supports projects primarily in three areas of focus: music, education and community organizing.

**Objectives:** The sponsor supports projects primarily in three areas of focus:
- **Music**—The sponsor aims to support the development of music by helping to launch new voices and ideas. The sponsor funds emerging professional musicians or music-development programs. The funding is intended to help them gain a foothold that makes their work sustainable.
- **Education**—The sponsor aims to support projects dealing with "the whole student" and with learning as a community activity. The sponsor values critical and investigative thinking, and supports projects which address class disparities in educational access.
- **Grassroots Organizing**—The sponsor aims to support individuals and grassroots groups to address institutional injustices, and to build a just society.

**NIH, Research on the Economics of Diet, Activity, and Energy Balance (R21) [87451]**

**Deadlines:** 05/07/10, 06/16/10, 09/07/10, 10/16/10
**Synopsis:** The sponsor offers support for projects that enhance the state-of-the-science on the causes of obesity and to inform Federal decision making on effective public health interventions for reducing the rate of obesity in the United States. This FOA is also intended to promote collaborative activities between researchers trained in economics and researchers specializing in public health, cancer, cardiovascular diseases, and other chronic diseases so that the desired goals can be more efficiently, quickly, and successfully attained. This program will use the NIH Exploratory/Developmental (R21) grant mechanism.

**Objectives:** This FOA aims to promote collaborative activities between researchers trained in economics and researchers specializing in public health, cancer, cardiovascular diseases, and other chronic diseases. Research areas supported by this FOA include: community structure and the built environment; food, agriculture, zoning and other policy; industrial organization; cost-effectiveness/cost benefit studies; and consumer economics. This FOA is designed to foster a transdisciplinary research approach that integrates economics with knowledge, assumptions, and methodologies from other social and behavioral sciences, and with epidemiological and clinical research. Especially encouraged for inclusion in the grant applications are research projects that include: 1) economic analysis as part of a broader transdisciplinary research strategy that includes other social and behavioral sciences; planning, engineering and architecture; and the epidemiological, bio-statistical, medical, and biological disciplines as they are relevant to public health policy; 2) econometric analyses that bring together data, especially longitudinal or panel data, from a range of disciplines to understand how community, institutional and individual choices are made related to food...
intakes and physical activity; 3) analysis of secondary data or collection of primary data to monitor natural experiments derived from policies designed or expected to reduce obesity, increase physical activity or otherwise contribute to healthy energy balance; and 4) development of economic metrics and methods for measuring, monitoring and evaluating energy balance and its components.

Examples of the types of research topics and approaches that would be relevant areas of investigation for the development of R01 grant applications under this FOA include, but are not limited to: Community Structure and the “Built” Environment; Policy; Industrial Organization; Cost-effectiveness / Cost-Benefit studies; and Consumer Economics.

NIH, Collaborations with National Centers for Biomedical Computing (R01) [82572]
**Deadlines:** 06/05/10, 10/05/10

**Synopsis:** The sponsor offers support for individual investigators or small groups to collaborate with the recently-formed National Centers for Biomedical Computing (NCBCs). The intention of the collaborating projects is to engage researchers across the nation in building an excellent biomedical computing environment, using the computational tools and biological and behavioral application drivers of the funded NCBCs as foundation stones. This program will use the NIH Research Project (R01) award mechanism.

**Objectives:** The purpose of this program announcement is to provide support for investigators working in collaboration with the NIH Roadmap for Medical Research National Centers for Biomedical Computing (NCBC). The NIH NCBCs are devoted to all facets of biomedical computing, from basic research in computational science to providing the tools and resources (hardware, software, and staff) that biomedical and behavioral researchers need to do their work. In addition to carrying out fundamental research, the NIH NCBCs play a major role in educating and training researchers to engage in biomedical computing. They provide tools and resources that biomedical and behavioral researchers can use at a variety of levels. The NIH NCBCs are partnerships, bringing together three types of scientists: 1) computational scientists, who invent and develop efficient and powerful languages, data structures, software architectures, hardware, and algorithms for solving biomedical significant computing problems; 2) biomedical computational scientists, who adapt and deploy resources from computational science to solve significant biomedical problems; and 3) experimental and clinical biomedical and behavioral scientists, who generate data that can be transformed into knowledge by computational simulation, analysis, modeling, data mining, and visualization.

These collaborations are meant to expand the scope of biological, behavioral, and computational problems currently being addressed by the NIH NCBCs. There are several major goals of the collaborations to be supported by this announcement: the collaborations ensure that every NIH NCBC is working on tools that are useful to the broad community supported by NIH; the collaborations provide a way to provide biomedical or behavioral researchers access to cutting edge expertise and technology in computer science; and the collaborations provide a mechanism for individuals and teams with relevant expertise to contribute to building the biomedical computing environment for the nation.

