Assessment and Implementation of Lake Sturgeon Recovery Efforts in New York State - Genetic Assessment of the Hatchery-Produced Lake Sturgeon Population in the Oswego River Basin is funded by the NYS Department of Environmental Conservation, Division of Fish, Wildlife and Marine Resources.

Need:
The lake sturgeon population in the Oswego River basin is a product of stocked fish whose parentage originated from two genetically distinct populations in the St. Lawrence River, one located near Massena, NY (stocked from 1996 - 2006) and the other near Montreal, Quebec (stocked in 1995 only, Welsh 2008). Oswego River basin sturgeon are in good condition with high growth rates, and fish from the earliest stockings appear to be reaching sexual maturity. Therefore, spawning may soon take place in this population and the long-term reproductive success of these fish is, in part, dependent on their genetic makeup. There are a number of genetic risks that may arise in stocked fish, including reduced reproductive fitness, low genetic diversity, and/or (Continued on page 15)
This program is to support and foster graduate and undergraduate student scholarly and creative activities done in collaboration with a SUNY Oswego faculty or staff sponsor.

**DEADLINE:** First Monday in November at 4:30 p.m. annually.

**ELIGIBILITY:** Graduate students formally accepted into a graduate program and undergraduate students in their freshman, junior, sophomore, or senior years at SUNY Oswego may apply.

**FUNDS:** The maximum award will be $1,000. Funds may be used for expenses directly related to the proposed scholarly and creative activity. Do not submit a budget for over $1,000 unless you can include proof that you have secured the additional funds needed over the $1,000.

**PURPOSE:** To support and encourage graduate and undergraduate students to engage in scholarly and creative activities in collaboration with a SUNY Oswego faculty or staff sponsor. Awards will be made in the fall for execution/completion of projects during the spring, summer and following fall. The funds may be used for supplies, equipment, or other expenses directly related to the execution/completion of the proposed scholarly and creative activity.

Any proposal that also meets the criteria for the Helen Bohmer Daly Memorial Research Grant will also be considered under these criteria.

Please visit our web site [http://www.oswego.edu/ORSP](http://www.oswego.edu/ORSP) for complete guidelines and forms. Look under “Campus Grants and Awards”.

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**Campus Grants & Awards Timeline**

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

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Upcoming Workshops

**Open House**

**Place:** ORSP, Penfield Library  
**Time:** Noon to 1:00 p.m.  
**Date:** Thursday, October 29, 2009

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

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

Also this semester:

**White Papers and Elevator Talks**

**Place:** Room 123, Penfield Library  
**Time:** Noon to 1:00 p.m.  
**Date:** Thursday, October 8, 2009

**Budgets**

**Place:** Room 123, Penfield Library  
**Time:** Noon to 1:00 p.m.  
**Date:** Thursday, November 12, 2009
ARTS

Mockingbird Foundation, Grants Program [84013]
Deadline: 02/01/10
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.

Alligator Juniper, National Photography Contest [69333]

Deadline: 12/01/09
Synopsis: The sponsor awards one prize of $500 for a black and white photograph. Other winners selected for publication are paid in copies.
Objectives: The sponsor provides an award for the best black and white photograph.

Graham (Elizabeth Firestone) Foundation, Grants Program [48257]
Deadline: 03/15/10
Synopsis: Support is provided to foster awareness and appreciation of contemporary visual art, particularly through catalogues and other publications that document art produced by emerging or under-recognized artists. Grant amounts typically range from $5,000 to $20,000. Eligible applicants are tax-exempt organizations.
Objectives: The sponsor is interested in projects that attempt to bring together artists and the community, support artists from marginalized populations, and provide exposure to contemporary art where it may not otherwise be seen. Funding is available for: exhibition catalogues and brochures, publications related to the grantee organization and its programs or collections, exhibitions and installations (on- or off-site), visiting artist programs, and film projects in their final completion phase.

COMMUNITY

American Association of University Women Educational Foundation, Community Action Grants [00612]
Deadline: 01/15/10
Synopsis: The sponsor provides seed money to individual women, AAUW branches, AAUW state organizations, and community-based nonprofit organizations. Grants ranging from $2,000 to $10,000 are available for one or two years.
Objectives: One-year grants provide seed money for new projects. Topic areas are unrestricted, but should include a clearly defined activity that promotes education and equity for women and girls. Two-year grants provide seed money for longer-term programs that address the particular needs of the community and develop girls' sense of efficacy through leadership or advocacy opportunities. Topic areas are unrestricted, but should include a clearly defined activity that promotes education and equity for women and girls.

EDUCATION

Spencer Foundation, Research Grants [00468]
Deadline: For budgets over $40,000, proposals are accepted at any time; there are no deadlines. For budgets $40,000 or less, proposals should be received in hardcopy by the deadline date. Deadlines for 2009 are October 2, 2009; and December 4, 2009.
Synopsis: The sponsor provides funding for research projects that study education in the United States and abroad.
Objectives: The sponsor has been moving towards more focused grant making in four specific areas of interest: The Relation between Education and Social Opportunity; Organizational Learning in Schools, School Systems, and Higher Education Institutions; Teaching, Learning, and Instructional Resources; and Purposes and Values of Education.

