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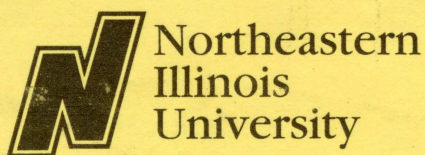Resources, from the Office of Sponsored Programs

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THE OSP BIMONTHLY FUNDING NEWSLETTER

SEP/OCT 1996   **Vol. 4, No. 5**

Department of Education Proposals Would Set Flexible Grant Criteria
From Federal Grants & Contracts Weekly, July 22, 1996

The Education Department (ED) is attempting to streamline the competitive process by eliminating separate rulemaking for individual grant programs. ED plans to create flexible review criteria for several of its programs to avoid the need for program-specific criteria. The proposed rules would allow ED to establish a main menu of selection criteria from which it can choose to fit the needs of individual programs. Comments on the plan are due August 30, 1996

Within the broad criteria categories, ED intends to designate specific factors for reviewers to use when judging proposals. For example, under the larger category of project need, ED may have reviewers look at the magnitude or severity of the problem or the extent the proposed project will provide services for at-risk students. Proposed general criteria include: need for project, significance, quality of project design, quality of project services, quality of project personnel, adequacy of resources, quality of the management plan, and quality of the project evaluation.

ED also would have flexibility to weigh criteria according to the needs of each program. As for grantees, with standardized selection criteria in place, applicants will know what criteria their proposals must meet well before the competition is announced. Because ED would be able to forego developing program-specific criteria, it also should be able to make grants earlier and give applicants more time to prepare applications. The new selection criteria would cover only certain programs-- those that have no program regulations, have no selection criteria in their program regulations, are new or are specifically named by ED.

Some programs that would fall under the new criteria include: Drug-Free Schools and Communities programs, Drug Prevention Programs in Higher Education, Fund for the Improvement of Postsecondary Education, and several special education and rehabilitation programs.

Comments on the proposed rules should be directed to: Margo Anderson, Education Department, 555 New Jersey Ave. NW, Switzer Building., Washington, DC 20208-5530, (202)219-2005; e-mail, EDGAR_criteria@ed.gov.

TO RECEIVE INFORMATION FOR PROGRAMS OR PUBLICATIONS LISTED IN THIS NEWSLETTER, OR TO BE PUT ON THE MAILING LIST, PLEASE CALL X4802.

---Louise M. Illian, Director of Sponsored Programs---

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#500

National Endowment for the Humanities
Education Development and Demonstration

DEADLINES ANNOUNCED: 10/01/96

Education Development and Demonstration grants support curriculum and materials development efforts; faculty study programs within and among educational institutions; and conferences and networks of institutions. The Endowment is interested in projects that help teachers use the new electronic technologies to enhance students' understanding of humanities subjects. The term 'humanities' includes, but is not limited to, the study of the following: language, both modern and classical; linguistics; literature; history; jurisprudence; philosophy; archaeology; comparative religion; ethics; the history, criticism and theory of the arts; those aspects of social sciences that have humanistic content and employ humanistic methods; and the study and application of the humanities to the human environment with particular attention to reflecting our diverse heritage, traditions, and history and to the relevance of the humanities to the current conditions of national life. Eligible applicants are public and private elementary and secondary schools, school systems, colleges and universities, nonprofit academic associations, and cultural institutions, such as libraries and museums.

#501

National Endowment for the Humanities
Teaching with Technology Initiative

DEADLINES ANNOUNCED: 10/01/96, 10/01/97

The National Endowment for the Humanities announces a special, three-year opportunity to support Teaching with Technology projects to strengthen education in the humanities by developing and using information technologies. Electronic technologies--including digital audio, video and imaging, hypertext and hypermedia,

