

ALTERNATIVE MODELS FOR HUMAN CAPITAL DEVELOPMENT
IN EDUCATION RESEARCH

REPORT TO THE SPENCER FOUNDATION

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EXECUTIVE SUMMARY

Enhancing the quality of researchers is an essential element in a strategy to improve the quality of research in any field. In research on education, the Spencer Foundation has been a leader in promoting the development of human capital, through its long-standing fellowship programs and many other initiatives over the years. The purpose of this report is to consider additions, modifications, and alternatives to the current programs that may improve the quality of knowledge produced about education by increasing the capacities of the scholars involved in this endeavor.

Scope

To address the overall question, we examined information from four main sources: Spencer Foundation materials including private documents such as internal memos and reports, and public documents such as evaluations of the fellowship programs; discussions with 16 selected “key informants” from the Foundation as well as leaders and participants in comparable programs in other organizations; a limited review of the literature on human capital development in education and related fields; and an environmental scan of over 100 programs in education and other fields, which resulted in a pool of 82 programs offered by 32 different sponsors which we used to draw ideas about additions, modifications, and alternatives.

Goals

To think about program improvements, it is important to bear in mind the specific goals one is trying to accomplish. We identified the following potential goals of programs to build capacity in education research:

- Enhance productivity by allowing scholars time to focus exclusively on research.
- Provide incentives for outstanding researchers to focus on education rather than other fields.
- Enhance scholars’ careers by providing a signal of their quality.
- Enhance careers through mentoring experiences.
- Create a cohesive cadre of scholars through networking.
- Elevate the quality of research through focused training for specific skills.
- Improve graduate education through incentives for individuals and leveraging programs.
- Improve quality by identifying exemplars of high-quality research.
- Increase diversity of investigator backgrounds, institutions, and intellectual domains.
- Build a community of education scholars.
- Enhance the visibility and importance of the Foundation by engaging with the most outstanding scholars throughout their careers.

Context

To put our task in context, we briefly reviewed the literature on human capital development in education research and other research fields, and we examined the evaluations of the current Spencer fellowship programs. A limitation of the broader literature is that few evaluations have been conducted in such a way as to distinguish the effects of the programs from the effects of who is selected to participate in the programs. This makes it difficult to judge program impact. In addition, few studies provide guidance on which program elements are particularly effective or ineffective, so we obtain little guidance from the literature in our consideration of modifications of existing programs. Overall, the impression one obtains from the literature is that to the extent they have been measured, program effects are modest.

These findings contrast with the evaluations of the Spencer fellowship programs, which include two qualitative studies conducted by Abt Associates and two quantitative assessments conducted by Larry Hedges and colleagues. The quantitative assessments are particularly impressive in their rigor, as they employ a regression discontinuity approach to disentangle effects of programs from effects of selection. These assessments uncovered positive effects of both fellowship programs. In both cases, fellows produced 30% more publications than applicants who reached the finalist round but did not win the award. (In a regression discontinuity model, selection differences between winners and finalists are taken into account by including the known criterion of selection as a control variable in the model.) Other noteworthy advantages appeared in citations, editorial board service, and subsequent grant-winning. We considered several reasons for why the Spencer program yielded larger effects than other programs, and identified three reasons that seem plausible: the wide range of outcomes considered in Spencer evaluations, the relative scarcity of funding for education research, particularly at the graduate level, compared to some (but not all) other fields; and the design of the Spencer fellowship programs.

Dimensions and Examples

We identified 5 key dimensions of capacity-building programs, and we discuss each in turn, providing specific examples to illustrate our points:

- *Individual versus institutional programs*

The current Spencer fellowship programs provide funding to individual scholars, whereas some prior programs, such as the Research Training Grant, provided funding to institutions that was allocated to fellows. Our environmental scan revealed that while there are many more individual than institutional programs, more funds are spent on institutional programs, primarily due to the massive investment of NIH in its training programs. The IES Predoctoral Interdisciplinary Training Program (PIRT) is an example of an institutional program in education research. Distinctive features of this program are its relatively narrow focus within the field of education; the operation of the grant by cross-departmental groups of faculty rather than whole departments or schools/colleges; the competitive allocation of PIRT awards; and the substantial funds made available for institutional support to operate the program, in addition to funds for graduate stipends.

- *Targeted versus universal awards*

The distinction between targeted and universal awards is a relative one; we define universal as pertaining to a discipline or field of study (e.g., education) and targeted as either more narrow substantively (e.g., educational measurement), or as focusing on particular characteristics of applicants (e.g., women or members of a particular ethnic group). Whereas the IES PIRT is an example of a targeted, institutional program, the Robert Wood Johnson (RWJ) Foundation's Scholars in Health Policy Research is a universal, institutional program, because it brings postdoctoral scholars from a variety of social science disciplines to focus on health policy from a wide range of perspectives. RWJ awards are distinctive because of their high pay rate (\$89,000 annual stipend), and they are perceived as successful at bringing outstanding scholars from the disciplines to focus on health policy issues (we are not aware of a formal test of this perception). Like the IES predoctoral program, the RWJ program provides substantial institutional funding to operate the program and to promote health policy research on campus more broadly. These resources are perceived by participants and observers as instrumental to the success of the program.

Of course, fellowship programs for individual scholars may also be universal or targeted. The current Spencer programs are examples of universal programs. Examples of targeted programs include funding for women in fellowships from the American Association of University Women, and funding for minority and first-generation scholars from the Ford Foundation. Another type of targeted individual fellowship is the AERA Dissertation Fellowship, which supports students engaged in research with national education surveys. Yet another example is the postdoctoral fellowship of the Knowles Science Teaching Foundation (KSTF). This program provides 2 years of funding to 2-3 fellows for research on math and science teachers.

- *Career stage*

We identified four distinct career stages of awards: early graduate education, dissertation, early career, and mid-career. Early career and early graduate education programs are most prevalent, and the bulk of the resources are devoted to these levels as well, thanks to the massive investments from NIH and NSF. (Almost no education researchers are funded by NIH and NSF programs; the NSF CAREER award is a noteworthy exception. Education is specifically excluded from eligibility for the NSF Graduate Research Fellowship.) Mid-career fellowships provide time and space for scholars to get away from increasing university responsibilities so they can temporarily pursue research on a full-time basis. Other programs for early and mid-career scholars include targeted training in specific skills, such as the IES Summer Research Training Institute on Cluster-Randomized Trials. Other programs at the early and mid-career stage aim to provide exposure to new settings and intellectual domains. One mid-career program is the W. T. Grant Distinguished Fellows Program, which brings researchers to applied settings and practitioners to research environments. Another is the American Association for the Advancement of Science Fellows in Science and Technology, which places researchers in federal agencies or scientific societies for 1-2 years.

- *Duration*

We categorized programs along three markers of duration: less than one year, one year, and more than one year. An example of a short-term program is the Mirzayan Science and Technology Policy Graduate Fellowship Program at the National Academies, which brings doctoral or postdoctoral researchers to the National Research Council for 12 weeks. Other short-term programs provide specific skills, such as the IES Training Institute noted above, or the AERA “Stats” Institute. At the opposite end of the duration spectrum is the W. T. Grant Scholars Program, which provides 5 years of funding to early career researchers who focus on social settings for youth. This program takes resources that are similar to that of the NAEd/Spencer Foundation’s postdoctoral program and allocates them in a different way, choosing a much smaller number of fellows but supporting them over more years. Another example of a mentored program of extended duration is the NIH K01 award, which provides 3-5 years of funding to release early career researchers from teaching and other responsibilities so they can focus on their research. The K01 award is part of a sequence of progressive opportunities under which NIH scientists move from mentored to independent research.

- *Intensity*

The programs in our scan varied according to their intensity. Of 82 programs, 39 offer fellowships without professional development opportunities (including 1 in education research), 9 provide professional development without a stipend (including 3 in education), and 34 offer both (9 in education, including the 2 Spencer fellowship programs). Mentoring is a major component of programs that offer professional development, and a research literature has emerged that claims that mentoring is essential for training and career development. An example of a program that provides only mentoring without a stipend was the AERA Research Fellowship in Education and Adolescent Health. Fellows attended the Add Health user’s conference and worked with a mentor over the course of the year. A specific research paper was the product of the fellowship.

We found little guidance, either from our review of programs or from the research literature, on the advantages and disadvantages of more and less intense programs. Our informants expressed skepticism about the notion that eliminating the stipend and retaining the mentoring aspects of existing fellowship programs would maintain the same potency at lower cost.

Considerations and Reflections

In light of our analysis, we offer four considerations for further reflections:

- *Maintain the brand*

The current fellowship programs supported by the Spencer Foundation occupy unique niches; no other programs support the development of researchers in a broad range of domains of education research. Other programs operated by AERA, AIR, IES, NSF, KSTF, and the W. T. Grant Foundation occupy more specialized niches. If the Spencer programs were eliminated, no existing programs would meet the needs they fill.

Three different perspectives lead to the same conclusion about program effectiveness: effects in the evaluation reports are large enough to be substantively meaningful; effects are large compared to those identified for fellowship programs in other areas; and the current fellowship programs meet most of the goals listed at the beginning of the report. These findings lend support to the notion of maintaining the existing programs. A more nuanced conclusion about the existing programs is that by engaging scholars of the highest quality early in their careers, the Foundation is able to establish and sustain its brand of supporting valuable research on education. Our examination indicates that a Spencer fellowship is an identity marker, and placing this mark on future leaders when they are dissertators and just out of graduate school grants the Spencer Foundation an important influence on education research – more so than if the Foundation awarded only research grants.

Our scrutiny of available information cast doubt on the idea that the fellowship programs could maintain their impact while by promoting their mentoring and networking activities without the stipends. We had little concrete guidance about which program elements are most important, but the information we gathered suggests that it is the total package rather than one element or another that makes Spencer programs effective.

While most of the goals are well served by the current programs, two are not: leveraging fellowships to improve the quality of graduate education, and providing targeted training for specific skills.

- *Leverage improvement in graduate education through a targeted program*

We propose a targeted, institutional fellowship program in the *purposes and values of education*, one of the four “areas of inquiry” that the Foundation currently uses to organize its grant-making activities. This suggestion is motivated by four considerations:

1. Research on purposes and values has special significance at the present time, as public debates focus almost entirely on narrow measures, and fail to ask questions about why such measures are important, for what, and what other outcomes may be important.
2. Questions have been raised about the quality of preparation of researchers who work in this area. A targeted program could leverage student funding to create programmatic improvements (unlike the universal program that was attempted in the past).
3. Research on graduate funding suggests that fellowships may be especially potent where they are most scarce. Funding for students in this area is scarce, so the impact of such a program may be especially great.
4. No other initiative aims to improve graduate education specifically in this domain. The program would serve a distinctive purpose and occupy a unique niche.

An effective program would be interdisciplinary, drawing on such fields as history, philosophy, political science, and psychology. It would not be limited to schools of education, but faculty in schools of education could compete along with (and ideally in collaboration with) their discipline-based counterparts. A program that produced, say, 12 scholars from each of four

institutions could bring new vitality to today's muted efforts to ask "why" questions about education policies and practices.

- *Targeted training for specific skills*

A second goal that is not served by current programs is that of providing specialized training for specific skills. We give examples of three areas in which such targeted training would be helpful. One is training in crafting an exemplary dissertation. The Foundation has accumulated substantial wisdom on this topic, and would be in a unique position to help improve the quality of dissertations on education through a targeted training opportunity. A second idea goes back to the purposes and values of education. A targeted workshop could provide tools for researchers that would elevate the quality of work in this area. A third notion is about tools for qualitative data analysis in education. Other organizations offer training for quantitative research, but we did not find comparable programs for qualitative research methods.

- *Stand for quality*

Historically, the Spencer Foundation has stood for quality in whatever area of education research is under consideration. As its other capacity-building programs have come and gone, the two fellowship programs have endured. This is apparently no accident as the fellowship programs turn out to be highly effective by the metrics we identified. The Foundation can maintain its unique brand of standing for quality in education research by maintaining the current fellowship programs. It may also want to consider more targeted training to leverage improvements in graduate education and in the tools of education research.

ALTERNATIVE MODELS FOR HUMAN CAPITAL DEVELOPMENT IN EDUCATION RESEARCH

1. Introduction

For decades, writers have lamented the perceived inadequate quality of research on education (Lagemann, 2000). “Oh my God,” Diane Ravitch once expressed as she recounted her experience in a Manhattan hospital, “What if, instead of medical researchers, I were being treated by education researchers?” (Miller, 1999).

Whatever one’s take on the current state of education research, it seems clear that elevating the quality of researchers – their selection, preparation, and ongoing development – is bound to be a key component of any strategy to improve the quality of research. The Spencer Foundation has long been one of the nation’s leaders in promoting the development of human capital for education research. Through its signature programs of predoctoral and postdoctoral fellowships, as well as a wide range of related initiatives over the years, the Foundation has invested millions of dollars in attempting to boost the capacity of scholars to conduct research on education. At the present time, the Foundation is undertaking a review of its capacity-building programs, including the fellowship programs. One aspect of a review is consideration of alternatives and modifications. Are there other forms of capacity-building programs that might serve the same ends, either more powerfully, or more efficiently, or both? That question motivates this report. Our charge is to examine alternative models for human capital development in education research.

2. Plan of this report and scope of our work

To assess the potential value of alternative models, one must have a sense of the specific goals of the capacity-building programs. Thus, we begin our report with an enumeration of goals. Next, we place the current Spencer programs in context by reflecting on a small literature

on the evaluation of other capacity-building programs, and by discussing the recent evaluations of the Foundation's own fellowship programs in light of this literature. With this context in mind, we outline the key dimensions of programs to build human capital for research in education and discuss the prevalence of programs that fall along these dimensions. We provide several examples that illustrate the advantages and disadvantages of selected models, mainly in education but drawing on other fields as necessary to make our points. We conclude by offering reflections that may guide the Board and staff as they consider future efforts of the Foundation to support work of the highest quality in the selection, preparation, and ongoing development of researchers in the scholarly field of education.

We obtained four main sources of information as we pursued this work. First, we studied an extensive set of internal documents that covered three decades of Foundation investments in human capital development programs. We had access to docket reports, internal memos, and the recent feedback solicited from the public regarding the fellowship programs. We also reviewed a number of public documents including, most importantly, the evaluations of the fellowship programs conducted by Abt Associates and by Larry Hedges. Second, we held discussions with selected "key informants." These conversations ranged from semi-structured interviews to an informal focus group and included staff members from the Spencer Foundation, leaders and participants in capacity-building programs in other organizations, and a small, select group of former Spencer fellows. In total, we spoke with 16 persons in 10 different sessions – a highly selective, non-representative, but insightful collection of informants. Third, we conducted a limited review of the literature on foundations, graduate education, and fellowship programs in education and related fields. Due to time constraints, we did not review the full range of research, but read enough to provide a context for our endeavor. Fourth, we conducted an

environmental scan of over 100 programs, relying largely on electronic resources and secondarily on public and private documents and interviews, to identify various models of human capital development in education and related fields. Again, the review of alternative models was not exhaustive, but was thorough enough to capture a wide range of programs that vary along key dimensions and provide examples that should be helpful in thinking about possible alternatives or modifications for the Spencer programs. The appendix provides details for 82 different programs offered by 32 different sponsors that aim to develop capacity for research in individuals or institutions at career stages that range from graduate education to mid-career.

3. Goals of programs to build human capital for education research

Within the overall goal of building human capital to yield high-quality research on education, a number of more focused goals may be identified. Some of these are explicit, but others are implicit in the manifestation of the programs rather than stated up front. The goals we identified include:

- Enhance the productivity of emerging and developing education scholars by allowing them time to focus exclusively on their research.
- Provide incentives to outstanding scholars to focus their research on education as opposed to other fields.
- Enhance the careers of the most outstanding scholars by providing a signal of their quality.
- Enhance the careers of the most promising emerging and developing scholars by providing them with opportunities to be mentored by some of the field's most distinguished scholars.
- Create a cohesive cadre of outstanding emerging and developing scholars through the networking activities of the fellowship programs.

- Elevate the quality of education research by providing focused training for specific skills.
- Improve the quality of graduate preparation in education research by providing incentives for high quality and by leveraging graduate programs to produce outstanding researchers.
- Improve the quality of education research generally by identifying exemplars of high-quality research.
- Increase the diversity of scholarship on education along lines of the backgrounds of the investigators, the array of institutions where they conduct research, and the intellectual domains that they address.
- Build a community of education scholars by organizing social and intellectual focal points.
- Enhance the visibility and importance of the Spencer Foundation by becoming involved with the most outstanding emerging scholars at early stages in their careers and by providing successive opportunities for engagement with the Foundation.

4. Context for this report

Over the past two decades, a number of studies have examined the contributions of capacity-building programs such as fellowships and mentoring experiences to the development of research careers in a variety of fields, including the humanities, social sciences, and education. While the programs have been extensively described and the characteristics of participants well documented (e.g., Bowen and Rudenstein, 1992; Nerad, June, and Miller, 1997; Association of American Universities, 1998a, 1998b; Goldsmith, Pressley, and Cooley, 2002; Council of Graduate Schools, 2004; Committee for the Assessment of NIH Minority Research Training Programs, 2005; Carey et al., 2006; Reinhart, 2006; Walker et al., 2008; Ehrenberg et al., 2010), little information exists on the impact of programs on outcomes at the levels of individuals, institutions, or fields of inquiry. Most studies have not been able to proceed from description to

analysis of impact because they are unable to disentangle the benefits of the programs from differences among the participants – whether institutions or individuals – who are selected into the programs. (Exceptions include Ehrenberg and Mavros, 1995; Fang and Meyer, 2003; and Mantovani, Look, and Wuerker, 2006.) Nonetheless, the findings in this area have been used to inform capacity-building reforms and interventions undertaken by universities, departments, foundations, and professional associations (e.g., DeNeef, 2002; Walker et al., 2008; Ehrenberg and Kuh, 2009; Council of Graduate Schools, 2010).

