This is a follow-up to the article posted in the April 30, 2008 edition of Campus News.

The first year of the NSF IRES project involved 6 students: 3 from the University of Rochester, 2 from SUNY Oswego and one from Syracuse. The group first met each other on campus on May 26 for the start of Portuguese classes. These classes were taught by Prof. Tracey Lewis of the Modern Languages department and usually lasted for the entire morning. After lunch, the group met to become familiar with the existing telescope software, learn more Python (the computer language to be used during the project) and work on some astrophysics research projects under the supervision of Dr. Kanbur. Each student brought a different set of experiences and skills to the project: part of my challenge was to develop projects suitable for each student. The team included physicists, computer scientists and mathematicians, a true multidisciplinary software engineering project. All the students loved the Portuguese classes, due to the excellent teaching skill and style of Tracey. Some portion of this time was also devoted to a study of various aspects of Brasil: history, geography, culture.

The students arrived in Brasil on July 10 and at our B+B in Floripa around midnight that day. The first few days were spent getting accustomed to the surrounding, learn (Continued on page 17)
Campus News—Student Travel

There are a number of sources to obtain support for student travel to make presentations at conferences, exhibits or performances. Preference will be given to students who are presenting their own work at the conference. Students are encouraged to apply to as many sources as possible.

Please be advised that there is a limited amount of funds to support student travel requests. Most applications will not receive full funding and costs saving procedures are encouraged. These procedures would include selecting state and local conferences, applying for discount group rates at hotels in proximity to the conference, and driving to nearby venues as opposed to flying.

Further information and forms can be found at: http://www.oswego.edu/administration/ORSP/campus_grants_and_awards/student_grants/student_travel.html

Campus Grants Timeline

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

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A Word From the Director

A word on budgets

This month I would like to briefly review some of the concepts associated with budget preparation. The ORSP office will be happy to help you with the details of preparing budgets for proposals. It is a good idea, though, to have some understanding of the budget process in order to plan for what level of activity that you will describe in a proposal. Many items in budgets are labeled with abbreviations that only an accountant would understand. I will explain these while going through the concepts. This will be a brief introduction. We will be holding a workshop to review this topic in more detail on Friday, October 6 at 3:00 - 4:00 P.M. in Penfield Instruction Room 2. All are invited to attend.

Expenses listed in a budget fall into a number of categories. These categories are specified by the funding agencies. The principal ones that you will encounter are listed below.

Personnel (S&W, Salary and Wages) – These are the cost of the salary and wages of the different personnel that are working on the grant. This could include the senior investigator, other investigators, graduate students, and undergraduate students.

Fringe Benefits (FB) – The grant must pay for the benefits for the various employees. All of the benefits are incorporated in a single charge, which is a percentage of the total salary. This percentage is different for different classes of employees.

Materials and Supplies (M&S) – These are the costs for all the different kinds of materials used for the execution of the research in the grant. This could include chemicals in a chemistry grant or computer or office supplies. There is a limit on the maximum cost for each item in order to be considered materials or supplies. This depends on the fund-

ing entity. The limit for an NSF grant is $XXX. Items costing more than that limit are considered to be equipment.

Travel – These are costs associated with traveling to meetings or to travel for the execution of the research or attending meetings. This may include funds for travel to meet with the sponsor during the project.

Publications and Reports – this category pays for any costs involved in publishing your work and includes page charges from the journal. This also includes costs associated with preparing and disseminating reports for the funding agency.

Equipment – An item is classified as capital equipment if it is over a certain cost and if it’s life expectancy is over a certain amount of time. These criteria are different for different funding agencies.

The total of all these categories discussed above is known as the total direct costs (TDC). Agencies have which specify how much you can charge for cost of facilities and for the administration of the grant. TDC or certain categories of expenditures. For example, we are allowed to charge 76% of S&W.

This brief introduction will allow you to think about the scope of the proposed project based upon the limit of the proposed cost. Please feel free to contact us at ORSP to discuss this before you begin writing and come to the workshop to learn more about the process.

Upcoming Workshops

Title: White Papers and Elevator Talks
Date: Friday, November 14, 2008
Time: 3:00 P.M.
Location: Penfield Library, Room 123

Title: How to Write Objectives and Work Plans
Date: November 21, 2008
Time: 3:00 P.M.
Location: Penfield Library, Room 123
ARTS

Center for Black Music Research, Perkinson Travel-to-the-Collections Grants Program [81841]
Deadline: 02/01/09
Synopsis: The sponsor supports research in the study and performance of black music repertoire and assists scholars and musicians to visit the CBMR Library and Archives for the purpose of examining and utilizing its archival collection of scores and its sound recordings.
Objectives: The Travel Grant Program provides a maximum award of $1,000 to applicants who demonstrate the ability to launch and complete a scholarly or performance-based research project based on the sponsor's collections. Recipients will be expected to devote five full days on site at the CBMR and to the research funded by the fellowship.

Mid Atlantic Arts Foundation, USA Artists International Program [83727]
Deadline: 01/09/09, 05/04/09
Synopsis: The sponsor is committed to ensuring that the impressive range of expression of the performing arts in the United States is represented abroad, and that the creative and professional development of American artists is enhanced through participation at significant international festivals.
Objectives: Performances at important festivals provide American artists with opportunities for the exchange of ideas and practices with their colleagues in other countries, as well as exposure to new and larger audiences. It is the sponsor's hope that participation of exemplary artists from the United States in international festivals will help develop audiences for, and greater appreciation of, the excellence, diversity and vitality of the American performing arts.
Eligible festivals must: be sponsored or organized primarily by a non-U.S. based organization; be international in scope with representation from at least two countries outside the host country, or have a U.S. theme with representation from at least three U.S. performing artists/ensembles; reach a wide audience and be open and marketed to the general public; provide the applicant with a signed letter of invitation or signed contract to perform at the festival; and provide some support to the invited artists/ensembles in the form of cash remuneration, paid travel-related expenses, or in-kind contributions.