Areas of biomedical research likely to make use of the NIH NCBCs include but are not limited to: behavioral science; biological rhythms; biomedical imaging; cell biology; demographic and social science; developmental biology; drug design at the molecular and cellular levels; dynamic modeling of health, chronic disease, and disablement; environmental health science; epidemiology; genetics; genomics; proteomics; metabolomics; immunology/inflammation; infectious disease; informatics support for diagnosis and clinical decision-making; medical genetics; morphology; neurobiology and cognitive science; pharmacology and toxicology; physiology; population biology; structural biology; substance abuse research; surgery and virtual tools; and systems biology and signal transduction pathways and networks.

**NIH, Research on the Economics of Diet, Activity, and Energy Balance (R01) [81153]**

**Deadlines:** 05/07/10, 06/05/10, 09/07/10, 10/05/10

**Synopsis:** The sponsor offers support for projects that enhance the state-of-the-science on the causes of obesity and to inform Federal decision making on effective public health interventions for reducing the rate of obesity in the United States. This FOA is also intended to promote collaborative activities between researchers trained in economics and researchers specializing in public health, cancer, cardiovascular diseases, and other chronic diseases so that the desired goals can be more efficiently, quickly, and successfully attained. This program will use the NIH Research Project (R01) award mechanism.

**Objectives:** This FOA aims to promote collaborative activities between researchers trained in economics and researchers specializing in public health, cancer, cardiovascular diseases, and other chronic diseases. Research areas supported by this FOA include: community structure and the built environment; food, agriculture, zoning and other policy; industrial organization; cost-effectiveness/cost benefit studies; and consumer economics. This FOA is designed to foster a transdisciplinary research approach that integrates economics with knowledge, assumptions, and methodologies from other social and behavioral sciences, and with epidemiological and clinical research. Especially encouraged for inclusion in the grant applications are research projects that include: 1) economic analysis as
Eye on Funding (Continued from page 7)

part of a broader transdisciplinary research strategy that includes other social and behavioral sciences; planning, engineering and architecture; and the epidemiological, bio-statistical, medical, and biological disciplines as they are relevant to public health policy; 2) econometric analyses that bring together data, especially longitudinal or panel data, from a range of disciplines to understand how community, institutional and individual choices are made related to food intakes and physical activity; 3) analysis of secondary data or collection of primary data to monitor natural experiments derived from policies designed or expected to reduce obesity, increase physical activity or otherwise contribute to healthy energy balance; and 4) development of economic metrics and methods for measuring, monitoring and evaluating energy balance and its components.

Examples of the types of research topics and approaches that would be relevant areas of investigation for the development of RO1 grant applications under this FOA include, but are not limited to: Community Structure and the "Built" Environment; Policy; Industrial Organization; Cost-effectiveness / Cost-Benefit studies; and Consumer Economics.

**NSF, Research in Disabilities Education [85486]**
**Deadlines:** 02/03/10, 02/10/10, 02/17/10, 04/07/10

**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 I3 goals: CREST, GSE, HBCU-UP, ITEST, LSAMP, MSP, Noyce, RDE, and TCUP.

**NSF, International Research and Education: Planning Visits and Workshops [79941]**
**Deadlines:** 02/20/10, 05/20/10, 09/20/10

**Synopsis:** The sponsor supports the early phases of developing and coordinating a research and education activity with a foreign partner(s).

**Objectives:** Support is provided for the following:

Planning visits to assess foreign facilities, equipment, or subjects of research, and to have detailed discussions with prospective foreign partners to finalize plans for cooperative research. Visits typically range from seven to fourteen days.

Joint workshops designed to identify
common research priorities, focused on a specific, well-defined area of research collaboration. U.S. and international co-organizers collaboratively design the agenda around a disciplinary or inter-disciplinary theme, and invite individuals who will uniquely contribute to the workshop’s objectives. Workshops may be held at either a U.S. or foreign location. Workshop results should include recommendations to the research community about possible areas for future collaboration and should be broadly disseminated. The pool of U.S. participants should include junior researchers, women and members of underrepresented groups, and, where appropriate, graduate and/or undergraduate students.

**SCiences**

**NSF, Research Experiences for Undergraduates**

**Deadline:** 06/04/10, 08/25/10

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

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

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

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

**NSF, Environmental Synthesis Center [06505]**

**Deadline:** 03/23/10 for preliminary proposals, 07/14/10 for full proposals.

**Synopsis:** This solicitation will establish a new environmental synthesis center to stimulate research, education and outreach at the interface of the biological, geological, and social sciences.

