Quest 2009—April 22, 2009

Quest is an annual campus-wide event during which faculty, staff, and students at SUNY Oswego present their research and their creative projects. This provides an opportunity to share their scholarly and creative efforts and communicate across disciplines. Quest will take place on Wednesday, April 22, 2009. Each year approximately 170 talks, demonstrations, and other activities are presented at Quest. Any member of the campus community may submit a presentation for inclusion in the Quest program. You may do this in the form of talks, posters, panel discussions, performances, demonstrations or competitions. The window for submissions will be open from January 9 until February 20. A form for submitting your contribution will be posted on the Quest homepage.

Frequently Asked Questions

What is QUEST?

Quest is a Symposium dedicated to sharing the scholarly and creative pursuits of faculty, staff and students of the State University of New York at Oswego. It is sponsored by the Scholarly and Creative Activities Committee, The Center for Excel-

(Continued on page 13)
Faculty SCAC & SFCCG due February 9, 2009

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
There is $12,000 available to provide up to four awards of $3,000 each for faculty collaborating with undergraduate students on professional scholarly or creative projects. Funds may be used to purchase needed supplies and equipment, travel to conduct the project or disseminate results, or cover other expenses related to the project.

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.

Please find complete information and application materials on the ORSP website under “Campus Grants and Awards.”

Campus Grants Timeline

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

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENTS—Graduate &amp; Undergraduate Scholarly &amp; Creative Activity Grants</td>
<td>First Monday in November annually</td>
</tr>
<tr>
<td>FACULTY—President’s Award for Scholarly &amp; Creativity and Research</td>
<td>January 31 annually</td>
</tr>
<tr>
<td>FACULTY—Provost’s Award for Scholarly &amp; Creativity and Research</td>
<td>January 31 annually</td>
</tr>
<tr>
<td>FACULTY—Scholarly &amp; Creative Activity Grants</td>
<td>Fourth Monday in October annually</td>
</tr>
<tr>
<td>FACULTY—Curriculum Innovation Grants</td>
<td>First Monday in March annually</td>
</tr>
<tr>
<td>FACULTY &amp; STUDENTS—Student/Faculty Collaborative Challenge Grants</td>
<td>Second Monday in February annually</td>
</tr>
</tbody>
</table>
Upcoming Workshops

ORSP Bookcamp—All four sessions may be attended individually or as individual sessions.

9:00 – 10:30, an Externally Funded Activity and Keeping it Going

10:45 – 12:15, Developing Perspective and Presenting Your Program

1:00 – 2:30, Goals and Work Plans

2:45 – 4:15, Budgets and Money Management

The four ORSP sessions will constitute a one-day workshop which will prepare you to seek and apply for external funding for your intellectual activities. This discussion applies to research in the sciences and humanities as well as creative activities in the arts. Bring your ideas and you will go home with a plan to find external support for your efforts.

Best Wishes
For
2009
From
ORSP
ARTS

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: 02/01/09, 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.

Mockingbird Foundation [84013]
Deadline: 02/01/09
Synopsis: The sponsor offers competitive grants to schools and nonprofit organizations that effect improvements in the area of music education for children.

Objectives: Funding is provided for schools and nonprofit organizations in the following areas:
Music: The sponsor is particularly interested in projects that encourage and foster creative expression in any musical form (including composition, instrumentation, vocalization, or improvisation), but also recognizes broader and more basic needs within conventional instruction. Applications associated with diverse or unusual musical styles, genres, forms, and philosophies are encouraged.
Education: This program may include the provision of instruments, texts, and office materials and the support of learning space, practice space, performance space, and instructors/instruction. The sponsor is particularly interested in projects that foster self-esteem and free expression, but does not typically fund music therapy which is not education or music appreciation which does not include participation.
Children: The sponsor is interested in targeting children eighteen years or younger, but will consider projects benefiting college students, teachers, instructors, or adult students. Of particular interest are programs which benefit disenfranchised groups, including those with low skill levels, income, or education; with disabilities or terminal illnesses; and in foster homes, shelters, hospitals, prisons, or other remote or isolated situations.