video-conferencing, speech processing, the Internet, and World Wide Web sites--can enable teachers to draw on newly accessible resources and to engage their students in active learning and higher-level thinking. This Special Opportunity seeks projects of national significance that will extend these benefits to a broad range of those studying the humanities disciplines in schools, colleges, and universities. Goals of the initiative are 1) to increase the number and usefulness of technological resources with rich, high-quality humanities content, particularly for schools and colleges; 2) to improve the effectiveness of such resources by shaping them around sophisticated, creative, and engaging approaches to learning and by testing them in classrooms; and 3) to increase significantly the number of teachers who can integrate such humanities materials into their daily teaching. The term "humanities" includes, but is not limited to, the study of: language, both modern and classical; linguistics; literature; history; jurisprudence; philosophy; archaeology; comparative religion; ethics; the history, criticism and theory of the arts; those aspects of the social sciences which have humanistic content and employ humanistic methods; and the study of humanities to the human environment with particular attention to reflecting our diverse heritage, traditions, and history and to the relevance of the humanities to the current conditions of national life. Projects should address specific humanities topics and generate nationally significant resources, materials, and opportunities for enhanced humanities teaching and learning that can serve a wide and varied audience. The Endowment seeks proposals (1) to develop new educational materials, (2) to field test and prepare classroom applications of new and existing materials, and (3) to enable school and college teachers to integrate new materials and approaches into their teaching. Proposals may focus on a single one of these categories, or on combinations of them. Proposals involving school teachers and those aiming to enhance K-12 education are especially encouraged. The Endowment anticipates that its contribution to grants for Teaching with Technology will range from $25,000 to $250,000. Applicants are encouraged to supplement this support with third party participation and with institutional cost sharing. The Endowment supports projects with outright funds, matching funds, and a combination of the two. The maximum period for which funding may be requested in an application is three years. Following the initial deadline,

applications for Teaching with Technology will be accepted through several of the regular programs of the Division of Research and Education.

#502

National Science Foundation
Applications for Advanced Technologies

DEADLINES ANNOUNCED: 09/01/96

This program is a research and development program concerned with issues at the forefront of technology and seeks to support proposals that focus on new high-risk, high-gain innovative applications of technologies to advance the learning and teaching of science, mathematics, and engineering at all levels of education. The program has three major goals: 1) to lay research and conceptual foundations that will advance knowledge about the use of technology to support teaching, learning, cognition, and problem-solving in science and mathematics education for all students. This goal includes exploring new scientific and pedagogical paradigms and methods, improving our understanding of learning needs at all ages, prototyping new technology-based science and mathematics programs, and assessing the strengths and new weaknesses of innovative education applications of advanced technologies and measuring their effectiveness on performance; 2) to provide a foundation of knowledge that will enable planners and policy and educational decisionmakers to design or encourage new, more effective systems of teaching and learning that serve the needs of all students. This involves establishing the necessary policy and organizational conditions for the integration and use of revolutionary new computer and telecommunications systems and related technologies for teaching and learning science and mathematics in classrooms, homes, and other significant places of learning; and 3) through the use of appropriate technology and technology-based methodologies, to support experimentation with educational and scientific innovations that can significantly improve methods of teaching and learning increasingly complex content. Such experimentation could also significantly alter what is taught because of the power of technology to represent and manipulate concepts and knowledge. APPLICATION INFORMATION:

Preliminary proposals are required and may be submitted at any time. The September deadline is for formal proposals. (NSF 95-138)

#503

National Science Foundation
Collaboratives for Excellence in Teacher Preparation

DEADLINES ANNOUNCED: 09/15/96

The principle objective of the Collaboratives for Excellence in Teacher Preparation initiative is to support design and implementation of teacher preparation programs that will produce K-12 teachers who demonstrate the latest thinking on the teaching and learning of science and mathematics. A Collaborative must be designed within the framework of a program for all K-12 grade levels and all basic scientific disciplines including mathematics. Proposals which focus on a subset of teacher preparation defined by grade level or discipline, though permissible, must be presented within the inclusive framework. The proposed program must strongly reflect the independence of science and mathematics and include substantial input from faculty, teachers, and administrators representing these disciplines. The proposed program is encouraged to include the application of mathematics and science to technology and engineering. Collaborative activities may extend from recruitment of beginning students, through the baccalaureate degree, and may include the graduate education necessary to achieve certification. SUPPORT PROVIDED: The program expects to fund several Collaboratives for Excellence in Teacher Preparation in amounts from $200,000 to $1,000,000 per year for up to five years. Support may be requested for items in any category normally allowed by NSF. APPLICANT INFORMATION: A Collaborative will typically involve a consortium of partners both within and outside the primary institution. Within the institution, leadership and participation of faculty members in science and mathematics departments, in partnership with education faculty, are essential. Partners may include comprehensive and research universities, two- and four-year colleges, schools and/or school districts, community organizations, and the private sector.