Evaluations of fellowships in graduate education. A landmark in this literature was Bowen and Rudenstein's (1992) study of graduate education, which included an analysis of several prominent doctoral fellowship programs. The authors identified two dimensions of fellowship programs – institutional versus individual awards, and career stage – and examined the characteristics of fellowship winners along with outcomes such as completion rates and time-to-degree for doctoral fellows (see especially chapter 11). While identifying several positive aspects of the programs, such as increased visibility for graduate education, support for women scholars, and support for universities and students, results for impact outcomes were modest: Analysis of national fellowship program participants indicated that completion rates were lower than expected given the financial support available and the quality of fellows selected, and that time-to-degree was almost as long for fellowship winners as for other students.

Contemporary studies mainly echo the findings of Bowen and Rudenstein (1992). For example, Ehrenberg et al. (2010) examined the design, implementation, and impact of the Mellon Foundation's Graduate Education Initiative (GEI), a decade-long effort to improve graduate education in humanities fields. The GEI was an institutional fellowship program – that is, awards were made to academic departments, and fellows were selected by participating

departments – and departments were expected to improve their programs as well as pass along fellowship support to students. The authors conducted a sophisticated difference-in-difference analysis to examine the impact of the GEI. The difference-in-difference strategy compares before-and-after data from departments that did and did not participate in the GEI program; it aims to take account of general trends that might affect all departments as well as pre-existing differences among departments by comparing outcomes before the GEI and afterwards in participating departments to outcomes over the same time frame in departments that did not participate. The analysis uncovered small positive effects of the GEI on completion rates and time to degree. For example, students in GEI departments had 2.9 percentage points lower chances of dropping out of their graduate program than did students in comparison departments. Time-to-degree was reduced by about 1.4 months, a statistically significant but hardly a meaningful difference in light of the investment involved. Longer-term outcomes were also evident but still modest: participants were about 5-6 percentage points more likely to publish in the three years following receipt of the Ph.D. than non-participants. Unexpectedly, the GEI did not increase the rates of participants' obtaining academic jobs.

Evaluations of Spencer fellowship programs. The modest findings of most studies contrast with the relatively strong showing of the Spencer dissertation and postdoctoral fellowship programs as reported in evaluations conducted by Hedges and colleagues (2005; 2010). Hedges took advantage of Foundation records on reviewer ratings to employ a regression discontinuity design to measure program impact. This approach assumes that among the finalist candidates, winners are largely selected on the basis of quantitative ratings provided by reviewers. If selection were entirely determined by a known rating criterion, and the rating criterion were taken into account in assessing the effect of the program, the program effect would

not be affected by other, unobserved characteristics of candidates, i.e. it would be measured without bias. In practice, fellows are not selected purely on the basis of numerical rankings, but Hedges and Hanis (2005) showed that the extent to which selection departs from being completely determined by the ratings is similar to the degree of violation of assumptions in randomized trials in education. The regression discontinuity design is well suited to this endeavor and provides a particularly strong test for impact, especially when compared to designs typically used in evaluations of fellowship programs.

For the Spencer postdoctoral fellowships, Hedges and Hanis (2005) reported that fellows produced 30% more publications than finalists who did not win the award. They had 40% more editorial appointments and 49% more citations than their counterparts, and they received more than double the number of research grants. The authors argued that not only were most of the effects statistically significant, but they were large enough to be substantively meaningful as well. Findings from the dissertation fellowship impact study were similar (Hedges and Asch, 2010). While fellows were significantly more likely to complete the Ph.D. than were finalists who did not win the award, this difference was substantively minor because rates of completion were extraordinarily high among finalists (91%) as well as among fellows (96%). However, other findings appear substantively meaningful. Fellows produced 30% more publications than finalists who did not win – the same difference as emerged for the postdoctoral program. Dissertation fellows also had elevated odds of serving on editorial boards and received 30% more citations, an impact that is smaller than that for the postdoctoral fellows but still noteworthy. Dissertation fellows also obtained 30% more external grants than finalists. Interestingly, Spencer dissertation fellows had more than twice the odds of finalists of winning a NAEd/Spencer postdoctoral fellowship later on, compared to finalists who did not win the

dissertation award, and 1.75 times the odds of winning a Spencer research grant. Finally, dissertation fellows also had 1.75 times the odds of being a member of AERA, suggesting that the dissertation fellowship promoted subsequent engagement with the field of education research.

The generally positive impact findings on both fellowship programs are buttressed and illuminated by qualitative evaluations conducted by Abt Associates (Gamse and Conger, 1997; Gamse et al., 2001). These reports provide details on the experiences and perceptions of fellows as reported several years after their participation. While not designed to measure impact, the Abt evaluations can help identify aspects of programs that are seen as particularly instrumental for success. For example, dissertation fellows especially valued the financial support and time to complete their research (Gamse et al., 2001). Interestingly, the most recent cohorts of dissertation fellows showed much greater appreciation for networking opportunities than earlier cohorts, presumably reflecting changes that were made in the program to increase the networking opportunities. Dissertation fellows in the later cohorts were also more likely than their earlier counterparts to perceive that the fellowship experience solidified their interest in pursuing research related to education.

Comparison of Spencer fellowship effects with those of other programs. Why do the Spencer evaluations show greater evidence of impact than evaluations in other fields? Although a variety of methodologies have been used, it seems unlikely that methodological differences account for the distinctive results of the Spencer evaluations. The methods used by Hedges and his colleagues go farther than the rest of the literature to rule out bias due to selection factors. Most of the evaluations are descriptive and at best compare winners with non-winners or with the discipline as a whole. The difference-in-difference approach adopted by Ehrenberg et al.

(2010) uses comparisons of the same programs over time to mitigate selection factors, but Hedges' approach goes even farther by using the actual criterion of selection to account for pre-existing differences. Because fellowship programs try to select the most outstanding candidates, failing to account for selection would tend to bias observed program effects upward. The quantitative evaluations of the Spencer programs thus offer more conservative estimates than other studies, yet they yield more positive results than most.

Three other reasons seem more plausible. First, the Spencer evaluations addressed a wider range of outcomes than most other studies. Other analyses of dissertation fellowship programs, for example, have focused mainly on time-to-degree and completion rates. While the Spencer dissertation fellowship did have a significant impact on completion rates, substantively the effect was trivial. Far more important were its effects on productivity, career advancement and recognition and, in the case of dissertation fellows, identifying as an education researcher and obtaining subsequent grants from the Foundation. It may be that other evaluations would have appeared more positive had the investigators examined a wider range of important outcomes. However, this is unlikely to be the entire explanation, because the Mellon GEI evaluation obtained smaller estimates for effects on productivity three years after completion of the Ph.D. (Ehrenberg et al., 2010).

A second possible reason for the relatively strong positive effects of the Spencer fellowship programs may have to do with fields of study. In an evaluation of the NSF Graduate Research Fellowship (GRF) program, Goldsmith, Pressley, and Cooley (2002) observed that the fellowships are more potent in fields where funding is less available. For example, the fellowship appeared more important in mathematics, a field with relatively few external funding opportunities, than in biochemistry, where funding is plentiful. The authors commented that "the

impact of the GRF on graduate programs with more student funding options is understandably less significant than it is for those where even a small amount of external support has a substantial impact on program support for graduate students” (p.31). The Spencer dissertation fellowship may have particularly strong effects because external support for graduate students is in relatively short supply in education research, compared to fields supported by NSF and NIH fellowships and traineeships. However, this explanation would not account for differences between education and the humanities, where funding may be even more scarce.

A third possible reason for the relatively positive outcomes of the Spencer programs may reflect the design of the programs. Spencer fellowships are awarded to individuals, while the GEI grants studied by Ehrenberg et al. (2010) were awarded to institutions. It may be that individually-awarded fellowships have more powerful effects on individual outcomes than do institutional awards. Like the Mellon Foundation, the Spencer Foundation also had an institution-based program intended to boost the quality of graduate education. Through its Research Training Grant (RTG) program, the Foundation made awards to 11 schools of education over a period of about 10 years. Many articles and reports were written about the RTG, but they have the character of program profiles rather than evaluations. At this point, 3 years after the RTG has ended, it is difficult to identify lasting outcomes. Evaluations were conducted of single programs (Leonard and Fennema, 2008; Kecskemethy, 2008), but they were not designed to assess impact, and it is possible that a difference-in-difference analysis of the RTG would have yielded findings similar to Ehrenberg et al.’s (2010) findings about the GEI.

Program impact and program goals. Notwithstanding any issues with the RTG, the Spencer Foundation’s two long-standing fellowship programs appear to address successfully many of the goals we listed in the previous section. They enhance productivity and visibility of

winners and, in the case of the dissertation fellowship, lead to greater identification with education research and promote subsequent engagement with the Foundation. They also provide opportunities for networking and mentoring. The quantitative evaluations do not permit one to discern which aspects of the fellowship programs are most closely associated with the positive outcomes (e.g., the funds provided by the stipend, the prestige of the award, or the mentoring experiences), but the qualitative evaluations point to the value of all of these. Our discussion of alternatives and modifications must be viewed in light of these findings.

Finally, one goal the fellowship programs do not address directly is that of improving the quality of graduate preparation in education research. Evidence for this conclusion is thin in that it relies on the absence rather than the presence of data: neither the qualitative evaluations nor the e-mail testimonials identified quality improvements in graduate preparation that resulted from the fellowship programs, and the quantitative evaluations did not test for it. Still, it seems clear the fellowship programs have not been designed with this goal in mind, so if this goal were to be prioritized, alternative designs would need to be considered.

5. Dimensions of capacity-building programs

Bowen and Rudenstein (1992) identified *individual versus institutional* and *career stage* as key dimensions along which capacity-building programs vary. Our environmental scan reinforced the importance of these dimensions, but also introduced three others: whether the program is *targeted or universal*; the *duration* of the program; and the *intensity* of the program. We discuss each of these dimensions in turn, drawing on the specific programs we examined to provide examples. Figure 1 categorizes some illustrative programs according to the first three dimensions, Appendix Table A-1 codes the 82 programs according to the five dimensions, and Appendix Table A-2 provides a structured abstract for each program.

a. Individual versus institutional programs

A fundamental distinction among programs is whether they provide funding to individuals, as do the current Spencer fellowship programs, or to institutions, as did the RTG, which funded schools of education with a mandate to support graduate students while elevating the quality of graduate training (Young, 2008). Although our scan was not exhaustive, we were left with little doubt that there are many more individual fellowship programs than there are institutional programs. Of the 82 programs we coded, 72 (88%) are directed to individuals. The National Science Foundation (NSF) is the most prolific source of individual fellowship programs, with fellowships for beginning graduate students, dissertation improvement fellowships for advanced graduate students, CAREER awards for early career scientists, and a variety of more specialized programs. The National Institutes of Health (NIH) also operates a large fellowship program at the early and mid-career stage. Most private foundations such as W. T. Grant, Andrew W. Mellon, Woodrow Wilson, MacArthur, and many others, tend to support individual rather than institutional fellowship programs (the Robert Wood Johnson Foundation is an important exception).

While there are many more individually-oriented programs, the amount of resources invested is much greater in institutional programs. NIH alone allocated over \$650 million to institutional predoctoral and postdoctoral training in 2009-2010, with another \$120 million to individual fellowships (Association of American Universities, 2010). As depicted in Figure 2, about half of all federal investments in fellowships and traineeships in 2009-2010 were made by NIH. In any given year, NIH may be found to support over 10,000 predoctoral fellows and about 8,000 postdoctoral fellows (Sherman, 2006). Virtually none of these would be characterized as education researchers.

Within NIH, the largest capacity-building program by a wide margin is the T32 training grants program (see Figure 3). In a similar pattern (although at a different order of magnitude), during the decade when the Spencer Foundation operated both individual and institutional graduate fellowship programs, the institutional program (the RTG) consumed three times the resources as the individual dissertation fellowships program. The pattern at NSF, however, is different. NSF's institutional program, the Interdisciplinary Graduate Education and Training (IGERT) program is a smaller part of NSF's portfolio (just under \$70 million in 2009-2010) than its graduate fellowship program which is directed to individuals (\$135 million in 2009-2010).

Whereas individual programs are designed to support the development of individual scholars within their settings (often with additional networking and mentoring beyond their settings, see section on intensity), the institutional programs aim to affect the settings in which the scholars work. Mellon's Graduate Education Initiative, for example, was intended to modify departmental programs so as to reduce attrition and time to degree in doctoral education in the humanities disciplines. Spencer's Research Training Grant aimed to improve the quality of graduate education in the field of education research. Neither program achieved outcomes that satisfied its benefactors and both have since been ended.

Focus: The IES Predoctoral program. While it might be tempting to conclude that changing the quality of graduate education by leveraging fellowship dollars cannot succeed, other contemporary efforts challenge this conclusion. One example of an ongoing institutional program is the IES Predoctoral Interdisciplinary Research Training (PIRT) Program. This program provides grants of \$5 million to institutions over a 5-year period to support graduate training in education research. So far, 18 institutions have received awards, including 8 that received a second round of funding, for a total of \$120 million allocated for the time period of

2004 – 2014. As of 2008, 243 fellows had been supported (National Board for Education Sciences, 2008). This is a major new influx of resources reaching a very large number of emerging scholars in education research. However, not all fields of education research are represented in the IES programs. On the contrary, consistent with the IES mission (particularly as it was defined from 2002 – 2008), the programs are directed toward some aspect of developing, implementing, and/or evaluating interventions that aim to raise student achievement and other outcomes. A key difference between the IES training program and earlier institutional fellowship programs is that grants are not operated at the university level (as were many of the programs reviewed by Bowen and Rudenstein) or by schools/colleges (like Spencer's RTG program) or even departments (as in the GEI) but by cross-departmental collections of faculty who collaborate specifically to design and operate the training program towards a relatively narrow agenda. This approach is much closer to the NIH training grant model than to any prior program in the field of education that we have uncovered. Each PIRT program has one or more substantive themes (e.g., education policy, early reading, education and the labor market) and one or more methodological themes (e.g., measurement, field-based randomized trials). Thus, the IES programs are targeted rather than universal (see next section). Also, the IES training grants are awarded competitively. Once funds are awarded, the selection of fellows is made separately by each institution. Another distinctive feature of the IES predoctoral training grant is that it offers substantial funds for institutional support; in one program, for example, about half the funds are devoted to student stipends and cost of education, and the other half to programmatic features such as new faculty, guest lecturers, student research and travel, salaries of support staff, and the like. Again, this contrasts with other programs in education and the humanities, which directed almost all of their funding to student stipends.

Perhaps ironically (in light of the emphasis on rigorous evaluations at IES), the PIRT programs have not been evaluated through any sort of comparative design. Even so, the accomplishments of the program are impressive in terms of the number of students and faculty engaged and the visibility of the students who have produced a high volume of publications and conference presentations already. As the authors of this report are a director and a participant in one of these programs, we cannot help but comment on the institutional changes that are evident to us. Perhaps most importantly, the existence of the program has led the faculty to initiate new research projects they would not otherwise have undertaken – precisely to provide training opportunities to students in the IES training program. Wisconsin’s program has leveraged substantially more contact between students and faculty from different social science departments, and it has created a much greater focus on methodologies that permit causal inference (the methodological theme of the program) than had previously existed. From an inside perspective, the changes feel substantial. Of course, in the absence of a comparative study, it is difficult to be certain that the changes would not have occurred even if the training grant had not been awarded.

b. Targeted versus universal awards

The distinction between targeted and universal awards is a relative rather than an absolute one. For example, one might regard the Spencer fellowship programs as targeted because they focus on education, or as universal because they are open to all areas of education research. For our purposes, we consider targeted programs to have a *narrower than disciplinary focus*, so that the IES training grants are targeted programs whereas the Spencer programs are universal. We use the term “targeted” in another sense as well: some capacity-building programs are open to scholars from a wide range of interests within a field of study, but they are targeted to particular

groups of individuals, particularly minority scholars or women. We consider these programs, such as those providing the AERA Minority Dissertation Fellowship, the Ford Foundation Diversity Fellowship, and the American Association of University Women Fellowship, to be targeted programs as well. (We do not consider distinctions of career stage in this dimension, but rather we take that up in the next section.)