NSF, Innovative Technology Experiences for Students and Teachers [00726]
Deadline: 01/19/10
Synopsis: The ITEST program responds to current concerns and projections about the growing demand for professionals and information technology workers in the U.S. and seeks solutions to help ensure the breadth and depth of the STEM workforce.
Objectives: Four types of projects are invited: Research projects enrich the understanding of issues related to enlarging the STEM workforce. Research pro-
jects may conduct efficacy and effectiveness studies of intervention models, conduct longitudinal studies of efforts to engage students in the STEM areas, develop instruments to assess engagement, persistence, and other relevant constructs of student motivation, or conduct studies to identify predictors of student inclination to pursue STEM career trajectories. The program is especially interested in projects that target students from groups that are underserved and underrepresented in STEM and ICT-intensive careers, including those residing in rural and economically disadvantaged communities. Strategies projects design, implement, and evaluate models for classroom, after-school, summer, virtual, and/or year-round learning experiences for students and/or teachers. The strategies are intended to encourage students’ readiness for, and their interest and participation in, the STEM workforce of the future. Strategies project proposals must describe the anticipated contribution to the research knowledge base about STEM career preparation in addition to immediate impacts on participants. Scale-up projects implement and test models to prepare students for information technology or the STEM workforce of the future in a large-scale setting such as at state or national level. A scale-up project must be based on evidence of demonstrated success from an existing strategy for students or teachers. Conferences and Workshops target STEM educators (from both the formal and informal education communities), educational researchers, and evaluators. The proposed conferences would be expected to contribute to the development of a research agenda on K-12 STEM workforce preparation and development issues, workforce participation, and cyber-learning. Conferences or workshops must be designed to bring together individuals with expertise in technology and STEM education, career development, cognitive science, sociology, anthropology, science fields, and other communities that are invested in STEM workforce careers. Evaluation approaches for innovative STEM and ICT workforce motivation, preparation, and development models are also sought. Innovation through Institutional Integration (I3) projects enable faculty, administrators, and others in institutions to think and act strategically about the creative integration of NSF-funded awards, with particular emphasis on awards managed through programs in the Directorate for Education and Human Resources (EHR), but not limited to those awards. For Fiscal Year 2009, proposals are being solicited in nine EHR programs that advance 13 goals: CREST, GSE, HBCU-UP, ITEST, LSAMP, MSP, Noyce, RDE, and TCUP.

**American Honda Foundation, Grants Program [09372]**

**Deadline(s):** 11/01/09, 02/01/10, 05/01/10

**Synopsis:** The sponsor provides grant support for projects in the areas of youth and scientific education. Average grants range from $20,000 to $60,000 per year.

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

**NSF, Discovery Research K-12 [89596]**

**Deadline:** 01/07/10

**Synopsis:** The Discovery Research K-12 (DR K-12) program seeks to enable significant advances in preK-12 student and teacher learning of the STEM disciplines through development, study, and implementation of resources, models, and technologies for use by students, teachers, and policymakers. Projects funded under this solicitation begin with a research question or a hypothesis about how to improve preK-12 STEM learning and teaching. Projects create or adapt and study innovative resources, models, or technologies and determine how and why implementation affects STEM learning.

**Objectives:** The goal of the DR K-12 program is to enable significant advances in preK-12 student and teacher learning of the STEM disciplines through development, implementation, and study of resources, models, and technologies that eventually can and will be used effectively in many sites and circumstances across the nation. The DR K-12 program seeks to maintain a balanced portfolio by supporting projects ranging from those with immediate applicability to those that anticipate and provide the foundation for pre-K-12 STEM education as it could be in future decades. Projects that address immediate and pressing challenges typically develop and study resources, models, and technologies that could be implemented and brought to scale in the relatively near term, albeit in highly innovative ways. Projects that anticipate education as it could be in 10-15 years and beyond put forward ideas, concepts, theories, and modes of research and development that challenge existing assumptions about STEM learning and teaching. Such projects might envision transforming educational systems so that they: are dramatically more effective with the diversity of learners they will serve; support STEM learning with collaborative and interactive tools for cyber learning; help students and teach-
ers draw on the expertise and resources of scientists and practitioners located far from the classroom or teacher education setting; or link in-school and out-of-school STEM learning in imaginative new ways.

DR K-12 accepts proposals for exploratory projects, full research and development projects, synthesis projects, and conferences/workshops. The design of any DR K-12 project begins with a reasonable evidence-based hypothesis about how some aspect of STEM education can be improved. The proposal then offers a plan for developing and/or studying impact of the suggested innovation in STEM learning and teaching. The proposal should articulate clear goals for the project and a plan of work that describes research and development strategies appropriate for attaining its goals. Projects focused at different stages in the DRL cycle of research and development will naturally choose different development and implementation strategies and different research and project evaluation methods.

The DR K-12 program invites proposals for four types of projects: exploratory projects, full research and development projects, synthesis projects, and conferences/workshops.

Exploratory projects allow researchers and developers an opportunity to undertake preliminary work needed to clarify constructs, assemble theoretical or conceptual foundations, or perform early investigations of an idea for an innovative resource, model, or technology. They might develop that idea into prototype educational materials or practices and conduct research in pilot tests to advance the development process and to provide proof of concept and preliminary estimates of impact. These projects are likely to utilize an iterative research and development process. Researchers and evaluation are likely to be formative in nature, providing information needed for subsequent redesign of the resources, models, or technologies.

Implement/Study Efficacy/Improve projects refine promising interventions for which there are pilot data showing proof of concept and study their use in a wider, more realistic, set of implementation conditions. These projects are likely to involve aspects of design research, but focus on determining the efficacy of an intervention when it is strongly supported and when implementation fidelity is likely to be high. They may use experimental or quasi-experimental research designs for testing the intervention’s impact. The proposal should articulate a clear theory of action for the intervention’s contribution to STEM learning, with appropriate research questions at each stage of its development and a plan for evaluation of the project’s operations. Scale-up/Study Effectiveness projects have one or both of the following objectives: Determine the profile of effects from use of an innovative STEM education practice in a wide range of school situations; or determine the conditions required to successfully implement a STEM education intervention in typical schools. Both kinds of studies will typically involve both quantitative and qualitative research methods so that results will allow causal inference as well as insights into contextual factors that help explain the results.

