A Distinguished Teaching Professor of Psychology at SUNY Oswego, Dr. Helen B. Daly was internationally known for her work on the behavioral effects of pollutants. She directed the Center for Neurobehavioral Effects on Environmental Toxins at SUNY Oswego. Her keynote address on this topic at the biennial meeting of the International Joint Commission on the health of the Great Lakes in September in Minnesota received national media attention. In the fall of 1994, the American Association for the Advancement of Science named her an AAAS fellow in recognition of her work in this area and in the psychology of learning.

Along with her husband, Dr. John T. Daly of SUNY Oswego’s Mathematics Department, she made a major contribution toward developing a mathematical model of learning. Daly was a fellow of the American Psychological Association. Her research over the year was funded by major grants from the National Science Foundation, National Institute of Mental Health, Great Lakes Protection Fund and Agency for Toxic Substances and Disease Registry, and had been published in the leading journals of experimental and physiological psychology and learning. She was co-author with her colleague, Dr. Kenneth M. Rosenberg, of a textbook, Foundations of Behavioral Research, published in 1993. She served four years on the National Institute of Mental Health grants review panel, and her expertise was sought by the National Science Foundation as a grants reviewer.

She joined the SUNY Oswego faculty in 1968, received the SUNY Chancellor’s Award for Excellence in Teaching 1986 and the SUNY Oswego President’s Award for Creative and Scholarly Activity and Research in 1985. She was promoted to distinguished teaching professor, a rank above full professor, by the SUNY board of trustees in 1989. In 1994 she received a gold medal for sponsored research at SUNY Oswego in recognition of her success in obtaining research grants.

At Oswego, she was founder of the college’s annual Quest day, in which students, faculty and staff devote a day to sharing their scholarly research and creative activities. She was active in the college’s honors program in psychology.

In the community, Daly was active in local environmental organizations, including Ecology Action of Oswego.

She received her bachelor’s degree in psychology in 1963 from Harpur College of SUNY Binghamton and her doctoral degree in 1966 from the University of Rochester. She was a post-doctoral fellow of the National Institute of Mental Health at Syracuse University from 1966 to 1968.

In addition to her teaching at Oswego, she was affiliated on a visiting basis with Yale University, the University of California at San Diego and at Irvine, and the University of Texas at Austin.

(From Memorial Service on February 29, 1995)

A brief History of Quest can be found on page 4.
If you are interested in any of the following funding opportunities, send an e-Mail to lcook@oswego.edu with the program title and reference number if there is one.

**ARTS**

**Summer Schools in the Arts (NEA) [79463]**

**Scope:** The sponsor is undertaking the Summer Schools in the Arts initiative. Through rigorous, challenging arts education programs that occur during the summer, children and youth will acquire knowledge and skills in the arts, develop effective study habits, and gain lifelong interests in the arts and culture.

**Deadline:** May 23.

**Areas:** A summer school in the arts is one that: provides summer instruction in one or more arts disciplines; offers a comprehensive curriculum where participants actively create and/or perform as well as respond to the arts; culminates in public performances, exhibitions, or other demonstrations of the participants' achievements in the arts; measures the extent to which students gain knowledge and skills according to national, state, or local arts education standards; offers instruction to the same group of students over a minimum of ninety contact hours; may provide free or subsidized tuition for students of limited financial resources; serves children and youth generally between the ages of five and eighteen; and coordinates with the participants' schools and/or school districts to encourage standards-based arts instruction and otherwise extend and build upon the summer experience.

**Graphic Arts Education and Research Foundation [66237]**

**Scope:** Support is provided for educational and research projects designed to enhance the future of the graphic communications industry.

**Deadline:** May 30.

**Areas:** The sponsor provides support for education and research projects designed to promote a strong future for the printing and publishing industry. The sponsor awards standard grants, continuing grants and grants for teacher conferences.

**Aaron Copland Fund for Music Performing Ensembles Program, American Music Center [16581]**

**Scope:** The sponsor provides support for organizations whose performances encourage and improve public knowledge and appreciation of serious contemporary American music.

**Deadline:** June 30.

**EDUCATION**

**Advanced Learning Technologies (NSF) [NSF 05-561]**

**Scope:** Through the Advanced Learning Technologies (ALT) program, the CISE and EHR Directorates of NSF support research that (1) enables radical improvements in learning through innovative computer and information technologies, and (2) advances research in computer science, information technology, learning, and cognitive science through the unique challenges posed by learning environments and learning technology platforms. Integrative research approaches that build across disciplines and establish tight linkages among theory, experiment, and design are strongly encouraged.

**Deadline:** May 26.

**Funds:** 6 to 10 - standard or continuing grants, $2,700,000 pending availability of funds.

**Areas:** Under this program, CISE and EHR will support research and prototyping work that is built around well defined learning and technology goals, and leads to generalizable advances in knowledge and technology. Large-scale studies, infrastructure, large-scale system development, or educational materials development will not be supported under this program. Both learning and technology goals are expected to be well articulated and significant: educational applications of off-the-shelf technologies or projects that neither model nor measure learning will not be supported under this program. Proposals that do not address both learning and technology goals may be returned without review by the program.

Technology goals may include (but are not limited to): systems for tutoring or assessment, modeling and sensing of cognitive or emotional states, context awareness, natural language interfaces, collaboration, and knowledge management. Non-traditional goals that redefine the roles of technology in learning are encouraged.

Educational foci for ALT projects must include an area of science, technology, engineering, or mathematics (STEM), or general cross-cutting skills directly relevant to STEM. ALT projects may be targeted toward learning settings from pre-K through adulthood. Generalization, transfer, and learning of abstract concepts and relationships are of high interest to the program.

Learning and technology goals are expected to drive an integrative research strategy that builds on appropriate expertise in computer science and learning research, and facilitates close interactions among theoretical, experimental, and design aspects of a project. Proposals to ALT are expected to clearly delineate:

- Specific learning and technology goals;
- Research context upon which new work will build;
- Proposed new work, including methods, measures, assessment and evaluation;
- Research plan, integrative research strategy, and preliminary timetable.

**Course, Curriculum, and Laboratory Improvement (NSF) [82348]**

**Scope:** The program seeks to improve
the quality of science, technology, engineering, and mathematics (STEM) education for all undergraduate students. Based on a cyclic model of knowledge production and improvement of practice, CCLI supports efforts that conduct research on STEM teaching and learning, create new learning materials and teaching strategies, develop faculty expertise, implement educational innovations, assess learning, and evaluate innovations. The program supports three types of projects representing three different phases of development, ranging from small exploratory investigations to comprehensive projects.