Focus: The Robert Wood Johnson postdoctoral program. As a contrast to the targeted institutional program of IES predoctoral fellowships described in the previous section, consider the relatively universal institutional program of the Robert Wood Johnson (RWJ) Foundation's Scholars in Health Policy Research program (see Figure 2 for a display of illustrative programs). This two-year postdoctoral fellowship program is aimed at bringing scholars trained in the social science disciplines to become involved in health policy research. A national competition resulted in the selection of three institutions at which fellows are placed. Resources for both the fellows and the institutions are substantial, with annual fellowships of \$89,000 and institutional funding available for activities such as seminars, workshops, and research by fellows and faculty. A goal of the program is to increase the quantity and quality of research on health policy by disciplinary scholars at the institutions at which the RWJ scholars are placed. In line with this goal, the research activities cover a wide range of health policy issues. Fellows who enter the program often have not focused on health policy issues in their dissertations, but move into the field through the fellowship experience. As far as we have been able to discern, no impact evaluation has been conducted. However, there is a widespread perception, at least within sociology, that the program is moving promising young scholars towards health policy as a field of inquiry. Sociology is a discipline in which the top Ph.D. graduates typically move directly from graduate school to junior faculty positions; however the size of the stipend, the reputation

of the institutions, and the quality of the programs has noticeably led several top prospects to defer their faculty jobs while they pursued the RWJ fellowship. “The RWJ is transforming our field,” one informant commented. This is probably an exaggeration (and may have reflected frustration with a job candidate who chose an RWJ over a faculty position), but it is emblematic of how the fellowship opportunity is perceived.

Not only institutional programs but individual capacity-building programs may also be targeted or universal. One set of examples comes from the American Association of University Women, which operates several fellowship programs targeted specifically to women at various career stages (regarding career stages, see the next section). The Ford Foundation, which awards both early graduate education and postdoctoral fellowships to enhance the diversity of the academy, is another example. Obviously, such targeted programs have specific goals to enhance the academic success of scholars from particular demographic groups. Other individual programs target particular areas of inquiry within a broader domain. Examples include the AERA Dissertation Fellowship, which supports students engaged in research with national educational longitudinal surveys, and the NIH Mentored Quantitative Research Development Award (K25) for early career scholars.

Focus: Knowles Science Teaching Foundation postdoctoral fellows. The Knowles Science Teaching Foundation (KSTF) Research Fellowship is an example of a program that targets a particular area of inquiry within the field of education. This program provides 2 years of funding to 2-3 early-career researchers each year for research on the recruitment, preparation, and retention of mathematics and science teachers. Compared to the Spencer postdoctoral program, KSTF selects a much smaller number of fellows with a much narrower research focus but with a second year of funding. Interestingly, KSTF fellows work in areas that make them

eligible for NSF CAREER awards from NSF's Education and Human Resources Directorate. The CAREER awards provide 5 years of funding, but the funds are devoted to research expenses broadly and do not release researchers from teaching and administrative responsibilities in the way that fellowships do. Also, the NSF CAREER program is mostly about pursuing lines of research rather than about building a cadre of math and science education researchers. By contrast, both the KSTF and the Spencer programs place substantial emphasis on networking and mentoring as benefits of the fellowship programs. According to one prominent respondent to the Foundation's invitation for comments on the fellowship programs, KSTF represents a tighter professional community than the Spencer fellows because it is smaller and more tightly focused. It is also less expensive, because only 4-6 stipends are paid out each year (i.e., 2-3 fellows for 2 years each).

c. Career stage

Our environmental scan revealed four distinct career stages at which foundations and government agencies have attempted to create and develop human capital for research:

- Early graduate education
- Dissertation
- Early career
- Mid-career

As seen in Figure 4, the most common career stage among the programs we scrutinized was the early career, followed by early graduate education. We uncovered only 13 programs at the dissertation level, of which just 4 are especially focused on education (from Spencer, AIR, and two at AERA).

Interesting tradeoffs can be seen when considering investments at different points in the career. At the risk of oversimplifying, the earlier the investment, the more risky, but the greater the upside, i.e., the greater the maximum benefit. Fellowships at the beginning of graduate school carry substantial risk of not paying off in a research career at all, because many students do not complete their doctorates (attrition is about 50% in the humanities and social sciences), and attrition rates have been stubbornly resistant to change (Bowen and Rudenstein, 1992; Council of Graduate Schools, 2008). However, a fellowship program that brings outstanding students into a research career who would otherwise not have chosen the field (as Freeman, 2005, claims for the NSF fellowship) or which brings top students to focus their research on education instead of other topics (as is claimed for the IES predoctoral program) would have an impact that might carry over for decades. By contrast, the selection of mid-career scholars can be based on a great volume of information, so decisions may be more reliable (depending on the nature of the fellowship), but fewer years remain in which such an investment can pay off. The Spencer Foundation has chosen the two middle career stages: during graduate education, its funds are targeted to dissertators who almost universally complete their doctorates, so the chances of impact are relatively good (although not assured because some winners may leave education research or research generally after completing their dissertations). After the doctorate, the Foundation's investment is targeted to early career scholars, who are still being shaped and have long careers ahead of them.

Focus: NSF versus NIH funding. At the early graduate education level the two major funders, NSF and NIH, provide sharply contrasting models. (Generally, neither of these programs supports education researchers; the NSF CAREER award is a noteworthy exception, whereas education is specifically excluded from eligibility for the NSF Graduate Research

Fellowship.) NSF awards graduate research fellowships to the most promising students in science, technology, engineering, and mathematics (STEM). Awards are portable; that is, awards are made to students, who can take them to any doctoral program, and there are no special requirements that fall upon graduate programs that accept NSF fellows. The size of the award is largest that we encountered for beginning graduate students, at \$30,000. The NIH training program also support students early in their graduate careers, but they may also support students at later stages of graduate education (as well as postdoctoral fellows). Students do not receive awards directly; instead, faculty from across departments within an institution design coherent programs and compete for awards, and then select the graduate students who receive support. Compared to NSF fellowships, stipend levels are less generous in NIH traineeships (\$21,180), but programmatic elements are greater because institutions design training programs in which the traineeships are embedded.

Capacity-building initiatives at the dissertation level also vary widely. Some provide research expenses only, with no stipend or professional development activities. An example of this type of program is the NSF Doctoral Dissertation Improvement Grants, which provides small grants to support dissertation research. Other programs provide stipends only; for instance, the AIR Dissertation fellowship provides a 1-year stipend to support dissertation research on education using large-scale, nationally represented data sets. Still other programs pursue a model like that of the Spencer Foundation's Dissertation Fellowship program, which offers not only a stipend but also ongoing professional development activities that include opportunities to network with other fellows and the chance to be mentored by a senior faculty member outside the fellow's university but in his or her area of interest. Differences across programs related to such design features will be discussed in the section below on program intensity.

Early career programs include the Robert Wood Johnson postdoctoral fellowship and the National Academy of Education/Spencer Foundation postdoctoral fellowship, both of which were discussed earlier. At mid-career, most scholars face increasing administrative, professional, and advising responsibilities that make it difficult to maintain a consistent level of productivity (Neumann, 2009). Year-long ventures for mid-career scholars such as visiting positions at the Russell Sage Foundation and the Center for Advanced Studies in the Behavioral Sciences provide time and space to break away from university responsibilities and pursue research on a full-time basis. The off-site locations of these programs helps the scholars shed their day-to-day university responsibilities. Other early and mid-career programs provide scholars with specific new skills. These may be short-term programs with a relatively narrow agenda, such as the IES Summer Research Training Institute on Cluster-Randomized Trials, or longer programs such as the W. T. Grant Distinguished Scholars program, which brings high-level researchers to applied settings and outstanding practitioners to research environments. Again, these programs use off-site locations to capture the full attention of researchers who might be distracted at home.

Focus: AAAS Science and Technology Fellows. One capacity-building program that spans the early and mid-career stages is operated by the American Association for the Advancement of Science. This program places fellows for 1-2 years within a federal agency or a scientific society in Washington, DC. While the AAAS operates the program, funding for the fellows comes in the form of salaries from the agencies and societies. The program provides an in-depth orientation to federal science and technology policy, frequent seminars and workshops, networking activities, and an annual policy forum. Like the RWJ, this program aims to transform the career orientations of individuals who participate, although the model for doing so

is dramatically different. It represents a distinct variety of program in that individuals leave their home institutions and yet they are located in a huge range of placement sites.

d. Duration

Our scan suggested that programs tend to vary across three categories of duration: less than one year, programs of exactly one year, and more than one year. Duration is not the same as intensity, as a program may be highly intense for a short period of time, or less intense over a longer period. Program intensity will be discussed in the next section. Duration, however, is important in its own right, as programs of different duration seek different goals. Typically, short-term programs aim to address specific skills, whereas long-term programs take a more developmental approach.

One example of a short-term program is the Mirzayan Science and Technology Policy Graduate Fellowship Program at the National Academies. This 12-week program brings researchers into the National Research Council (NRC) and provides exposure to the type of work that occurs at the NRC, that is, synthesizing research and building consensus. Each fellow is mentored by a senior staff member, and the fellows interact with one another as well as with NRC staff in their areas of interest. Fellows, who may still be in graduate school or may be recent graduates, receive a stipend of \$8,000 for the time they participate in the program.

Short-term programs are also used to provide specific skills to researchers. For example, AERA operates an annual “Stats Institute.” Participants, who may be at any career stage, receive hands-on training in the use of national longitudinal data sets, with a focus on a particular statistical approach such as multilevel models or propensity score analysis. NSF and the National Center for Education Statistics provide funding for the program, which covers the cost of the institute as well as travel costs for participants.

Focus: The W. T. Grant Foundation Scholars program. At the opposite end of the spectrum is the W. T. Grant Scholars program, which provides \$350,000 over 5 years to early career researchers (no more than 7 years past Ph.D.) who focus on studying and improving social settings for young people. The Grant Scholars program takes a similar amount of resources as the Spencer Postdoctoral Fellowship program and divides it up in a different way: Instead of providing stipends of \$55,000 to 20 fellows per year for 1 year each (cost of \$1.1 million per year), the Grant Scholars program provides funding of \$350,000 for five years, but makes awards to 4-6 fellows per year (\$1.4 million per year if there were 4 scholars in each cohort). Like the Spencer program, the Grant Scholars program is designed to have a major professional development component. However, the Grant Scholars program requires applicants to develop a mentoring program in advance, including identifying the senior scholars who will serve as mentors over the 5 years. From the perspective of the Grant Foundation, the detailed mentoring program and the 5 year duration are essential features that underlie the program's success. A noteworthy feature of the application process is that candidates must be nominated by their institutions, and major divisions of institutions (e.g., a school or college) may nominate only one candidate per year. This limits the number of applicants and presumably helps hold down the cost of carrying out the selection process. Obtaining institutional nominations may also bring more information into the selection process, since institutions presumably have additional information on candidates that is not available to the agency providing the fellowship.

Another individual, mentored program of extended duration is the NIH K01 award. This program provides support for a sustained period of "protected time" (3-5 years) for intensive research career development under the guidance of an experienced mentor, or sponsor, in the biomedical, behavioral or clinical sciences leading to research independence. The expectation is

that through this sustained period of research career development and training, awardees will launch independent research careers and become competitive for new research project grant (R01) funding. Participants devote 75% of their time to research, so if they are university faculty members they are substantially released from teaching. Generally the K01 is a universal program although there are several targeted versions which either promote race/ethnic or gender diversity among participants or promote participation from high-priority fields such as neuroscience or health disparities.

e. Intensity

Capacity-building programs also vary in their intensity. Some provide funds for research expenses but no stipend or other learning opportunities. The NSF Dissertation Enhancement Grant is an example of this type of program. At the opposite end of the continuum, some programs provide a substantial stipend along with extensive opportunities for mentoring, networking, seminar and conference attendance, and other professional development activities. The W. T. Grant Scholars program and the National Academy of Education/Spencer Foundation Postdoctoral Fellows program fall under this category, with the Robert Wood Johnson postdoctoral programs tipping the top end of the scale. Figure 5 shows that among the 82 programs we examined, 39 offer fellowships without professional development (including 1 in education), 9 provide professional development but no stipend (including 3 in education), and 34 offer both (9 in education, including the 2 Spencer fellowship programs).

An important aspect of the intensity of a capacity-building program is the degree to which it provides a mentoring experience for participants. A number of writers have argued that mentoring is crucial to successful training and career development (Nyquist and Wulff, 1995; National Academy of Sciences, 1997; Committee for the Assessment of NIH Minority Research

Training Programs, 2005; Handelsman et al., 2005; Eley and Jennings, 2005; Mullen, 2006; Walker et al., 2008; Golde et al., 2009). Generally, institutional programs identify mentors for scholars at their home institutions, as do individual fellowships at the early graduate level (when mentors are identified). Fellowships at the dissertation and early career stage often supply – or require candidates to identify – mentors at other institutions, to increase the number of mentoring relationships available to fellows.

Focus: AERA Research Fellowship in Education and Adolescent Health. Some programs provide mentoring and networking without the fellowship that allows dedicated time for research. AERA's Research Fellowship in Education and Adolescent Health is one such program. During 2008-2009, AERA obtained support from the Spencer Foundation and the National Institutes of Child Health and Human Development (NICHD) to provide training for dissertators and recent doctoral graduates to address issues of adolescent health and education using NICHD's National Longitudinal Survey of Adolescent Health (Add Health). Fellows attended the annual Add Health data user's conference, where each was assigned a mentor who worked with the fellow over the course of the year. The fellow worked on a specific paper and received feedback from the mentor, and this paper became the central product of the fellowship experience. The fellowship program was undertaken to broaden the use of Add Health by the education research community, and it succeeded in the sense that young scholars received mentored opportunities to use this prominent data set. The program provided a mentor who is an expert on the data set, which presumably adds value beyond the faculty supervisors and colleagues at the home institutions of the fellows. The fellowship program received a healthy response from the field, with over 150 applicants in its first year, indicating a demand for such a

program. However, the program did not provide release time for scholarship, so fellows needed to find other support to allow them to engage deeply in their research projects.

Unfortunately, the research literature provides little guidance on the benefits of higher or lower levels of intensity. It seems likely that more intensive programs are more potent, but that does not mean the increased potency is worth the increased cost. Qualitative studies shed some light on this issue. For example, the Abt Associates evaluations of the Spencer dissertation and postdoctoral fellowship programs indicated that the mentoring aspects of these programs were highly valued, as did many of the testimonials provided in response to the Foundation's request for feedback. Yet the release time afforded by the fellowships was also greatly valued. In an informal focus group, past fellowship winners expressed skepticism about the notion of a program that provided mentoring and networking without the fellowship (or with a nominal fellowship). Their view was that in such a circumstance, they would have sought other funding to support their research. Nonetheless, AERA's Add Health fellowship elicited substantial demand even without a stipend beyond travel reimbursement.

6. Considerations and reflections

The mission of the Spencer Foundation is to improve education by building new knowledge. How can the Foundation best use its investments in human capital to achieve this aim? We offer four considerations for further reflection.

a. Maintain the brand

When pondering possible modifications and alternatives, one is first drawn to consider the value of current, ongoing programs. Two findings are immediately evident. First, the two fellowship programs associated with the Spencer Foundation occupy unique niches in the landscape of programs to develop researchers. The dissertation and postdoctoral programs are

the only universal programs for education researchers at those career stages – universal in the sense that they support researchers across all areas and approaches in education research. At the dissertation level, AERA, AIR, and IES operate much more narrowly tailored programs that serve a particular domain of graduate preparation. There is substantial overlap in the areas served among those three programs, but they constitute a relatively small subset of the Spencer portfolio. At the postdoctoral level, some, but not all, education researchers can compete for the W. T. Grant Scholars Program, the NSF CAREER award, and specialized programs such as the KSTF Research Scholars program, but for researchers in most domains of education research, no comparable program exists. The Spencer programs also stand out among fellowship programs in education for their support of international research and international scholars. If the Spencer programs were eliminated, no existing programs would meet the needs they fill.

Of course, graduate students can obtain support on faculty research grants, and early career scholars can compete for their own research grants from many sources including the Foundation. Research grants serve a different purpose, however, and do not address the developmental goals that have been identified for the fellowship programs, nor do they permit the release time that the fellowships afford to focus solely on research.

A second clear conclusion about the existing programs is that they are effective, based on the qualitative and quantitative evaluation reports. We looked at this issue in three different ways and reached the same end: (a) The impact measures are large enough to be substantively meaningful; (b) compared to other studies of other fellowship programs, the findings of the evaluations of Spencer programs stand out for their relatively large effects; and (c) the programs appear to meet most of the goals that we enumerated for the fellowship programs. The dissertation and postdoctoral fellowships enhance productivity and enrich the careers of the

fellows. They provide mentoring and help improve quality through promoting examples of outstanding work. They also enhance, or at least maintain, the visibility of the Foundation and contribute towards a cohesive cadre of fellows and a diverse community of scholars in education. More limited evidence also suggests that the programs bring outstanding scholars to focus on education as a field of inquiry – as suggested by the finding that winners of dissertation fellowships were more likely to be members of AERA years later, compared to finalists who did not win. (It would be worth testing whether this effect accrues particularly for discipline-based scholars who, in the absence of the funding, might select a different topic within their disciplines.)

A third, more nuanced conclusion about the existing programs concerns their role in maintaining the leadership and influence of the Spencer Foundation in its effort to promote high quality in education research. Awarding fellowships is not just about fellows competing for the attention of the Foundation; it is also about the *Foundation* competing for the right *fellows*. Of course, the Foundation will never run out of people to whom to give away its money, but fellows are not exchangeable. To maximize the founder's vision, the Foundation needs to support fellows who will be exceptionally productive, those who will train many students as they move through the academic hierarchy, and those who will be leaders in the diverse arenas of education research. Capturing such candidates early and maintaining frequent contact with them helps in this process, as was evident in the evaluation finding that dissertation fellows were more likely to win Spencer postdoctoral awards than were comparable finalists who did not win. A Spencer fellowship is an identity marker (see the qualitative evaluations and e-mail testimonials), and placing this mark on future leaders when they are dissertators and just out of graduate school

grants the Spencer Foundation an important influence on education research – more so than if the Foundation awarded only research grants.