Art Alliance for Contemporary Glass [94024]
Deadline: 03/01/09
Synopsis: The mission of the sponsor is to further the development and appreciation of art made from glass. Grants are made to arts organizations in support of specific educational purpose, with preference given for grants in which the focus is education of the public (as opposed to education of artists, curators, etc.).
Objectives: Typically, the sponsor's grants support exhibitions, catalogs, brochures, videos, curatorial stipends, and residencies for visiting artists.

Theatre Communications Group, New Generations -- Future Collaborations - TCG/ITI International Fellowships [93931]
Deadline: 03/19/09
Synopsis: Travel grants of $3,000 will be awarded in the winter/spring and summer/fall seasons to theatres and theatre professionals for unrestricted international travel, enabling them to share ideas and techniques and/or collaborate with their colleagues around the world.

Lannan Foundation [59271]
Deadline: Open
Synopsis: Support is provided for programs in the contemporary visual arts and literary arts.
Objectives: Funding is provided in the following categories: Contemporary Visual Art: Areas of interest in Contemporary Visual Art include funding nonprofit organizations to commission the creation of new work by contemporary artists, scholarly publications that foster serious discussion of contemporary art and organizations that bring new and sometimes experimental works of art to a wide audience.
Literary Arts: This program supports the creation of exceptional English-language literature and seeks to develop a wider audience for contemporary poetry, fiction and nonfiction. Areas of interest include funding organizations that support diverse writers through publication, presentation and distribution.

Kress (Samuel H.) Foundation - Practice of Art History and Conservation Grants [62892]
Deadline: Open
Synopsis: Funding is provided to improve and refine the practice of art history and conservation, the sponsor offers grants that develop and utilize the skills and experience of trained professionals.
Objectives: Emphasis is placed on two program areas:
ESSENTIAL RESOURCES: Grants that support the means by which specialized knowledge is created and disseminated, including publications, archives, photography, documentation, databases, catalogues, technical and scientific studies and other materials that relate to art historical research and art conservation.
SHARING EXPERTISE: Grants for activities that permit art historians and conservators to share their expertise through international exchanges, professional meetings, conferences, symposia, consultations, the presentation of research, and other structured events.

AT&T Foundation - Arts and Culture Grants Program [30250]
Deadline: Open
Synopsis: Support is provided for arts and cultural projects to enhance the quality of life in communities.
An Eye on Funding (continued from page 4)

**Objectives:** Funding is provided in the following areas: community life enrichment through support of exhibitions, performances and other cultural activities that enhance the quality of life; and initiatives that integrate technology into the arts experience.

**Entergy Corporation - Open Grants Program [74314]**
**Deadline:** Open
**Synopsis:** The sponsor provides funding for programs designed to improve communities as a whole, in the areas of arts and culture, community improvement/enrichment, and healthy families.

**Objectives:** Arts and Culture: the sponsor supports a diversity of locally based visual arts, theatre, dance and music institutions. The long-term goal is to increase the access to contemporary art for a wider public, including children and the financially disadvantaged.

**Experimental Television Center, Ltd. - Presentation Funds [83237]**
**Deadline:** Open
**Synopsis:** The sponsor offers partial support to non-profit organizations in New York State for in-person presentations of electronic media and film by independent artists. Presentation Funds can help organizations to feature dialogues between artists and audiences, to enrich on-going series by bringing artists to local communities and to take advantage of unique touring opportunities or other resources. Events should emphasize New York State's independent film and media artists.

**Objectives:** The sponsor's mission is to: encourage opportunities for personal interactions between artists and audiences, support creative programming of independent media-makers, and help increase appreciation for electronic media and film art by people throughout New York State.

**EDUCATION**

**NSF, Developing Global Scientists and Engineers [79930]**
**Deadline:** 02/15/09
**Synopsis:** The Developing Global Scientists and Engineers program provides highest quality international research experiences for U.S. students.

**Objectives:** OISE supports international research and education experience for U.S. scientists early in their careers. This solicitation describes opportunities for two such activities: International Research Experiences for Students (IRES)-- IRES aims to provide high quality educational experiences for small groups of U.S. undergraduate and/or graduate students through active research participation in collaboration with foreign researchers at an international site. IRES will help prepare a globally-engaged science and technology workforce by providing students with international collaborative research training and a personal network on which to build future collaborations. IRES proposals must have a unifying research theme that enables a cohort experience for participating students. Doctoral Dissertation Enhancement Projects (DDEP)-- OISE supports dissertation research conducted by graduate students at a foreign site. Students are expected to work in close cooperation with a host country institution and investigator.

**NSF, Discovery Research K-12 [89596]**
**Deadline:** 01/08/09
**Synopsis:** The Discovery Research K-12 (DR-K12) program seeks to enable significant advances in preK-12 student and teacher learning of the STEM disciplines through the development, implementation, and study of resources, models, and technologies for use by students, teachers, and policymakers. Activities funded under this solicitation begin with a research question or hypothesis about effective preK-12 STEM learning and teaching; develop, adapt, or study innovative resources, models, or technologies; and demonstrate if, how, for whom, and why their implementation affects learning.