**Objectives:** A new synthesis effort at the interface of biological, geological, and social sciences is expected to play a vital role in addressing fundamental ecological questions that require tools, approaches, and input from diverse, related disciplines. The decision to solicit proposals for such a center is based on the sponsor's substantial investments in synthesis; it is incumbent on the proposers to build on, and not to duplicate, the sponsor's current investments to develop the next generation of synthesis. The center is expected to catalyze progress in ecological responses to global change through synthesis of complex data, and to advance environmental science through creative and innovative synthesis activities. It will lead efforts to educate the next generation of scientists, enable discovery through access to existing information and lead efforts in outreach to the general public.

Goals of this new activity include, but are not limited to: Understanding the feedback loops and tipping points that are essential characteristics of global oceanic and terrestrial environmental change; Reducing the time required to address pressing environmental questions and problems; Focusing on cross-disciplinary solutions; Integrating diverse disciplines to achieve the goals of forecasting and prediction; Understanding recent environmental change since humans populated the earth; Integrating
An Eye on Funding (Continued from page 9)

research, cyberinfrastructure, education
and outreach to achieve environmental
synthesis; and Engaging policymakers,
managers and the general public in
activities that lead to a better under-
standing of the interconnectedness of
environmental systems and of the un-
certainties inherent in predictions and
forecasts.
The center is expected to integrate the
expertise required to address leading
environmental challenges at a global
scale. The Biological Sciences Direc-
torate expects it to become a world
leader in understanding and predicting
global environmental change. The cen-
ter will be interdisciplinary, with a fo-
cus on innovative approaches to envi-
ronmental science fueled at least in part
by community input. Center activities
should include diverse and innovative
approaches to, or mechanisms of, syn-
thesis that extend beyond models and
modes employed at existing synthesis
centers.
The center should be motivated by a
clear and compelling vision for the next
generation of environmental synthesis.
It should provide support for core syn-
thesis activities, including meta-
analysis, conceptual and theoretical
integration, and information manage-
ment. Education, training and outreach
should be thoroughly integrated into
scientific goals; we do not envision a
center with distinct branches or compo-
nents, but rather an intimate association
among science, education and outreach
in all activities. Education should em-
brace both the basic motivation for
synthesis and its associated analytical
tools. Supported activities will focus on
ecologically relevant issues and their
interface with other appropriate disci-
plines; these activities will be sup-
ported by new communications and
computing technology.
These core expectations may be accom-
plished through a variety of mecha-
isms, and NSF expects that this new
center will implement a broad range of
synthesis modes and activities. Current
modes of synthesis range from commu-
nity-generated working groups and
catalysis meetings to center-driven tar-
gested activities to initiatives focusing
on agency-defined national needs. This
solicitation is intended to generate in-
novative approaches to next generation
synthesis activities that expand the ho-
rizons of ecological synthesis across
the biological sciences, computational
sciences, engineering, geosciences and
social sciences, to transform our under-
standing of complex ecological sys-
tems, the practice of ecological re-
search and ecological education. We
urge broad and creative thinking about
the form, structure, and activities of
this new center, within the mandates
that it be international in scope and
disseminate results and a culture of co-
operative synthesis to the broadest pos-
sible community.

SOCIAL / BEHAVIORAL

NIH, Methodology and Measure-
ment in the Behavioral and Social
Sciences (R01) [65684]
Deadline: 05/07/10, 06/05/10,
09/07/10, 10/05/10
Synopsis: The sponsors offer support
for research that will improve the qual-
ity and scientific power of data col-
lected in the behavioral and social sci-
ences, relevant to the missions of the
participating NIH Institutes and Cen-
ters. Research that addresses methodol-
gy and measurement issues in diverse
populations, issues in studying sensi-
tive behaviors, issues of ethics in re-
search, issues related to confidential
data and the protection of research sub-
jects, and issues in developing interdisci-
plinary, multimethod, and multilevel
approaches to behavioral and social
science research is particularly encour-
gaged, as are approaches that integrate
behavioral and social science research
with biological, physical, or computa-
tional science research or engineering.
This program will use the NIH Re-
search Project (R01) award mechanism.
Objectives: This program announce-
ment encourages applications address-
ing four general areas of methodology
and measurement research in the social
and behavioral sciences. These areas,
discussed in detail below, include re-
search design, data collection tech-
niques, measurement, and data analy-
sis. Within the broad spectrum of re-
search defined by these areas, appli-
cants are particularly encouraged (but
are not required) to consider studies
that address one or more of the follow-
ing key issues:
Methodology and measurement issues
in developing innovative interdisciplinary,
multimethod, and multilevel re-
search designs for use in behavioral
and social science research, with spe-
cial emphasis on both developing new
technologies and addressing the ana-
lytical complexities associated with the
integration of behavioral, social, and
biological data.
Methodology and measurement issues
in research relating to diverse popula-
tions, for example, populations that are
distinctive by virtue of age, gender,
sexual orientation, ethnicity, culture,
including culture-specific medical sys-
tems, socio-economic status, literacy,
language, or disability.
Methodology and measurement issues
in studying how dramatic changes in
economic, social, environmental,
physical, or political context affect hu-
man health and well-being, including
developing new methods if older ones
are no longer valid in the face of sig-
nificant changes in populations and
societies over the last several decades.
Methodology and measurement issues
in studying potentially sensitive behav-
iors, such as sexual behavior and abor-
tion, and covert or illegal behaviors
such as drug use, abuse, and violence.
Methodology and measurement issues
that facilitate incorporating measures of
social environment with genetic data or
enhance bringing genetic measures into
studies of social epidemiology.
Methodology and measurement issues
concerning ethics in research, with em-
phasis on the topics of informed con-
sent, assessment of risk and benefit,
and selection and retention of subjects,
and ensuring subjects' confidentiality.
NIH, Integrating Biobehavioral and Sociocultural Research to Prevent HIV Transmission and Infection (R21) [97702]