**Deadline:** May 18.

**Funds:** Approximately $31 million is available to fund seventy-one to ninety-nine awards.

**Areas:** Proposals may focus on one or more of the following components of this cyclic model for knowledge production and improvement of practice, as it is applied to stimulating and sustaining innovative developments in undergraduate STEM education.

**Conducting Research on Undergraduate STEM Teaching and Learning:** Results from assessments of learning and teaching and from projects emphasizing other components in the cyclic model provide a foundation for developing new and revised models of how undergraduate students learn STEM concepts and for exploring how effective teaching strategies and curricula enhance that learning. Projects may also contribute to educational research by synthesizing previous results and theories. These projects will have a practical focus, in that they will lead to testable new ideas for creating learning materials and teaching strategies that will have an impact on STEM educational practices.

**Creating Learning Materials and Teaching Strategies:** Guided by research on teaching and learning or by evaluations of previous efforts, projects will develop new learning materials and tools, or create new and innovative teaching methods and strategies. Projects may also revise or enhance existing educational materials and teaching strategies, based on prior results. Such projects may include activities that help faculty develop expertise in adapting these innovations and incorporating them effectively into their courses.

**Developing Faculty Expertise:** Using new learning materials and teaching strategies often requires faculty to acquire new knowledge and skills and to revise their curricula and teaching practices. Projects will design and put into practice methods that enable faculty to gain such expertise. These can range from short-term workshops to sustained activities that foster new communities or networks of practicing educators. Successful projects will provide cost-effective professional development for a diverse group of faculty so that new materials and teaching strategies can be widely implemented.

**Implementing Educational Innovations:** Learning materials, teaching strategies, or faculty-development methods that have demonstrated success in their original contexts will be disseminated to new educational settings, or adopted more widely, by projects that implement educational innovations. These materials, strategies and methods may come from CCLI projects or from other sources in the STEM community.

Funds may be requested for local adaptation and implementation projects, including instrumentation to support such projects. Results from implementation projects will illuminate the challenges to and opportunities for adapting innovations in diverse educational settings, and may provide a foundation for the development of new tools and processes for assessments of learning and teaching.

**Assessing Learning and Evaluating Innovations:** Implementing educational innovations will create new needs to assess student learning and faculty development. Projects will design and test new assessment and evaluation tools and processes. Projects that apply new and existing tools to conduct broad-based assessments or evaluations may also be considered, provided they span multiple projects and are of general interest. Results obtained using these tools and processes will provide a foundation that leads to new questions for conducting research on teaching and learning.

**Teacher Quality Enhancement (ED)**

**Scope:** The Education Department invites applications to demonstrate systemic changes in teacher recruitment, preparation and support.

**Deadline:** May 2.

**Funds:** $16.6 million for 20 awards of $650,000 to $1.1 million each. The project period is three years.

**Eligibility:** States and partnerships that comprise a higher education institution with an eligible teacher preparation program, a school of arts and sciences and a high-need local education agency.

**Areas:** The solicitation calls for projects that point to "significant and lasting systemic changes" and growth in the supply of well-trained and qualified teachers.

**INTERDISCIPLINARY**

**Next Generation Cybertools (NSF)**

**Scope:** The National Science Foundation's Directorate for Social, Behavioral and Economic Sciences and its Directorate for Computer and Information Science and Engineering seek proposals to establish information infrastructure testbeds focused on producing the next generation of cybertools for complex multi-scale study and analysis of individual and organizational behavior.

**Deadline:** May 30.

**Funds:** $4 million for two awards ($2 million per testbed).

**Areas:** The program seeks to exploit and extend the synergistic relationship
A Brief History of QUEST

In 1979, the Scholarly and Creativity Activity Committee (SCAC), then known as the Faculty Research Committee (FRC), attempted to come up with ways to encourage research on campus. One suggestion was to have a Scholarly Activities at Oswego Conference, where faculty could present their research to the campus community. The Committee asked the administration for permission to hold such a conference the following spring, and FRC Chair Helen Daly took the proposal to the administration. They reluctantly agreed, adding that we should not be disappointed by lack of participation, since "Oswego is a teaching college." Quest had an impressive 77 presentations that first year.

Dr. Daly accepted the responsibility of organizing Quest. Originally scheduled for March 25, delays in printing the programs forced the presentation date to be changed to April 23. It was decided to call the conference "Quest '80" after our quest for knowledge and the year.

In the opening session, Helen Daly gave introductory remarks. Assistant Provost Gubbi Sachidanandan (Sachi) introduced President Virginia Radley, who spoke on "Reasons Why," and Provost Ralph Spencer, who spoke on "Quest for What."

After the first successful Quest, the FRC petitioned administration to approve Quest day the following year. The administration was again dubious that faculty would find enough new material to have Quest every year, but reluctantly agreed to Quest '81. That year Quest had fewer participants, but still had an honorable 56 presentations.

After the second Quest, the administration knew Quest would be a successful annual program, and canceled classes for Quest '82 for the first time. The following year Quest included Honors Convocation, and again classes were canceled; this practice has continued ever since. Quest '83 also offered the first President's Award for Creative and Scholarly Activity and Research, and the first Sigma Xi lecture on the eve of Quest.

In 1980, all of the Quest presentations were in Hewitt Union. For Quest '93, Lanigan was used extensively for the first time. Now Quest is spread between Hewitt Union and Lanigan Hall, with special programs offered in Tyler Hall and Penfield Library.

Few students presented their work in the original Quest '80; now students give the majority of presentations. Quest '04 even offered a presentation by a deaf student with the help of a signer. Quest '96 was dedicated to the memory of Dr. Helen Daly, because she took the concept of Quest and turned it into reality.

After running Quest for three years, Dr. Daly asked to break in a new person for Quest '83 to take over the following year. Others who have chaired or co-chaired the Quest Subcommittee include Jack Narayan, Warren Flint, Vince D'Ambrosio, Said Attri, Joe LeFevre, Karen Nicholas, Terry Hammill, Nola Heidlebaugh, Mary Loel, Alok Kumar, Al Lackey and Sarfraz Mian. In 1995, SCAC petitioned the administration for help in running Quest, and in 1996, Bill Bosch began chairing the Quest Subcommittee in his capacity as Director of CELT.

An Eye on Funding (continued from page 3)

of social and behavioral scientists' pursuits, on one hand, and computer and information scientists' efforts, on the other; the former, in finding new ways to create and analyze data to describe human and organizational behavior and the latter in developing ways to improve domain-specific and general-purpose tools to analyze and visualize data. Research will involve medium-scale groups of senior scientists from relevant fields.

Successful proposals for the organization information testbed will address three components:

- Development of tools that facilitate the integration of qualitative and quantitative information for varied sources, multiple media and/or multiple modes;
- Investment in basic research that address the protection of the confidentiality of respondents in computerized, widely accessible databases;
- Development of incentives, standards and policies for collecting, storing, archiving, accessing and publishing research results using organization relevant information.

