Stimulus Funds Boost Oswego Research Project

An Oswego team’s groundbreaking research on the effects of low levels of lead in children’s blood broke through the stiff competition for federal stimulus funds and brought a job to campus in January.

Kristen Roosa, a May graduate in biology, now works in a Snygg Hall lab analyzing blood samples collected in the ongoing Oswego Children’s Study. She is now a full-time member of the research team of Brooks Gump in psychology, James MacKenzie in biological sciences and Kestas Bendinskas in chemistry as they work to confirm their initial findings that lead adversely affects the young cardiovascular system’s response to psychological stress and to investigate the complex biochemical interplay that is causing that effect.

Gump received a $96,895 supplemental grant from the National Institute of Environmental Health Sciences for his team’s project “Lead and Vascular Reactivity to Acute Stress in Children” when additional federal research funds became available last year through the American Recovery and Reinvestment Act also known as the stimulus package.

In addition to the full-time position, which will end in August, the grant will fund analysis of 100 blood samples from children from ages 9 to 11. The National Center for Glycomics and Glycoproteomics at Indiana University will perform the analysis. Previously blood protein analy-

(Continued on page 9)
Campus News— Rice Creek Associates Small Grants Program

Rice Creek Associates (RCA) is a citizen support group of Rice Creek Field Station (RCFS). Among its goals are to help RCFS meet its mission to preserve the area, advance knowledge of ecological processes and disseminate this information to the public. To meet these goals, RCA invites proposals from scholars, scientists, educators and students for the 2010 Rice Creek Associates Small Grants Program. RCA’s small grants program is intended to support and encourage research and education projects at Rice Creek Field Station, particularly in areas of field biology, natural sciences, human sciences and the arts.

**ELIGIBILITY:**
Applicants need not be affiliated with RCFS or SUNY Oswego. However, the work must be done at Rice Creek Field Station.

**FUNDING:**
Most awards will be between $500 and $1,000. Additional funds in support of living expenses for visiting scholars may be available at the discretion of the RCA Board of Directors. Grant funds may be used for stipends, travel, supplies, equipment, publication costs or secretarial support. No indirect costs will be considered. RCA encourages grant applicants to seek matching funds from appropriate sources.

Past projects have included such things as small mammal surveys, non-invasive subsurface geological exploration techniques, identification and flight season determination of butterfly populations, turtle population surveys, breeding bird surveys, and collection renovation. Areas of special interest are proposals that help increase the past and current knowledge of the ecological processes in Rice Creek. Suggested topics include, but are not limited to, analysis of climate parameters in Rice Creek, history of Rice Creek land use, GIS analysis of habitat changes since Rice Creek Field Station was created, biodiversity studies, developing surveys (Continued on page 9)

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.

<table>
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<th>PROGRAM</th>
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| FACULTY—Scholarly & Creative Activity Grants | Fourth Monday in October  
Second Monday in February |
| STUDENTS—Graduate & Undergraduate Scholarly & Creative Activity Grants | First Monday in November |
| FACULTY—President’s Award for Scholarly & Creativity and Research | January 31, annually |
| FACULTY—Provost’s Award for Scholarly & Creativity and Research | January 31, annually |
| FACULTY & STUDENTS—Student/Faculty Collaborative Challenge Grants | Second Monday in February |
| FACULTY—Course Innovation Grants | First Friday in March |
NEW Faculty Grant Writing Grants due in March

This program is designed to foster the development of new sponsored activity on campus by providing funds to make it possible for faculty to write and submit a grant proposal. These funds are not for research or development of a project. There must be a program with an upcoming deadline that you are going to write a grant for and submit it.

DEADLINE: Friday, April 2, 2010 by 4:00 p.m.

ELIGIBILITY: This program is available to all full-time faculty (including librarians).

FUNDS: The award will be $3,000. This round will be for proposals that have submission deadlines until September 31, 2010. Funding would be $3,000 for summer salary. Another round of funding will be announced at a later date for proposal submissions in Spring of 2011.