EDUCATION

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]
Deadline: 02/01/09, 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:** 02/27/09, 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.

**NSF, Proactive Recruitment in Introductory Science and Mathematics [98303]**

**Deadline:** 02/16/09

**Synopsis:** The goal of the program in Proactive Recruitment in Introductory Science and Mathematics is to strengthen the nation's scientific competitiveness by increasing the numbers of well-prepared, successful U.S. undergraduate majors and minors in science and mathematics.

**Objectives:** The program will fund innovative, potentially transformational partnerships between the mathematical sciences and other science or engineering disciplines that widen the cross section of the mathematical sciences to which freshman and sophomore students are exposed and that provide these students increased opportunities for research experiences involving the mathematical sciences.

This program intends to support the development of activities that help students understand both the central role of the mathematical sciences in fostering progress in other scientific disciplines and the continuing active development of the mathematical sciences themselves. To this end, the program requires collaborative involvement, from proposal writing through award implementation, of a mathematical sciences department and at least one other science or engineering unit in the institution. Such a partnership could, for example, aim to increase the number of double majors or major/minor combinations between the mathematical sciences and the partner discipline(s), or the partnership might seek to significantly increase the mathematical sciences component of the degree program of the partner discipline(s). The Principal Investigator and co-Principal Investigators on each proposal must represent all of the academic units to be engaged in the proposed activity. Because most undergraduate students do not declare majors before their sophomore year, funded projects will necessarily include strong plans to proactively identify and recruit capable lower-division students with realistic chances of success in science and mathematics majors. Proposals should outline specific mechanisms for identification and recruitment of student participants in the activity.

Since research activity fosters a student's early engagement with scientific subject material and understanding of the vitality of scientific disciplines, projects funded by this program must include opportunities for research experiences for lower-division students in the mathematical sciences and/or the partner discipline(s). Here, research is interpreted broadly to include all forms of discovery learning, at levels appropriate to the students, through which students are introduced to the excitement of the research process. For the purposes of this program, it is not necessary that research topics be original or that student research experiences lead to publishable results. Because students at all levels desire and profit from timely information -- necessarily obtained outside traditional coursework -- concerning professional development in the field, projects funded by this program will include careful attention to mentoring and other activities that foster students’ sense of membership in the departmental community. Here, mentoring is understood to mean guidance in professional development, including improvement of communication skills for transmission of scientific ideas through writing and through presentations in a spectrum of venues, experiences in effective teamwork, and experiences in guiding the learning of others. Proposed activities should also include sound plans for providing students early exposure to information about a wide range of ca-
An Eye on Funding (Continued from page 5)

reer options and higher education opportunities for mathematics and science majors.

Booth Ferris Foundation, Higher Education [02003]
Deadline: 02/01/09, 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.

HUMANITIES

IMLS, National Leadership Grants for Libraries and Museums [59069]
Deadline: 02/01/09
Synopsis: National Leadership Grants support projects that have the potential to elevate museum and library practice. The Institute seeks to advance the ability of museums and libraries to preserve culture, heritage and knowledge while enhancing learning.

Objectives: IMLS supports two types of activities within the National Leadership Grants Program: Project Grants and Collaborative Planning Grants. Additionally, there are four categories of grants. Applicants may apply for a project or planning grant in one of the following categories:

Advancing Digital Resources grants support the creation, use, preservation, and presentation of significant digital resources as well as the development of tools to manage digital assets, incorporating new technologies or new technology practice. Projects should enhance learning and innovation by ensuring that the digital assets promote individual and community access to museum and library resources. This category encourages explorations of all types of digital resources, from use of resources on the Web to digital content through video, audio, or television.