Proposals for the individual information testbed should involve cybertools that can be applied to large-scale and distributed data-sets and address those that facilitate automatic collection, integration, annotation, archiving, accessing and analysis of:

- Existing distributed data sets;
- Extensive audio and video recordings and details of physical artifacts;
- Protecting the confidentiality of participant identity in widely accessible, computerized databases.

Broading Participation in Computing (NSF)

Scope: The National Science Foundation solicits applications for comprehensive institutional alliance programs and smaller demonstration projects meant to significantly increase the number of U.S. students receiving post-secondary degrees in computing disciplines.

Deadline: June 14, 2005, April 5, 2006, and April 4 for alliance and demonstration projects.

Funds: $14 million for 20 to 25 awards in fiscal 2006, pending funding availability.

Areas: Alliances design and implement comprehensive programs that especially address underrepresentation of women, individuals with disabilities and ethnic and racial minorities in computing disciplines. Participants develop and carry out interventions that support students; create sustainable changes in
Campus News – Quest 2005 - 25th Anniversary

Quest is a symposium dedicated to sharing the scholarly and creative pursuits of faculty, staff, and students of the State University of New York at Oswego. It is sponsored by the Scholarly and Creative Activities Committee, the Center for Excellence in Learning and Teaching, the Office of Research and Sponsored Programs and the Office of the Provost. Faculty and staff are invited, not only to present, but to encourage student presentations and attendance.

Wednesday April 20th has been reserved for QUEST. The standard presentation is 12 minutes, with 3 minutes for questions. The presentation should be prepared for the general audience. Other forms of presentations, such as panels, plays, readings, recitals, and symposia will be accepted to the extent facilities and scheduling permits.

Keynote Speaker
Joseph F. Coughlin (Class of 1982) is Director of the Massachusetts Institute of Technology’s new AgeLab. The AgeLab conducts multi-disciplinary research to improve the quality of life of older adults and those that care for them. Sponsored by companies from around the world, the AgeLab conducts technology and behavioral research in areas such as transportation, caregiving, health & wellness and longevity planning. Dr. Coughlin’s own work examines how the demographics of an aging society will drive and define innovation in business and public policy. His research is published in a variety of policy, technology, aging and business journals. He recently completed a book on older drivers and is now writing a second volume on consumer-driven innovation and aging baby boomers.

A frequent speaker and consultant to business around the world, Dr. Coughlin sits on several boards including DaimlerChrysler’s Technology Advisory Board, American Geriatrics Society Foundation for Healthy Aging and the National Academy of Sciences Working Group on Technology for Healthy Aging. He is Chair of the 231-nation Organization for Economic Cooperation and Development’s (OECD) Task Force on Technology and Older Adult Transportation. Dr. Coughlin teaches strategic management and public policy in MIT’s Engineering Systems Division. Prior to joining MIT he was with EG&G, a Fortune 1000 science and technology company,

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Campus Grants Timeline

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

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Research on the Reduction and Prevention of Suicidality (NIMH) [76034]

Scope: The sponsor provides support for research that will reduce the burden of suicidality (deaths, attempts, and ideation). The R01, R03, R21, and R34 award mechanisms will be used, as well as ancillary studies to clinical trials and competing supplements will be used.

Deadline: June 1, October 1.

Areas: For this program, mental disorders, along with alcohol use disorders (AUDs) and substance use disorders (SUDs) and their respective trajectories, are of particular interest as they pertain to risk and protective factors and treatment efficacy and effectiveness for suicidality. The intent of the program announcement is to intensify investigator-initiated research on this topic, to attract new investigators to the field, and increase interdisciplinary approaches to developing effective strategies to reduce suicidality.

Basic and Translational Research in Emotion (NIMH) [76511]

Scope: The sponsor provides support to expand basic and translational research on the processes and mechanisms involved in the experience and expression of emotion. The R01 and R03 award mechanisms will be used.

Deadline: June 1, October 1.

Areas: Central and peripheral nervous system (CNS, PNS) activity in the origins, expression, regulation and modulation of emotion are important objects of study, as is the contribution of emotional and motivational systems to cognitive faculties such as perception, attention, learning, memory, and motor control. The study of emotion includes investigations of overt behaviors (such as aggression or withdrawal), interpersonal relationships, communication and decision making, and the environmental circumstances and experiences that shape and elicit emotions. Emotion research can also include the study of licit and illicit psychoactive substances that alter mood states, and conversely, the study of how emotional and mood states can predispose to, or modulate the effects of, pain or alcohol and psychoactive substances. This program also encourages research on emotional reactions in the context of the diagnosis and treatment of cancer, and the study of emotion as it relates to this disease or increased risk of this disease, including outcomes such as social relationships, health care provider relationships, adherence and others. Other areas of interest include: Basic Mechanisms of Emotion; Emotional Processes in Mental Health, Substance Abuse, Developmental Disorders, and Physical Disease; Individual Differences; Developmental Aspects; Social Aspects; Biological Aspects; and Methodological Needs.

Junior Faculty Research Grant Pgm. (Richardson Smith Foundation, Inc.) [64934]

Scope: Support is provided for junior faculty research on American foreign policy, international relations, international security, military policy, and diplomatic and military history. Projects in military and diplomatic history are especially encouraged.

Research Grants (National Academic Advising Association) [66444]

Scope: Support is provided for proposals contributing to the field of advising-related research. Practicing professionals (administrators and faculty) as well as graduate students seeking support for dissertation research are eligible.

Deadline: May 16, Nov. 1.

Funds: Grant awards can be up to $5,000.

Areas: The sponsor is interested in proposals which document the outcomes of different advising models. In addition, the sponsor encourages submissions concerned with developing, conducting, and reporting of: empirical studies; evaluation or analysis of advising practices, models or systems; development, evaluation or analysis of advising-based theory; studies of the history, evolution and future of the field; empirical research related to the advising process (inter- and intrapersonal dimensions); and qualitative research on advising practices.

Grant (William T.) Fd. [01781]

Scope: The sponsor provides awards to facilitate the professional development of early career scholars who have some demonstrated success in conducting high quality research and area seeking to further develop their skills and research program.

Deadline: July 1.

Areas: Priority research areas focus on the effects of contexts on youth devel-
Associate Dean Weber Heads SUNY Teacher Education Program Assessment Project

In collaboration with the Provost’s Office at System Administration and the New York State Education Department (NYSED), the sixteen SUNY colleges and universities that prepare new teachers are engaged in a project to develop, implement, and enhance their campus assessment systems. The purpose of this project is to improve our teacher education programs by enhancing beginning teacher competency. The State University of New York prepares approximately 5,000 new teachers per year – representing 25% of the total new teachers recommended for certification in any given year. Therefore, the potential impact of this project on P-12 student learning is substantial.