**Objectives:** DR-K12 invites projects that meet a variety of educational needs, from those that address immediate and pressing challenges facing preK-12 STEM education to those that anticipate opportunities for the future. DR-K12 encourages proposals that challenge existing assumptions about learning and teaching within or across STEM fields, envision needs of learners in 10-15 years, and consider new and innovative ways to reach students and teachers. All projects should be informed by current research and broaden the boundaries of schools and disciplines. DR-K12 accepts research and development, exploratory, and synthesis projects, as well as conferences and workshops related to the mission of the DR-K12 program.

Proposals for four types of projects are invited: research and development projects, exploratory projects, synthesis projects, and conferences/workshops. All projects are expected to produce publications.

Research and development projects are likely to have an iterative research and development design. For example, projects that seek to study a learning or design question through the development of new resources, models, or technologies may focus on design, early development, and proof-of-concept testing in the first stage. Research and evaluation are likely to be formative in nature, providing information needed for the redesign of the resources, models, or technologies.

Small, rigorous efficacy studies of student or teacher learning during this stage may be appropriate. Research proposals that examine the implementation and effects of previously developed resources, models and/or tools are likely to study larger populations of students or teachers in more diverse settings. The proposal should lay out the hypotheses about STEM learning or about materials design that are being tested and the project's stages, including the appropriate research questions for each stage. Exploratory projects are not simply smaller-scale full research and develop-
ment projects. Their purpose is to allow researchers and developers an opportunity to undertake the preliminary work needed to clarify constructs, assemble theoretical or conceptual foundations, or perform analytic or empirical preparatory research about learning issues or characteristics of resources, models, or technologies. These explorations should produce empirical evidence that forms the basis of anticipated further research and development. Exploratory projects test the reasonableness of ideas and feasibility of methods and must begin with a research question or hypothesis about preK-12 STEM learning and teaching. Synthesis projects are small grants for the synthesis of existing knowledge on a topic of critical importance to preK-12 STEM education. Synthesis proposals should identify areas where the knowledge base is sufficiently robust to support strong scientific claims, identify areas of importance to education research and development, and propose rigorous methods for synthesizing findings and drawing conclusions from a range of relevant literatures. Proposals should also identify and defend the criteria to be used for including or excluding studies. Workshops and other meetings may be included as part of the synthesis process.

Conferences and workshops related to the mission of the DR-K12 program are supported. Budgets are expected to be consistent with the duration of the event and the number of participants, but the cost will normally not exceed a total of $100,000 for up to two years. Conferences or workshops should be well-focused and related to the goals of the program. Proposals may be submitted at any time, generally at least one year in advance of when the conference would be held. Proposers should contact a program officer before submitting proposals for such events. All conference proposals should provide for an evaluation of the impact of the conference done 12 months after the conference is completed.

**An Eye on Funding (Continued from page 5)**

**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 career options and higher education opportunities for mathematics and science majors.

**American Educational Research Association, Institute on Statistical Analysis for Education Pol-**
icy [72512]

Deadline: 01/07/09

Synopsis: The Institute's goal is to help develop a critical mass of U.S. educational researchers using National Center for Education Statistics (NCES) and National Science Foundation (NSF) data sets for basic, policy, and applied research. The Institute provides hands-on training for researchers in the use of large-scale national data sets, with special emphasis on using these data sets for policy-related research in education.

Objectives: The AERA Institute on Statistical Analysis for Education Policy is divided into three parts. The first part develops knowledge and skills in the use of NCES' and NSF's data sets, with focus on a different data base each year. Hands-on training of educational researchers in the use of data sets will significantly reduce the amount of time needed to learn how to use the data sets in general and to adapt them to particular research purposes. NCES technical staff provide this expertise during the Institute. The second component provides the methodological training appropriate to analysis of large-scale, often longitudinal, data sets pertinent to educational policy research. AERA members provide this portion of the training. The third part of the Institute addresses current issues of policy and practice for which the focal data base is relevant. AERA members, NCES staff, and outside experts, as needed, jointly provide this portion of the training. The Institute is especially suited for doctoral candidates and new doctorates.

In 2009 the sponsor will focus on education policy issues that can be addressed using modern methods for causal modeling with data from the Education Longitudinal Study of 2002 (ELS:2002). The sponsor will address policy issues such as the relationship of course taking to academic achievement and how it relates to issues of reform, No Child Left Behind legislation, and equity. The session will provide hands-on instruction to help participants develop knowledge and skills in the use of the ELS data for education policy research and application.

HEALTH & WELLNESS

NIH, Community Participation in Research [81528]

Deadline: 01/07/09, 02/05/09

Synopsis: The sponsor offers support for intervention research on health promotion, disease prevention, and health disparities that communities and researchers jointly conduct. This program will use the NIH Research Project (R01) award mechanism.

Objectives: For the purposes of this FOA, intervention research is quasi-experimental research projects that seek to influence preventive behaviors, treatment adherences, complementary behaviors, and related attitudes and beliefs. Natural experiments also may fall under the interventions rubric. Examples include, and are not limited to promotion of physical activity-friendly neighborhoods; tobacco, alcohol and drug abuse prevention among youth; a community-led action plan for cancer, hypertension and cardiovascular disease prevention and control in minority populations; establishing safer work practices among agricultural workers in rural areas; nutrition and reducing childhood obesity; HIV/AIDS and STD prevalence among young adults; promoting infant mental health; and reducing health disparities. Community-partnered approaches to research promise to deepen our scientific base of knowledge in the areas of health promotion, disease prevention, and health disparities. Community-partnered research processes offer the potential to generate better-informed hypotheses, develop more effective interventions, and enhance the translation of the research results into practice. Given this FOA’s emphasis, all applications that respond to this announcement must demonstrate clear community partnerships with substantive involvement in their proposed research projects.