Research grants support projects that have the potential to improve museum and library practice, resource use, programs, and services. Both basic and applied research projects are encouraged. Research proposals should pose a question and explain through the plan of work how the question will be investigated, how the data will be gathered and analyzed, and how the results will be evaluated and disseminated. Additionally, methodologies must be replicable and results valid and predictable. Successful proposals will place the proposed work within the context of current research. Applied research may include testing in a real-world environment, but must be carried out through investigative methodology. Results of research must be generalizable and of broad benefit to the library or museum field. Research conducted by a collaboration between a library and a museum should be submitted under the Library and Museum Collaboration category.

Demonstration Grants—Demonstration projects use available knowledge to address key needs and challenges facing libraries and museums, and transform that knowledge into formal practice. Projects applying under this category should produce a replicable model usable by other institutions for improving practice.

Library and Museum Collaboration Grants—Library and Museum Collaboration Grants are designed to create new opportunities for libraries and museums to engage with each other to support the educational, economic, and social needs of their communities. A partnership of at least one eligible library entity and one eligible museum entity is required. Additional partners are encouraged, where appropriate. In addition to libraries, archives, and museums, IMLS encourages other partners, such as: community organizations, public media, and other institutions and agencies that may help libraries and museums to better serve their communities. The lead applicant must be an eligible library or museum entity and will serve as the financial agent if a grant is awarded. Each partner must complete a Partnership Statement form.

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Grant funds support innovative collaborative projects—whether new or building on an existing collaboration.

Applied Materials, Inc. [68106]
Deadline: 04/15/09
Synopsis: The sponsor provides support for strategic and highly leveraged humanitarian 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 work-
shops, 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.

**National Humanities Center, SIAS Summer Institutes [74328]**
**Deadline:** 02/27/09

**Synopsis:** The Institutes are designed to support the development of scholarly networks and collaborative projects among young scholars from the United States and Europe. Led by distinguished senior scholars, the institutes are open to Ph.D. candidates and scholars who have received a Ph.D. since 2004 and who are now studying or teaching at a European or American institution of higher education. Each institute will accommodate twenty participants and will be built around two summer seminars, one held in the United States and another in Europe in consecutive years. Participants will present their research and collaborate on new projects at the seminars and between the two meetings.

**Objectives:** The program seeks to explore theoretical, methodological and empirical issues; promote the integration of approaches and interpretations from various disciplines into the participants' research; review the state of research in an institute's field; and identify promising areas for further research.

The 2009-2010 Institutes are:
- Comparative Perspectives on Federalism and Separation of Powers: Lessons from—and for—National, Supranational, and Global Governance--This ambitious Summer Institute proposes to examine federalism and separation of powers across a variety of contexts. With a strong emphasis on the European Union, the United States, and Germany, the seminar will draw on a host of cases to develop more fine-tuned, comparative, and interdisciplinary tools of analysis. The aim is to gain a deeper understanding of the theory and practice of federalism and separation of powers and of how they relate to ideas of legitimacy and justice in national, supranational, and global governance.
- Action Theory in Philosophy and the Social Sciences--In this seminar we will discuss a representative sampling of important work in the philosophical and social scientific literature on action and agency. The problem of action has been of crucial importance in philosophy and social theory since the late 18th century. But unfortunately the discussions in different disciplines and schools of thought have often gone on independent of each other. The discipline of economics, for example, has mostly been dominated by a model of rational choice. Related models of instrumental, strategic or utilitarian agency have also been important in other social-scientific disciplines, although sociology has mostly been based on ideas about normatively oriented action. For the German intellectual tradition with its strong emphasis on hermeneutics the model of action as expression, inaugurated by Herder, has been particularly important. In America for a long time the pragmatist understanding of action as creative was hegemonic. Revitalizations of the Aristotelian understanding of action (e.g. in the work of Hannah Arendt and Cornelius Castoriadis) or new approaches like the theory of communicative action (Jürgen Habermas) add to the enormous diversity of the field.