The Deans & Directors of Education & Professional Studies across the State University System initiated this three-year project and serve as its advisory committee. The project is supported by a grant from the U.S. Department of Education’s Fund to Improve Post-Secondary Education (FIPSE). FIPSE will finance 41% ($704,369) of the project; SUNY will provide the remaining 59% ($998,027). This large award by the U.S. Department of Education underscores the national recognition of our campuses and faculty as leaders in teacher education.

The project director is Dr. Suzanne Weber, Associate Dean of the School of Education at SUNY Oswego. The project is supported by System Administration via Dr. John Porter, Associate Provost for Institutional Research & Analysis (co-principal investigator) and Dr. Patricia Francis, Assistant Provost for University Assessment & Academic Initiatives (Academic Affairs liaison to the project). Contact information for these individuals as well as the campus project directors is on the next page.

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“*If a man will begin with certainties, he will end in doubts; but if he will be content to begin with doubts, he will end in certainties*” -Francis Bacon

Eye on Funding (continued from page 6)

opment; improving the systems, organizations, and programs affecting young people; and adults’ use of scientific evidence and their views of youth. The sponsor focuses on young people ages 8-25, and is particularly interested in research that is interdisciplinary, examines young people in social, institutional, community, and cultural contexts, and addresses issues that advance both theory and practice.

**Bradley (Lynde and Harry) Foundation [04177]**

**Scope:** The sponsor provides support to encourage projects that focus on cultivating a renewed, healthier, and more vigorous sense of citizenship among the American people, and among peoples of other nations, as well.

**Deadline:** June 1.

**Areas:** Projects likely to be supported will exhibit these features: They may address any arena of public life -- economics, politics, culture, or civil society -- in which citizenship as here understood is an important issue. They may address the problem of citizenship at home or abroad, where the fall of many (and the perpetuation of some) totalitarian regimes has made this issue particularly urgent. Community and state projects will be of particular interest. Such projects will aim to improve the life of the community through increasing cultural and educational opportunities, grassroots economic development, and effective and humane social and health services, reflecting where possible the sponsor’s focus on the resuscitation of citizenship. Projects may be actual demonstrations of the resuscitation of citizenship in the economic, political, cultural, or social realms; policy research and writing about approaches encouraging that resuscitation; academic research and writing that explore the intellectual roots of citizenship, its decline, and prospects for revival; and popular writing and media projects that illustrate for a broader public audience the themes of citizenship.

The sponsor also supports programs that research the needs of gifted children and techniques of providing education for students with superior skills and/or intelligence. Research programs investigating how learning occurs in gifted children and demonstration programs of instruction are to be considered.
The project is guided by an innovative and robust model of program assessment goals that is applicable to the full range of teacher preparation institutions in SUNY and therefore, has the potential to become a national model (Figure 1).

As part of this project:
- Campuses receive funding to support specific activities that address some or all of the overall project goals.
- SUNY System’s Office of Institutional Research & Analysis receives funding to create data management system components with the campuses.
- Collaborative professional development symposia are held each semester for faculty assessment leaders and administrators to promote the adoption of research-based best practice in teacher education assessment. Three of these symposia will be held in conjunction with statewide meetings of teacher educators, thus disseminating project results to faculty at an additional 45 teacher education institutions in the state.
- Dissemination of project results will occur through a project website, presentations at national meetings of teacher educators, and peer-reviewed publications based on the project evaluation study.

The measurable project outcomes include:
- Increased quality of teacher education programs and their associated assessment systems;
- Reallocation of institutional resources for program assessment;
- Assessment of important beginning teacher competencies that are difficult to measure, such as professional dispositions and impact on K-12 learning;
- Teacher certification exam analyses that support content area program improvements;
- Technologically-enhanced database management systems that provide comprehensive candidate feedback and promote timely program improvements;
- Increased collaboration among SUNY teacher education campuses to support assessment; and
- Access to NYSED certification and employment data on SUNY in-service teacher graduates.

Project Director & Co-Principal Investigators

**SUNY Oswego**
Dr. Suzanne Weber, Associate Dean, School of Education
SUNY TEPA Project Director
sueweber@oswego.edu, 315-312-3858
257 Rich Hall, Oswego, NY 13126

**SUNY System Administration**
Dr. John Porter, Associate Provost, Institutional Research & Analysis
SUNY TEPA Project Co-Principal Investigator

**SUNY Buffalo**
Dr. Julius Gregg Adams, Associate Dean, Teacher Education

**Buffalo State College**
Dr. Rosalyn Lindner, Associate Vice Provost for Curriculum & Assessment, Academic Affairs

**SUNY Cortland**
Dr. Edward Caffarella, Dean, School of Education

**SUNY Empire State**
Dr. Mitchell Nesler, Associate Vice President for Academic Affairs, Academic Planning & Assessment

**SUNY Fredonia**
Dr. Barbara Mallette, Professor, College of Education

**SUNY Genesee**
Dr. Katie Rommel-Esham, Assistant Professor, School of Education

**SUNY New Paltz**
Dr. Karen Bell, Associate Dean, School of Education

**SUNY Old Westbury**
Dr. Kathleen Velsor, Associate Professor, Teacher Education

**SUNY Oneonta**
Dr. Joanne Curran, Assistant Dean, Division of Education

**SUNY Plattsburgh**
Dr. Kathleen Whittier, Co-Chair, Educational Studies & Services

**SUNY Potsdam**
Dr. Eileen Raymond, Professor & Chair, Special Education Department

**SUNY Stony Brook**
Dr. Dorit Kaufman, Director, Professional Education Program

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Figure 1. Goals for the SUNY Teacher Education Program Assessment Project

1. Develop, Implement & Maintain Campus Assessment Systems to Improve Programs and Increase Beginning Teacher Competency
2. Institutionalize Faculty Assessment Role
3. Provide Information & Professional Development About Valid Assessment
4. Develop Technological Resources for Data Collection & Management
5. Integrate Campus and System Research Expertise
6. Increase Assessment Funding
An Eye on Funding (continued from page 7)

America Honda Foundation [09372]
Scope: The sponsor provides grant support for projects in the areas of youth and scientific education.
Deadline: May 1.
Funds: Average grants range from $40,000 to $80,000 per year.
Areas: 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.

Research Grants (Center for Credit Union Research) [18435]
Scope: Support is provided for research projects that simultaneously provide material for academic publication and material that provides meaningful and compelling findings for credit union practitioners, financial consumers, and policy-makers.
Areas: The sponsor carries out its work by contracting with researchers in a variety of fields, which include management, human resources, marketing, accounting, finance, entrepreneurship, economics, consumer science, actuarial science, and statistics. At the present, the sponsor is interested in projects dealing with mergers and long-term business relationships.