Synthesis projects are small grants for the survey and analysis of existing knowledge on a topic of critical importance to preK-12 STEM education. Synthesis proposals should identify questions of importance to education research and development, identify areas where the knowledge base is sufficiently robust to support strong scientific claims, 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, audience for the findings, and forums for dissemination of results. Workshops and other meetings may be included as part of the synthesis process.

Conferences and workshops related to the mission of the DR K-12 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.

Kazanjian (Calvin K.) Economics Foundation, Inc., Grants Program [54697]

Deadline: 02/15/10

Synopsis: Support is provided to nonprofit organizations for proposals and projects with national impact having to do with economic education research.

Objectives: While the sponsor has a vital interest in the overall efforts to increase economic literacy, the Board of Trustees will give special attention to proposals and projects with national impact that address the following issues: Programs that raise various public’s participation in economic education and/or create a demand for greater economic literacy; The application of new strategies for teaching economics including on-line and web-based instruction; Projects, policy studies, or programs that encourage measurement of economic understanding more often
An Eye on Funding (Continued from page 6)

and/or more effectively; and Programs that help otherwise disenfranchised youth and/or young adults with children learn to participate in the economic system.

HEALTH & WELLNESS

American Foundation for Suicide Prevention, Standard Research Grants [75993]
Deadline(s): 12/01/09, 06/01/10
Synopsis: The sponsor provides up to $37,500 in support for investigators at any academic rank to conduct research on suicide from a variety of disciplines, including psychiatry, medicine, psychology, genetics, epidemiology, neurobiology, sociology, nursing, health services administration and many others.

Objectives: The sponsor provides support for investigators at any academic rank to conduct research on suicide from a variety of disciplines, including psychiatry, medicine, psychology, genetics, epidemiology, neurobiology, sociology, nursing, health services administration and many others.

HUMANITIES

NSF, Linguistics [61301]
Deadline: 01/15/10
Synopsis: The sponsor provides support for scientific research of all types that focus on natural human language as an object of investigation.

Objectives: The program supports research on the syntactic, semantic, phonetic, and phonological properties of individual languages and of language in general; the psychological processes involved in the use of language; the development of linguistic capacities in children; social and cultural factors in language use, variation and change; the acoustics of speech and the physiological and psychological processes involved in the production and perception of speech; and the biological bases of language in the brain.

American Library Association, distinguished Education and Behavioral Sciences Librarian Award [62814]
Deadline: 12/04/09
Synopsis: This award honors a distinguished academic librarian who has made an outstanding contribution as an education and/or behavioral sciences librarian through accomplishments and service to the profession.

Objectives: Nominees should have demonstrated achievements in one or more of the following areas: Service to the organized profession through ACRL/EBSS and related organizations; Significant academic library service in the areas of education and/or behavioral sciences; Significant research and publication in areas of academic library services in education and/or behavioral sciences; and Planning and implementation of academic library programs in education and/or the behavioral sciences disciplines of such exemplary quality that they could serve as a model for others.

NIH, Sustaining Cultural Heritage Collections [04704]
Deadline: 12/08/09
Synopsis: Sustaining Cultural Heritage Collections helps cultural institutions meet the complex challenge of preserving large and diverse holdings of humanities materials for future generations by supporting preventive conservation measures that mitigate deterioration and prolong the useful life of collections. Libraries, archives, museums, and historical organizations across the country are responsible for collections of books and manuscripts, photographs, sound recordings and moving images, archaeological and ethnographic artifacts, art, and historical objects that facilitate research, strengthen teaching, and provide opportunities for life-long learning in the humanities. To preserve and ensure continued access to such collections, institutions must implement preventive conservation measures, which encompass managing relative humidity, temperature, light, and pollutants in collection spaces, providing protective storage enclosures and systems for collections, and safeguarding collections from theft and from natural and man-made disasters. As they strive to be effective stewards of humanities collections, cultural repositories are increasingly interested in sustainable preservation strategies. NEH therefore invites proposals that explore and implement energy-efficient and cost-effective preventive conservation measures designed to mitigate the greatest risks to collections. To help institutions develop sound preventive conservation projects, NEH encourages collaborative and interdisciplinary planning, which may be especially helpful for identifying sustainable strategies. Such planning would include consideration of the following factors: the nature of the materials in a collection; the performance of the building, its envelope, and its systems in moderating internal environmental conditions; the capabilities of the institution; the nature of the local climate and the effects of climate change; the cost-effectiveness and energy efficiency of various approaches to preventive conservation; and the project’s impact on the environment.

Objectives: Sustaining Cultural Heritage Collections offers two kinds of awards: Grants for Planning and Evaluation --To help an institution develop and assess preventive conservation strategies, grants of up to $40,000 will support planning and evaluation projects, which may encompass such activities as site visits, planning sessions, monitoring, testing, project-specific research, and preliminary designs for implementation projects. Planning and evaluation grants may be especially helpful to institutions interested in exploring sustainable preventive conservation strategies. These grants might be used to: assess risks to collections and identify realistic approaches for mitigating them; examine passive and low-energy alternatives to conventional energy-intensive mecha-
nized systems for managing environmental conditions; analyze existing climate control systems and the performance characteristics of buildings and building envelopes to develop a plan for improved operation, effectiveness, and energy efficiency; and evaluate the effectiveness of preventive conservation strategies previously implemented, including energy-efficient upgrades to existing systems and performance upgrades to buildings and building envelopes. Planning and evaluation projects should involve an interdisciplinary team appropriate to the goals of the project. The team may consist of consultants and members of the institution’s staff and might include architects, building engineers, conservation scientists, conservators, curators, and facilities managers, among others.