Please submit the form along with a two page, double spaced White Paper via email to linda.cook@oswego.edu

The White Paper should contain brief discussion of the following:
- a short summary
- the need for this work
- a description of the problem
- your approach or methodology
- any preliminary results you may have
- expected results and benefits
- the approaches of others in your field to this problem
- what distinguishes your approach from others in your field
- personnel, CO-PIs, senior personnel, consultants
- a brief timeline for the execution of the project
- yearly anticipated cost to run your project

Please visit the Office of Research & Sponsored Programs web site for the application form. Look under “Campus Grants and Awards”, then “Faculty”.

Upcoming Workshops

Application Basics
Place: Penfield Library, Room 123
Time: 3:00 p.m. to 4:00 p.m.
Date: Friday, March 5, 2010

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

Budgets
Place: Penfield Library, Room 123
ARTS

NEA Foundation for the Improvement of Education, NEA Foundation -MENC Teaching Improvisation Grants [05866]
Deadline(s): 06/01/10, 10/15/10
Synopsis: The sponsor offers support to public educators’ to teach improvisation to middle- and high-school music students.
Objectives: These grants are dedicated to the development and implementation of ideas, techniques, and approaches for teaching music improvisation to American public middle and high school students.

Educators can apply for the Teaching Improvisation Grants through the Foundation’s existing grants programs; either the Student Achievement or Learning & Leadership Grants.

Student Achievement Grants provide funds for proposals designed to improve the academic achievement of students by engaging them in critical thinking and problem solving that deepen knowledge of subject matter and that are centered on music improvisation through the development and implementation of new ideas, techniques, and approaches.

Learning & Leadership Grants provide funds to individuals and teams of teachers, education support professionals, and higher education faculty and staff to engage in high-quality professional development and to lead their colleagues in professional growth in the techniques and skills of teaching improvisation. Recipients will be asked to report fully on the ways that they developed new techniques and skills. These reports will be summarized and shared nationwide with music education professionals.

EDUCATION

Longview Fndn. for Education in World Affairs & International Un-
derstanding [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, Learning and Leadership Grants [05864]
Deadline(s): 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.

INTERDISCIPLINARY

Sun Microsystems, Inc., Academic Excellence Grant Program [61268]
Deadline: 05/31/10
Synopsis: The sponsor grants equipment to eligible organizations who have developed creative projects that address the sponsor’s investment priorities and create partnerships for success. The primary investment priorities are higher education and kindergarten through twelve education.
Objectives: Grants are awarded under the following priorities:

Higher Education: including the teaching of SUN technologies, web-based learning, scientific and engineering computing, and business collaborations.

Primary and Secondary (K-12) Education: including primary and secondary education and university outreach.

Funding for grants focus on areas such as: Curriculum Integration; Community Development; Localization; Community Outreach; Java Software Development; Application Development; and Thin Client.

**American 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 farsighted programs; and
- innovative and creative programs that propose untied 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 pre-natal through 21 years of age.

"Scientific education" encompasses both the physical and life sciences, mathematics and the environmental sciences.

**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.

**SCIENCE**

**Objectives:**

- 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.

**NEA Foundation for the Improvement of Education, NEA Foundation-MENC Teaching Improvisation Grants [05866]**

**Deadline(s):** 06/01/10, 10/15/10

**Synopsis:** The sponsor offers support to public educators’ to teach improvisation to middle- and high-school music students.

**Objectives:** These grants are dedicated to the development and implementation of ideas, techniques, and approaches for teaching music improvisation to American public middle and high school students.

**Objectives:**

- Educators can apply for the Teaching Improvisation Grants through the Foundation’s existing grants programs; either the Student Achievement or Learning & Leadership Grants.

**Student Achievement Grants** provide funds for proposals designed to improve the academic achievement of students by engaging them in critical thinking and problem solving that deepen knowledge of subject matter and that are centered on music improvisation through the development and implementation of new ideas, techniques, and approaches.

**Learning & Leadership Grants** provide funds to individuals and teams of teachers, education support professionals, and higher education faculty and staff to engage in high-quality professional development and to lead their colleagues in professional growth in the techniques and skills of teaching improvisation. Recipients will be asked to report fully on the ways that they developed new techniques and skills. These reports will be summarized and shared nationwide with music education professionals.