Impact of Media on Adolescents' Sexual Behavior (NICHD) [42155]
Scope: The sponsor provides support for research on the effects of media consumption on young people's attitudes and behavior regarding sex.
Deadline: June 1.
Areas: This program calls for research on the influence of media on one segment of media consumers, U.S. residents ages ten through eighteen. One concern is the extent to which frequent consumption of media with high levels of sexual content and low levels of portrayal of responsible sexual conduct is a causal influence on young people's subsequent sexual behavior, including the responsible use of protection from pregnancy and disease. Basic research is called for to address the hypothesis that the content of various forms of media affects young people's attitudes and behavior with regard to sexual intercourse. This program announcement calls for research in three basic areas: what sexual content do youth pay attention to, and how do they interpret what they see and hear; does that media content affect their sexual beliefs and behavior; and how could the mass media be used to promote responsible sexual behavior among youth? Applications that address exposure to and/or interpretation of media content and the linkages between such exposure and subsequent behaviors are strongly encouraged. Applications focusing exclusively on the measurement of sexual content in the media will be of lesser programmatic interest.

Lindbergh (Charles A. & Anne Morrow) Foundation
Scope: The Lindbergh Foundation funds projects that improve the quality of life by seeking a balance between technological advancements and environmental preservation.
Deadline: June 9.
Funds: 8 to 10 awards in amounts up to $10,580 each (the cost of building the Spirit of St. Louis in 1927).

Verizon Foundation [1803]
Scope: Verizon wants to transform the way private, public and nonprofit sectors build collaborative partnerships. Verizon believes corporate community involvement isn’t just measured in dollars. Volunteers, in-kind gifts, Internet training and Web developers can all be located using their Web site. Verizon funds domestic and international projects that emphasize new technology, literacy and workforce development.
Deadline: Verizon accepts applications 24-hours a day, seven day a week, January through November.
Funds: In 2004, the Verizon Fd. distributed $75 million nationwide to rural and urban communities. The foundation is one of the largest corporate charitable givers. Grants average between $5,000 and $10,000.
Areas: The Verizon Foundation identified several funding priorities, including literacy, workforce development, volunteerism and domestic violence.

Science and Engineering, Medical Research, and Liberal Arts (Keck Fd.) [01692]
Scope: Grants are provided for studies and programs in the areas of science, engineering and medical research. The sponsor also funds programs designed to promote innovative instruction and research at leading liberal arts colleges across the nation.
Deadline: May 15.
Areas: The sponsor makes grants designed to provide far-reaching benefits for humanity in the fields of science, engineering, and medical research. The sponsor is particularly interested in significant programs and projects that focus on emerging areas of research at the forefront of science, engineering and medicine, or have the potential to lead to breakthrough technologies in these areas. The sponsor also wishes to help ensure that today's youth receive a high-quality, well rounded education.
An Eye on Funding (continued from page 9)

Metropolitan Life Foundation [01935]
Scope: Support is provided to tax-exempt organizations, primarily in communities in which the sponsor has a major presence, for programs within the following broad areas of concern: health, civic affairs, education, culture, and public broadcasting.
Deadline: Open
Areas: Support is provided in the following areas:
- HEALTH--Grants are directed toward national health promotion and education initiatives, particularly for young people. Current initiatives increase fitness and prevent obesity in young people, educate them about the dangers of drug and alcohol abuse and help other adults remain productive and healthy.
- EDUCATION--The sponsor supports national programs that give students and teachers a voice in improving education, strengthen school leadership, increase interaction between schools and their communities, and increase access to higher education.
- CULTURE--Support is provided for programs offering opportunities for young people to learn from and participate in the arts during and after school and bring the arts to diverse audiences. Support is also provided for national tours of performing arts groups and traveling exhibits, community outreach and family programs.
- CIVIC AFFAIRS--Initiatives for this program increase affordable housing, economic activity and safety. Support is provided for young people to learn and lead after school and for families to explore their communities together, in addition to increasing volunteerism.

Biotechnology Research Training Program (NIGM) [80016]
Scope: The sponsor offers support for predoctoral research training programs in biotechnology. These university-based programs emphasize the application of biotechnology to research problems of biomedical relevance and produce investigators with the facility and orientation to combine basic and applied research.
Deadline: May 10, Sept. 10.
Areas: The purpose of this program is to produce broadly-trained investigators who have the facility and orientation to combine basic and applied research. The training supported by these grants provides pre-doctoral students substantial technical and intellectual skills in fields of research which centrally utilize biotechnology (molecular biology, biochemical engineering and bioprocessing, tissue engineering, biomaterials, metabolic engineering, biotechnology, separation technology, drug delivery, nanobiotechnology, etc.). At the heart of this training is the in-depth dissertation research and course work of a Ph.D. program, but the trainees are also expected to acquire significant exposure to the concepts and experimental approaches of some related research areas. Thus, the training is interdisciplinary and usually interdepartmental.

The Education Department's Institute of Education [2913]
Sciences has previewed upcoming contract opportunities for studies on topics from teacher preparation to student drug testing. The seven contract competitions are planned for fiscal 2005, which means solicitations should be announced by June. Don't expect draft scope of work statements to peruse before then, however. The next documents prospective contractors will see will be the request for proposals and accompanying final SOWs, according to program officer Ricky Takai. Prospective bidders are welcome to contact Takai or individual contract specialists associated with the procurement initiatives listed below, he said. They are:
- Study of Teacher Preparation in Early Reading Instruction
- Impact Evaluation of Math Curricula
- Impact of Professional Development Designed to Enhance Teacher Content and Pedagogical Knowledge in Math
- Data Collection and Analyses to Enhance and Inform Teacher Quality

The NCEE intends to award a three-year contract to assess the reliability of the value-added method of assessing teacher performance. The study will purposely select a group of districts (and their schools—approximately 100) in states that collect student test score data that are linked or can be linked to the classroom level. Analyses will be conducted to assess the similarities and differences in the rank ordering of teacher performance across the two methods as well as the robustness of the results. The study will also include analyses to help inform the use of value-added measures in practice.

The NCEE intends to award a four-year contract to evaluate the impact of different strategies of professional development on student achievement. This study will involve approximately 90 schools in six districts. It is likely that this project will involve a development effort.

The NCEE plans to award up to a four-
An Eye on Funding (continued from page 10)

year contract to collect data or analyze existing data to complement an existing NCEE study (An Impact Evaluation of Teacher Preparation Methods). The task order will also include secondary data analyses to explore the potential of key teacher compensation strategies designed to affect recruitment and retention. kenneth.bell@ed.gov.