Some of our “key informants” and some of the e-mail responses to the open call for comments discussed the matter of whether the fellowship programs might eliminate (or greatly reduce) their stipends and provide only the mentoring and networking that is currently associated with these programs. This could dramatically reduce the cost of the programs, or it could allow the programs to include much larger numbers of fellows, or both. While tempting, our analysis points away from such modifications. The research literature gives little guidance on which program elements are most important, but the information we gathered suggests that it is the total package rather than one element or another that makes the Spencer programs effective. Without the fellowship component, some informants argued, fellows would need to seek funding elsewhere. The top students would win other fellowships and become engaged in professional development associated with *those* programs instead of that of the Spencer Foundation. Discipline-based scholars may even choose to focus on research topics other than education. Even when they remain committed to education as a field of inquiry, support from research or teaching assistantships would prevent emerging scholars from devoting their full attention to their research. Also, our informants argued, the stipend is a good value for its cost, especially at the dissertation level as graduate students are truly free to work full time on their projects. In our conversations and our reading, we saw again and again the importance of the stipend component. If the fellowships appeared ineffective in an evaluation, we might reject these comments as self-serving. In light of the positive findings, however, we find them credible.

While most of the goals are well served by current programs, two goals are not addressed by the current programs: leveraging fellowships to improve the quality of graduate education, and targeted training for specific skills. We take up each of these in turn.

b. Leverage improvement in graduate education through a targeted program

The unmet goal of leveraging resources to improve graduate education has long been a source of frustration for the Spencer Foundation. Years ago, when the Foundation decided to bring the allocation process for the dissertation fellowship inside the Foundation, it did so out of concern that schools of education were not competing successfully. Yet the allocation continued to favor students from discipline-based departments. The same concern stood behind the creation of the RTG program, yet the perception remains that the Foundation's efforts have not met their aims.

Our analysis helps clarify why the Foundation's previous efforts to leverage improvement in graduate education have not succeeded. An institutional grant with a universal focus is unlikely to elevate quality when there is no shared acceptance of what constitutes high-quality graduate preparation across all the domains of education and in an institutional environment as large and diverse as a school of education. The lack of consensus about means and ends has not resulted in divisiveness but rather in a sort of intellectual relativism, in which all approaches and methodologies are equally valued. Because a strong case *can* be made for most methodological approaches and research domains, it is not possible to prioritize, and consequently the depth and rigor of graduate education within each domain is more or less unchanged. This pattern is as evident in the 2009 Task Force Report on graduate preparation of education researchers as it is in the discussions of the RTG. The looseness of purpose manifested in the universal program was compounded by not requiring institutions to submit

proposals before deciding where the programs would be located, thus making it easy for institutions to avoid establishing priorities and making hard decisions about what would be “in” and what would be “out.”

By contrast, a targeted program of support for early graduate education would stand a much greater chance of elevating the quality of research preparation in the targeted area. A targeted program requires faculty to make choices about which approaches will be supported and what standards upheld. Targeted programs can (and probably should) be interdisciplinary; for instance, a targeted training program that prepares students to conduct research on “what works” in education draws on multiple disciplines such as psychology, sociology, economics, and statistics.

To meet its goal of elevating the quality of graduate education in research on education, the Foundation may want to consider establishing a *targeted, institutional fellowships program* (what NIH, NSF, and IES would call a “training program”). Such a program would provide, for example, four 3-year fellowships to three successive cohorts of students in each of four institutions.

Our suggestion is to establish a program aimed at improving the quality of research preparation in the area of the *purposes and values of education*. This is one of the “areas of inquiry” that the Foundation currently uses to organize its grant-making activities. By “purposes and values,” we mean research that asks questions about the aims of education, the means by which education is pursued, the metrics by which education is measured, and the value of education in a diverse society. Four considerations that emerged from our inquiry led us to this suggestion:

1. Research on the purposes and values of education is of enduring importance, and may have special significance at the present time. Public debates on education are almost entirely focused on narrow measures of education quality such as test scores, completion of levels of schooling, and economic payoffs. Questions about *why* these outcomes may be important, for what, and what other outcomes may be significant, are barely heard. A special initiative on values and purposes would balance out a scale that has tipped too far in one direction.
2. Questions have been raised about the *quality* of preparation of researchers who focus on the purposes and values of education. A program at the early graduate level is best positioned to bring the most outstanding students in a disciplinary field to focus on education as a field of inquiry. This is a high risk proposition because some students who begin the program will not graduate, yet it also promises high yield if it is effective.
3. Research on graduate funding suggests that fellowships may be especially potent where they are exceptionally scarce. There is a widespread perception that funds for the preparation of graduate students in areas such as the history and philosophy of education are hard to come by. We did not find evidence that funds for students in these areas are more scarce than they were in the past, but it is true that funds have become much more plentiful in *other* areas of education research over the past 5 years, due to the creation of the IES training programs.
4. As far as we can determine, there is no current effort aimed specifically at improving the quality of graduate preparation on this topic. Other institutional training programs such as those sponsored by IES, NSF, NIH, and RWJ are pointed elsewhere. This program would serve a distinctive purpose and occupy a unique niche.

An early career training program could avoid the limitations of the RTG and the GEI.

Unlike those programs, it would be focused on a specific theme within the broader framework of

purposes and values. It would be competitively awarded, and would not be a departmental or school/college program. Instead, it would follow the NIH and IES models to call on groups of faculty members with common interests to craft a coherent program with specific themes, methods, and program elements. A limitation of one application per institution could be set so that the selection process is not too onerous.

An effective training program in this domain of inquiry would be interdisciplinary, drawing on such fields as history, philosophy, political science, and psychology. It would be important to avoid the temptation to restrict such a competition to schools of education, because a competition with disciplinary departments is necessary to bring out the best in schools of education. Moreover, there is reason to believe schools of education would compete successfully. In the competition for IES predoctoral training programs, where the Request for Applications gave clear preference to social science disciplinary departments, schools of education were successful, with 11 of 18 awards located substantially or exclusively in schools of education. It seems likely that schools of education would be at least as successful in a competition for a training grant on the purposes and values of education.

An early graduate education training program on the purposes and values of education that produced 48 outstanding scholars over 5 years could bring new vitality to today's muted efforts to ask the "why" questions about current policies and practices.

One question that deserves careful attention is whether there would be jobs for the fellows when they graduate. Although elevating the quality of graduate preparation in this area would be important in its own right, long-term effects rely on the graduates moving into prominent positions where they train the next generation of outstanding scholars. This is another reason why an interdisciplinary approach is important: It would probably not be a good idea to

produce 48 new philosophers, but if this number were distributed across a number of disciplines, and if the candidates were of high quality, subsequent employment is likely.

c. Targeted training for specific skills

A second goal that is not served by the current array of Spencer programs is that of providing targeted training for specific skills. Several other agencies and organizations provide this sort of training such as, in education research, AERA and IES. We considered whether the Spencer Foundation would be well served by such an approach. No causal analysis exists of these programs, but experience suggests they can be effective in the limited role for which they are designed: to provide researchers with a specific tool (e.g., a new statistical technique, access to a complex data set) which the researchers then apply in their subsequent work.

Are there specific skills for which the Spencer Foundation might provide focused training? One idea that occurs to us has to do with crafting an exemplary dissertation. The Foundation has accumulated substantial wisdom on this topic – both on the high end and the low end of the quality spectrum – and it might consider running a workshop for students on how to avoid the pitfalls and reach the high points of excellent work. The workshop might have as one component how to prepare an excellent proposal for a dissertation fellowship, but the main point would be about the quality of dissertation work rather than on the quality of proposals. The Social Science Research Council offers a comparable program for graduate students working in specific interdisciplinary fields in the social sciences and humanities.

A second notion goes back to the idea of the purposes and values of education. Are there tools that would help emerging researchers investigate such questions more carefully or build more compelling arguments? If so, a targeted workshop might elevate the quality of discussion on this important issue.

A third idea for a targeted, skills-focused workshop might address tools of qualitative data analysis. Currently, AERA and IES both offer workshops for quantitative research tools (as does the Interuniversity Consortium for Political and Social Research), but we did not come across comparable programs for qualitative research. (A number of sites offer training in the use of particular software packages, but we did not include that in our scan.) The importance of rigorous methods is just as great in qualitative research as it is in quantitative research, but comparable training opportunities seem much less available. The Spencer Foundation could fill an important niche by moving into this arena.

d. Stand for quality

One way to be visible, relevant, and influential in the world of education research is to take a strong stand on a narrow approach to improvement and advocate for it single-mindedly. By taking a stand on what questions must be asked and what methods must be used to answer those questions, a funder can have a major impact on the field.

Historically, the Spencer Foundation has taken a different approach. Its stand is for quality in whatever area of education research is under consideration. Across five decades, the Foundation has pursued many approaches to improving capacity in education research. It is apparently no accident that as its other programs have come and gone, the two fellowship programs have endured, because they are meeting their goals to a degree that cannot be claimed for other the programs. Hence, the first step in upholding quality in a broad range of education research domains is to maintain the Foundation's unique brand as manifested in the fellowship programs. The second step is to ask what areas of education have the greatest need for leveraged improvement, and to consider special initiatives to pursue improvement in those targeted areas.

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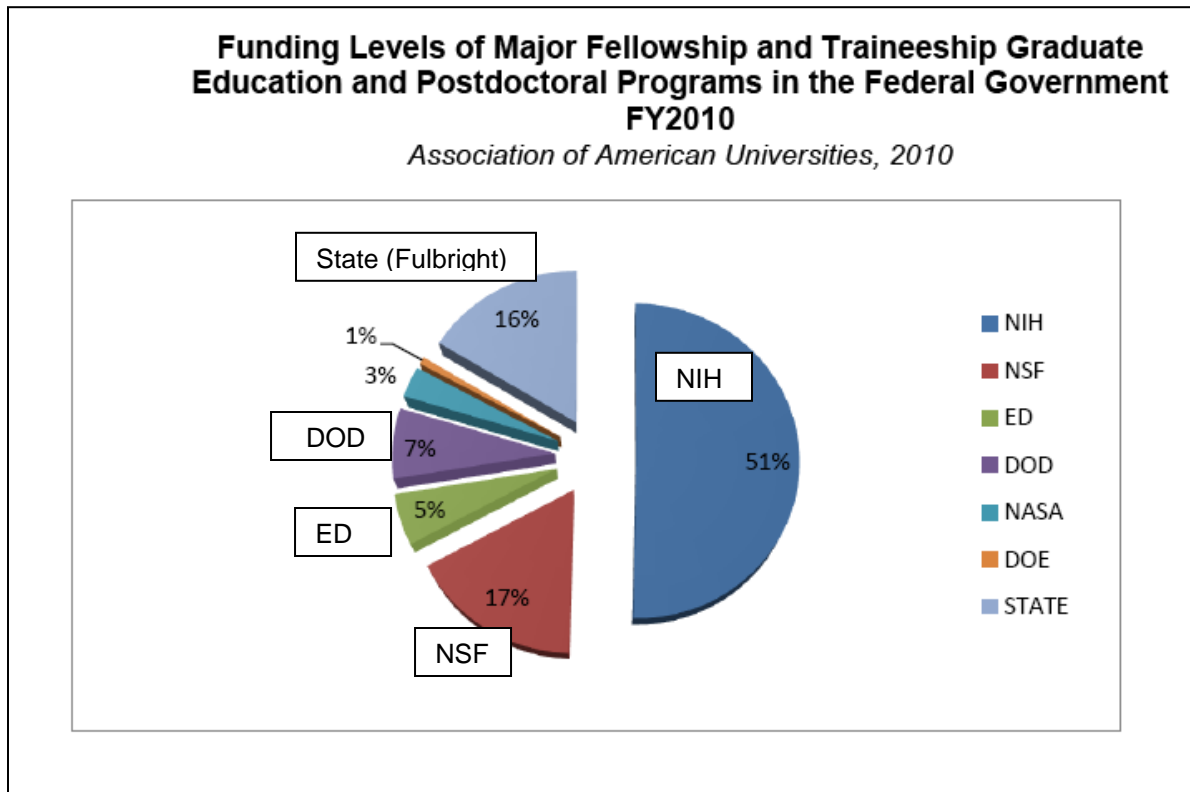
Figure 1. Examples of alternative models of funding programs to develop human capital in education and other fields, along three of our five dimensions (individual versus institutional, targeted versus universal, and career stage).

	Individual			Institutional	
Career Stage	<i>Targeted</i>	<i>Universal</i>		<i>Targeted</i>	<i>Universal</i>
<i>Early Graduate Education</i>	Ford Foundation Diversity Fellowship	NSF Graduate Research Fellows		IES Predoctoral Interdisciplinary Research Training Programs	NIH T32 Training Programs
<i>Dissertation</i>	AERA Dissertation Fellowship AERA Minority Diss Fellowship	Spencer Dissertation Fellowship Mirzayan Science & Technology Fellows		NSF Interdisciplinary Graduate Education and Research Training Programs	[Spencer Research Training Grants] [Mellon Graduate Education Initiative]
<i>Early Career</i>	Ford Foundation Diversity Fellowship AAUW Postdoctoral Fellowship KSTF Research Fellowship	NAEd/Spencer Postdoc Fellowship WT Grant Scholars NIH K01 Award NSF CAREER AAAS Fellows		IES Postdoctoral Research Training Programs	RWJ Health Policy and Health and Society Scholars
<i>Mid-Career</i>		Russell Sage Visiting Scholars CASBS Visiting Scholars			

Note: See the appendix for sources and full details of these and many other programs.

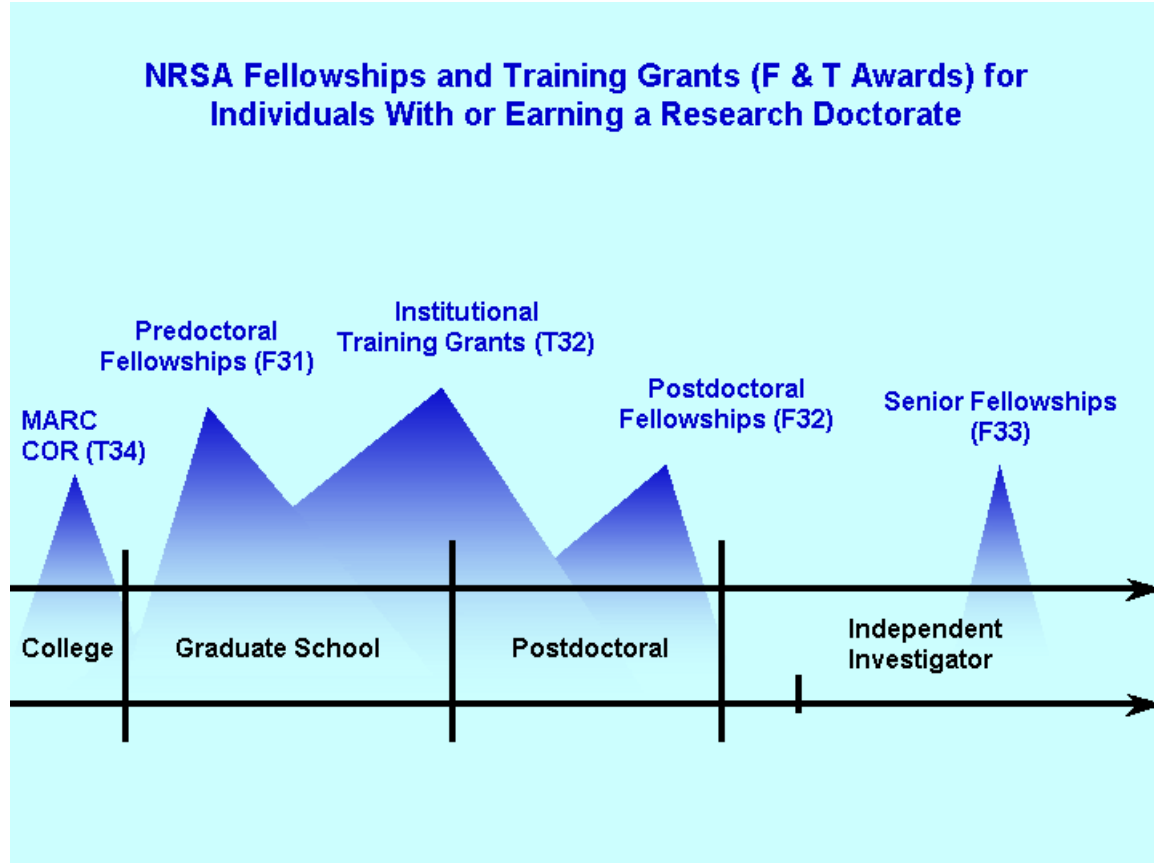
Key: AAUW = American Association of University Women; KSTF = Knowles Science Teaching Foundation; NAEd = National Academy of Education; CASBS = Center for Advanced Studies in the Behavioral Sciences; RWJ = Robert Wood Johnson Foundation; [] indicates program is no longer active.