Grants for Implementation--To help an institution implement a preventive conservation project, grants of up to $400,000 are available. Implementation projects should be based on planning that has been specific to the needs of the institution and its collections within the context of its local environment. It is not necessary to receive an NEH planning and evaluation grant to be eligible for an implementation grant. Planning could be supported by NEH, other federal agencies, private foundations, or an institution’s internal funds.

Implementation grants to preserve humanities collections might be used to manage interior relative humidity and temperature by passive methods such as creating buffered spaces and housing, controlling moisture at its sources, or improving the thermal and moisture performance of a building envelope; install or re-commission heating, ventilating, and air conditioning systems; install storage systems and rehouse collections; improve security and the protection of collections from fire, flood, and other disasters; and upgrade lighting systems and controls, to achieve energy efficiency and levels suitable for collections. Implementation Grants may also cover costs associated with renovation required to implement preventive conservation measures. Because Sustaining Cultural Heritage Collections grants may not fund new construction, the costs of installing climate control, security, and fire protection systems in a building under construction are not eligible. However, grants may support the purchase of storage furniture and the rehousing of collections that will be moved into a new building.

Glimmer Train Press, Inc., Short-Story Award for New Writers [69502]

Deadline(s): 11/30/09, 02/28/10, 05/31/10, 08/31/10

Synopsis: The sponsor provides an award for the best short story submission by a new writer. Entries must be entirely unpublished.

Objectives: The sponsor provides an award for the best short story submission by a new writer.

Writers' Journal, Write to Win Award [69389]

Deadline: 12/20/09

Synopsis: The sponsor provides an award for the best write-to-win entry. The sponsor will provide a "starter phrase." Entries can be a maximum of 1,500 words and stories must start with the "starter phrase." Winning entries will be published in future issues of Writers' Journal. First prize receives a cash prize of $150.

Objectives: This is a great opportunity for those who want to write, but don't know what to write about.

American Library Association, Baker & Taylor Conference Grants [16115]

Deadline: 12/01/09

Synopsis: The two grants of $1,000 each are awarded to librarians who work directly with young adults to enable them to attend the Annual Conference for the first time.

Objectives: The two grants of $1,000 each are awarded to librarians who work directly with young adults to enable them to attend the Annual Conference for the first time. One grant is given to a school librarian and one grant is given to a public librarian.

INTERDISCIPLINARY

World Community Grid [03318]

Deadline(s): 12/31/09, 03/31/10

Synopsis: World Community Grid is seeking proposals from research organizations interested in harnessing the immense power of Internet-connected computers to accelerate humanitarian research. The sponsor's goal is to support innovative efforts that will benefit most from this technology and promise to deliver significant results on the most pressing issues facing the global community. To meet this goal, the sponsor plans to implement as many as five research projects per year.

Objectives: The sponsor invites public and not-for-profit organizations to apply to use its powerful grid technology at no cost for projects that benefit humanity. Grid technology enables researchers to access tremendous amounts of power, exceeding that of several supercomputers, to run complex computations and to accelerate the pace of their research. Research results must be made available to the global research community and will be made available on World Community Grid's web site.

Because projects must serve to promote human welfare directly or indirectly, it is anticipated that projects in the following disciplines will be run on World Community Grid: New and existing infectious disease research: Research on cures for HIV and AIDS, Severe Acute Respiratory Syndrome (SARS), malaria, and others; Genomic and disease research: Studies that seek to identify the functions of the proteins that are coded by human genes and how they might relate to cures for common diseases; Natural disasters and hunger: Earthquake predictions, information on improving crop yields and livestock production, and evaluation of the supply of critical natural resources such as
water; and Environmental Research: Meteorology and severe weather prediction, pollution remediation, climate modeling, and others. Research that has the potential to assist economically disadvantaged communities and those in developing countries or to provide the initial research that can open new fields of inquiry will have priority.

Projects must meet three basic technological requirements, to ensure benefits from grid computing: 1. Projects should have a need for millions of CPU hours of computation to proceed. However, humanitarian projects with smaller CPU hour requirements are able to apply; 2. The computer software algorithms required to accomplish the computations should be such that they can be subdivided into many smaller independent computations; 3. If very large amounts of data are required, there should also be a way to partition the data into sufficiently small units corresponding to the computations.

**Wenner-Gren Foundation, International Collaborative Research Grants [18004]**
**Deadline:** 12/01/09
**Synopsis:** Awards of up to $30,000 each are available to assist anthropological research projects undertaken jointly by two or more investigators from different countries. **Objectives:** The sponsor supports anthropological research projects undertaken jointly by two or more investigators from different countries, where the principal investigators bring different and complementary perspectives, knowledge, and/or skills to the project. By encouraging international collaborations, the grant contributes to the development of an international anthropology that values and incorporates different national perspectives and resources.

**Jackson (Henry M.) Foundation, Grants Program [59173]**
**Deadline:** 12/01/09
**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 resource management. **Objectives:** The sponsor focuses its grantmaking in the following four areas: international affairs education; public service; environment and natural resource management; and human rights.