- Evaluation of Student Mentoring

The NCEE intends to award a 13-week contract to determine the feasibility of an impact evaluation of the Department’s Student Mentoring Program with an option to extend the contract by 33 months to conduct the impact study. The impact study will involve approximately 30 grantees. vidya.vish@ed.gov.

- Impact Evaluation of Random-Mandatory Student Drug Testing

NCEE will award a three-year contract to assess the impact of random-mandatory student drug testing programs that target high-school students enrolled in extracurricular activities. The study would include approximately 40 high schools. elizabeth.hoover@ed.gov.

Contact: Ricky Takai, (202)208-7080; ricky.takai@ed.gov; www.fedbizopps.gov (“Find Business Opportunities,” scroll to "Search by Solicitation” and enter "IES-NCEE-05"); or http://vsearch1.epsgov/servlet/SearchServlet.

Knowledge, Creativity and Freedom-Media, Arts & Culture (Ford Foundation) [00576]

Deadline: Open

Scope: The Media, Arts and Culture unit, headed by Margaret B. Wilkerson, director, and Jon Funabiki, deputy director, seeks to strengthen the arts and media as important contributors to the communities and societies in which they function. The unit works in two fields to accomplish these goals:

In Media our work strengthens free and responsible media that address important civic and social issues, and promotes policies and regulations that ensure media and information systems serve the public’s diverse constituents and interests. In addition, we support high-quality productions that enrich public dialogue on such core issues as building democratic values and pluralism.

In Arts and Culture our goal is to increase opportunities for cultural and artistic expression for people of all backgrounds; to foster documentation, dissemination and transmission of both new and traditional creative art forms; to broaden audience involvement and access, and to improve the livelihoods of artists and their opportunity to contribute to civic life.

Community Partnership Centers (HUD) [2914]

Scope: The Housing and Urban Development Department invites applications to establish outreach and applied research activities that address critical problems in urban areas.

Deadline: June 23.

Funds: $6.6 million, including $5.2 million for grants up to $400,000 each over three years for applicants who have never received an award under the program; and $1.4 million for grants up to $200,000 each over two years for previous grantees to undertake new directions and activities.

Areas: Projects should include five key elements: outreach activities and technical assistance to address multidimensional urban problems; empowerment efforts that engage community-based organizations and residents as partners with the institutions throughout and after the project; applied research related to the project’s outreach activities; assistance to target communities primarily from the faculty, students and, to some extent, by neighborhood residents and community-based organizations funded by the university; and support from the university’s senior officials to make the program part of the institution’s broader effort to meet its urban mission.

Examples of projects are those that: help communities improve consolidated housing and community development plans; provide direct technical expertise to local community groups, residents and other stakeholders to resolve local problems, such as homelessness; give technical assistance to local public housing agencies in areas from welfare-to-work efforts to physical improvement; and help communities reduce excessive, unnecessary or duplicative regulations.

Tip: HUD notes that applicants are not required to undertake research as part of their project and may apply for a project that is totally outreach focused.

Promoting Synthesis (NSF) [2914]

Scope: The National Science Foundation’s Division of Environmental Biology seeks proposals to synthesize a body of related research by a single individual or group of investigators over an extended period.

Deadline: July 9.

Funds: $1.5 million for six to nine awards.

Areas: NSF will fund investigators to synthesize the body of their research, especially investigators who have, over time, produced important papers from a series of related research projects but have not integrated that series into a single work. The program will fund single or multiple investigators to synthesize the body of work they themselves have created, but not to produce new data or synthesize the work of other investigators.

Tip: NSF will support investigators at mid-to-late career stages as well as those early enough in a career to produce unique, integrated insight useful to the scientific community and the further development of the investigator’s work.

Environmental Education (EPA) [2914]

Scope: The Environmental Protection Agency invites applications to provide research training and longterm support to education professionals across the United States to enable them to effec-
An Eye on Funding (continued from page 11)

...tively teach about environmental issues.
**Deadline:** April 30.
**Funds:** $1.7 million in the first year and about $1.8 million in years two and three for one grant.

**Areas:** The grantee prepares education professionals to teach about environmental issues in ways that provide skills needed to make informed and responsible decisions. Programs enhance critical thinking, problem solving and effective decisionmaking skills and teach individuals how to weigh various sides of an environmental issue before making decisions. Types of activities include: classes; online courses; workshops; seminars and conferences. The grantee provides training to formal and nonformal educators, for example, classroom teachers and college faculty in pre-service and in-service settings. EPA emphasizes that the grantee should promote national environmental guidelines to improve environmental education quality and support state infrastructure—including certification—to build capacity for environmental education.

**International Visitor Leadership (DoS) [2914]**

**Scope:** The State Department invites proposals for projects to increase mutual understanding between the United States and foreign publics through carefully designed professional programs for foreign visitors from all regions of the world.

**Deadline:** June 16.
**Funds:** $2.5 million for three awards of $370,000 (200 visitors); $586,000 (300 visitors); and $1.6 million (850 visitors).

**Areas:** Organizations will develop and implement a variety of programs for international visitors from multiple regions. Grantees will function as national program agencies, working closely with the department.

Most programs are three weeks long and begin in Washington, D.C., followed by visits to four or five communities, including urban and rural areas. Each program will be focused on a substantive theme. Typical program themes include: U.S. foreign policy; U.S. government and political system; economic development; education; media; information technology; freedom of information; non-government organization management; women’s issues; tolerance and diversity; counter-terrorism; democracy and human rights; rule of law; international crime; and environmental issues.

**Elder Mistreatment Research (NIA) [2914]**

**Scope:** The National Institutes of Health’s National Institute on Aging invites applications for developmental research on elder mistreatment.

**Deadline:** June 1 for letters of intent; June 23 for applications.

**Funds:** $1.7 million for six to eight exploratory developmental awards of $275,000 each over two years.

**Areas:** This new grant program addresses initial scientific stages for understanding elder mistreatment in community and institutional settings. Research priorities are to:

- Develop innovative methods for estimating incidence.
- Standardize definitions and measurement.
- Elaborate risk factors.
- Develop methods of clinical and psychosocial identification of elder mistreatment.
- Identify elder mistreatment in institutional settings.

Because of the dearth of research on the subject, NIA is intent upon expanding the research infrastructure for elder mistreatment by soliciting applications from scientists with expertise in related areas such as: child abuse; family violence, drug use and other illicit behaviors. NIA will fund six to eight area-based or community targeted pilot investigations to develop and test the feasibility, validity, reliability and replicability of methods for measuring the prevalence and incidence of elder mistreatment. The objective is to develop techniques that might be replicated later in a national prevalence and incidence study. In addition, NIA wants to explore the potential obstacles to a single national study. Finally, the program seeks to build a base of scholars for conducting sound research.