Figure 2. Major Federal Funding of Fellowships and Traineeships at the Graduate and Postdoctoral Levels



Source: http://www.aau.edu/policy/graded_funding.aspx?id=6878

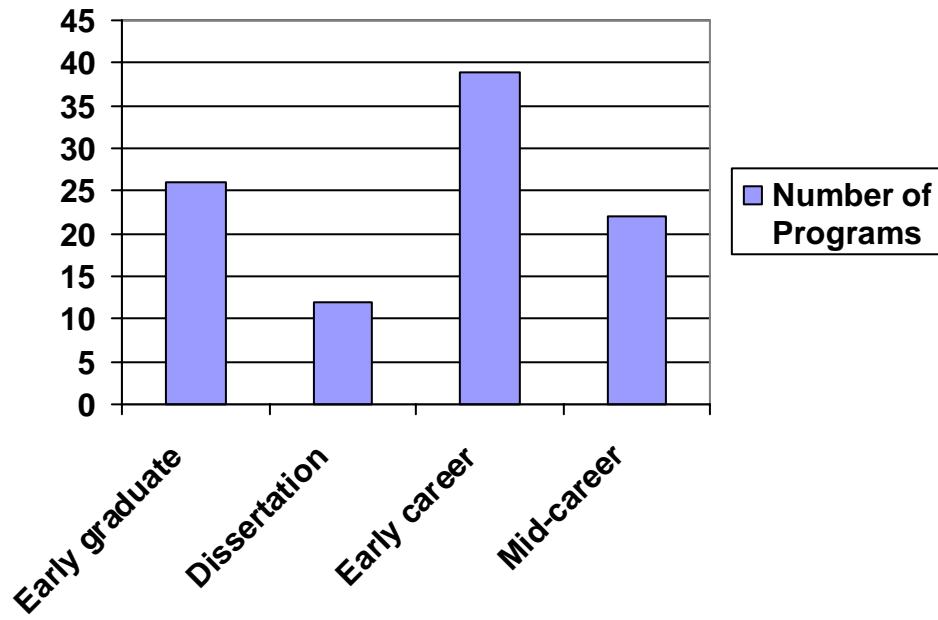
Figure 3. NIH Capacity-Building Programs across the Scientific Career (2010)



Source: <http://grants.nih.gov/training/FTAwards.htm>

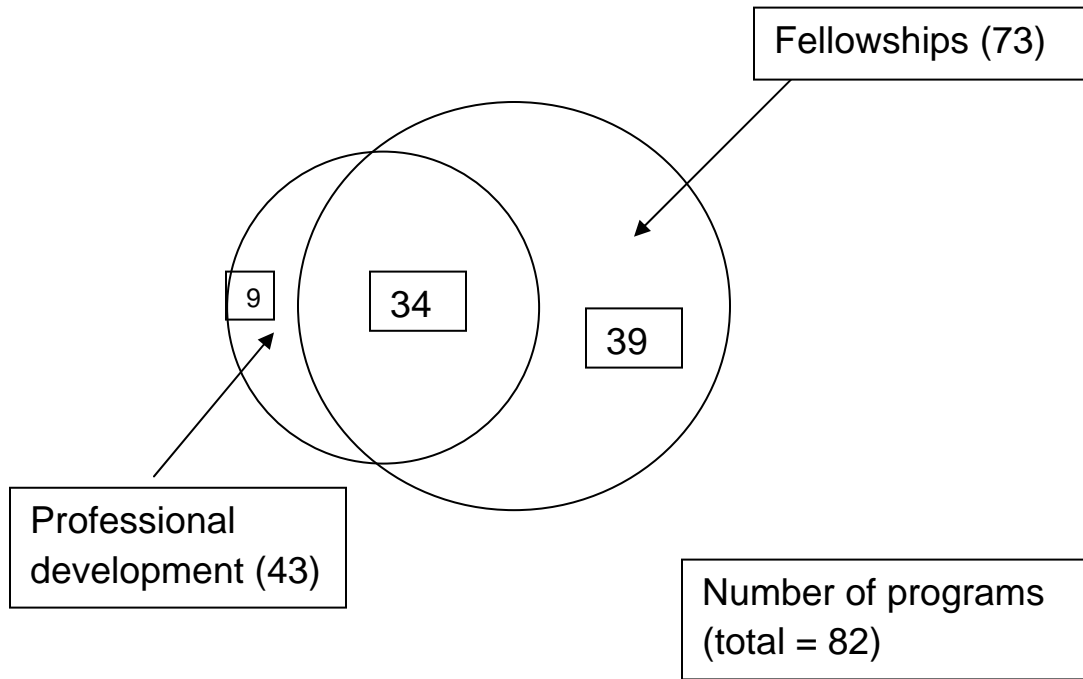
Key: NRSA = National Research Service Awards

Figure 4. Career Stages of Programs in the Environmental Scan



Note: Sum is greater than 82 because some programs support fellows at multiple career stages.

Figure 5. Program Intensity: Prevalence of Fellowships and Professional Development



Appendix

Table A-1. Alternatives by Dimensions

Program	Individual or Institutional	Targeted or Universal	Career Stage	Duration	Intensity
<i>AAAS Science and Technology Policy Fellowship</i>	Individual	Universal	Mid-career	1 year	Fellowship and PD
<i>AAUW Dissertation Fellowship</i>	Individual	Targeted	Dissertation	1 year	Fellowship only
<i>AAUW Postdoctoral Research Leave Fellowships</i>	Individual	Targeted	Early career	1 year	Fellowship only
<i>AAUW Summer/Short-Term Research Publication Grants</i>	Individual	Targeted	Early or mid-career	< 1 year	Fellowship only
<i>AAUW Career Development Grants</i>	Individual	Targeted	Early graduate	1 year	Fellowship only
<i>AAUW International Fellowships</i>	Individual	Targeted	Early graduate	1 year	Fellowship only
<i>AAUW Selected Professional Fellowships</i>	Individual	Targeted	Early graduate	1 year	Fellowship only
<i>AIR Dissertation Grant</i>	Individual	Targeted	Dissertation	1 year	Fellowship only
<i>AERA-AIR (A2) Fellows Program</i>	Individual	Universal	Early career	> 1 year	Fellowship and PD
<i>AERA Dissertation Grant</i>	Individual	Targeted	Dissertation	1 year	Fellowship and PD
<i>AERA-ETS Fellowship Program in Measurement</i>	Individual	Targeted	Early career	> 1 year	Fellowship and PD
<i>AERA Minority Dissertation Fellowship in Education Research</i>	Individual	Targeted	Dissertation	1 year	Fellowship and PD
<i>AERA Research Fellowship in</i>	Individual	Universal	Early graduate	< 1 year	PD only

<i>Education and Adolescent Health</i>					
<i>AERA Institute on Statistical Analysis for Education Policy</i>	Individual	Targeted	Early graduate, early career or mid-career	< 1 year	PD only
<i>ACLS Fellowship</i>	Individual	Universal	Early career or mid-career	1 year	Fellowship only
<i>ACLS/SSRC/NEH International and Area Studies Fellowship</i>	Individual	Targeted	Early career or mid-career	1 year	Fellowship only
<i>ACLS/New York Public Library Fellowship</i>	Individual	Targeted	Early career or mid-career	1 year	Fellowship and PD
<i>Charles A. Ryskamp Research Fellowship</i>	Individual	Universal	Mid-career	> 1 year	Fellowship
<i>Frederick Burkardt Residential Fellowships for Recently Tenured Scholars</i>	Individual	Universal	Mid-career	1 year	Fellowship and PD
<i>ACLS Collaborative Research Fellowship</i>	Individual	Universal	Mid-career	> 1 year	Fellowship
<i>Henry Luce Foundation/ACLS Dissertation Fellowships</i>	Individual	Universal	Dissertation	1 year	Fellowship only
<i>Andrew W. Mellon/ACLS Dissertation Completion Fellowships</i>	Individual	Universal	Dissertation	1 year	Fellowship only
<i>Andrew W. Mellon/ACLS Early Career Fellowship Program Recent Doctoral Recipients Fellowship</i>	Individual	Targeted	Early career	1 year	Fellowship only
<i>ACLS New Faculty Fellows</i>	Individual	Universal	Early career	> 1 year	Fellowship and PD
<i>APSA Congressional Fellowship Program</i>	Individual	Universal	Early and mid-career	< 1 year	Fellowship and PD

<i>APSA Minority Fellowship Program</i>	Individual	Targeted	Early graduate	> 1 year	Fellowship only
<i>APA Minority Fellowship Program</i>	Individual	Targeted	Early grad & early career	1 year	Fellowship and PD
<i>ASA Congressional Fellowship: Spiroack Program in Applied Social Research and Social Policy</i>	Individual	Universal	Early and mid-career	< 1 year	Fellowship and PD
<i>ASA Minority Fellowship Program</i>	Individual	Targeted	Early graduate	> 1 year	Fellowship only
<i>ASA/NSF Postdoctoral Fellowship Program</i>	Individual	Universal	Early career	> 1 year	Fellowship only
<i>CASBS Residential Postdoctoral Fellowship Program</i>	Individual	Universal	Mid-career	1 year	Fellowship and PD
<i>CDC Ferguson Fellowship Program</i>	Individual	Targeted	Early graduate	< 1 year	Fellowship and PD
<i>CDC/CSTE Applied Epidemiology Fellowship Program</i>	Individual	Universal	Early career	> 1 year	Fellowship and PD
<i>Stanford Center for the Study of Poverty and Inequality Visiting Scholars Program</i>	Individual	Universal	Mid-career	1 year	PD only
<i>C. Wright Mills Scholar Awards</i>	Individual	Universal	Early graduate	1 year	Fellowship only
<i>Ford Predoctoral Fellowship</i>	Individual	Targeted	Early graduate	> 1 year	Fellowship and PD
<i>Ford Dissertation Fellowship</i>	Individual	Targeted	Dissertation	1 year	Fellowship and PD
<i>Ford Postdoctoral Fellowship</i>	Individual	Targeted	Early career	1 year	Fellowship and PD
<i>HHMI-NIH Research Scholars Program</i>	Individual	Universal	Early graduate	1 year	Fellowship and PD
<i>ICPSR Summer Program in Quantitative Methods of Social Research</i>	Individual	Universal	Early graduate, early career, or mid-career	< 1 year	PD only

<i>IES/NCER Summer Research Training Institute and Institutes for Policy Research: (a) Quasi-Experimental Design; (b) Cluster-Randomized Trials</i>	Individual	Universal	Early graduate, early career, or mid-career	< 1 year	PD only
<i>IES Predoctoral Interdisciplinary Research Training Programs in the Education Sciences</i>	Institutional	Universal	Early graduate	> 1 year	Fellowship and PD
<i>IES Postdoctoral Research Training Program in Education Sciences</i>	Institutional	Universal	Early career	> 1 year	Fellowship and PD
<i>IRP Visiting Scholars Programs</i>	Individual	Targeted	Early career	< 1 year	PD only
<i>KSTF Research Fellowship</i>	Individual	Targeted	Early career	> 1 year	Fellowship and PD
<i>Kluge Fellowship</i>	Individual	Targeted	Early career	< 1 year	Fellowship only
<i>MacArthur Fellows Program</i>	Individual	Universal	Mid-career	> 1 year	Fellowship only
<i>NAEd/Spencer Postdoctoral Fellowship</i>	Individual	Universal	Early career	1 year	Fellowship and PD
<i>NRC Christine Mirzayan Science and Technology Policy Graduate Fellowship Program</i>	Individual	Universal	Early graduate and early career	< 1 year	Fellowship and PD
<i>NRC Research Associateship Programs</i>	Individual	Universal	Early career or mid-career	1 year	Fellowship and PD
<i>NSF Graduate Research Fellowship Program (GRFP)</i>	Individual	Universal	Early graduate	> 1 year	Fellowship only
<i>NSF Doctoral Dissertation Improvement Grants (DDIG)</i>	Individual	Universal	Dissertation	> 1 year	Fellowship only

<i>NSF Faculty Early Career Development Program</i>	Institutional	Universal	Early career	> 1 year	Fellowship only
<i>NSF International Research Fellowship Program</i>	Individual	Universal	Early career	> 1 year	Fellowship only
<i>NSF Postdoctoral Fellowships</i>	Individual	Targeted	Early career	> 1 year	Fellowship and PD
<i>NSF Integrative Graduate Education and Research Traineeship (IGERT)</i>	Institutional	Universal	Early graduate	> 1 year	Fellowship and PD
<i>NSF Advancement of Women in Academic Science and Engineering Careers (ADVANCE)</i>	Institutional	Targeted	Early graduate	> 1 year	Fellowship only
<i>NIH Mentored Research Scientist Development Award (K01)</i>	Individual	Universal and targeted	Early career	> 1 year	Fellowship and PD
<i>NIH Career Transition Award (K22)</i>	Individual	Universal	Early career	> 1 year	Fellowship and PD
<i>NIH Mentored Quantitative Research Development Award (K25)</i>	Individual	Targeted	Early career	> 1 year	Fellowship and PD
<i>NIH Ruth L. Kirschstein National Research Service Awards for Individual Predoctoral Fellowships (F31)</i>	Individual	Universal and targeted	Early graduate	> 1 year	Fellowship and PD
<i>NIH Ruth L. Kirschstein National Research Service Awards (NRSA) for</i>	Individual	Universal and targeted	Early career	> 1 year	Fellowship and PD

<i>Individual Postdoctoral Fellows (F32)</i>					
<i>NIH Ruth L. Kirschstein National Research Service Awards (NRSA) for Individual Senior Fellows (F33)</i>	Individual	Universal	Mid-career	> 1 year	Fellowship and PD
<i>NIH Continuing Education Training Grant (T15)</i>	Institutional	Universal	Mid-career	> 1 year	PD only
<i>NIH Ruth L. Kirschstein National Research Service Award (NRSA) Institutional Training Grants (T32)</i>	Institutional	Universal	Early graduate and early career	> 1 year	Fellowship and PD
<i>NIH/ NICHD Population Research Infrastructure Program (PRIP)</i>	Institutional	Universal	Early graduate	> 1 year	Fellowship and PD
<i>RWJ Health Policy Fellows</i>	Individual	Universal	Mid-career	1 year	Fellowship and PD
<i>RWJ Scholars in Health Policy Research Program</i>	Institutional	Universal	Early career	> 1 year	Fellowship and PD
<i>RWJ Health and Society Scholars</i>	Institutional	Universal	Early career	> 1 year	Fellowship and PD
<i>Russell Sage Visiting Scholars Program</i>	Individual	Universal	Mid-career	1 year	Fellowship only
<i>Sloan Research Fellowships</i>	Individual	Universal	Early career	> 1 year	Fellowship only
<i>Spencer Foundation Dissertation Fellowship</i>	Individual	Universal	Dissertation	1 year	Fellowship and PD
<i>SSRC Dissertation Proposal Development Fellowship (DPDF) Program</i>	Individual	Universal	Dissertation	< 1 year	PD only

<i>US Dept of Education Foreign Language and Area Studies Fellowships Program</i>	Individual	Universal	Early graduate	1 year	Fellowship only
<i>Jacob K. Javits Fellowship Program</i>	Individual	Targeted	Early graduate	> 1 year	Fellowship only
<i>W.T. Grant Scholars</i>	Individual	Universal	Early career	> 1 year	Fellowship and PD
<i>W.T. Grant Distinguished Fellows</i>	Individual	Universal	Mid-career	> 1 year	Fellowship and PD
<i>Woodrow Wilson Teaching Fellowships</i>	Individual	Targeted	Early career or mid-career	> 1 year	Fellowship and PD
<i>Thomas R. Pickering Graduate Foreign Affairs Fellowship</i>	Individual	Universal	Early graduate	> 1 year	Fellowship only
<i>Doris Duke Conservation Fellowship</i>	Individual	Universal	Early graduate	> 1 year	Fellowship and PD
<i>Woodrow Wilson Doctoral Dissertation Fellowship in Women's Studies</i>	Individual	Universal	Dissertation	1 year	Fellowship only
<i>Charlotte W. Newcombe Doctoral Dissertation Fellowship</i>	Individual	Universal	Dissertation	1 year	Fellowship only

Notes: Career stages are: early graduate; dissertation; early career; mid-career. Duration categories are: < 1 year; 1 year; > 1 year. Intensity categories are: fellowship only; professional development only; fellowship and professional development.