Deadlines: 05/07/10, 06/16/10, 09/07/10, 10/16/10

Synopsis: The sponsors solicit applications from applicant organizations to develop theoretically grounded approaches to prevention of HIV infection and transmission that incorporate biobehavioral approaches in studies that are culturally appropriate. Biobehavioral approaches may be biomedical, or they may consist of behavioral interventions using biological markers of efficacy. Sociocultural appropriateness involves, at minimum, application of knowledge of the norms, beliefs and values of potential research subjects in varied contexts, and an appreciation of culture as dynamic. It is anticipated that such knowledge will improve both the quality and applicability of research among the diverse populations affected by the pandemic, in the US or abroad. Intervention and pre-intervention studies are welcomed, but descriptive ethnographic and epidemiological research is still needed in some areas. For example, descriptive research may delineate the impact of cultural variables on behaviors that impede or promote biomedical markers (e.g., seroconversion), lead to a better understanding of ethical concerns in biomedical preventive studies, or may illuminate as yet unrecognized issues concerned with adherence to prevention interventions. Intervention studies should evaluate the efficacy of biomedical interventions, or of behavioral interventions that also use biological variables, in light of the sociocultural context. This program will use the NIH Exploratory/Developmental (R21) grant mechanism.

Objectives: The purpose of this funding opportunity is to develop theoretically grounded biobehavioral approaches to prevention of HIV infection and transmission that integrate in-depth knowledge of the norms, beliefs and values of potential research participants in varied contexts. Approaches may focus on sociocultural impacts of biomedical HIV prevention research, or they may focus on behavioral interventions tested with attention to participants’ sociocultural contexts, and also include biological variables (e.g., seroconversion in discordant couples) within the design. Other factors relevant to culture such as social, economic, family, and community considerations as well as, national or ethnic traditions, practices, and history also may need consideration. Both descriptive and intervention studies should lead to the development and testing of efficacious HIV prevention interventions. The goal of this announcement is to invite research that integrates biobehavioral and sociocultural variables in a program of HIV prevention research. It addresses both primary prevention of infection and the prevention of transmission by people already living with HIV. The research approach must be appropriate for the research questions being asked in response to the objectives of this announcement. Innovative culturally appropriate research strategies are sought, including those that incorporate community-based participatory research (CBPR). Another strategy would be to link an exploratory study to an ongoing clinical trial (e.g., a clinical trials unit associated with a larger clinical trials network or group). Strategies that utilize web-based, DVD, text messaging or other electronic or telecommunications platforms may be of interest for assessment, intervention, and process evaluation, depending on the target population and setting. These are only three examples of many possible types of research strategies.

Additional funds remain to be distributed. Although it is expected that the percent of applications funded from each school/college should roughly correspond to the percent of applications from each school/college, proposals will be funded on their merits. Other support such as supplies or travel for field work necessary for the student’s work may be requested. The period of support is Summer 2010.

SUMMER PROGRAM REQUIREMENTS:

Faculty and students who win this support during the summer are expected to participate in two of the three Summer Scholars Program events. These events will include: (a) opening reception in early May to meet other students and faculty, (b) mid-summer meeting for lunch and opportunities to share the work that is being done, and (c) a presentation in early September. Reports by the faculty member and by the student to Michael.Ameigh@oswego.edu are due by September 1, 2010.

Please visit the ORSP web site @ for complete information.
The Office of Research and Sponsored Programs (ORSP) is responsible for the development, coordination and financial management of all contracts and grants at the College. All externally sponsored projects for research, scholarly / creative activity, curriculum development or services utilizing SUNY Oswego facilities and / or personnel must be processed and administered through ORSP.

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

**ORSP Pre-Award Services Available**

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

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