**NSF, Law and Social Science [61371]**
**Deadline:** 01/15/10
**Synopsis:** The Law and Social Science Program supports social scientific studies of law and law-like systems of rules, institutions, processes, and behaviors. **Objectives:** The sponsor supports social scientific studies of law and law-like systems of rules, institutions, processes, and behaviors. These can include, but are not limited to, research designed to enhance the scientific understanding of the impact of law; human behavior and interactions as these relate to law; the dynamics of legal decision making; and the nature, sources, and consequences of variations and changes in legal institutions. The primary consideration is that the research shows promise of advancing a scientific understanding of law and legal process. For example, research on social control, crime causation, violence, victimization, legal and social change, patterns of discretion, procedural justice, compliance and deterrence, and regulatory enforcement are among the many areas that have recently received program support. In addition to standard proposals, planning grant proposals, travel support requests to lay the foundation for research, and proposals for improving doctoral dissertation research are welcome. **Objectives:** The Law and Social Science Program continues to solicit proposals that take account of the growing interdependence and interconnections of the world. Thus proposals are welcome that advance fundamental knowledge about legal interactions, processes, relations, and diffusions that extend beyond any single nation as well as about how local and national legal institutions, systems, and cultures affect or are affected by transnational or international phenomena. Thus, proposals may locate the research within a single nation or between or across legal systems or regimes.

**NSF, Ethics Education in Science and Engineering [81569]**
**Deadline:** 03/01/10
**Synopsis:** The sponsor considers proposals for research and educational projects to improve ethics education in all of the fields of science and engineering that NSF supports, including in interdisciplinary or inter-institutional contexts. Proposals must focus on improving ethics education for graduate students in those fields, although the proposed programs may benefit advanced undergraduates in addition to graduate students. **Objectives:** The sponsor will consider proposals for research projects, education projects, and combinations of the two. It is interested in encouraging innovative education and research projects likely to create long-term improvement in ethics education for graduate students in science and engineering. It encourages applicants who are thinking creatively about ethics education, going well beyond standard approaches like providing students with a series of scenarios and having a discussion about them, or holding workshops and seminars with invited speakers, and then asking students to rate the activities on a survey form. Education projects must be based on research findings that indicate successful ways to enhance ethics education for graduate students. They may include a wide range of activities such as mentoring programs, infrastructure-development activities, faculty capacity-building activities, training of post-
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doctoral fellows to implement programs, and graduate-student involvement in program development. Projects to develop and test new materials or tools or teaching techniques are also eligible.

Research projects that examine ethics education for graduate students in science and engineering are also eligible for consideration in EESE. Proposals should build on earlier relevant research in ethics or education or other relevant fields, and add to the research base. Projects can include qualitative and/or quantitative approaches. The expectation is that project results will help in developing better ethics-education programs for graduate students; thus, proposals should specify plans to deliver findings to appropriate research and educational communities and assist them to implement projects or programs based on the findings. Research projects may also include a focus on ethical issues arising in educational research or in ethics education for graduate students. An example of such a context would be educating students with diverse cultural backgrounds.

Proposals may also combine research and education components. For instance, the first year of a project might examine ethics education for graduate students in a scientific or engineering field. The second year might implement programs on several campuses based on what was discovered. Repetition and modification, evaluation and diffusion might occur during the third year.

**SCIENCES**

**NSF, Human Origins (HOMINID) [61619]**

**Deadline:** 02/22/10

**Synopsis:** Human Origins: Moving In New Directions (HOMINID) aims to foster large scale integrative research and infrastructure projects through awards up to $500,000 per year and of up to five years in duration. Contingent on availability of funds, it is expected that two awards will be made each year and that the competition will continue on an annual basis, with a goal of developing a portfolio of awards that reflects the multiple approaches to understanding human origins. HOMINID awardees are encouraged to disseminate results broadly and exchange findings with other awardees, in order to increase the potential impacts of the research. Projects exploring human origins defined broadly (in terms of either temporal or spatial scope) are encouraged, however, the research must be firmly placed in the context of human evolution.

**Objectives:** Researchers are encouraged to apply a broad range of approaches and techniques to tightly defined and clearly justified questions of human origins. To illustrate -- but not limit -- the potential range, projects might focus on: Examining extant and past genetic diversity and establishing data or sample repositories; Acquiring and analyzing paleontological and archaeological data through, for example, long term fieldwork; Constructing relevant chronological geological and environmental contexts for human origins; Developing systems (including software and supporting infrastructure) applicable to human origins Conducting comparative studies of extant humans and other primate species, whether in terms of physical adaptations, socioecology, morphology, or molecular aspects; Supporting laboratories in multiple disciplines to develop and apply new technologies to the clarification of human origins issues; Using new technologies to clarify the evolution of human cognitive skills; Investigating the evolution of developmental regimes and control as they relate to human evolution; Analyzing long-term interaction between ancestral human populations and their biotic and abiotic landscapes, and the effects of those impacts on those ancestral populations themselves; and Examining the nature, impacts, and results of the colonization of novel landscapes.

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

**Deadline:** 02/26/10

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

**Objectives:** The CPS program is seeking proposals that address research challenges in three CPS themes: Foundations; Methods and Tools; and Components, Run-time Substrates, and Systems. Foundations research will develop new scientific and engineering principles, algorithms, models, and theories for the analysis and design of cyber-physical systems. Research on Methods and Tools will bridge the gaps between approaches to the cyber and physical elements of systems through innovations such as novel support for multiple views, new programming languages, and algorithms for reasoning about and formally verifying properties of complex integrations of cyber and physical resources. The third CPS theme concerns new hardware and software Components, Run-time Substrates (infrastructure and platforms), and (engineered) Systems motivated by grand challenge applications.

Three sizes of research and education projects will be considered: Small Projects are individual or small-team efforts that focus on one or more of the three defined CPS themes; Medium Projects also span one or more CPS
themes and may include one or more PIs and a research team of students and/or postdocs; and Large Projects are multi-investigator projects involving teams of researchers and their students and/or postdocs representing the same or multiple disciplines in computer science, engineering, and physical application domains, who together address a coherent set of research issues that either cut across multiple CPS themes or that explore in great depth a particular theme.