**Tip:** Because of the nature of the research, NIA advises applicants to specify how the project will deal with sensitive material. Applicants also should include in their projects consultants or other experts who provide a link to the practice community.

**SCIENCES**

**Cyberinfrastructure TEAM (NSF)**

**Scope:** The National Science Foundation encourages proposals for demonstration projects under a new cross-directorate initiative—the Cyberinfrastructure Team program—that aims to prepare scientists and engineers to create, advance and exploit cyberinfrastructure (i.e., collectively, information technology-enabled systems, tools and services).

**Deadline:** May 27.

**Funds:** $2.5 million for 10 to 20 grants of up to $250,000 total each over two years.

**Areas:** NSF will support projects intended to position the national science and engineering community to more effectively engage in domestic and global research and education activities that promote and leverage cyberinfrastructure. Collectively, awards are expected to prepare future generations of scientists, engineers and educators to use, support, deploy, develop and design cyberinfrastructure; and foster inclusion of diverse groups and organizations in cyberinfrastructure activities.

**Research Associateship Programs—U.S. Geological Survey (National Research Council) [58609]**

**Scope:** The sponsor provides...
opportunities to outstanding scientists and engineers at recent postdoctoral and, in some programs, experienced senior levels for tenure as guest researchers. Awardees must hold the PhD, ScD, or other earned research doctoral degree recognized in US academic circles as equivalent to the PhD.

**Deadline:** May 1, August 1, Nov. 1.

**Areas:** The sponsor provides opportunities to outstanding scientists and engineers at recent postdoctoral and, in some programs, experienced senior levels for tenure as guest researchers. The objectives are to provide postdoctoral scientists and engineers of unusual promise and ability opportunities for research on problems, largely of their own choice that are compatible with the interests of the U.S. Geological Survey (USGS) and to contribute thereby to the overall efforts of the federal laboratories. Areas of interest to the USGS divisions are as follows:

- **BIOLOGICAL RESOURCES DIVISION**—mission is to work with others to provide the scientific understanding and technologies needed to support the sound management and conservation of the nation's biological resources. Research is distributed among five scientific areas: status and trends of biological resources; investigations of biological systems; threats to biological resources; application of scientific information to resources conservation and management; and management and distribution of biological resource data and information.

- **GEOGRAPHY DISCIPLINE**—mission is to meet the Nation's need for basic geospatial data, ensuring access to and advancing the application of these data and other related Earth science information for users worldwide. In support of this mission, GD (1) ensures the production and availability of basic framework cartographic and geographic spatial data for the country; (2) coordinates national geospatial data policy and standards; (3) provides leadership for the management of Earth science data and for information management; (4) acquires, processes, archives, manages, and disseminates the land remote-sensing data of the Earth; and (5) improves the understanding and application of geospatial data and technology.

- **WATER RESOURCES DIVISION**—mission is to appraise the nation's water resources and to provide the hydrologic information needed for its management. The division's research is generally interdisciplinary in nature; hydrology, mathematics, chemistry, physics, biology, geology, and engineering are applied in six major fields of study: surface-water hydrology, groundwater hydrology, surface-water chemistry, groundwater chemistry, geomorphology and sediment transport, and ecology.

**Climate Dynamics (NSF) [61218]**

**Scope:** The sponsor supports research on processes that govern climate and the causes of climate variability and change; methods to predict climate variations and assess their impact on human activities; assembly and analysis of both paleoclimate and modern climate data; and development and use of climate models to diagnose and simulate climate and its variations.

**Deadline:** June 15.

**Atmospheric Chemistry (NSF) [61217]**

**Scope:** Support is provided for research in atmospheric chemistry.

**Deadline:** June 15.

**Areas:** Research areas include: the measurement and modeling of concentration and distribution of gases and aerosols in the lower and middle atmosphere; chemical reactions among atmospheric species; sources and sinks of important trace gases and aerosols; aqueous phase atmospheric chemistry; transport of gases and aerosols throughout the atmosphere; and improved methods for measuring the concentrations of trace species and their fluxes into and out of the atmosphere.

**Petrology and Geochemistry (NSF) [61274]**

**Scope:** The sponsor supports basic research on the composition and structure of Earth materials to explore the nature, origin, and evolution of the earth's crust, mantle, and core.

**Deadline:** June 1.

**Areas:** Proposals in this program generally address the petrology and geochemistry of igneous and metamorphic rocks, mineral physics, and volcanology. Topics include major and trace element geochemistry; stable and radiogenic isotope geochemistry and geochronology; experimental mineralogy, geochemistry, and petrology, thermodynamic modeling, chemical aspects of mineral physics; mineralogy and crystallography; ore deposit petrogenesis; physical and chemical volcanology; and analytical method development. Proposals to study extraterrestrial materials will be considered if applicable to understanding Earth formation and evolution.

**Tectonics (NSF) [61272]**

**Scope:** This program supports a broad range of field, laboratory, computational, and theoretical investigations aimed at understanding the evolution and deformation of continental lithosphere and how deformational processes have modified the lithosphere through geologic time.

**Deadline:** June 1.

**Areas:** This program supports a broad range of field, laboratory, computational, and theoretical investigations aimed at understanding the evolution and deformation of continental lithosphere and how deformational processes have modified the lithosphere.
through geologic time. Because understanding such large-scale phenomena commonly requires a variety of expertise and methods, this program supports integrated research involving the disciplines of structural geology, petrology, geochronology, sedimentology, stratigraphy, geomorphology, rock mechanics, paleomagnetics, geodesy, and other geophysical techniques.

Proposals to elucidate the processes that act on the lithosphere at various times-scales, either at depth or the surface, are encouraged.

**Division of Earth Sciences – Geophysics (NSF)** [61287]

**Scope:** This program supports basic research in the physics of the solid earth to explore its composition, structure, and processes.

**Deadline:** June 1.

**Areas:** The sponsor supports basic research in the physics of the solid earth to explore its composition, structure, and processes. Laboratory, field, theoretical, and computational studies are supported. Topics include seismicity, seismic wave propagation, and the nature and occurrence of earthquakes; the earth's magnetic, gravity, and electrical fields; the earth's thermal structure; and geodynamics. Supported research also includes geophysical studies of active deformation, including GPS-based geodesy, and studies of the properties and behavior of earth materials in support of geophysical observation and theory.

**Special Grants Pgm. in the Chemical Sciences (Dreyfus Ff., Inc.)** [03727]

**Scope:** The sponsor offers support to eligible institutions projects that propose to advance the science of chemistry in innovative ways. Proposals are invited in any area consistent with the sponsor's broad objective of advancing the chemical sciences.