**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.

**New York Council for the Humanities, Major Grants [02050]**
**Deadline:** 03/??/09

**Synopsis:** The sponsor provides support of at least $2,500 to New York non-profit, tax-exempt organizations for humanities projects.

**Objectives:** Grants are designed to help public audiences learn more about the humanities. The sponsor favors applications that display a critical approach, and encourages projects that pose questions rather than answering them—that explore the “why” rather than simply the “how.” The centrality of humanities scholars and scholarship in Council-funded projects is essential. We also favor projects that bring the humanities to new audiences. Some appropriate formats for these projects include, but are not limited to: lectures, conferences, symposia, and panel discussions intended for the general public; planning or implementation of exhibitions; 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.

**INTERDISCIPLINARY**

**Constellation Energy Group, Corporate Contributions [68120]**
**Deadline:** 04/01/09

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

**NSF, Ethics Education in Science and Engineering [81569]**
Eye on Funding (Continued from page 7)

Deadline: 03/02/09

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

NiSource Charitable Foundation [83340]

Deadline: 04/15/09

Objectives: The sponsor makes grants to non-profit, tax-exempt organizations in the following areas: Education; Environment; Economic Development; Human Services; and Public Safety.

NSF, Research in Disabilities Education [85486]

Deadline: 02/18/09, 02/24/09, 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 de-
An Eye on Funding (Continued from page 8)

signed 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, ITET, LSAMP, MSP, Noyce, RDE, and TCUP.

NICHD, The Science And Ecology Of Early Development [87699]
Deadline: 02/16/09, 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. 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]
Deadline: 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
An Eye on Funding (Continued from page 9)

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.

SClENCES

NSF, Fluid Dynamics [93844]
Deadline: 03/02/09, 09/15/09
Synopsis: The sponsor provides funding to support fundamental research and education on mechanisms and phenomena governing fluid flow.

Objectives: Funding is provided to support fundamental research and education on mechanisms and phenomena governing fluid flow. Topics include: hydrodynamic stability; transitional flows and turbulence; Newtonian and non-Newtonian fluid mechanics; sediment transport; waves and coastal engineering; hydraulics; multi-scale, multi-phenomena models and computations; micro- and nano-scale flow phenomena; and biofluid mechanics. Proposed research should contribute to basic understanding, thus enabling the better design, predictability, efficiency, and control of systems that involve fluids. Proposals addressing innovative uses of fluids in materials development, manufacturing, biotechnology, nanotechnology, clinical diagnostics and drug delivery, sensors development and integration, energy and the environment, are encouraged.

NSF, Science, Technology, and Society [96572]
Deadline: 02/01/09, 08/01/09
Synopsis: The sponsor provides a range of funding opportunities designed to support the full spectrum of research, educational, and scholarly activities undertaken by scholars working on science, technology and society. This program solicitation covers the eight modes of support detailed below: Scholars Awards; Standard Research Grants and Grants for Collaborative Research; Postdoctoral Fellowships; Professional Development Fellowships; Doctoral Dissertation Research Improvement Grants; Small Grants for Training and Research; Conference and Workshop Awards; and other funding opportunities.

Objectives: Scholars Awards are the usual awards for individual investigators who are undertaking research projects and need full-time release for an academic year or an academic year and a summer. Additional support may be requested through two more years (up to three years in total), although full-time support normally is provided for only one year.

Standard and Collaborative awards include proposals for research, infrastructure or education projects. These proposals ordinarily do not require full-time investigator support like that for Scholars Awards. These grants can also support projects that require several investigators, advisors, or collaboration among Principal Investigators, including investigators at different institutions. They may also involve postdoctoral researchers, or graduate or undergraduate student assistants.