NIH, Health Disparities in HIV/AIDS: Focus on African Americans [85977]

Deadline: 01/07/09

Synopsis: The sponsor offers support for drug abuse and mental health research to better understand the disparities in HIV/AIDS in minority populations, particularly among African Americans, who as a group, have experienced exceptionally high rates of new HIV infections and worse survival rates than other ethnic/racial groups in this country. Drug abuse research on HIV among African-Americans is encouraged to elucidate the relationship between drug use, abuse, and dependence on the incidence and prevalence of HIV/AIDS and AIDS-related morbidity and mortality; to develop effective, culturally sensitive prevention, intervention, and treatment programs for drug abuse and HIV/AIDS; and to understand the nexus of drug abuse, criminal justice involvement, and HIV/AIDS. Research on mental health issues in HIV risk and HIV infection among African Americans is encouraged on determinants of risk taking in a variety of contexts, the impact of neuropsychiatric comorbidities associated with HIV, development of a spectrum of culturally appropriate HIV interventions targeting mental health aspects, testing of behavioral interventions for their sustainability and translation to real-world settings, and improvement of mental health and HIV service utilization. This program will use the NIH Research Project (R01) award mechanism.

Objectives: The purpose of this Program Announcement is to encourage drug abuse and mental health research on HIV/AIDS among African Americans. Drug abuse research is encouraged on: the relationship between drug abuse and the incidence and prevalence of HIV/AIDS and AIDS-related morbidity and mortality among African Americans; effective HIV prevention, intervention and treatment programs and services for African Americans; the nexus of criminal justice involvement,
Eye on Funding (Continued from page 7)

drug abuse, and HIV/AIDS among African Americans. Mental health research is encouraged on: co-occurring psychosocial health problems or psychological cofactors and HIV risk; mental illness risk for HIV infection; mental health correlates to substance abuse in HIV infection; impact of severe mental illness and other neuropsychiatric comorbidities in the context of HIV; best practices for prevention, behavioral intervention and treatment of HIV/AIDS based on research evidence; and effective service delivery for mental health and for HIV disease. Topics of interest include but are not limited to studies to characterize the extent and nature of the disparities in the rates HIV infection and occurrence of co-infections and comorbid conditions among drug using African Americans (taking into account age, gender, education, sexual identity, geographic region, socio-economic status, etc.). In addition studies investigating progression of disease, including the relationship to treatment and services availability and utilization by African Americans are encouraged. Studies are also needed to characterize risk and protective factors in order to develop culturally sensitive prevention interventions to reduce acquisition and transmission of HIV and to minimize health consequences associated with HIV infection and comorbid conditions. Applicants are encouraged to consider multidisciplinary approaches, as appropriate, in their study designs, drawing from the behavioral, biomedical, and social sciences, and utilizing both qualitative and quantitative measures and methods. Research sought under this announcement is organized under four broad headings: cross-cutting issues; HIV/AIDS and drug abuse issues; intersection of HIV/AIDS and criminal justice involvement; and HIV/AIDS and mental health issues.

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

**Deadline:** 01/07/09, 02/05/09

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

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

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

**INTERDISCIPLINARY**

Astraea Lesbian Foundation for Justice [68580]

**Deadline:** 12/01/08

**Synopsis:** As a feminist, progressive, lesbian foundation, the sponsor specifically seeks to secure resources for Lesbian, Trans, Intersex, and LGBTI social change organizations and projects (including film, video, media and cultural projects) that directly address the depth and complexity of critical issues in LGBTI communities. This includes progressive and/or women’s organizations and projects that are led by LGBTI people, and that integrate LGBTI issues in their programs.

**Objectives:** The sponsor's grantmaking is guided by their understanding of how social change and movements for justice develop. The sponsor believes that: social change results from the powerful collective action of groups of people working together; organizations that are committed to addressing the intersections of various oppressions, and demonstrate commitment to social, racial, economic and gender justice, are most likely to help build transformative and liberationist movements for change; art and cultural work are powerful mediums for resistance, cultural change and inspiration – all critical components of lasting justice move-
ments; communities that are most affected by various issues are best positioned to identify effective priorities and strategies for social change in their communities; and social justice funding institutions seek to help redistribute wealth and power in society in order to help finance the sectors of our movements that have the least access to mainstream funding resources. The following are additional factors that the US General Fund panel considers when reviewing applications and making funding decisions: Clear social change strategy and impact, with long-term vision for change that address intersections of multiple forms of oppression; multi-issue work that actively makes connections across divisions; Led by and for lesbian/bisexual/trans/intersex women of color; Led by and for trans, intersex, and/or other gender non-conforming communities of color; Led by LGBTI communities that are historically under-resourced within LGBTI communities (e.g., youth, elders, immigrants, low-income people, people with disabilities, Indigenous peoples and other communities of color, etc.), and integrates issues of underresourced communities in organization/project’s work; Based in rural or other geographic areas where isolation may present barriers to visibility and community organizing; and Organizations/projects with least access to traditional/mainstream funding. Applicants for Movement-Building grants should meet the following priorities: Works in alliance and/or builds coalition with other justice movement organizations (that are not necessarily only LGBTI); actively broadens notions of traditional “LGBTI issues” and/or builds the capacity of other movements to integrate LGBTI issues in their analysis and work; Organizations/projects where community organizing and base-building for mobilization are primary strategies; Internal/external practices reflect progressive political principles, and builds community capacity to directly challenge oppression and engage in social change work (e.g. provides opportunities for leadership development of members and staff; incorporates political education, anti-oppression work; utilizes popular education techniques; develops structures/processes that promote sharing of power and resources; etc.); and Organizations/projects with clear structures, processes, and mechanisms for accountability to communities being organized/serviced. Film, video, media and cultural projects are reviewed with the following additional priorities in mind: Developed by and for target constituencies and/or is intended for diverse target audiences; Clear accountability to communities represented in subject matter (including participation and leadership in development and implementation of project); and Demonstrates clear and effective use as tool for social change (incl. high quality artistic/cultural production).