**NSF, Research Experiences for Undergraduates [02988]**

**Deadline(s):** 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, Division of Integrative Organismal Systems** [00443]
**Deadline:** 07/12/10
**Synopsis:** Support is provided for research aimed at an integrative understanding of organisms.
**Objectives:** The sponsor supports research aimed at an integrative understanding of organisms. The goal is to predict why organisms are structured the way they are, and function as they do. Projects that innovatively apply systems biology approaches, i.e. approaches that combine experimentation, computation, and modeling, and which lead to new conceptual and theoretical insights and predictions about integrated organismal properties that may be experimentally verified, are particularly encouraged. Understanding these emergent, systems properties of organisms requires integrative, interdisciplinary approaches. The sponsor encourages proposals that include analyses across multiple levels of biological organization, from molecular through ecological, theoretical as well as advanced computational techniques, and interdisciplinary collaborations involving scientists from all areas of biology, behavioral science, physical science, mathematics, engineering, and computer science. Current scientific emphases include: Behavioral Systems, Developmental Systems, Neural Systems, and Physiological and Structural Systems.

**NSF, Informal Science Education** [08163]
**Deadline:** 06/24/10
**Synopsis:** The ISE program invests in projects that promote lifelong learning of STEM in a wide variety of informal settings. Funding is provided for projects that advance understanding of informal STEM learning, that develop and implement innovative strategies and resources for informal STEM education, and that build the national professional capacity for research, development, and practice in the field. There are five categories of ISE program grants: Research; Pathways; Full-Scale Development; Broad Implementation; and Communicating Research to Public Audiences.
**Objectives:** The Informal Science Education (ISE) program supports projects that promote lifelong learning of science, technology, engineering, and mathematics by the public through voluntary, self-directed engagement in STEM-rich informal learning environments and experiences.

The ISE program invests in five types of projects: Research; Pathways; Full-Scale Development; Broad Implementation, and Communicating Research to Public Audiences. These project categories relate to the DRL cycle of innovation, and are not listed in any order of priority. Although all require a foundation in prior work and research, the cycle sequence is not meant to be taken literally. For example, Full-Scale Development projects must build on extant literature and the state of the informal learning field, but they do not necessarily require completed prior Research or Pathways projects. Research projects contribute to the "hypothesize and clarify" and "synthesize and theorize" components of the DRL cycle of innovation. Their primary goal is to advance knowledge in the informal STEM learning field rather than to develop specific deliverable for implementation. A research project may involve the creation of new learning materials, media, artifacts, programs, or environments if these are necessary to answer the research questions or test hypotheses that are posed. However, the primary objective is to answer the research question, not to produce learning materials. Research projects may be empirical studies, syntheses of research, or theoretical studies intended to move the field forward. ISE Research projects are distinguished from proposals submitted to the REESE program by their emphasis on the connections between research and practice in informal science education. ISE program Research...
projects should be grounded in academic literatures that are relevant to their research questions (e.g., in cognitive science, motivation theory, developmental psychology, environmental design, informal learning research, sociology, political science), but may also draw explicitly from the wisdom of practice (as captured in visitor studies, project evaluations, surveys of best or common practices, etc.). Research projects should have implications for learners, care-givers, practitioners, designers, policymakers, or professionals who communicate science or science education to others.

Pathways projects relate to the "design, develop, and test" component of the DRL cycle of innovation. They include planning activities, pilot studies, and feasibility studies, or, in general, work that is on a path toward a major project (Research, Full-Scale Development, or Broad Implementation) but that need to address critical issues or decisions before major projects can be formulated. Such projects can be on the path toward any type of informal science education activity that would be appropriate for ISE program funding based on this solicitation. Examples include: demonstration of the proof of concept of a new technology; audience front-end evaluation where there is a significant gap in the literature; a focused planning effort for a large complex collaboration, especially where the collaborators may be from different professional communities; early-stage development of new assessment instruments; and pilot programs for broadcast media. Pathways proposals cannot request funds for upfront work normally required for submission of a major proposal. Not all of the Pathways projects will necessarily result in a subsequent proposal. However, for those that do, the results and implications of the Pathways work must be explicitly described.