Appendix Table A-2 Structured Abstracts of Alternative Programs

American Association for the Advancement of Science

Science and Technology Policy Fellowship

American Association of University Women

Dissertation Fellowship

Postdoctoral Research Leave Fellowships

Summer/Short-Term Research Publication Grants

Career Development Grants

International Fellowships

Selected Professional Fellowships

Association for Institutional Research

Dissertation Grant

American Educational Research Association

AERA-AIR (A2) Fellows Program

Dissertation Grant

AERA-ETS Fellowship Program in Measurement

AERA Minority Dissertation Fellowship in Education Research

AERA Research Fellowship in Education and Adolescent Health

AERA Institute on Statistical Analysis for Education Policy

American Council on Learned Societies

ACLS Fellowships

ACLS/SSRC/NEH International and Area Studies Fellowships

ACLS/New York Public Library Fellowships

Charles A. Ryskamp Research Fellowships

Frederick Burkardt Residential Fellowships for Recently Tenured Scholars

ACLS Collaborative Research Fellowships

Henry Luce Foundation/ACLS Dissertation Fellowships in American Act

Andrew W. Mellon/ACLS Dissertation Completion Fellowships

Andrew W. Mellon/ACLS Early Career Fellowship Program Recent Doctoral Recipients Fellowships

ACLS New Faculty Fellows

American Political Science Association

Congressional Fellowship Program

Minority Fellowship Program

American Psychological Association

Minority Fellowship Programs

American Sociological Association

ASA Congressional Fellowship: The Sydney S. Spivack Program in Applied Social Research and Social Policy

Minority Fellowship Program

Postdoctoral Fellowship Program

Center for Advanced Study in the Behavioral Sciences at Stanford University

Residential Postdoctoral Fellowship Program

Centers for Disease Control and Prevention

Ferguson Fellowship Program

CDC/CSTE Applied Epidemiology Fellowship Program

The Stanford Center for the Study of Poverty and Inequality

Elfenworks Foundation Visiting Scholars Program

C. Wright Mills Scholar Awards

Ford Foundation

Predocctoral Fellowship

Dissertation Fellowship

Postdoctoral Fellowship

Howard Hughes Medical Institute and NIH

HHMI-NIH Research Scholars Program (also known as the Cloister Program)

Inter-University Consortium for Political and Social Research (ICPSR)

Summer Program in Quantitative Methods of Social Research

Institute of Education Sciences

IES/NCER Summer Research Training Institute and Institute for Policy Research: Workshops on Quasi-Experimental Design and Analysis in Education

IES Predocctoral Interdisciplinary Research Training Programs in the Education Sciences

IES Postdoctoral Research Training Program in Education Sciences

Institute for Research on Poverty

Visiting Scholars Programs

Knowles Science Teaching Foundation

KSTF Research Fellowship

Library of Congress

Kluge Fellowship

John D. and Catherine T. MacArthur Foundation

MacArthur Fellows Program

The National Academies

Christine Mirzayan Science and Technology Policy Graduate Fellowship Program

Research Associateship Programs

National Science Foundation

Graduate Research Fellowship Program (GRFP)

Doctoral Dissertation Improvement Grants (DDIG)

Faculty Early Career Development Program

International Research Fellowship Program

Postdoctoral Fellowships

Integrative Graduate Education and Research Traineeship (IGERT)

Advancement of Women in Academic Science and Engineering Careers (ADVANCE)

National Institutes of Health

Mentored Research Scientist Development Award (K01)

Career Transition Award (K22)

Mentored Quantitative Research Development Award (K25)

Ruth L. Kirschstein National Research Service Awards for Individual Predoctoral Fellowships (F31)

Ruth L. Kirschstein National Research Service Awards (NRSA) for Individual Postdoctoral Fellows (F32)

Ruth L. Kirschstein National Research Service Awards (NRSA) for Individual Senior Fellows (F33)

Continuing Education Training Grant (T15)

Ruth L. Kirschstein National Research Service Award (NRSA) Institutional Training Grants (T32)

Population Research Infrastructure Program (PRIP)

Robert Wood Johnson Foundation

Health Policy Fellows

Scholars in Health Policy Research Program

Health and Society Scholars

Russell Sage Foundation

Visiting Scholars Program

Alfred P. Sloan Foundation

Sloan Research Fellowships

Social Science Research Council

Dissertation Proposal Development Fellowship (DPDF) Program

U.S. Department of Education

Foreign Language and Area Studies Fellowships Program

Jacob K. Javits Fellowship Program

William T. Grant Foundation

W.T. Grant Scholars

W.T. Grant Distinguished Fellows

Woodrow Wilson National Fellowship Foundation

Woodrow Wilson Teaching Fellowships

Thomas R. Pickering Graduate Foreign Affairs Fellowship

Doris Duke Conservation Fellowship

Woodrow Wilson Doctoral Dissertation Fellowship in Women's Studies

Charlotte W. Newcombe Doctoral Dissertation Fellowship

American Association for the Advancement of Science

AAAS Science and Technology Policy Fellowship

Goals: The Fellowships help to establish and nurture critical links between federal decision-makers and scientific professionals to support public policy that benefits the wellbeing of the nation and the planet. The Fellowships are designed to: educate scientists and engineers on the intricacies of federal policymaking; provide scientific expertise and analysis to support decision-makers confronting increasingly complex scientific and technical issues; foster positive exchange between scientists and policymakers; empower scientists and engineers to conduct policy-relevant research and other activities that address challenges facing society; and increase the involvement and visibility of scientists and engineers in the public policy realm. The Fellowships support the AAAS objectives to improve public policymaking through the infusion of science, and to increase public understanding of science and technology and are part of AAAS Science & Policy Programs.

Individual or Institutional: There are 4 types of individual Fellowships in this program: AAAS-sponsored Congressional Fellowships, Partner Scientific Society-sponsored Congressional Fellowships, Executive Branch Stipends for Fellows whose stipends are administered by AAAS, and Executive Branch Salaries for Fellows Hired Directly by Agency.

Targeted or Universal: The reviewers and Selection Committee members identify the best scientists and engineers from the applicant pool who they believe will benefit most from the opportunities that a AAAS Fellowship provides, and who will offer significant expertise, skills, effort and new perspectives to hosting offices.

Career Stage: The AAAS manages and administers Science & Technology Policy Fellowships in six areas to provide the opportunity for accomplished scientists and engineers to participate in and contribute to the federal policymaking process while learning firsthand about the intersection of science and policy.

Duration: The AAAS Science & Technology Policy Fellowships are one-year opportunities. Some of the fellowship assignments in federal agencies may be renewable for a second year, at the mutual agreement of the hosting office, the Fellow, and AAAS. Congressional Fellowships are available for one year only.

Intensity: Stipend levels for AAAS Science & Technology Policy Fellows reflect the fundamental fact that the fellowships are not offers of employment, and that their educational value to the Fellows include dimensions not usually found in the latter.

Consequently, stipend levels are not structured to be competitive with salaries for full-time employment. The range of stipend awards are approximately \$55,000-100,000. AAAS fellowships staff conducts professional development, skill-building and networking events throughout the year for all Science & Technology Policy Fellows. These activities help not only to enhance the Fellows' knowledge and capabilities, but also to foster interaction and collaborative connections. Following is an outline of the various categories of events. New Fellows are required to attend an eight-day orientation program that AAAS operates in September at the start of the fellowship year. AAAS Fellows participate in the yearlong program of educational seminars and activities that are provided for all Fellows. The program includes at least one seminar or special activity each month, designed to expose Fellows to a range of issues related to science and policy (activities include professional development, skill building, and networking). These activities help not only to enhance the Fellows' knowledge and capabilities, but also to foster interaction and collaborative connections. The aim of the orientation is to provide Fellows with essential facts about Congress and the Executive Branch, to help define their roles as Fellows, and to offer information and contacts useful to Fellows in their assignments throughout the year. The orientation assists in clarifying objectives and prepares Fellows to be more effective in their new positions. The sessions offer context and background rather than detailed information about how to work in specific fellowship assignments. AAAS offers skill-building sessions for Fellows at a day-long mid-year gathering. The workshops serve to expand the Fellows' professional capacity in such areas as public speaking, negotiation and building consensus, communicating science, project management, facilitating meetings, multi-stakeholder interactions, social marketing, and managing interdisciplinary teams. AAAS also offers career-enhancing workshops throughout the year. Fellows benefit from annual activities sponsored by AAAS that support networking within and across cohorts, and with the broader scientific community. These include the AAAS Annual Meeting held each February, attended by nearly 6,000 scientists, engineers, and policymakers from around the world. It serves as the major interdisciplinary scientific meeting in the United States. The AAAS Science & Technology Policy Fellowships department sponsors a networking event for current and alumni Fellows at the meeting as well as a career workshop on the program to recruit future candidates. The AAAS Forum on Science & Technology Policy is held each spring in Washington, DC, and provides a venue for discussion and debate about budget and policy issues facing the science and technology policy community. Since its beginning in 1976, it has grown to draw nearly 500 of the nation's top science and technology experts and has established itself as the major public meeting in the U.S. on science and technology policy issues. AAAS subsidizes Fellows to attend the event. The AAAS Fellowships department also hosts a networking event each fall for former Fellows to gather to welcome the new cohort of Fellows and begin to establish relationships to support the

new class and develop collaborative connections. AAAS organizes a year-end, day-long retreat for Fellows to provide a time for reconnecting with their full cohort, for reflection on the fellowship year, for discussion and sharing of resources for future career plans, and for feedback on the fellowships.Source:

http://fellowships.aaas.org/01_About/01_index.shtml

American Association of University Women

AAUW has a long and distinguished history of advancing educational and professional opportunities for women in the United States and around the globe. One of the world's largest sources of funding for graduate women, AAUW is providing more than \$3 million in funding for more than 200 fellowships and grants to outstanding women and nonprofit organizations in the 2009-10 academic year. Due to the longstanding, generous contributions of AAUW members, a broader community of women continues to gain access to educational and economic opportunities — breaking through barriers so that all women have a fair chance.

Fellowship and grant recipients perform research in a wide range of disciplines and work to improve their schools and communities. Their intellect, dedication, imagination, and effort promise to forge new paths in scholarship, improve the quality of life for all, and tackle the educational and social barriers facing women in the United States and around the globe.

Goals: American Fellowships (*Dissertation Fellowships, Postdoctoral Research Leave Fellowships, Summer/Short-Term Research Publication Grants*) support women scholars completing doctoral dissertations, conducting postdoctoral research, or finishing research for publication. Candidates are evaluated on the basis of scholarly excellence, teaching experience, and active commitment to helping women and girls through service in their communities, professions, or fields of research.

Individual or Institutional: Individual scholars are supported through American Fellowships. Open to applicants in all fields of study.

Targeted or Universal: American Fellowships support women scholars.

Career Stage: The *Dissertation Fellowship* supports completing doctoral dissertations, the *Postdoctoral Research Leave Fellowship* supports conducting postdoctoral research, and the *Summer/Short-term Research Publication Grant* supports finishing research for publication. *Summer/Short-Term Research Publication Grants* fund women college and university faculty and independent researchers to prepare research for publication. Applicants may be tenure track, part-time, or temporary faculty or new or established scholars and researchers at universities.

Duration: *Dissertation Fellowship* is for final year of dissertation writing. *Postdoctoral Research Leave Fellowships* offers offer one-year support for women who will have earned

a doctoral degree. *Summer/Short-Term Research Publication Grants* is for eight consecutive weeks of final writing, editing, and responding to issues raised in critical reviews.

Intensity: *Dissertation Fellowship* stipend is \$20,000. *Postdoctoral Research Leave Fellowships* stipend is \$30,000. *Summer/Short-Term Research Publication Grants* stipend is \$6,000.

Source: http://www.aauw.org/learn/fellows_directory/american.cfm

Career Development Grants

Goals: AAUW originally designed Career Development Grants to offer "encouragement" funding to AAUW members seeking to renew or resume academic work for credit toward career or employment advancement. Funds are available for distance learning. Course work must be taken at an accredited two- or four-year college or university in the United States, or at a technical school that is fully licensed or accredited by the U.S. Department of Education. Funds are not available for PhD-level work. Awards are \$2,000-12,000.

Individual or Institutional: Career Development Grants support women who hold a bachelor's degree.

Targeted or Universal: Career Development Grants support women who are preparing to advance their careers, change careers, or re-enter the work force. Special consideration is given to women of color, and women pursuing their first advanced degree or credentials in nontraditional fields.

Career Stage: Grants provide support for course work beyond a bachelor's degree, including a master's degree, second bachelor's degree, or specialized training in technical or professional fields.

Duration: Funds available for one academic year.

Intensity: Funds range from \$2,000-\$12,000 and are available for tuition, fees, books, supplies, local transportation, and dependent care and for distance learning.

Source: http://www.aauw.org/learn/fellows_directory/cd.cfm

International Fellowships

Goals: Fellowships support creation of a community of women gaining access to educational and economic opportunities — breaking through barriers so that all women have a fair chance.

Individual or Institutional: International Fellowships are available for women scholars.

Targeted or Universal: International Fellowships are awarded for full-time study or research in the United States to women who are not United States citizens or permanent residents.

Career Stage: Both graduate and postgraduate study at accredited institutions are supported.

Duration: Funds available for one academic year.

Intensity: Stipends are \$18,000 for Masters/Professional; \$20,000 for Doctorate; and \$30,000 for Post-Doctorate.

Source: http://www.aauw.org/learn/fellowships_grants/international.cfm

Selected Professional Fellowships

Goals: Selected Professions Fellowships are awarded to women in one of the designated degree programs where women's participation traditionally has been low (Architecture (M.Arch, M.S.Arch); Computer/Information Sciences (M.S.); Engineering (M.E., M.S.); Mathematics/Statistics (M.S.).

Individual or Institutional: Professional Fellowships are available for women scholars.

Targeted or Universal: Selected Professions Fellowships are awarded to women who intend to pursue a full-time course of study at accredited U.S. institutions.

Career Stage: Fellowships support graduate study.

Duration: Funds available for one academic year.

Intensity: Stipends are \$5,000-18,000.

Source: http://www.aauw.org/learn/fellows_directory/index.cfm

Association for Institutional Research

AIR Dissertation Grants

Goals: With support from the National Science Foundation (NSF) and the National Postsecondary Education Cooperative (NPEC), the Association for Institutional Research (AIR) awards dissertation grants. This program is designed to increase understanding and knowledge of a specific issue area identified by NPEC as critically important to the postsecondary education community and data collection efforts.

Individual or Institutional: Individuals must be affiliated with a U.S. postsecondary institution or relevant nonprofit higher education organization.

Targeted or Universal: To qualify for funding, proposal submissions must meet one or more of the following criteria: (1) Use data from one or more of the national NCES and/or NSF datasets — Research topics may cover a wide range of policy- or practice-related issues. Applicants must include the analysis of data from at least one NSF or NCES dataset or must address the NPEC focus topic in the project. Additional large-scale nationally representative datasets may be used in conjunction with the obligatory NSF or NCES dataset. (2) Address the NPEC focus topic — In particular, what do available data on students' socioeconomic status show about student access and success? The analyses can focus on federal, state, regional, or institutional data and does not require the use of NCES or NSF databases. Nonetheless, the results of the research should have some applicability to the IPEDS data collection efforts. That is, the research that is undertaken should have some potential impact on federal IPEDS data collections, and the authors of the proposals are expected to define how the proposed research might affect IPEDS.

Career Stage: Doctoral students are eligible for dissertation grants.

Duration: one year to support dissertation research and writing under the guidance of a faculty dissertation advisor.

Intensity: Stipends of up to \$20,000 are awarded.

Source: <http://www.airweb.org/?page=1622>

American Educational Research Association

AERA-AIR (A²) Fellows Program

Goals: The American Educational Research Association (AERA) and the American Institutes for Research (AIR), announce the AERA-AIR (A²) Fellows Program. This program aims to build the talent pool of highly skilled education researchers experienced in working on large-scale studies in major research environments.

Individual or Institutional: A² Fellows program supports individual scholars.

Targeted or Universal: The A² Fellows program is designed to support early career scholars by providing intensive research and training opportunities to recent doctoral recipients in fields and disciplines related to the scientific study of education and education processes.

Career Stage: Candidates must have completed their PhD/EdD degrees within three years of beginning the fellowship.

Duration: The A² fellows award is for a period of up to two years, renewable after the first year by mutual agreement.

Intensity: Fellows will receive a \$45,000–50,000 annual stipend and will be eligible for the AIR benefits package. A² fellows will receive mentoring from a diverse group of highly recognized researchers and practitioners in a variety of substantive areas in education. Fellows will hone their skills in all aspects of the research process from proposal development through writing and presentations. Further, they will gain practical experience in how to secure funding for education research and technical assistance projects and will expand their professional contacts in order to prepare them for productive research careers in a range of employment contexts.

Source: http://www.aera.net/fellowships/Default.aspx?menu_id=48&id=698

Dissertation Grants

Goals: With support from the National Science Foundation (NSF), the AERA Grants Program announces its Dissertation Grants competition. The program seeks to stimulate research on U.S. education issues using data from the large-scale, national and international data sets supported by the National Center for Education Statistics

(NCES), NSF, and other federal agencies, and to increase the number of education researchers using these data sets.

Individual or Institutional: Dissertation Grants are awarded to advanced doctoral students.

Targeted or Universal: The program supports research projects that are quantitative in nature, include the analysis of existing data from NCES, NSF or other federal agencies, and have U.S. education policy relevance. AERA invites education-related dissertation proposals using NCES, NSF, and other federal data bases. The Governing Board for the AERA Grants Program has established the following four strands of emphasis for proposals. Applicants are encouraged to submit proposals that: develop or benefit from new quantitative measures or methodological approaches for addressing education issues; incorporate subject matter expertise, especially when studying science, technology, engineering and mathematics (STEM) learning; analyze TIMSS, PISA, or other international data resources; and include the integration and analysis of more than one data set.

Career Stage: Dissertation Grants are available for advanced doctoral students and are intended to support the student while writing the doctoral dissertation.

Duration: Dissertation Grants are awarded for 1 year periods.

Intensity: The stipend for the Dissertation Grant is \$20,000. In addition to the dissertation grant award, grantees will be invited to participate in a 2-day conference in Washington, DC. The conference will provide unique professional development experiences for grantees, including highly qualified speakers on topics of education policy and career development, presentations of dissertation research by former grantees, and interaction with the Governing Board and federal agency staff. This conference is specifically for AERA grantees, and travel expenses will be paid by AERA. Another professional development meeting for dissertation grantees will be held for one day in conjunction with the AERA Annual Meeting. Grantees must include travel funds in their grant budget to attend the AERA Annual Meeting held in Spring. Applicants are strongly encouraged to read *Estimating Causal Effects: Using Experimental and Observational Designs*, by B. Schneider, et.al. prior to submitting a dissertation grant proposal. Selection bias is a recurring issue during the review process and should be addressed in the proposal.