The Fellowships enhance the methodological skills and research competence of researchers in STS fields. Consequently, proposals must describe both a training and a research component, and the site for the Fellowship must be different from the institution where the Fellow received the PhD degree. The proposal should justify the choices of the venue for the Fellowship and the host faculty member, in terms of the Fellow’s research and training goals. Professional Development Fellowships are available for researchers trained in all areas of Science, Technology, and Society who wish to improve and expand their skills in the areas of science or engineering, and conversely for physical and natural scientists and engineers who desire training in STS disciplines. For example, historians, philosophers, ethicists, and others in fields of the social, behavioral and economic sciences may use this award to work with a scientist or engineer to learn the technical aspects of research in their area. Alternatively, scientists or engineers may use this award to work with a historian, philosopher or social scientist to learn the research methods, analytical tools and approaches current in STS fields.

Doctoral Dissertation Research Improvement Grants provide funds for dissertation research expenses not normally available through the student's university. The dissertation advisor is the principal investigator on these proposals; the doctoral student should be listed as co-principal investigator.

Small Grants for Training and Research (SGTR) are intended to provide sustained research opportunities for graduate students and post-doctoral fellows on important issues in STS. Senior investigators at an institution may propose a sustained course of study, research and training for these students (for from one to three years) on a subject that is significant and innovative. These training programs should have a specific research theme (e.g., ethics and computers in education; logic, rhetoric, and policy; science, technology, and business).

The sponsor can help to support national and international conferences, symposia, and research workshops that enable scientists, engineers, researchers in STS areas of support, policy makers, and representatives of interested groups to develop, evaluate, and share new research findings. STS also supports projects on the interactions of engineering, science, technology and society that emphasize capacity building. Such activities can include national summer workshops for graduate students or faculty, or projects by professional societies to develop concentrations in the ethical, philosophical, historical and
social context of science and engineering for undergraduate or graduate level science and engineering students.

**NSF, Cyber-Physical Systems [99574]**

**Deadline:** 02/27/09  
**Synopsis:** The CPS program aims to reveal cross-cutting fundamental scientific and engineering principles that underpin the integration of cyber and physical elements across all application sectors. The CPS program will also support the development of methods and tools as well as hardware and software components, run-time substrates, and systems based upon these principles to expedite and accelerate the realization of cyber-physical systems in a wide range of applications. Furthermore, the program aims to create a new research and education community committed to the study and application of cyber-physical system innovations, through the establishment of a CPS Virtual Organization (CPS-VO) and regular PI meetings.

**Objectives:** The CPS program is seeking proposals that address research challenges in three CPS themes: Foundations; Methods and Tools; and Components, Run-time Substrates, and Systems. Foundations research will develop new scientific and engineering principles, algorithms, models, and theories for the analysis and design of cyber-physical systems. Research on Methods and Tools will bridge the gaps between approaches to the cyber and physical elements of systems through innovations such as novel support for multiple views, new programming languages, and algorithms for reasoning about and formally verifying properties of complex integrations of cyber and physical resources. The third CPS theme concerns new hardware and software Components, Run-time Substrates (infrastructure and platforms), and (engineered) Systems motivated by grand challenge applications. Three sizes of research and education projects will be considered: Small Projects are individual or small-team efforts that focus on one or more of the three defined CPS themes. Funding for Small Projects will be provided at levels of up to $200,000/year for up to three years; Medium Projects also span one or more CPS themes and may include one or more PIs and a research team of students and/or postdocs. Funding for Medium Projects will be provided at levels up to $500,000/year for up to three years; and Large Projects are multi-investigator projects involving teams of researchers and their students and/or postdocs representing the same or multiple disciplines in computer science, engineering, and physical application domains, who together address a coherent set of research issues that either cut across multiple CPS themes or that explore in great depth a particular theme. Funding for Large Projects will be provided at levels up to $1,000,000/year for up to five years.

**American Honda Foundation [09372]**

**Deadline:** 02/01/09, 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.

**NSF, TeraGrid Phase III: eXtreme Digital Resources for Science and Engineering [97567]**

**Deadline:** 06/15/09  
**Scope:** This solicitation requests proposals for the provision of some of the services that will make up XD infrastructure.