Full-Scale Development projects relate to the "implement, study efficacy, and improve" component of the DRL cycle of innovation. The main purpose of these projects is to generate an innovative idea or approach to informal science education, create a version that can stand alone in the public or professional arena, and evaluate its effectiveness. Such initiatives can be directed towards improving STEM learning by public audiences, increasing capacity of the professional audience, or both. They can create integrated products, programs, or experiences that contribute in measurable ways to informal science education, including, but not limited to, exhibitions, television, radio and film productions, community educational programs, cyber learning resources and tools for the public, and programs and networks for professionals. While Full-Scale Development projects create complete STEM learning products, programs, or experiences, they need to be guided by an explicit conceptual framework and should generate significant knowledge about impact, efficacy, or effectiveness. The ISE program's expectation is that the final products of Full-Scale Development projects will make innovative contributions to the field. They can include research components if tightly coupled to the products or programs being developed.

Broad Implementation projects relate to the "scale up and study effectiveness" component of the DRL cycle of innovation, proposing strategies for maximizing prior ISE program investments. Projects are expected to substantially broaden the reach of products or programs in the informal science education field that have demonstrated success with the audience they reach without sacrificing quality. "Reach" may be expanded in terms of geography, age, socio-economic status, cultural / linguistic group, or gender. Broad Implementation projects will generally extend work done with prior ISE program funding. Such prior work may have been done by the institution(s) submitting the proposal or by others (assuming intellectual property rights are not infringed). Combining and extending the educational products of more than one prior project is encouraged if such a combination may significantly increase the intended impact. Broad Implementation proposals must describe substantive evidence from summative evaluations or efficacy studies that the already-developed educational products are effective in some settings and are ready for wider distribution to a broader population. It is likely that such projects will involve innovative integration or incremental improvements or adaptations.

Communicating Research to Public Audiences (CRPA) projects relate to the "implement, study efficacy, and improve" component of the DRL cycle of innovation by proposing informal learning activities based on currently funded NSF research. CRPA projects must be based on active research projects in good standing in any NSF directorate or office. Effective projects assist in the broader dissemination of research findings and promote STEM learning by the general public, especially as it relates to the understanding of and engagement with cutting edge research findings and methodology. As with other categories of ISE awards, CRPAs may include the design and implementation of exhibitions, films, television, radio, web, and youth and community projects. While these projects will be less extensive than Full-Scale Development projects, they should be similarly guided by a conceptual framework and include an evaluation plan that is commensurate with the scope and depth of the proposed activities. The proposal should clearly describe the NSF-funded research upon which the project is based, the educational need that is met, and the informal learning strategies that will be employed to engage the targeted public audiences. Collaboration between NSF-funded researchers and informal science organizations is strongly encouraged to ensure use of best practices.

The ISE program also funds Conferences, Symposia, and Workshops; EAGER and RAPID grants; and Grant...
Eye on Funding (Continued from page 7)

Supplements for existing awards.

SOCIAL / BEHAVIORAL

NICHD, Reducing Risk Behaviors by Promoting Positive Youth Development [98308]
Deadline(s): 05/07/10, 06/16/10, 09/07/10
Synopsis: The sponsors provide support for Research Project Small Grant applications from institutions/organizations that propose to enhance our understanding of effective youth development programs and the mechanisms responsible for positive health and developmental outcomes. This will be accomplished through the development, implementation, and evaluation of new or improved positive youth development programs, the evaluation of existing "successful" programs, or the evaluation of effective, evidence-based, gender-inclusive programs that are adapted, translated, or disseminated for new populations of youth and adolescents.

Objectives: The intention of this FOA is to fund high quality, behavioral and social science research with health and developmental outcomes that will advance the field of positive youth development. Descriptive and intervention research may be proposed and prospective applicants are encouraged to consult Institute program officials early in the development of their research ideas. Research objectives of this Funding Opportunity Announcement (FOA) include: 1) understanding elements of effective youth development programs, including the identification and utilization of personal and social assets; 2) the development, implementation, and evaluation of new or improved positive youth development programs; 3) the evaluation of existing "successful" programs that lack rigorous scientific evaluation; or 4) the evaluation of effective, evidence-based, gender-inclusive programs that are adapted, translated, or disseminated for new populations of youth and adolescents (e.g., cultural groups, high risk populations, disenfranchised individuals, or individuals with disabilities or chronic diseases for whom the programs were not originally designed). This FOA encourages research studies of the development, implementation, and evaluation of theory-based, positive youth development programs. These programs support the acquisition of personal and social assets through activities that promote adolescent well-being and the future successful transition to adulthood.