**NSF, CHE-DMR-DMS Solar Energy Initiative [98404]**

**Deadline:** 12/08/09

**Synopsis:** The purpose of the CHE-DMR-DMS Solar Energy Initiative is to support interdisciplinary efforts by groups of researchers to address the scientific challenges of highly efficient harvesting, conversion, and storage of solar energy.

**Objectives:** The purpose of the CHE-DMR-DMS Solar Energy Initiative is to support potentially catalytic interdisciplinary work by groups of researchers to address the scientific challenges of efficient harvesting, conversion, and storage of solar energy. The intent is to encourage new collaborations in which the mathematical sciences are linked in a synergistic way with the chemical and materials sciences to develop novel, potentially transformative approaches in an area of much activity but largely incremental advances. Since the chemistry and materials communities have already been working jointly, this initiative aims to bring novel mathematical concepts and approaches as a new and central component to this area. This is a way for the MPS chemistry, materials, and mathematics communities to contribute to the broad national portfolio on energy in a unique approach.

Projects supported under this activity must be closely collaborative throughout their course and depend for their advancement on the continuous interaction of scientists from all three research communities. The initiative seeks to catalyze transformative breakthroughs in solar energy research from the activities of groups of researchers working jointly at the frontiers of the three disciplines to address fundamental, first-principles questions with fresh perspectives and innovative approaches. A successful proposal should advance the frontiers of the three disciplines and lead to new concepts. It should also encourage the integration of interdisciplinary education with the research, e.g. by offering opportunities for interdisciplinary training to the students/postdoctoral fellows involved.

Research funded under this initiative will investigate novel methods for solar energy harvesting and conversion with potential efficiency substantially beyond that of current technology. Proposed work may include the investigation of energy storage mechanisms as integral parts of new techniques for solar energy harvesting and/or conversion.

**NSF, Computer and Network Systems (CNS): Core Programs [97687]**

**Deadline(s):** 11/28/09, 12/17/09

**Synopsis:** The sponsor's Division of Computer and Network Systems (CNS) supports research and education projects that develop new knowledge in two core programs: The Computer Systems Research (CSR) program; and The Networking Technology and Systems (NeTS) program.

**Objectives:** The sponsor supports two core programs as described below:

- **Computer Systems Research (CSR)** - The sponsor seeks advances that are specific to an application domain or a particular hardware platform as well as generic across domains and/or platforms. Also sought are proposals focused on advancing the state-of-the-art in systems and software research for compute-intensive applications and hardware.

- **Networking Technology and Systems (NeTS)** - The Networking Technology and Systems (NeTS) program supports the exploration of innovative and possibly radical network architectures, algorithms, protocols, and technologies that are responsive to the evolving requirements of current and yet to be discovered network services and applications operating in various environments. The NeTS program will enable scientific and technological advances leading to the development of future generation, high performance networks. The scope of the program ranges from personal area and home networks, to wireless and sensor networks, to enterprise, core and optical networks, and peer-to-peer and application-level networks.

**EPA, P3 Award: A National Student Design Competition for Sustainability: Focusing on People, Prosperity, and the Planet [77962]**

**Deadline:** 01/04/10

**Synopsis:** The P3 Award will be given to the winner(s) of a national, intercollegiate design competition among interdisciplinary student teams for their research, development, and design solutions to sustainability challenges.

**Objectives:** The P3 competition will provide grants to teams of college students to research, develop, and design solutions to sustainability challenges. P3 highlights people, prosperity, and the planet -- the three pillars of sustainability -- as the next step beyond P2 or pollution prevention. The P3 Award program is a partnership between the public and private sectors to progress toward sustainability by achieving the mutual goals of economic prosperity, protection of the natural systems of the planet, and providing a higher quality of life for its people. The sponsor and its affiliates offer the P3 Award competition to respond to the technical needs of the developed and developing world in moving towards the goal of sustainability.

Areas of interest are as follows: Agriculture (e.g., irrigation practices, reduction or elimination of pesticides), Materials and Chemicals (e.g., materi-
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als conservation; renewable, bio-based feedstocks; inherently benign materials and chemicals through green engineering, green chemistry, biotechnology; recovery and reuse of materials through product, process, or system design). Energy (e.g., reduction in air emissions through innovative strategies for energy production and energy distribution; energy conservation; inherently benign energy through green chemistry, green engineering; biotechnology). Water (e.g., water quality, quantity, conservation, availability, and access). Built Environment (e.g., environmental benefits through innovative green buildings, transportation and mobility strategies, and smart growth as it results in reduced vehicle miles traveled or reduces storm water runoff).

NSF, Manufacturing and Construction Machines and Equipment (MCME) [97486]
Deadline: 02/15/10
Synopsis: The MCME program supports fundamental research leading to improved machines and applications for both manufacturing and construction.
Objectives: Key goals are to advance the transition of these industries from skill-based to knowledge-based activities and to develop them as activities with minimal environmental and societal impact. To accomplish these goals the program emphasizes research leading to a fundamental understanding of the relevant physical processes resulting in better predictive models and improved manufacturing and construction decision making. The program also supports research on solid freeform fabrication encompassing scales from microns to meters (nanometer scale additive manufacturing is supported under the Nanomanufacturing program).

Sun Microsystems, Inc., Academic Excellence Grant Program [61268]
Deadline(s): 11/30/09, 02/26/10, 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: The sponsor grants equipment to eligible organizations who have developed creative projects that address the sponsor's investment priorities and create partnerships for success. Grants are awarded under the following priorities:
- Higher Education: including the teaching of SUN technologies, web-based learning, scientific and engineering computing, and business collaborations.
- Primary and Secondary (K-12) Education: including primary and secondary education and university outreach.
- Funding for grants focus on areas such as: Curriculum Integration; Community Development; Localization; Community Outreach; Java Software Development; Application Development; and Thin Client.