**Objectives:** Key attributes of XD will be that: It is designed and implemented in a way that is consistent with sound system engineering principles; Its design is clearly tied to the user requirements of the science and engineering research community; It is implemented using a flexible methodology that permits the architecture to evolve in response to changing user needs; By default, it will present the individual user with a common user environment regardless of where the resources being used are located and whence the user is authenticating; It will offer a highly capable service interface to “community user accounts,” such as science gateways, that encompasses all of the services that are made available to such accounts; Its design will cater both to research groups that require very large amounts of computational resources for long periods of time and to individuals who seek to use high-end computation to reduce the time required for running their applications to seconds or minutes so that they can rapidly and interactively explore their research questions; Its design will cater both to researchers whose computations require very little data movement and to researchers who are performing very data-intensive computations; It will include both a production infrastructure and a small-scale, schedulable test grid. The latter will be available both to the XD operators for testing software and administrative policies with new functionality prior to deployment on the production grid, and as an experimental platform for researchers developing new grid technologies; To the maximum extent possible, the initial implementation of the system architecture is designed to exploit existing software technology, with some customization, and does not require the development of new software; The underlying mix of computing, storage and visualization hardware is heterogeneous; and The mix of computing, storage and visualization hardware will change with time.
No proposal can be submitted until all signatures are on the Routing Sheet.

The Routing Sheet

The Routing Sheet is necessary for ORSP to process any proposal for sponsored funds. This form serves two purposes; 1) it provides a checklist for the Project Director (PD) of issues that need to be considered, 2) it becomes an official document indicating College approval for the project.

The PD is requested to sign the Routing Sheet and obtain the Department Chair and Dean signatures. Upon submission of a proposal and signed Routing Sheet to ORSP, the necessary paperwork to process the application and request administrative approvals can be initiated.

It saves considerable time if the Routing Sheet is properly signed as the sequence of signatures is important. The administrative endorsements cannot be obtained until those people are assured that the application has met with the Department Chair and Dean's approval. In addition, if the project requires Human Subject Committee or Animal Care Committed review, a signed approval from the appropriate committee must also be submitted to ORSP with the proposal.

PD gets these signatures
Conflict of Interest Policy

This is an RF/ORSP policy adopted to comply with federal conflict of interest regulations. All Project Directors and Co-Project Directors must submit a completed and signed Exhibit A with each proposal. If none of the circumstances apply, please check the box at the bottom, sign and date the form. This form must be updated annually or as financial interests that are reportable change.

Quest 2009 (Continued from page 1)

ience in Learning and Teaching, The Office of Research and Sponsored Programs, and the Office of the Provost. The standard, individual talk presentation is 12 minutes, with 3 minutes for questions. Other forms of presentations, such as panels, symposia, plays, readings, recitals, and demonstrations are strongly encouraged. More details on the various types of presentations can be found on the Quest website.

When will QUEST be held?
QUEST will be held on Wednesday, April 22nd, 2009, from 9am until 9pm, in lieu of regular classes. Other activities should not be scheduled during this period, as students are expected to attend Quest activities.

Who can present at QUEST?
The entire campus community (students, faculty, and staff) may participate in QUEST.

How do I submit a talk or propose an activity?
Proposals for presentations and activities can be made using the Presentation Submission Form. The window for submissions will be open from January 9 until February 20. A form for submitting your contribution will be posted on the Quest 2009 homepage during that period.

Can I look at last year’s abstracts to get an idea of what is being presented?
Yes, the QUEST 2008 abstracts and schedule can be found on the Quest website.

Will there be a keynote speaker to celebrate QUEST?
Yes, the Quest committee and SAPB are currently deciding on a speaker.

For Information please contact Jack Gelfand, Quest Chair 2009, gelfand@oswego.edu
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 ani-
   mal 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 appro-
priate reimbursements. It is essential that Project Directors discuss their anticipated
needs during budget development prior to proposal submission to ensure adequate
funds are allocated for these campus services.

**ORSP Contact Information**

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