French American Cultural Exchange, Partner University Fund [82424]

Deadline: 12/15/08

Synopsis: The sponsor provides support for research and graduate education partnerships between French and American Universities with emphasis placed on novel, innovative and, when relevant, interdisciplinary approaches that involve exchanges across national and disciplinary boundaries. Applicants are expected to develop new or deeper partnerships through the collaboration.

Objectives: The sponsor seeks to fund research and graduate education projects in all disciplines without exception. It also encourages interdisciplinary projects when relevant. The modalities of cooperation are left to the initiative of the candidate universities. They can range from joint research and publications to the development of shared curricula and the establishment of joint and dual degrees. They can naturally include various forms of mobility for students, postdoctoral fellows, faculty and researchers.

Palm Foundation [94078]

Deadline: 12/01/08

Synopsis: The sponsor's program provides financial and product-donation assistance to high-quality, effective non-profit organizations. The sponsor provides product donations to eligible organizations that focus on issues directly related to the education of youth, while cash grants are made to organizations that focus on issues directly related to the education of youth at risk.

Objectives: The sponsor provides product donations to eligible organizations that focus on issues directly related to the education of youth. Preference will be given to organizations with a strong underserved outreach component. The Foundation is particularly interested in supporting organizations and programs that are engaged in: The innovative use of Palm mobile-computing products (handhelds as well as smartphones); Demonstrating the feasibility of Palm products and the ability to support their use; Integrating Palm products into efforts already put in place by the organization/institution; Serving disadvantaged youth in magnet and alternative schools and/or programs; and/or Assisting children who have special-education needs (e.g., autism, cognitive disabilities) or programs supporting student progress (e.g., the development and implementation of individualized education plans for children in foster care).

The sponsor provides cash grants to organizations that focus on issues directly related to the education of youth at risk - particularly those that have also submitted applications to the Palm Foundation for product donations and anticipate the need for financial assistance to support their product-donation proposals. In addition, preference will be given to organizations with a strong underserved outreach component. The Foundation is particularly interested in supporting the following organizations and programs: Magnet and alternative schools and/or programs/organizations/institutions serving disadvantaged youth; and
Projects that assist children with special education needs (e.g. autism, cognitive disabilities) and programs supporting student progress (e.g. the development and implementation of individualized education plans for children in foster care).

**LEGO Children’s Fund [93788]**
*Deadline: 02/01/09, 05/01/09*

**Synopsis:** The sponsor provides to qualified tax-exempt organizations including educational organizations with specific, identifiable needs primarily in these areas: early childhood education and development, technology and communication projects that advance learning opportunities, and sport or athletic programs that concentrate on under-served youth.

**Metanexus Institute on Religion and Science, Metanexus Global Network Initiative—Catalyst Grant Program [97487]**
*Deadline: 02/15/09*

**Synopsis:** The sponsor’s program is to designed to help foster collaboration across disciplines. The program unites specialists from a cross-section of academic disciplines -- including the natural sciences, social sciences, philosophy, theology and the humanities -- to pool their collective expertise with the goal of addressing the most stimulating and complex questions facing the world today.

**Objectives:** The goal of MGNI is to provide an opportunity for the world’s leading thinkers to supplement their current focus of study with interdisciplinary research. Working in teams across disciplines, participants will address the myriad angles of a single question, or a series of questions, through focused research. For participants, it is an opportunity to advance their own intellectual journey in an extraordinary way, while advancing society’s understanding of the most complex questions of the universe.

The goals of the Metanexus Global Network Initiative are fourfold: I. Promoting Transdisciplinary Exploration--The program seeks to promote the transdisciplinary exploration of the really big questions of life, the universe and humanity by: Stimulating research into material, human and spiritual realities; Posing new questions about ourselves, our communities, our universe, and our religious beliefs; and Producing and disseminating rigorous research in a variety of peer-reviewed print and electronic media, as well as in other forms of communication, to the widest possible audience.

II. Stimulating University-Wide Engagement--The program seeks to stimulate a university-wide engagement that may: Attract others from the university community to the working group; Spur research in new programmatic directions; Promote an expertise that spans the disciplines involved; Generate new research groups and programs, resulting in a flow of additional transdisciplinary activities; and Attract media attention and support from external resources.

III. Promoting International Collaboration--The program seeks to promote the development of an international collaborative network of grant groups, their members, and their sponsoring institutions to further broaden and diversify the grant participants’ experience.

IV. Transforming Higher Education--The program seeks to foster a revitalization of higher education by reintroducing the concept of renaissance scholarship and awakening the academy to its fundamental purpose: the quest for wisdom.

**Jackson (Henry M.) Foundation [59173]**
*Deadline: 12/01/08*

**Synopsis:** The sponsor provides grants which are intended as support and seed funding for new initiatives that offer promising models for replication and address critical issues in international affairs; human rights; public service; and environment and natural resources management.