NIH, Methodology And Measurement In The Behavioral And Social Sciences [87761]
Deadline(s): 05/07/10, 06/16/10, 09/07/10, 10/16/10
Synopsis: The sponsor offers support for research that will improve the quality and scientific power of data collected in the behavioral and social sciences, relevant to the missions of the participating NIH Institutes and Centers. Research that addresses methodology and measurement issues in diverse populations, issues in studying sensitive behaviors, issues of ethics in research, issues related to confidentiality and the protection of research subjects, and issues in developing interdisciplinary, multi-method, and multilevel approaches to behavioral and social science research is particularly encouraged, as are approaches that integrate behavioral and social science research with biological, physical, or computational science research or engineering. This program will use the NIH Small Research Grant (R03) award mechanism.

Objectives: This program announcement encourages applications addressing four general areas of methodology and measurement research in the social and behavioral sciences. These areas, discussed in detail below, include research design, data collection techniques, measurement, and data analysis. Within the broad spectrum of research defined by these areas, applicants are particularly encouraged (but are not required) to consider studies that address one or more of the following key issues:

Methodology and measurement issues in developing innovative interdisciplinary, multi-method, and multilevel research designs for use in behavioral and social science research, with special emphasis on both developing new technologies and addressing the analytical complexities associated with the integration of behavioral, social, and biological data.

Methodology and measurement issues in research relating to diverse populations, for example, populations that are distinctive by virtue of age, gender, sexual orientation, ethnicity, culture, including culture-specific medical systems, 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 human health and well-being, including developing new methods if older ones are no longer valid in the face of significant changes in populations and societies over the last several decades.

Methodology and measurement issues in studying potentially sensitive behaviors, such as sexual behavior and abortion, 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 emphasis on the topics of informed consent, assessment of risk and benefit, and selection and retention of subjects, and ensuring subjects' confidentiality.
sis for this study was done on campus.

Last year preliminary results of the Oswego project appeared in news stories around the world when the United Press International and Reuters wire services reported on a paper that MacKenzie presented at the annual meeting of the American Physiological Society. Roosa was among his co-authors, because she began working with him on the project while she was still an undergraduate.

Roosa, of Weedsport, said she plans to enroll in a Ph.D. program in the fall and pursue a career in the kind of work she has been doing with MacKenzie, Gump and Bendinskas.

Her principal responsibility at Oswego over the next several months is analyzing samples of blood for apolipoprotein E, a protein important to cardiovascular disease risk. Earlier blood sample analysis showed that this protein is related to blood lead concentrations.

Lead and human health

Lead is an environmental pollutant that has found its way into organisms, including humans, in significant quantities since the industrial era began. It has long been known to inhibit children’s mental development, if present at high enough levels, and has known associations with a variety of physiological and neurological problems, including high blood pressure, the researchers said.

The U.S. Centers for Disease Control has set 10 micrograms per deciliter as the threshold for harmful effects of lead in children.

“We are finding effects at 1 microgram per deciliter,” Bendinskas said. The Oswego study is the first to show any effect in humans at such low levels, considered normal for people in American and European cities today. The work therefore has “potentially broad public health ramifications,” Gump noted.

SUBMISSION OF PROPOSALS:
An original & 5 copies and an electronic copy of each proposal should be submitted by mail or in person to:
Rice Creek Associates
Small Grant Review Committee
Rice Creek Field Station
SUNY-Oswego
Oswego, N.Y. 13126

Proposals are due by March 22, 2010. Awards will be announced on or about April 15, 2010.
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

**ORSP Contact Information**

Jack Gelfand                Director    Jack.Gelfand@oswego.edu    (315)312-5631

**PRE AWARD**

Maria Nakamura            Associate Director    Maria.Nakamura@oswego.edu    (315)312-2884
Linda Cook                Administrative Assistant    Linda.Cook@oswego.edu    (315)312-2561

**POST AWARD**

Maria Nakamura            Associate Director    Maria.Nakamura@oswego.edu    (315)312-2884
Michele Frazier           Staff Associate         Michele.Frazier@oswego.edu    (315)312-2886
Lorie Robert              Secretary 1          Lorie.Robert@oswego.edu    (315)312-2888
Andrea Ross               Administrative Assistant    Andrea.Ross@oswego.edu    (315)312-2890