American Society of Forensic Odontology, Research Grants [71509]
Deadline: 12/31/09
Synopsis: The sponsor provides funds to support research in forensic odontology.

NSF, Materials and Surface Engineering (MSE) [95033]
Deadline: 02/15/10
Synopsis: The MSE program supports fundamental research leading to a better understanding of the effect of microstructure, surfaces and coatings on the properties and performance of engineering materials, and the ultimate control of these properties through material design.
Objectives: Of particular interest is materials service under conditions such as impact, temperature extremes, corrosion, oxidation, and friction. The program also supports research leading to biomedical applications of materials. Funded research includes both experimental and theoretical approaches.

NSF, Engineering Design and Innovation (EDI) [95032]
Deadline: 02/15/10
Synopsis: The EDI program supports research leading to design theory and to tools and methods that enable implementation of the principles of design theory in the practice of design across the full spectrum of engineered products.
Objectives: The program focus is on gaining an understanding of the basic processes and phenomena underlying a holistic, life-cycle view of design. The program funds advances in basic design theory, tools and software to implement design theory, and new design methods that span multiple domains, such as design for the environment and for manufacturability.

NSF, Cyber-Enabled Discovery and Innovation [94647]
Deadline(s): 12/08/09, 12/09/09
Synopsis: The Cyber-Enabled Discovery and Innovation (CDI) initiative has been designed to yield revolutionary science and engineering research outcomes made possible by innovations and advances in computational thinking.
Objectives: CDI seeks ambitious, transformative, multidisciplinary research proposals within or across the following three thematic areas: From Data to Knowledge - enhancing human cognition and generating new knowledge from a wealth of heterogeneous digital data; Understanding Complexity in Natural, Built, and Social Systems - deriving fundamental insights on systems comprising multiple interacting elements; and Building Virtual Organizations - enhancing discovery and innovation by bringing people and resources together across institutional, geographical and cultural boundaries. Two types of CDI awards will be supported as a result of the FY 2009 CDI
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competition: Type I awards will require efforts up to a level roughly comparable to: summer support for two investigators with complementary expertise; two graduate students; and their collective research needs (e.g. materials, supplies, travel) for three years; and Type II awards will require larger (than Type I) efforts up to a level roughly comparable to: summer support for three investigators with complementary expertise; three graduate students; one or two senior personnel (including post-doctoral researchers and staff); and their collective research needs (e.g. materials, supplies, travel) for four years. The integrative contributions of the Type II team should clearly be greater than the sum of the contributions of each individual member of the team.

NSF, Foundations of Data and Visual Analytics [94206]
Deadline: 01/20/10
Synopsis: The sponsors invite research proposals whose outcomes will enable data stakeholders to detect the expected and discover the unexpected in massive data sets. Research outcomes will be applicable across broad application areas, establishing a solid scientific foundation for visual analytics systems of the future.
Objectives: Through this solicitation, the FODAVA program will make four to five new FODAVA-Partner awards in each of FYs 2009, 2010, 2011 and 2012, pending the availability of funds. These new FODAVA-Partner projects will explore novel algorithms and methods that will: fundamentally advance the theory and practice of transforming discrete data into new scalable representations suitable for computer manipulation that faithfully represent the content of the underlying data; and synthesize information of different types and from different sources into a unified data representation. Competitive research proposals will also contain a research component taken from a topic area such as, but not limited to, visualization, human-computer interaction, and perceptual psychology that explore how novel algorithms and methods will enhance future visual analytics systems.
Topics of interest include: Synergistic combinations of data transformation techniques to create more meaningful representations with semantic richness and validity; Iterative approaches that will tightly couple novel data transformations with visualization systems, including methods to capture and represent information quality and uncertainty; Novel transformations to facilitate dynamic identification of new or unanticipated events which may also include measures of usefulness; Computational and mathematical algorithms that will enable the unified representation of dynamic data of multiple types and sources; and Fundamentally new approaches to identifying changes in massive data sets.
This solicitation seeks proposals that will develop data transformation algorithms for Data and Visual Analytics that will be applicable across broad application areas of science, engineering, health, commerce, and homeland security, and will lay the scientific base for visual analytics systems of the future. While testbed data from specific application areas will likely be needed, proposals should focus on fundamental research advances and not specific application domains.

NSF, Computational Mathematics [93927]
Deadline: 12/15/09
Synopsis: The sponsor supports research aimed at furthering the understanding of organisms as integrated units of biological organization. The Cluster considers proposals focused on interacting physiological and structural systems, their environmental and evolutionary contexts, and how these components are constrained by their integration into the whole organism. Projects that use systems approaches to understand why particular patterns of architecture and regulatory control have emerged as general organismal properties are particularly encouraged. Understanding how and why emergent organismal properties such as robustness, adaptability and resilience arise in the context of environmental, genetic, biochemical and morphological variations are of interest. The Cluster encourages model building to augment traditional experimental approaches in order
to guide research on complex functional networks. Multidisciplinary approaches to the study of organismal systems including research at the interfaces of biology, physics, chemistry, mathematics, computer science and engineering are encouraged in each of the following areas:

Symbiosis, Defense and Self-Recognition--This programmatic area supports research on the processes and structures that mediate intimate interactions between two or more organisms. Proposals are encouraged that focus on the dynamics of initiation, dissolution and stability of these complex associations through studies of underlying processes of communication, immunological recognition and signaling, feedbacks, and reciprocal responses between interactors. All aspects of symbiosis, including commensalisms, mutualisms, parasitism and host-pathogen interactions are included. Processes, Structures and Integrity--The focus of this programmatic area is on understanding the unity of organismal complexity through studies of coherent, structural and functional properties and interactions. Systems approaches that predict or reveal the nature of coordination among functional processes and/or structural components as a means to further the understanding of organismal integrity and emergent properties are particularly encouraged. Organism-Environment Interactions--The focus of this programmatic area is on understanding the nature of organismal performance and interactions during routine changing, or stressful abiotic environmental conditions. The program seeks proposals aimed at understanding how interactions among genetic, biochemical, morphological and physiological processes result in integrated organismal responses. Increasing emphasis is placed on understanding how and why such interactions result in emergent properties such as adaptability, plasticity, and robustness (i.e., both resistance and resilience). Special emphasis is placed on projects that adopt systems approaches, including quantitative and qualitative analysis, theoretical models and prediction to understand the dynamics and control of organismal responses to the environment from near term to evolutionary time frames.