**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.

**SCIENCES**

Sun Microsystems, Inc., Academic Excellence Grant Program [61268]
*Deadline: 02/06/09, 05/08/09*

**Synopsis:** The sponsor grants equipment to eligible organizations who have developed creative projects that address the sponsor’s investment priori-
ties and create partnerships for success. The primary investment priorities are higher education and kindergarten through twelve education.

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

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

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

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

NSF, Strategic Technologies for Cyberinfrastructure [90318]
Deadline: 02/12/09
Synopsis: The primary purpose of the Strategic Technologies for Cyberinfrastructure Program (STC1) is to support work leading to the development and/or demonstration of innovative cyberinfrastructure services for science and engineering research and education that fill gaps left by more targeted funding opportunities. In addition, it will consider highly innovative cyberinfrastructure education, outreach and training proposals that lie outside the scope of targeted solicitations.

Objectives: Projects appropriate for this program should: Be activities that include a demonstration of the potential impact on science or engineering research or education; Generate outcomes not currently under development elsewhere; Meet a clearly described cyberinfrastructure need not met elsewhere; and Generate outcomes that will be of interest to a range of science and engineering communities.

NSF, Federal Cyber Service: Scholarships for Service [S8802]
Deadline: 12/02/08
Synopsis: The Federal Cyber Service: Scholarship for Service (SFS) program seeks to increase the number of qualified students entering the fields of information assurance and computer security and to increase the capacity of the United States higher education enterprise to continue to produce professionals in these fields to meet the needs of our increasingly technological society.

Objectives: The SFS program is composed of two tracks:

The Scholarship Track provides funding to colleges and universities to award scholarships to students in the information assurance and computer security fields. Scholarship recipients shall pursue academic programs in information assurance for the final two years of undergraduate study, or for two years of master's-level study, or for the final two years of Ph.D.-level study. These students will participate as a cohort during their two years of study and activities, including a summer internship in the Federal Government. A limited number of students may be placed in National Laboratories and Federally Funded Research and Development Centers (FFRDCs). The recipients of the scholarships will become part of the Federal Cyber Service of Information Technology Specialists whose responsibility is to ensure the protection of the United States Government's information infrastructure. Upon graduation, after their two-year scholarships, recipients will be required to work for two years in the Federal Government. A limited number of students may be placed in National Laboratories and Federally Funded Research and Development Centers (FFRDCs). This number shall be set by the program office each year.

The Capacity Building Track provides funds to colleges and universities to improve the quality and increase the production of information assurance and computer security professionals.

Professional development of information assurance faculty and development of academic programs can be funded under this track.

NSF, CISE Cross-Cutting Programs [63149]
Deadline: 10/31/08, 12/22/08, 08/30/09, 11/30/09
Synopsis: This solicitation seeks proposals in cross-cutting areas that are scientifically timely, and that benefit from the intellectual contributions of researchers with expertise in a number of computing fields and/or sub-fields. The cross-cutting programs for FY 2009 and 2010 are: Data-intensive Computing; Network Science and Engineering; and Trustworthy Computing.

Objectives: The three cross-cutting programs are defined below:

Data-Intensive Computing -- The program will fund projects in all areas of computer and information science and engineering that increase our ability to build and use data-intensive computing systems and applications, help us understand their limitations, and create a knowledgeable workforce capable of operating and using these systems as they increasingly become a major force in our economy and society.

Network Science and Engineering (NetSE) -- The Network Science and Engineering (NetSE) program encourages members of all network science and engineering communities to engage in integrative thinking to advance, seed and sustain the transformation of networking research to enable the socio-technical networks of the future. The focus is on innovative research efforts that address new or as yet unsolved critical network challenges that by their nature require expertise and synergy from different areas of computing, as well as other relevant fields such as engineering, mathematics, economics, and the social sciences. The NetSE program seeks proposals focused on developing new theoretical foundations, principles and methodologies to understand and reason about the dy-
An Eye on Funding (Continued from page 11)

... dynamics and behavior of current and future large-scale networks, the interdependence among the physical, information and social networks they embody, and the tradeoffs among communication, computation and storage. Of interest are also new models that can inform the development of information systems and the networking and communications technologies that underlie them, and give coherence to the highly diverse ways users might access information in the future. NetSE also subsumes the programmatic area known as FIND, which explores radical future innovations in network design to meet the requirements of future socio-technical networks. The focus is on "clean slate", multi-disciplinary approaches, unconstrained by the current Internet. This undertaking requires rethinking network functions and design strategies, in the context of a range of scientific, technical and social challenges and opportunities. The emphasis is on creating theoretically grounded architectures that address fundamental policy and design engineering tradeoffs, support healthy economic models and promote social benefits. The NetSE program seeks broad, interdisciplinary advances in network science and engineering, and thus anticipates that successful projects with multiple investigators will typically need to bring together a team of people with different, complementary expertise, and single-investigator proposals will need to show that the investigator has expertise in two or more CISE-related areas, appropriate for the projects proposed. Research in NetSE is expected to have an assessment plan that might include, for example, formal verification, simulation, modeling, proof-of-concept development, prototype testing on a testbed, or, when applicable, usability evaluation involving human subjects. Trustworthy Computing -- The Trustworthy Computing program envisions a future in which our increasingly ubiquitous and distributed computing and communication systems deliver the quality of service they are designed to achieve, without disruption, while enabling and preserving privacy, security and trust. The program supports research and education activities that explore novel frameworks, theories, and approaches towards realizing a trustworthy computing future, recognizing that a number of intertwined scientific, technological and sociological challenges must be overcome to do so. The program will support projects that strengthen the scientific foundations of trustworthiness, in order to inform the creation of new trustworthy technologies. We especially seek new models, logics, algorithms, and theories for analyzing and reasoning about all aspects of trustworthiness-- reliability, security, privacy, and usability-- about all components and their composition. Building on its predecessor program Cyber Trust, the Trustworthy Computing program will also continue to support projects that explore the fundamentals of cryptography, that examine and strengthen security weaknesses in current algorithms or protocols, and that explore new computing models that promise to improve trustworthiness or our reasoning about it. The Trustworthy Computing program also seeks proposals focused on usability. Incorporating trustworthiness into a system should not place undue demands on human users or impact human or system performance. People are often the weakest link in security. How can we make it easy and enjoyable for people to use computing systems yet still protect them from unforeseeable attacks on their security and privacy? The needs of users are many, and include being informed of threats and breaches, to managing the appropriate dissemination of personal information on social networks, to controlling access to information that may be harmful to minors. System design for usability in different contexts demands new approaches to integrating and balancing among different functionalities, understanding human perception of trust including privacy, informing users of potential pitfalls, and predicting the potential consequences of user decisions.