Source: http://www.aera.net/grantsprogram/res_training/diss_grants/DGFly.html

AERA-ETS Fellowship Program in Measurement

Goals: The American Educational Research Association (AERA) and Educational Testing Service (ETS) announce the AERA-ETS Fellowship Program in Measurement. This fellowship is designed to provide learning opportunities and practical experience to recent doctoral degree recipients and to early career research scientists in areas such as educational measurement, assessment design, psychometrics, statistical analyses, large-scale evaluations, and other studies directed toward explaining student progress and achievement.

Individual or Institutional: Fellows will be assigned to various large-scale assessment programs and engage in operations that are in line with their interests and ETS's research needs.

Targeted or Universal: This fellowship focuses on educational measurement, assessment design, psychometrics, statistical analyses, large-scale evaluations, and other studies directed toward explaining student progress and achievement.

Career Stage: Candidates must have completed their PhD/EdD degrees within three years of beginning the fellowship.

Duration: Fellows will acquire up to two years of experience in a stimulating environment that encourages excellence in research, teamwork and collaboration, and evaluation.

Intensity: Fellows will receive a \$50,000 annual salary, relocation expenses, and ETS employee benefits. Through the fellowship program, fellows will receive valuable training and methodological experience in the fields of measurement, psychometrics, and assessment, which will prepare them for productive research careers in a range of employment contexts. Fellows will work with an experienced researcher as a mentor and will participate in structured professional development activities provided by AERA and ETS.

Source: http://www.aera.net/fellowships/Default.aspx?menu_id=48&id=702

AERA Minority Dissertation Fellowship in Education Research

Goals: In 1991, the Council of the American Educational Research Association (AERA) established the AERA Minority Dissertation Fellowship in Education Research to provide support for doctoral dissertation research. The purposes of the program are to advance education research by outstanding minority graduate students and to improve the quality and diversity of university faculties. This program offers doctoral fellowships to enhance the competitiveness of outstanding minority scholars for academic appointments at major research universities.

Individual or Institutional: Fellowships are awarded to individuals.

Targeted or Universal: This program is targeted for members of racial and ethnic groups historically underrepresented in higher education (e.g., African Americans, Alaskan Natives, American Indians, Asian Americans, Hispanics or Latinos, and Native Hawaiian or Pacific Islanders).

Career Stage: Fellowships are awarded for doctoral dissertation research conducted under faculty sponsorship in any accredited university in the United States.

Duration: Each fellowship award is for 1 year, beginning July 1 or later, and is nonrenewable.

Intensity: Fellows will receive a 1-year stipend of \$12,000 and up to \$1,000 in travel support to attend the AERA Annual Meeting. It supports fellows conducting education research and provides mentoring and guidance toward the completion of their doctoral studies.

Source: <http://www.aera.net/fellowships/?id=88>

AERA Research Fellowship in Education and Adolescent Health

Goals: The American Educational Research Association, in collaboration with the National Institute of Child Health and Human Development (NICHD), is pleased to launch the AERA Research Fellowship in Education and Adolescent Health. This fellowship provides an intensive training opportunity for advanced graduate students and junior scholars using data from the National Longitudinal Study of Adolescent

Health (Add Health) and the Adolescent Health and Academic Achievement (AHAA) study. The Association received a grant from the Spencer Foundation to support this initiative. A goal of this fellowship is to increase the use of the Add Health and AHAA data sets among junior scholars who will produce the next wave of journal articles, policy reports, and other publications addressing how social contexts influence risk behaviors and student achievement.

Individual or Institutional: Individual fellows are supported through this fellowship.

Targeted or Universal: Each fellow will use data from Add Health and/or the AHAA study to address a broad range of research questions and policy issues.

Career Stage: This fellowship is awarded to junior scholars who are in predoctoral or postdoctoral training or have completed their doctoral degrees in the last 5 years.

Duration: Fellows participate in the Add Health Users Conference in July and the AERA Annual Meeting in March.

Intensity: Fellows will participate in an initial group meeting to discuss their research goals on July 23, to be followed by the Add Health Users Conference on July 24–25. The Users Conference is part of a larger AERA training experience that continues through the 2009 AERA Annual Meeting. This year the Conference includes an education track with one dedicated methodology session and two paper sessions that reflect use of these data sets in addition to the overall program of sessions. Fellows will receive travel and lodging support to attend the 2008 Add Health Users Conference and the 2009 AERA Annual Meeting, including the post-Meeting capstone retreat.

In addition to attending the Users Conference, all fellows have specified a project that uses the Add Health and AHAA data. They will be undertaking their projects during the coming year with the guidance of three mentors experienced in the use of these resources (Chandra Muller, University of Texas at Austin, principal investigator of AHAA; Ken Frank, Michigan State University; and Kathryn Schiller, University at Albany, SUNY). The culmination of this effort will be a presentation of the work at the 2009 AERA Annual Meeting, followed by a post–Annual Meeting capstone retreat to help fellows further strengthen their research programs.

Source:

http://www.aera.net/uploadedFiles/Publications/Journals/Educational_Researcher/3705/07EdR08_309-310.pdf

AERA Institute on Statistical Analysis for Education Policy

Goals: With support from the National Science Foundation (NSF) and assistance from the National Center for Education Statistics (NCES), the AERA Grants Program announces its AERA Institute on Statistical Analysis for Education Policy. The Institute's goal is to help develop a critical mass of U.S. educational researchers using NCES and NSF data sets for basic, policy, and applied research.

Individual or Institutional: This training opportunity is for individual scholars.

Targeted or Universal: In 2010 the Institute will focus on education policy issues, such as mathematics achievement, that can be addressed using data from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K).

Career Stage: Advanced graduate students and recent doctorates are especially encouraged to apply although the opportunity is open to scholars at all career stages.

Duration: The 2010 Institute is a 3-day training (May 20-22).

Intensity: Hands-on training is provided in the use of large-scale national data sets, with special emphasis on using these data sets for policy-related research in education. The Institute has three components: (1) instruction in the use of large-scale federal data sets such as those supported by NCES and NSF, with focus on a different data set each year; (2) methodological training appropriate to the analysis of large-scale, often longitudinal, data sets pertinent to educational policy research; and (3) discussion of current issues of policy and practice for which the focal data set is relevant. Those selected for participation will receive support covering the Institute's fees, transportation to Washington, DC, housing, and per diem for the dates of the Institute.

Source: http://www.aera.net/grantsprogram/res_training/stat_institute/SIFly.html

American Council on Learned Societies

ACLS offers fellowships and grants in more than a dozen programs for research in the humanities and related social sciences at the doctoral and postdoctoral levels. The specifics of the competitions vary. For the purpose of these competitions, the humanities and related social sciences include but are not limited to American studies; anthropology; archaeology; art and architectural history; classics; economics; film; geography; history; languages and literatures; legal studies; linguistics; musicology; philosophy; political science; psychology; religious studies; rhetoric, communication, and media studies; sociology; and theater, dance, and performance studies. Proposals in the social science fields listed above are eligible only if they employ predominantly humanistic approaches (e.g., economic history, law and literature, political philosophy). Proposals in interdisciplinary and cross-disciplinary studies are welcome, as are proposals focused on any geographic region or on any cultural or linguistic group.

ACLS Fellowships

Goals: The ultimate goal of the project should be a major piece of scholarly work by the applicant.

Individual or Institutional: ACLS Fellowships are provided to individual scholars.

Targeted or Universal: The ACLS Fellowship Program invites research applications in all disciplines of the humanities and humanities-related social sciences.

Career Stage: Fellowships are available for Assistant Professor, Associate Professor and full Professor levels.

Duration: The ACLS Fellowships are intended as salary replacement to help scholars devote six to twelve continuous months to full-time research and writing. An ACLS Fellowship may be held concurrently with other fellowships and grants and any sabbatical pay, up to an amount equal to the candidate's current academic year salary.

Intensity: The Fellowship stipend is set at three levels based on academic rank: up to \$35,000 for Assistant Professor and career equivalent; up to \$40,000 for Associate Professor and career equivalent; and up to \$60,000 for full Professor and career equivalent.

Source: <http://www.acls.org/grants/Default.aspx?id=380>

ACLS/SSRC/NEH International and Area Studies Fellowships

Goals: In order to encourage humanistic research in area studies, special funding by the National Endowment for the Humanities and the ACLS has been set aside for up to ten ACLS/SSRC/NEH International and Area Studies Fellowships to be designated among the successful applicants to the central ACLS Fellowship competition.

Individual or Institutional: ACLS Fellowships are provided to individual scholars.

Targeted or Universal: Scholars pursuing research and writing on the societies and cultures of Asia, Africa, the Middle East, Latin America and the Caribbean, Eastern Europe, and the former Soviet Union will be eligible for these special fellowships.

Career Stage: Fellowships are available for Assistant Professor, Associate Professor and full Professor levels.

Duration: The ACLS Fellowships are intended as salary replacement to help scholars devote six to twelve continuous months to full-time research and writing. An ACLS Fellowship may be held concurrently with other fellowships and grants and any sabbatical pay, up to an amount equal to the candidate's current academic year salary.

Intensity: The Fellowship stipend is set at three levels based on academic rank: up to \$35,000 for Assistant Professor and career equivalent; up to \$40,000 for Associate Professor and career equivalent; and up to \$60,000 for full Professor and career equivalent.

Source: <http://www.acls.org/grants/Default.aspx?id=380>

ACLS/New York Public Library Fellowships

Goals: ACLS and the New York Public Library offer a collaborative program to provide up to five residential fellowships at the Library's Dorothy and Lewis B. Cullman Center for Scholars and Writers.

Individual or Institutional: ACLS Fellowships are provided to individual scholars.

Targeted or Universal: Application for an ACLS/NYPL residential fellowship has the same eligibility requirements, application form, and schedule as the ACLS Fellowship Program, with the additional proviso that these residential fellowships will be granted to scholars whose projects will benefit from research in the NYPL's Stephen A. Schwartzman Building (formerly the Humanities and Social Sciences Library).

Career Stage: Fellowships are available for Assistant Professor, Associate Professor and full Professor levels.

Duration: Fellows are required to be in continuous residence from September through May.

Intensity: The stipend for the NYPL residential fellowships will be \$60,000. The Center for Scholars and Writers provides opportunities for up to 15 Fellows to explore the rich and diverse collections of the NYPL's Stephen A. Schwartzman Building (formerly the Humanities and Social Sciences Library). The Center also serves as a forum for the exchange of ideas among Fellows, invited guests, the wider academic and cultural communities, and the interested public. It provides individual office space and common areas in the Library building. Fellow are required to participate in Center activities. These may include lunches, panel discussions, public conversations, symposiums, and interviews. Each Fellow will be responsible for one public presentation of publishable quality.

Source: <http://www.acls.org/grants/Default.aspx?id=380>

Charles A. Ryskamp Research Fellowships

Goals: ACLS invites applications for the ninth annual competition for the Charles A. Ryskamp Research Fellowships, generously funded by The Andrew W. Mellon Foundation in honor of Charles A. Ryskamp, literary scholar, distinguished library and museum director, and long-serving trustee of the Foundation. The fellowships are intended to provide time and resources to enable these faculty members to conduct their research under optimal conditions. The ultimate goal of the project should be a major piece of scholarly work by the applicant.

Individual or Institutional: ACLS Fellowships are provided to individual scholars.

Targeted or Universal: These fellowships support advanced assistant professors and untenured associate professors in the humanities and related social sciences (1) whose

scholarly contributions have advanced their fields and who have well-designed and carefully developed plans for new research.

Career Stage: The Ryskamp Fellowship Program is open to tenure-track assistant professors and untenured associate professors who by September 30, 2009 will have successfully completed their institution's last reappointment review before tenure review, (2) and whose tenure review will not be complete before February 1, 2010.

Duration: Fellowships are intended to support an academic year of research (nine months), plus an additional summer's research (two months) if justified. Fellows have three years from July 1, 2010 to use the funds awarded them, and considerable flexibility in structuring their research time: the nine-month period may be taken as one continuous leave, or divided into two single-semester leaves; the two months of summer research may be taken before, after, or between the semesters of the year's leave. Fellows are encouraged to spend substantial periods of their leaves in residential interdisciplinary centers, research libraries, or other scholarly archives in the United States or abroad. If personal circumstances preclude extended absence from their home campuses, applicants need to demonstrate that they will be released from all academic and administrative responsibilities, and that continual residence at home will successfully advance their projects in other ways—through access to particular colleagues, for example, or to valuable research collections.

Intensity: Each fellowship carries a stipend of \$64,000, a fund of \$2,500 for research and travel, and an additional 2/9 of the stipend (\$14,222) for one summer's support, if justified by a persuasive case.

Source: <http://www.acls.org/programs/ryskamp/>

Frederick Burkhardt Residential Fellowships for Recently Tenured Scholars

Goals: ACLS invites applications for the eleventh annual competition for the Frederick Burkhardt Residential Fellowships for Recently Tenured Scholars, owing to the generous assistance of The Andrew W. Mellon Foundation. The fellowships are named for Frederick Burkhardt, President Emeritus of ACLS, whose decades of work on The Correspondence of Charles Darwin constitute a signal example of dedication to a demanding and ambitious scholarly enterprise. These fellowships support long-term, unusually ambitious projects in the humanities and related social sciences. The ultimate goal of the project should be a major piece of scholarly work by the applicant.

The objectives of this program are: (1) To encourage more adventurous, more wide-ranging, and longer-term patterns of research than are current in these disciplines; (2) To link a small number of outstanding scholars and their projects to one of a limited number of residential study centers with an established record of advancing multi-disciplinary scholarship; and (3) To sustain the scholarly momentum of the emerging intellectual leaders in fields of the humanities and related social sciences.

Individual or Institutional: ACLS Fellowships are provided to individual scholars.

Targeted or Universal: The Burkhardt Fellowship Program is open to recently tenured humanists.

Career Stage: The Burkhardt Fellowship Program is open to recently tenured humanists—scholars who will have begun their first tenured contracts by the application deadline but began their first tenured contracts no earlier than the fall 2005 semester or quarter. An applicant must be employed in a tenured position at a degree-granting academic institution in the United States, remaining so for the duration of the fellowship.

Duration: Burkhardt Fellowships are intended to support an academic year (normally nine months) of residence at any one of the national residential research centers participating in the program.

Intensity: Each fellowship carries a stipend of \$75,000. Scholars are free to apply both for Burkhardt fellowships and for standard forms of support offered directly by all of the participating centers, as well as those offered by ACLS. Non-ACLS fellowships, grants, or sabbatical salary may be held concurrently with a Burkhardt fellowship, up to but not exceeding a normal academic year salary or the \$75,000 award, whichever is higher. The national residential research centers beyond providing free time, encourages exchanges across disciplinary lines that can be especially helpful to deepening and expanding the significance of projects in the humanities and related social sciences.

Source: <http://www.acls.org/programs/burkhardt/>

ACLS Collaborative Research Fellowships

Goals: ACLS invites applications for the second annual competition for the ACLS Collaborative Research Fellowships for collaborative research in the humanities and

related social sciences. The program is supported by a generous grant from The Andrew W. Mellon Foundation. The aim of this fellowship program is to offer small teams of two or more scholars the opportunity to collaborate intensively on a single, substantive project. The fellowship supports projects that aim to produce a tangible research product (such as joint print or web publications) for which two or more collaborators will take credit.

Individual or Institutional: Small teams of two or more scholars are funded through this fellowship opportunity.

Targeted or Universal: It is hoped that projects of successful applicants will help demonstrate the range and value of both collaborative research and inquiry in the humanities, and model how such collaboration may be carried out successfully.

Career Stage: All project collaborators must hold a Ph.D. degree or its equivalent in publications and professional experience at the time of application.

Duration: The fellowships are for a total period of up to 24 months, to be initiated between July 1, 2010 and September 1, 2012.

Intensity: The fellowship provides salary replacement for each collaborator (based on academic rank: up to \$35,000 for Assistant Professor; up to \$40,000 for Associate Professor; and up to \$60,000 for full Professor) as well as up to \$20,000 in collaboration funds (which may be used for such purposes as travel, materials, or research assistance). The amount of the ACLS fellowship for any collaborative project will vary depending on the number of collaborators, their academic rank, and the duration of the research leave, but will not exceed \$140,000 for any one project.

Source:

<http://www.acls.org/grants/Default.aspx?id=3154&linkidentifier=id&itemid=3154>

Henry Luce Foundation/ACLS Dissertation Fellowships in American Art

Goals: ACLS invites applications for the Henry Luce Foundation/ACLS Dissertation Fellowships in American Art designated for graduate students in any stage of Ph.D. dissertation research or writing.

Individual or Institutional: Fellowships are awarded to individual scholars.

Targeted or Universal: To be eligible you need to be a Ph.D. candidate in a department of art history in the United States; have a dissertation focused on a topic in the history of the visual arts of the United States. Although the topic may be historically and/or theoretically grounded, attention to the art object and/or image should be foremost. Projects must be object-oriented and use art-historical or visual studies approaches; proposals whose emphases are predominantly socio-historical will not be considered.

Career Stage: Fellowships are for graduate students in any stage of Ph.D. dissertation research or writing.

Duration: Fellowships are for one-year terms.

Intensity: The stipend for this fellowship is \$25,000.