Partnerships should reflect existing or desirable, natural regional relationships. (NSF 96-10)

#504

National Science Foundation
Research Experiences for Undergraduates

DEADLINES ANNOUNCED: 09/15/96

Projects supported by the Research Experiences for Undergraduates program (REU) provide opportunities annually for several thousand undergraduate students to participate in active mathematics, science and engineering research experiences. REU projects involve students in meaningful ways in ongoing research programs or in research projects specially designed for this purpose. Proposals are invited for support of projects that typically will fit into two major categories: (1) REU Sites and (2) REU Supplements. REU Sites grants will be based on independent proposals to initiate and conduct undergraduate research-participation projects for a number of students appropriate to the discipline and the setting. Most REU Sites projects are expected to be within the scope of a single discipline and/or single academic department. Interdisciplinary proposals and proposals with an ethics-in-science component are also encouraged, but multiple-discipline or multiple-department proposals without a common project focus or orientation are discouraged. REU Supplements are intended to provide research experiences for one or two undergraduate students. Requests for REU Supplements may be included in original research grant and cooperative agreement applications or as supplements to ongoing NSF projects. Site and Supplement projects may be carried out during the summer months, during the academic year, or both. REU Sites projects may be proposed for durations of one to five years; the term of REU Supplements may not exceed that of the underlying research project. Preproposals will not be accepted for the REU program. However, requests for information concerning the REU program may be directed to the cognizant program directors. The Foundation considers proposals for REU support in most of the fields of science and engineering. The main thrust of the REU Program is to make research experiences available to the largest possible number of eligible undergraduates. Undergraduate student participants supported with NSF funds in either Sites or Supplements must be citizens or permanent residents of the United States or its possessions. (NSF 96-102)

#505

National Science Foundation
Research in Teaching and Learning

DEADLINES ANNOUNCED: 09/01/96

The goal of the Research in Teaching and Learning Program (RTL) is to expand the knowledge base that will inform the national effort to reform science, mathematics, engineering, and technology education. To this end, RTL supports basic and applied research into factors that underlie effective teaching and learning of science, mathematics, engineering, and technology at all levels (pre-K to grade 16). Traditionally, RTL has focused primarily on basic (theory-driven) research. Although this primary focus will continue, RTL also supports applied (problem-based) research efforts. In addition, RTL supports research efforts that address timely problems in educational reform and systemic change, such as the implementation of curricula or pedagogical strategies by teachers at both pre- and in-service levels. The program attempts to focus its resources on cost-effective approaches to problems in science, mathematics, and technology education that promise to contribute most to the knowledge base that supports educational reform. The program encourages proposals on a wide variety of questions that use a variety of research methods and strategies. RTL particularly welcomes proposals that reflect the following issues: 1) Teaching: The development of teachers' understanding of children's scientific and mathematical thought processes; teachers' beliefs and attitudes about science, mathematics, and technology; their beliefs and attitudes about pedagogy; and how teachers come to implement reform-based instruction. 2) Learning: The development of children's scientific and mathematical thinking; how students develop complex concepts, especially using new technologies; and how technology changes the way students think, learn, and interact in formal and informal educational settings. 3) Synthesis: The development and