**NSF, Science, Technology, and Society [96572]**
**Deadline:** 02/01/09
**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.

The sponsor may provide supplemental funding to existing awards in order to create research experiences for undergraduates (REU).

### NIH, Bioengineering and Obesity [92672]
**Deadline:** 01/07/09, 02/05/09, 05/07/09, 06/05/09, 09/07/09, 10/05/09
**Synopsis:** The sponsors provide support for applications to develop and validate new and innovative engineering approaches to address clinical problems related to energy balance, intake, and expenditure. Novel sensors, devices, imaging, and other technologies, including technologies to detect biochemical markers of energy balance are expected to be developed and evaluated by collaborating engineers, physical scientists, mathematicians, and scientists from other relevant disciplines with expertise in obesity and nutrition. This program will use the NIH Research Project (R01) award mechanism.

**Objectives:** The objective of this FOA is to encourage and enable teams of engineers and scientists to develop and evaluate promising technologies, instrumentation, and medical devices to better assess appropriate biomedical parameters and provide feedback and/or therapy to reduce the prevalence of obesity and overweight. Development of new technologies and application of existing technologies may be proposed. Examples of relevant technologies include, but are not limited to, imaging, diagnostic and therapeutic devices, direct and remote sensors, meters, micro-transmitters, and biomaterials. Studies may include use of animal models and/or human participants, but are not required to do so. If appropriate, plans for manufacturing and clinical evaluation of developed instrumentation and medical devices should be included in the application. Applications are encouraged that represent scientific and technical expertise and collaborations from fields such as biomedical engineering, computer sciences, physics, mathematics, statistics, human and animal nutrition, aging, exercise sciences, behavioral sciences, medicine, biochemistry, and biotechnology. Basic and applied scientific applications with rigorous hypothesis-testing designs or for design-directed research are encouraged.

### SOCIAL / BEHAVIORAL

#### NIH, Reducing Risk Behaviors by Promoting Positive Youth Development [98308]
**Deadline:** 01/07/09, 02/16/09, 05/07/09
**Synopsis:** The sponsors provide support for Research Project Small Grant applications from institutions/organizations that propose to enhance our understanding of effective positive 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. This program will use the NIH Small Research Grant (R03) award mechanism.

**Objectives:** The intention of this FOA is to fund high quality, behavioral and social science research with health and behavioral 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
An Eye on Funding (Continued from page 13)

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: 01/07/09, 02/16/09, 05/07/09, 06/16/09
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 confidential data and the protection of research subjects, and issues in developing interdisciplinary, multimethod, 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, multimethod, 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.

NSF, Methodology, Measurement and Statistics—General Research and Infrastructure Activities [76933]
Deadline: 01/16/09, 08/16/09
Synopsis: The sponsor supports the development of innovative methods and models for the social and behavioral sciences.

Objectives: The sponsor supports a broad portfolio of research and infrastructure activities that fall within the following areas:

- The development, application, and extension of formal models and methodology for social and behavioral research, including methods for improving measurement. The proposed research must have implications for one or more of the social and behavioral sciences.
- The development of formal models that cross traditional disciplinary boundaries, including research on statistical methodology or statistical modeling having direct implications for one or more of the social and behavioral sciences.
- Research on methodological aspects of new or existing procedures for data collection, including methodology for survey research, and research to evaluate or compare existing data bases and data collection procedures.
- The collection of unique databases with cross disciplinary implications, especially when paired with developments in measurement or methodology.
- The organizational infrastructure of social and behavioral research.

NIH, Methodology and Measurement in the Behavioral and Social Sciences [65684]
Deadline: 01/07/09, 02/05/09,
05/07/09, 06/05/09, 09/07/09, 10/05/09

**Synopsis:** The sponsors offer 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 confidential data and the protection of research subjects, and issues in developing interdisciplinary, multimethod, 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 Research Project (R01) 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, multimethod, 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.

**NSF, Developmental and Learning Sciences (DLS)—Individual Investigator Research Projects [63399]**

**Synopsis:** DLS supports fundamental research that increases our understanding of cognitive, linguistic, social, cultural, and biological processes related to children's and adolescents' development and learning. Research supported by this program will add to our basic knowledge of how people learn and the underlying developmental processes that support learning, with the objective of leading to better educated children and adolescents who grow up to take productive roles as workers and as citizens.