**Deadline:** June 2.

**Areas:** The sponsor offers support for proposals that are likely to significantly advance the chemical sciences. Examples of areas of interest are (but are not limited to): the increase of public awareness, understanding and appreciation of the chemical sciences; environmental chemistry; innovative approaches to chemistry education at the graduate, undergraduate and K-12 levels; and programs to make chemistry careers more attractive, particularly to underrepresented groups.

**Defense Sciences Research (DoD)** [2910]

**Scope:** The Defense Advanced Research Projects Agency invites proposals for basic or applied research ideas and in areas that might lead to innovations in science and engineering in five to 10 years.

**Deadline:** This funding opportunity is open until Feb. 7, 2006. DARPA strongly recommends submitting brief, eight-page white papers before putting together a full proposal. White papers should provide a clear, succinct discussion of the uniqueness of the idea in the context of the current state of the art; the proposed approach; and the potential payoff in terms of defense capabilities. Staff response is estimated to take two weeks. (DARPA has established a special site for white papers: www.sainc.com/dso0519).

**Funds:** Funding will depend on proposal quality and the availability of resources. Proposers should include a 12 to 18-month initial phase that addresses the most critical issues related to project success, according to the program notice. Funding mechanisms may include grants, cooperative agreements, contracts and other arrangements.

**Areas:** DARPA provides a long list of specific interest areas in broad categories: new materials; advanced mathematics; defense against weapons of mass destruction; defense applications of biology; and novel technologies to improve the human consequences of transformation. Specific topics within those areas include:

- Demonstration of smart materials and structures and bio- and biomimetic materials.
- Tools to predict the performance of complex systems across a variety of application domains (e.g., physics, biology and sociology); methods for the design of experiments that minimize their number and maximize information for coupled non-linear systems; and computational geometry and topology.
- Unique approaches for diagnosing disease before disease symptoms appear; medical countermeasures against known and unknown pathogens and infectious disease; remote detection/characterization of biological substances; and medical countermeasures against radiation exposure.
- Biological approaches to lessening the after-effects of battle injuries, including neurotrauma; biomolecular motors and devices; remote control of biological systems at the system / organ / tissue / cellular / molecular scales; and novel mathematical/computational approaches to simulating complex biological processes.
- New approaches for training individuals and teams, including embedded training and simulation; and understanding and improving individual performance and individual and group behavior.

**Next Generation Cybertools (NSF)** [NSF 05-563]

**Scope:** Researchers in the social and behavioral sciences and computer and information sciences have many important synergistic relationships. One way in which this is manifest is in the development and utilization of data. On the one hand, social and behavioral scientists find new ways to create and analyze data in their endeavors to describe human and organizational behavior. On the other hand, computer and information scientists conduct research that yields new ways to improve both domain-specific and general-purpose tools to analyze and visualize scientific
data such as improving processing power, enhanced interoperability of data from different sources, data mining, data integration, information indexing and data confidentiality protection - or what we have termed cyber-tools.

**Deadline:** May 27.

**Areas:** This solicitation invites proposals for "information infrastructure test-beds", each of which would include the development of the next generation of cyber-tools applied to data from various sources collected in two areas of research fundamental to social and behavioral scientists: organizations and individuals. The tools that are developed on these platforms must not only change ways in which social and behavioral scientists research the behavior of organizations and individuals, but also serve sciences more broadly. It is envisioned that proposals for the "organization information testbed" will address three specific components: - the development of tools that facilitate the integration of qualitative and quantitative information from heterogeneous sources, multiple media, and/or multiple modes; - investment in basic research that addresses the protection of the confidentiality of respondents in computerized, widely accessible databases; and - the development of incentives, standards and policies for collecting, storing, archiving, accessing, and publishing research results using organization-relevant information.

It is envisioned that proposals for the "individual information testbed" should concern cyber-tools that can be applied to both large scale and distributed datasets. Proposals should address cyber-tools that facilitate automatic collection, integration, annotation, archiving, accessing, and analyzing of existing distributed data sets and/or - extensive audio and video recordings and details of physical artifacts, while paying special attention to the protection of the confidentiality of participant identity in widely accessible, computerized databases.

**EarthScope: Science, Education (NSF) [2914]**

**Scope:** The National Science Foundation invites proposals for education and outreach activities under the EarthScope program, which explores the four-dimensional structure of the North American continent and provides a forum for earth science education at all levels and the opportunity to develop, integrate, distribute and analyze data sets.

**Deadline:** July 16.

**Funds:** $4.5 million for 10 to 20 awards of varying amounts for one to five years. Research laboratories and professional societies; for-profit organizations with strong scientific or engineering research or education capabilities; and state and local governments.

**Areas:** NSF seeks single or collaborative proposals to conduct research associated with the EarthScope facility, which is a multi-purpose array of instruments and observatories designed to continually incorporate technological advances in geophysics, seismology, geodesy and information technology. The program addresses fundamental questions about the evolution of continents and the processes responsible for earthquakes and volcanic eruptions. Proposals may include: demonstration products or pilot projects that may be scalable to support larger activities in future years, for example, community data products for distribution through an EarthScope data portal that are accessible to students and non-specialists, and teaching modules that will allow EarthScope resources incorporated into an inquiry-based learning experience consistent with national educational learning standards.

**Biology Research Instruments (NSF) [2903]**

**Scope:** The National Science Foundation seeks proposals to develop novel or substantially improve existing instrumentation that can advance the study of biological systems at any level.

**Deadline:** Oct. 5

**Funds:** $2.5 million for 15 awards of $300,000 to $750,000 each total over two to three years.

**Areas:** The program supports: concept and proof of concept of novel instruments for biological research; instruments that provide new capabilities for detection, measurement and/or observation of biological phenomena or significantly extend current sensitivity, accuracy or resolution; novel or substantially improved instruments for study of biological systems at any level of organization, from molecules to ecosystems; improved software to operate instruments or expand instrument capabilities; and new or improved devices for remote sensing of environmental and other information relevant to biological research.

**Information for current funding opportunities comes from various resources:** Federal Grants & Contracts Weekly, Foundation Center RFP Bulletin, InfoEd International SPIN (Sponsored Program Information Network)

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(Continued from page 5)

**Key Note Speaker—QUEST**

where he consulted to the several Federal agencies including the White House Office of Science and Technology Policy.

Dr. Coughlin holds a bachelor’s (1982) in political science from SUNY Oswego and received the Distinguished Alumni Award for outstanding achievements in 2003. His Master’s in policy and strategic management was earned from Brown University, and his Ph.D. is from Boston University.
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
13) Submit proposals by mail or electronically per sponsor specifications
14) Negotiate grant awards and contracts
15) 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**

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