validation of instructional strategies that promote scientific and mathematical thinking; the examination of the effect of technology on the structure of classrooms and learning outcomes; and the identification and examination of contextual factors that facilitate teaching and learning. 4) Process: Teachers as action researchers; teachers, understanding and use of new curricular materials as well as their understanding and adoption of pedagogy; and how research findings from teaching and learning can inform systemic change. The program encourages collaborative proposals from teams of researchers who can competently address complex issues that span one or more programmatic areas in EHR (e.g., Teacher Enhancement, Teacher Preparation, Applications of Advanced Technologies, Instructional Materials Development, et al.). Collaborative proposals are also encouraged at the systemic level where there is a need for multilevel, multimethod studies that can lead to a coherent conceptual understanding of systemic change. Such proposals may be linked to the Foundation's Statewide Systemic Initiatives (SSI) or Urban Systemic Initiatives (USI) programs. RTL proposals are expected to exhibit one or more of the following characteristics: a) support research on teaching and learning in specific knowledge domains at the school (pre-K to grade 12) or college level, placing a strong emphasis on establishing the effective improvement of science, mathematics, and technical literacy and problem-solving skills; b) explore factors that may influence student interest, participation, and achievement in science, mathematics, and technology; the development of motivation, interest, and curiosity; and the making of curricular and career choices at various student levels; c) explore cognitive affective, and sociocultural factors that affect the science and mathematics achievement of underrepresented groups (women, ethnic and racial minorities, and persons with disabilities), including factors that enhance or impede science and mathematics learning and achievement among bilingual or English-language learners; and factors that influence underrepresented groups in their choices of study; d) address the content and teaching of the curriculum for students as influenced by the preparation of teachers; and e) address the adoption and implementation of innovative teaching and learning practices; systemic initiatives to change science, mathematics, and technology education; and social and cultural contexts of science, mathematics, and technology improvement efforts. Proposals that emphasize direct classroom teacher involvement in research are encouraged, so that questions arising out of classroom practice will more effectively inform the perspectives, methodologies, and findings of such research. In FY 1992, RTL made about 15 new awards, many multiple-year, ranging from $20,000 to more than $1.5 million. APPLICATION INFORMATION: Preliminary proposals are required and may be submitted at any time. In general, preliminary proposals should be submitted no less than eight weeks before a target date for full proposals. The above dates are target dates for submission of formal proposals; proposals will be accepted at any time. (NSF 95-138)

#506

National Science Foundation
Young Scholars

DEADLINES ANNOUNCED: 10/01/96

The Young Scholars (YS) program is designed to build awareness and appreciation of science, mathematics, and technology in high-potential and high-ability youth (grades 7-12), as well as to encourage these youth to investigate careers in these fields. YS projects excite and motivate students through their active participation in the process of scientific and technical discovery as they work side-by-side with scientific and technical researchers and educators both in the laboratory and in the field. Projects combine research experiences with instruction and problem-solving activities and discussions of career preparation and science ethics. YS projects include academic-year follow-up activities, often involving parents, other students, and teachers from participants' home schools. A special Mathematics and Science Teaching Perspectives (MSTP) component gives teachers unique opportunities to interact with both researchers, other educators, and students in scientifically rich research environments and to participate in activities that enhance their content knowledge and instructional skills. Awards will range form $53,000 to $488,000 for one to two year projects. APPLICANT INFORMATION: Proposals may be submitted by colleges or universities, their associations or consortiums, scientific or professional societies whose members are

primarily university faculty or researchers, and industries or other organizations which are engaged in significant advanced research efforts. Academic institutions are encouraged to combine efforts with industries with appropriate research facilities. The above date is for required preliminary proposals; full proposals; if requested, will be due 12/15/96. (NSF 95-150)

#507

U.S. Department of Energy
Science and Engineering Research Semester for Undergraduates

DEADLINES ANNOUNCED: 10/20/96, 3/15/97

The Science and Engineering Research Semester (SERS) program promotes training in science and engineering research and allows access to facilities and state of the art equipment and instrumentation not available on most campuses. A SERS experience integrates hands-on laboratory research with the student's chosen area of study or helps students focus on a particular field. SERS participants spend a semester at a national laboratory, working with scientific teams engaged in long-range investigations using advanced facilities and equipment. The laboratory also arranges a seminar series, tours and field trips. Participants are encouraged to arrange for the granting of academic credit by their home institutions for the research semester. SERS program benefits include a weekly stipend of $225, in addition to complimentary housing. Participants are reimbursed for inbound and outbound travel connected with the appointment. Tuition and fees for courses taken during the appointment period may be paid by the sponsoring laboratory, subject to prior approval. The average research work load for a participant is 30-40 hours per week. Undergraduate students who have completed the sophomore year and are currently enrolled at an accredited U.S. college or university with degree programs in computer sciences, engineering, environmental and life sciences, mathematics, or physical sciences are eligible. Community college students in two- year degree programs are encouraged to apply during the sophomore year for appointments after graduation. Students are also eligible for appointments during the