**Objectives:** Among the many research topics supported by DLS are: developmental cognitive neuroscience; development of higher-order cognitive processes; transfer of knowledge from one domain or situation to another; use of molecular genetics to study continuities and discontinuities in development; development of peer relations and family interactions; multiple influences on development, including the impact of family, school, community, social institutions, and the media; adolescents' preparation for entry into the workforce; cross-cultural research on development and learning; and the role of cultural influences and demographic characteristics on development. Additional priorities include research that: incorporates multidisciplinary, multimethod, microgenetic, and longitudinal approaches; develops new methods, models, and theories for studying learning and development; and integrates different processes (e.g., learning, memory, emotion), levels of analysis (e.g., behavioral, social, neural), and time scales (e.g. infancy, middle childhood, adolescence).

**Sage (Russell) Foundation [00518]**

**Deadline:** 03/15/09

**Synopsis:** Grants with a range between $35,000 and $500,000 support scholars for research projects in the basic social sciences.

**Objectives:** The sponsor's awards are restricted to support for basic social science research within its announced programs.

**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.
PROPOSAL DEVELOPMENT
Writing a grant can be an intimidating process. Whether you are writing a proposal for the first time or are a seasoned writer, ORSP has a wide variety of services to assist you.

CONTACTING SPONSORS
In many cases, particularly among federal agencies, preliminary inquiries are encouraged. Proposals to prospective sponsors may have a better chance of succeeding if they are preceded by an informal telephone call or a brief letter outlining the proposed project. This allows the investigator to determine if their project fits within the scope of what the sponsor supports and it gives the sponsors a chance to offer suggestions prior to the receipt of the formal proposal.

ELEMENTS OF A PROPOSAL
1. Title (Cover) Page: Most sponsoring agencies provide a special form to summarize basic administrative and fiscal data for the project. Linda Cook will fill out the forms for you. If you choose to do this yourself, please call for the correct administrative information.

2. Abstract: The abstract (summary) provides the reader with their first impression. It is the most important element of a proposal. It should present the essential meaning of the proposal and summarize all the issues mentioned in the introduction. The abstract is first in the proposal but should be written last.

3. Introduction: The introduction should begin with a statement of what is being proposed. It should be comprehensive and give enough background to enable the reader to place your particular research problem in a context of common knowledge and should very clearly show how its solution will advance the field or be important for some other work. Don't assume that the reader is familiar with your subject.

4. Literature Review (if required): Literature reviews should be selective and critical. Reviewers do not want to read through a voluminous working bibliography; they want to know the pertinent works and your evaluation of them.

5. Project Narrative: This is the heart of the proposal and the primary concern of the technical reviewers. Follow guideline formatting precisely. Be realistic, be explicit, be clear, be as detailed as possible, be specific, be certain that the connection between the objectives and the method is evident. Include goals, objectives, outcomes, evaluation and dissemination plans.

6. Description of Relevant Institutional Resources: The institution's demonstrated competence in the pertinent research area; experts in related areas that may indirectly benefit the project; unique or unusual research facilities or instruments available to the project; and/or specific cost sharing agreed to by the College.

7. List of References: If a list of references is included, it is placed at the end of the text and before the sections on personnel and budget.

8. Personnel: This section usually consists of two parts and is sometimes contained in the budget justification section. This section should include explanation of the proposed personnel arrangements; the biographical data sheets for each of the main contributors; how many persons and percentage of time; and academic disciplines participating in the project.
9. Budget: Maria Nakamura will help assist in the budget preparation. Items to think about are: release time/adjunct replacement; student assistants; clerical/other staff; consultants; travel; equipment; materials and supplies; publication costs; audiovisual services; computer services; other direct costs (telephone, postage, etc.); indirect costs; cost sharing.

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 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 signature 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 required Human Subject Committee or Animal Care Committed review, a signed approval from the appropriate committee must also be submitted to ORSP with the proposal.

What's on Our Web Site (Continued from page 16)

Brazilian Partnership (Continued from page 1)

ing the local bus routes, meeting with Antonio Kanaan and Paulo Henrique, our Brasilian collaborators. Students also got into their "work" schedules and were assigned a number of tasks regarding the software development. Students met and socialized with a number of Brasilian faculty/post-docs/graduate and undergraduate students and quickly became familiar with Floripa.

The first four weeks were spent in Florianopolis. Highlights of the social calendar were trips to a number of beaches, restaurants, soccer games and impromptu music jam sessions.

During the fifth week, we went to the LNA facility in Minas Gerais, the site of the telescope we were working on. This observatory is at altitude of almost 3000 meters. This week was the most productive period of the entire trip. The group would work late, sometimes sleeping at 5.00am in the morning and getting up for lunch around midday. We were visited by the Director of the LNA and were able to demonstrate the Graphical User Interface that members of the group were working on.

If you imagine the process of taking a picture with a camera, you point the picture at a camera, look in the viewfinder, judge if it's in focus or not, adjust the image, look in the viewfinder and repeat. A quantity called the FWHM is a measure of focus in observational astronomy. When this is a minimum or maximum for a range of different focus setting, the image is in focus. Attached is an image showing the FWHM at different focus adjustments and shows the telescope focusing on a star nicely. However the telescope did this entirely robotically: we were inside drinking coffee!

The last week back in Floripa was spent finishing up and documenting our work. It was a terrific experience.

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

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

ORSP Pre-Award Services Available

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

ORSP Pre-Award works in conjunction with other campus resources such as Penfield Library, Instructional Computing Center, Learning Resources, Center for Excellence in Learning and Teaching to provide necessary services to project activity and appropriate reimbursements. It is essential that Project Directors discuss their anticipated needs during budget development prior to proposal submission to ensure adequate funds are allocated for these campus services.

ORSP Contact Information

<table>
<thead>
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