**NSF, Mathematical Biology [89416]**
**Deadline:** 01/13/10
**Synopsis:** The Mathematical Biology Program supports research in areas of applied and computational mathematics with relevance to the biological sciences.

**Objectives:** Projects may include development of mathematical concepts and tools traditionally seen in other disciplinary programs within the Division of Mathematical Sciences, e.g., topology, probability, statistics, and computation, etc. To receive appropriate and timely review, such proposals should be submitted directly to the relevant disciplinary program, but will be considered for co-review by the Mathematical Biology program which may be selected as a secondary program. Note that proposals that use established mathematical, statistical and computational tools to address problems in the biological sciences are typically not appropriate for consideration by the disciplinary programs within DMS.

**SOCIAL / BEHAVIORAL**

**NSF, Behavioral Systems [91747]**
**Deadline:** 01/12/10
**Synopsis:** The sponsor supports research on the development, function, mechanisms and evolutionary history of behavior, with emphasis on a vertically integrated understanding of the behavioral phenotype.

**Objectives:** The sponsor supports research on the development, function, mechanisms and evolutionary history of behavior, with emphasis on a vertically integrated understanding of the behavioral phenotype. To foster this integrative goal, the sponsor specifically encourages projects that seek to understand how combinations of neural, hormonal, physiological and developmental mechanisms act synergistically as a system from which behavior emerges. Laboratory work or the study of animals in captivity is encouraged, to the extent that it contributes to the understanding of behavior in natural systems.
artificial selection. Because of their limited parentage, Oswego basin lake sturgeon have an established set of boundaries on their genetic variability. If the genetic variability is too limited or inappropriate for the environmental conditions in the watershed, the reproductive success of these fish may be compromised. In addition, the Oneida Lake sturgeon population is being considered for use as a brood stock source (Carlson et al. 2004) for other sites selected for recovery (Carlson 2005), which would establish this same set of genetic boundaries in recipient waters. Therefore it is important to measure the genetic characteristics of the lake sturgeon population in the Oswego River basin in order to assess the potential risks. A critical component of this assessment is measurement of the genetic characteristics of parental populations in the St. Lawrence River and other populations throughout the Great Lakes. These population comparisons will allow for a more complete assessment of the genetics of the Oswego River basin lake sturgeon, which will help determine genetics-related risks that may arise and appropriate courses of action (e.g., increase diversity through further stocking and appropriate mixing of gametes from parental stock) that may be taken to alleviate these risks.

Objectives:
1. Compare the genetic characteristics of the stocked sturgeon in Oneida Lake to those of natural Great Lakes populations (including the St. Lawrence River).

2. Compare stocking cohorts to determine if there is a relationship between genetic diversity and the number of individuals used for stocking that year.

3. Compare different possible breeding scenarios (e.g., between cohorts, within cohorts) to observe the effect on the resulting diversity of the offspring. This will be done through simulations.

4. Identify the minimum number of adults and years of stocking needed in order to establish the necessary genetic diversity.

Expected Results or Benefits:
The results of this study will describe the genetic characteristics of lake sturgeon in the Oswego basin as derived from stocking in 1995-2004 and compare them to wild populations in the Great Lakes and St. Lawrence River. The genetic suitability of Oneida Lake sturgeon as a brood stock for other New York waters will be assessed. If Oneida Lake is deemed an appropriate brood source, this may alleviate the need for parental stock from the St. Lawrence River, where the possibility of the fish disease VHS has halted the propagation program. Based on the genetic diversity assessments, recommendations will be made on future courses of action with regard to stocking the Oswego River basin. At the end of the study (2011) it is anticipated that all results will be fully analyzed by the principal investigators and incorporated into and submitted as a final report. One or more peer-reviewed publications are also anticipated later. Project participants will also present results at scientific meetings.

Approach:
Fin clip samples from Oneida Lake are currently available from sturgeon stocked during eight different years between 1995-2004. These samples were collected, and are being provided, by Randy Jackson at the Cornell Biological Field Station. One hundred samples are available from the 1995 stocking and 50 samples are available for all other years (450 total samples). One hundred and ten samples are also available from the St. Lawrence (60) and Grasse rivers (50, St. Lawrence River tributary). Samples will be genotyped at 12 microsatellite loci. The Primary Investigator (Amy Welsh) is conducting a concurrent study, funded by the Great Lakes Fishery Trust, on the genetic diversity of lake sturgeon from 34 locations throughout the upper Great Lakes (Welsh et al. 2007). Results from this study will be compared to the genetic assessments in the Oswego and St. Lawrence river basins. Methods for genetic analysis for these 2 studies will be the same and are described in detail in Welsh et al. (2007).

Location:
Samples were taken from Oneida Lake, and the St. Lawrence and Grasse rivers. Laboratory work will be conducted at SUNY Oswego.

Schedule:
Sample analysis June-July 2009, 2010
Data analysis and final report May 2011.

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

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

ORSP Pre-Award Services Available

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

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