semester immediately following graduation from a four-year institution if they are not enrolled in graduate school. Applicants should have a 3.0 GPA out of 4.0.

Students may select from the following laboratories:

Brookhaven National Laboratory (BNL): BNL's primary objective is to gain a deeper understanding of the laws of nature. In addition to its initial mission to carry out research on the peaceful aspects of nuclear science, BNL constantly seeks new knowledge in such fields as physics, chemistry, mathematics, biology, medicine, oceanography, atmospheric sciences, and energy technology. Project areas at Brookhaven include: atomic physics and accelerator applications; biology and biomedicine; chemical energy science and engineering; chemistry; energy conservation technology &energy systems analysis; environmental and biomedical assessment; environmental chemistry, atmospheric, and oceanographic sciences; geosciences; health physics and radiological sciences; high energy and nuclear physics; instrumentation; materials science & engineering; mathematics & computer sciences; medical science & technology; nuclear engineering & safety analysis; and solid state physics.

Lawrence Berkeley Laboratory is interested in research in the following areas: energy sciences; energy and environment; building energy systems; energy analysis; energy conversion and storage; environmental research; indoor environment; windows and lighting; earth sciences; engineering; materials and chemical sciences advanced materials; cell and molecular biology; structural and macromolecular biology; structural biology; research medicine and radiation biology medicine; radiation biology and biophysics; physical sciences; accelerator and fusion research; information and computing sciences; nuclear science; and physics. This is not an all-inclusive list.

Lawrence Livermore National Laboratory is interested in research in the following areas: defense systems, laser research, magnetic fusion energy, energy and earth sciences, environmental technology, biomedical and clinical research, environmental and atmospheric sciences, engineering, physics, chemistry and materials sciences, computations, biology and biotechnology, forensic science, and science education.

Oak Ridge Associated Universities. The Oak Ridge program offers challenging energy-related research opportunities in collaboration with laboratory scientists. Research area categories include: analytical chemistry; biology; chemical technology; chemistry; computing applications; energy; engineering, physics, and mathematics; engineering technology; environmental sciences; fusion energy; health and safety research; instrumentation and controls; metals and ceramics; physics; research reactors; robotics and process systems; and solid state.

Pacific Northwest Laboratory. Areas of interest to the Pacific Northwest Laboratory include: applied physics; biological/life sciences; chemistry/chemical technology; computer science; energy sciences; engineering technology; environmental management; environmental/earth sciences; health safety/health physics; material science; and molecular science.

#508

U.S. Department of Health and Human Services
National Institutes of Health
Academic Career Awards and Research and Program Grants

DEADLINES ANNOUNCED: 10/01/96

The **Academic Career Award** (K07) is used to support individuals interested in introducing or improving curriculum in a particular scientific field as a means of enhancing the educational or research capacity at the grantee institution. This award supports two kinds of activities, 1) **Development**: provides support for more junior candidates who are interested in developing an academic or research expertise in a particular field. Teaching, curriculum building, research, and leadership skills are to be learned during the tenure of the award. For junior candidates, a mentor is required; 2) **Leadership**: supports more senior individuals with acknowledged scientific expertise and leadership skills who are interested in improving the curricula and enhancing the research capacity within an academic institution. It is expected that support under this award will increase the visibility and the overall research support or academic capacity for the given field of research within the academic medical/health and research

community.

The Academic Career Award is supported by the following NIH Institutes: National Cancer Institute, National Institute of Arthritis and Musculoskeletal Skin Diseases, National Institute of Environmental Health Sciences, National Institute of Mental Health, National Institute on Aging and National Institute on Alcohol Abuse and Alcoholism.

Research project grants support a broadly based, often multidisciplinary, long-term research program with a particular major objective or theme. Research projects involve organized efforts of groups of investigators who conduct integrated research projects related to the overall program objectives. Each project supported under a research project grant is expected to contribute to the overall program objective. Research project grants are awarded to institutions on behalf of the principal investigator to facilitate pursuit of a scientific focus or objective in the area of the investigator's interest and competence. A research grant may rarely be awarded directly to an individual who has access to adequate facilities and resources for conducting research.

Program Projects involve organized efforts of groups of investigators who conduct integrated research projects related to the overall program objectives. Each project supported under a program project grant is expected to contribute to the overall program objective. The grant can provide support for projects and for certain shared resources needed for the total research effort.

Research and Program project grants are supported by all of the NIH national institutes.

#509

Illinois Humanities Council
Mini-Grants

DEADLINES ANNOUNCED: 08/15/96, 10/15/96

Mini-grants are awarded to nonprofit organizations or institutions to support programs of short duration at the local level. The mini-grant is limited to $2,000 (or up to $2,500 if the project has multiple sites). Two kinds of projects are financed: projects that relate the humanities to topics of public concern and projects which foster an appreciation for the humanities as cultural resources. Professional humanists must be centrally involved in all phases of the project. The project sponsor must be a non-profit organization or institution. Humanities fields include, but are not limited to, history, literature, philosophy, languages, comparative religion, archaeology, jurisprudence, and history, theory, and criticism of the arts. When they employ philosophical or historical approaches, fields within the social sciences may also be included. Optional draft proposals may be submitted three weeks before the deadline.

Private Foundations

#510

Hewlett (William and Flora) Foundation
Education

DEADLINES ANNOUNCED: 10/01/96

Under its Higher Education program, the Foundation accepts requests in five interest areas: 1) college and university efforts that foster the respect for ethnic and racial differences and commitment to shared values (invitation only); 2) comprehensive teaching and research programs of academic institutions in the United States and Mexico that focus on the relations between these two countries (invitation only); 3) research university efforts to improve lower division general education; 4) research library umbrella organizations, university press associations and similar entities that facilitate scholarly communication; and 5) international and area studies projects at liberal arts colleges with the intent of equipping students with perspectives of the cultures studied (under review in 1996).

#511

Nationwide Insurance Enterprise Foundation

DEADLINES ANNOUNCED: 09/01/96

Nationwide only supports tax-exempt 501(c)(3) organizations, not individuals. Preference is given those organizations that are located in Central Ohio, Nationwide's home office community, or are recommended for funding by a state office. The Foundation provides grants to organizations and programs within the following categories: health and welfare; education; culture; civic causes; and other activities. Under education, the Foundation makes contributions that: assist higher education; support programs relating to business and economics; and strengthen educational programs and opportunities for minorities and persons with disabilities. Preference is given to statewide associations of such schools through which a larger number of students may benefit. "Culture" supports programs to support visual and performing artists. "Civic Causes" includes support for programs that promote business, economic, and public policy research.

#512

Society for Human Resource Management Foundation
Research Grant

DEADLINES ANNOUNCED: **09/05/96**

A major function of the SHRM Foundation is to fund research in the field of human resource management for the purpose of advancing and developing higher performance standards for the profession and responding directly to the needs of the SHRM membership. For consideration by the Foundation, research will be broadly defined and will include, but not be limited to: experimental research; field research; survey research; and literature reviews, including legal reviews and interpretations. Funding for projects of the broadest interest in human resource management will receive priority. Toward that end, the Foundation accepts proposals from researchers/practitioners seeking funding for their work or may invite the submission of proposals on topics in areas of particular interest.

Publications

1.   **National Science Foundation**
      <u>Congressional Report</u>
      September 1995 - April 1996

2.   **National Science Foundation**
      <u>Semiannual Report to the Congress</u>
      Number 14
      October 1, 1995 - March 31, 1996

3.   **National Science Foundation**
      National Science Board
      <u>Science & Engineering Indicators 1996</u>