Source: <http://www.acls.org/programs/american-art/>

Andrew W. Mellon/ACLS Dissertation Completion Fellowship

Goals: These fellowships are to assist graduate students in the humanities and related social sciences (1) in the last year of Ph.D. dissertation writing. This program aims to encourage timely completion of the Ph.D. and has been in existence for 4 years.

Individual or Institutional: Fellowships are awarded to individual graduate students.

Targeted or Universal: Applicants must be Ph.D. candidates in a humanities or social science department in the United States. Applicants from other departments may be eligible if their project is in the humanities or related social sciences, and their principal dissertation supervisor holds an appointment in a humanities field or related social science field;

Career Stage: Applicants must have all requirements for the Ph.D. except the dissertation completed before beginning fellowship tenure; and be no more than six years in the degree program; awardees can hold this Fellowship no later than their seventh year.

Duration: The Fellowship is for a one-year term.

Intensity: The total award of up to \$33,000 includes a stipend plus additional funds for university fees and research support.

Source: <http://www.acls.org/programs/DCF/>

Andrew W. Mellon/ACLS Early Career Fellowship Program Recent Doctoral Recipients Fellowships

Goals: This is the second stage of the Andrew W. Mellon Foundation/ACLS Early Career Fellowship Program, which provides support for young scholars. The first part of this program—the Mellon/ACLS Dissertation Completion Fellowships—makes possible a year of supported research and writing, to help students complete their dissertation. The second part of the program provides support for a year following the completion of the doctorate for scholars to advance their research and has been in existence for 3 years. This program aims to assist recent doctoral recipients to position themselves for further scholarly advancement and is available to young scholars whether or not they hold academic positions. A grant from The Andrew W. Mellon Foundation supports this program.

Individual or Institutional: Fellowships are awarded to individual scholars.

Targeted or Universal: Eligibility for these Fellowships will be limited to scholars awarded Mellon/ACLS Dissertation Completion Fellowships in the prior year's competition, the Alternates selected in that competition, and those awarded other dissertation fellowships of national stature (such as the Whiting Fellowship) that require applicants to complete their dissertations within a specified period.

Career Stage: Mellon/ACLS Recent Doctoral Recipients Fellowships are to assist young scholars in the humanities and related social sciences in the first or second year following completion of the Ph.D.

Duration: Fellowships are for a one-year term.

Intensity: The Fellowships are portable: research may be carried out in residence at the Fellow's home institution or at another appropriate site. Unlike a typical postdoctoral fellowship in the humanities, where teaching is usually part of a fellow's responsibilities, the Mellon/ACLS awards are designed for research and writing; accordingly, Fellows may not teach during the tenure of the Fellowship. The Fellowships provide a stipend of \$35,000 to allow the Fellow to devote an academic year to research. Those awardees with faculty positions may use their Fellowship to take research leave; those without a full-time position may choose to affiliate with a humanities research center or conduct research independently.

Source: <http://www.acls.org/programs/rdr/>

ACLS New Faculty Fellows

Goals: The New Faculty Fellows program is an initiative of the American Council of Learned Societies to address the dire situation of newly minted Ph.D.s in the humanities who are now confronting an increasingly “jobless market.”

Individual or Institutional: Awards are provided to individual scholars.

Targeted or Universal: Applications were accepted by nomination only; participation in the nomination phase of the program was restricted to the 60 U.S. members of the Association of American Universities, following a timeline set out by ACLS beginning in the fall. Eligible nominees fulfilled the following criteria: a Ph.D. in a humanities discipline or humanistic social sciences (which includes history, anthropology, and such areas as political theory, historical sociology, and economic history); and a Ph.D. awarded between January 2008 and December 2009. Ph.D.s who had already secured tenure-track positions were not eligible.

Career Stage: The Fellowship is for scholars who have recently finished their Ph.D.

Duration: The NFF program allows 50 recent Ph.D.s in the humanities and related social sciences to take up two-year positions at universities and colleges across the United States where their particular research and teaching expertise augment departmental offerings.

Intensity: The New Faculty Fellows program provides \$50,000 plus \$5,000 research/travel allowance annually, health insurance, and a \$1,500 one-time moving allowance. In addition, mentors at the receiving institutions help integrate Fellows into their scholarly communities.

Source: <http://www.acls.org/programs/newfaculty/>

American Political Science Association

Congressional Fellowship Program

Goals: Founded in 1953, the APSA Congressional Fellowship Program is the nation's oldest and most prestigious congressional fellowship. More than fifty years later, the program remains devoted to its original objective of expanding knowledge and awareness of Congress. The purpose of this fellowship is to give early- to mid-career political scientists an opportunity to learn more about Congress and the legislative process through direct participation. Through this unique opportunity, the Association enhances public understanding of policy-making and improves the quality of scholarship, teaching and reporting on American national politics.

Individual or Institutional: The Congressional Fellowship Program gives individuals with superior training an opportunity to learn about the legislative process through direct participation.

Targeted or Universal: The program is open to political scientists, journalists, doctors, federal executives and interactional scholars.

Career Stage: This fellowship program is provided for early to mid-career scholars.

Duration: For nine months, select political scientists, journalists, doctors, federal executives and international scholars gain "hands on" understanding of the legislative process by serving on congressional staffs.

Intensity: A comprehensive orientation begins each year in November. Office assignments as full-time legislative aides in the House of Representatives and/or Senate run from December to August. Fellows receive a stipend of \$38,000, plus a small travel allowance. Congressional District Trip: The weeklong trip provides an opportunity to interact with Members and to differentiate between their governance and electoral roles. Fellowship Enrichment Programs: What truly sets the fellowship apart are enrichment features designed to broaden and deepen Fellows' understanding of Congress beyond the office assignment. Foreign Affairs Seminar: Select Federal and International Fellows whose work requires a sophisticated knowledge of foreign affairs may participate in the seminar. This eight-week program is held at the Johns Hopkins University School of Advanced International Studies. Orientation: Throughout the month-long program, Fellows engage in daily seminars with legislators, congressional

staffers, journalists, lobbyists, political scientists and policy specialists. International Orientation: International Fellows receive a specially tailored, two-day orientation prior to the official start of the fellowship. The seminar is taught by Dr. John Haskell of the Georgetown Government Affairs Institute (CFP 1997-98) and provides a basic overview of the legislative process. The program includes panel discussions with prominent International alumni, a guided tour of Capitol Hill by Steve Livengood of the U.S. Capitol Historical Society, a trolley tour of Washington, and a luncheon with special guests from the sponsoring organizations. CRS Advanced Legislative Institute: The orientation is supplemented by an introduction to research resources and online databases, followed by a two-day seminar on floor and committee procedures. The intensive sessions, open only to staff and Members, are organized by the Library of Congress Congressional Research Service and taught by staff specialists. Woodrow Wilson Seminar Series: The bimonthly seminars draw on guest discussants to reach beyond Fellows' experience as legislative assistants. Annapolis Seminar: Offered in conjunction with the Maryland Institute for Policy Analysis & Research at the University of Maryland, Baltimore County, the one-day visit to the Maryland State House highlights the differences between state and federal legislative bodies. Canadian Parliamentary Exchange: The two-decades exchange between the Fellows and their parliamentary counterparts in Canada provides an intensive comparative study of Westminster versus U.S.-model parliamentary systems. The one-week study tours allow participants to examine the relationship between the United States and Canada from an institutional perspective.

Source: http://www.apsanet.org/content_3031.cfm?navID=41

Minority Fellowship Program

Goals: In 2009, APSA celebrates 40 years of the American Political Science Minority Fellows Program (MFP) success! The MFP was established in 1969 (originally as the Black Graduate Fellowship) in efforts to increase the number of minority scholars in the discipline. Since 1969, the APSA Minority Fellowship has designated more than 500 Fellows, both funded and unfunded, and contributed to the completion of doctoral political science programs for over 100 individuals.

Individual or Institutional: The Fellows program is for individual scholars.

Targeted or Universal: Eligibility criteria include: Applicants must be members of one of the following racial/ethnic minority groups: African Americans, Asian Pacific Americans, Latinos/as, and Native Americans (federal and state recognized tribes);

Applicants must demonstrate an interest in teaching and potential for research in political science; Applicant must be a United States citizen at time of award; and Applicants must demonstrate financial need.

Career Stage: The APSA Minority Fellows program is designed primarily for minority students applying to enter a doctoral program in political science for the first time.

Duration: The Fellow program is one year.

Intensity: The APSA Minority Fellows Program designates up to twelve stipend minority fellows each year. Additional applicants who do not receive funds from the Association may also be recognized and recommended for admission and financial support to graduate political science programs. Fellows with stipends receive a \$4,000 fellowship that is disbursed in two \$2,000 payments--one at the end of their first graduate year and one at the end of their second--provided that they remain in good academic standing. APSA recognizes the importance of mentoring for effective career development and professional integration. To this end, the APSA Task Force on Mentoring developed a mentoring process administered by APSA to connect interested graduate students and faculty with political scientists in the field who are available for mentorship to counsel on matters of the profession. In addition, APSA has compiled a list of mentoring resources for students seeking a mentor, and for senior faculty and others who want more information on mentoring.

Source: http://www.apsanet.org/content_3284.cfm

American Psychological Association

Minority Fellowship Programs

Goals: The MFP is one of the most successful training programs for ethnic and racial minority researchers and service providers in the history of federally funded training programs. There are several MFP Fellowship Programs: DPN - The Diversity Program in Neuroscience fellowship; MHSAS – The MFP Mental Health and Substance Abuse Services fellowships; SAMHSA - Substance Abuse and Mental Health Services Administration (a federal institute that funds our MHSAS program); NIMH – National Institute of Mental Health (a federal institute that funds our DPN program).

The principal aim of the APA Minority Fellowship Program in Mental Health and Substance Abuse Services (MHSAS) is to identify, select, and support the training of doctoral level ethnic minority students and postdoctoral trainees whose prior experiences and clearly stated career goals suggest they will make significant contributions to the mental health needs of ethnic and racial minorities. This principal aim is directly related to efforts to reduce health disparities among ethnic minorities in the U.S. by filling a crucial need for mental health service providers. Thus, the APA-MFP has two target populations at the center of its efforts: the members of ethnic/racial minorities in need of mental health and substance abuse services and ethnic minority doctoral/postdoctoral trainees in psychology.

Individual or Institutional: Individual scholars are selected for these programs.

Targeted or Universal: The MFP selects individuals with promise and a commitment to careers that address the mental health and substance abuse needs of ethnic minorities. The MHSAS Predoctoral Fellowship is aimed at those pursuing doctoral degrees in clinical, counseling, and school psychology, or other mental health services areas. The MHSAS Postdoctoral Fellowship is aimed at early career doctoral recipients who are interested in developing a career in mental health services research. The DPN Predoctoral Fellowship is geared to predoctoral students pursuing careers in neuroscience. The DPN Postdoctoral Fellowship is aimed at early career doctoral recipients who are interested in neuroscience.

Career Stage: There are both predoctoral and postdoctoral fellowship programs.

Duration: The MHSAS Fellowship programs are one-year terms. The Psychology Summer Institute is a week-long intensive training.

Intensity: The program is designed to meet its goals and specific aims by providing stipend support, ancillary training experiences, mentoring and career guidance, and access to an outstanding network of professional contacts. An expert training advisory committee provides oversight and program guidance as well as mentoring and professional leadership.

Our MHSAS fellowship focuses on assisting our trainees to have significant experiences with both mental health and substance abuse. Need areas such as rural mental health, child mental health, as well as the dual consequences of substance abuse and mental illness for mental health services and research have become critical. Earning a doctoral degree and being trained in areas relevant to these priorities is now a standard of accountability and program and individual success. Tying it all together, the training must be "culturally competent." That is, successful service delivery must be within the parameters of culturally appropriate and effective modalities of care. Further, psychological research should advance our knowledge of ethnic, racial and cultural foundations of human behavior. So we not only seek out talented and dedicated applicants to the MFP, we must evaluate their training plan and professional goals against these needs and criteria. We must also contribute to their career and professional development by providing training, mentoring, and networking experiences for our ever-growing community. To this end, we have created our Psychology Summer Institute, a week-long training for advanced doctoral students and early-career psychologists. Many of our participants have called it the best professional development experience of their career. We are currently engaged in expanding our reach to students and professionals by developing new training experiences to a variety of audiences.

Source: <http://www.apa.org/pi/mfp/index.aspx>

American Sociological Association

ASA Congressional Fellowship: The Sydney S. Spivack Program in Applied Social Research and Social Policy

Goals: The Fellowship brings a PhD-level sociologist to Washington, DC, to work as a staff member on a congressional committee or in a congressional office, or as a member of a congressional agency (e.g., the General Accounting Office). This intensive four to six month experience reveals the intricacies of the policy making process to the sociological fellow, and shows the usefulness of sociological data and concepts to policy issues.

Individual or Institutional: Individual scholars are eligible for this fellowship.

Targeted or Universal: All sociologists are eligible to apply.

Career Stage: This fellowship is open to any PhD-level sociologist.

Duration: The fellowship can be taken for six or 11 months.

Intensity: The stipend for the fellowship is \$20,000 for six months and \$30,000 for 11 months. ASA will join with other associations' congressional fellows to offer orientation, meetings, and support for the person selected. The person will work closely with the ASA's Spivack Program on Applied Social Research and Social Policy, with possibilities for congressional staff or press briefings, public speaking, writing issue papers, and other opportunities.

Source:

<http://www.asanet.org/images/funding/docs/pdf/New%20Congressional%20Fellowship%20Application.pdf>

Minority Fellowship Program

Goals: Through its Minority Fellowship Program (MFP), the American Sociological Association (ASA) supports the development and training of sociologists of color in any sub-area or specialty in the discipline. Funded by generous annual contributions from organizations such as Alpha Kappa Delta, Sociologists for Women in Society,

Association for Black Sociologists, Southwestern Sociological Association, as well as membership donations, MFP seeks to attract talented doctoral students to ensure a diverse and highly trained workforce is available to assume leadership roles in research that is relevant to today's global society.

Individual or Institutional: The MFP program supports individual fellows.

Targeted or Universal: Applicants must be members of an underrepresented minority group in the U.S. (e.g. Blacks/ African-Americans, Hispanics/Latinos, Asians or Pacific Islanders, or American Indians/Alaska Natives).

Career Stage: MFP fellows are supported in the pursuit of a doctoral degree. Applicants can be new or continuing graduate students of sociology, who are enrolled in a program that grants the Ph.D.

Duration: Fellowship is awarded for 12 months and typically renewable for up to 3 years total.

Intensity: Tuition and fees are arranged with the home department.

Source: <http://www.asanet.org/funding/mfp.cfm>

Postdoctoral Fellowship Program

Goals: The Fellowship program seeks to recruit new or recent PhDs who are looking to strengthen research skills in economic sociology and better understand comparative economic institutions and processes. Applicants need not have done prior research on the current economic crisis. Funded by a grant from the National Science Foundation (NSF), this fellowship program will fund one Postdoctoral fellow each at the following six universities: Cornell University, Harvard University, Princeton University, Stanford University, University of California-Berkeley, and University of Wisconsin-Madison.

Individual or Institutional: Individual scholars are awarded.

Targeted or Universal: This Postdoctoral Fellowship is intended for scholars who are interested in working on understanding the economic crisis and its social impacts on such areas as race and gender relations, employment, housing, education, health, culture, migration, and politics. In addition, research can focus on the social impacts of

government and private efforts to address and regulate the crisis, including the sociology of finance and markets, organizational theory, and the sociology of law.

Career Stage: Recent sociology PhD graduates are eligible.

Duration: Fellowships are two-year awards.

Intensity: Stipend: \$45,000 annually plus benefits. All Postdoctoral Fellows will be required to teach one seminar or limited-enrollment undergraduate course related to their research during their Fellowship period (typically in the first year of the Fellowship) and will also be expected to participate regularly in seminars or workshops of the department or program with which they are affiliated.

Source: http://www.asanet.org/funding/Postdoctoral_Fellowship.cfm

Center for Advanced Study in the Behavioral Sciences at Stanford University

Residential Postdoctoral Fellowship Program

Goals: The Center for Advanced Study in the Behavioral Sciences at Stanford University is a national and international resource that exists to extend knowledge of the principles governing human behavior to help solve the critical problems of contemporary society. Through our residential postdoctoral fellowship programs for scientists and scholars from this country and abroad, we seek to advance basic understanding of the social, psychological, historical, biological and cultural foundations of behavior and society. The Center was created to provide a refuge for distinguished and promising young scientists and scholars from diverse fields and disciplines, where ideas and thinking are the main business, and where they are encouraged to broaden their perspectives, reassess their intellectual positions and consider alternatives through sustained interaction with others. We invite highly intelligent, provocative, productive scholars to spend an academic year in residence at the center where they are freed from deadlines, teaching responsibilities, committee assignments, hierarchies and the constraints of disciplinary silos. They join a community of other similarly liberated peers in a serene setting where they are able to interact in a sustained way, join small working groups or work alone. Their mandate is to ask challenging questions of themselves and others.

Individual or Institutional: This fellowship is for individual scholars and scientists.

Targeted or Universal: We offer a residential postdoctoral fellowship program for scientists and scholars from this country and abroad. Since 1954, CASBS fellowships have been awarded to scholars working in a diverse range of disciplines. These include the five core social and behavioral disciplines of anthropology, economics, political science, psychology and sociology as well as scholars from a wide range of humanistic disciplines, education, linguistics and the biological sciences.

Career Stage: Our primary goal is to identify the most accomplished and promising scholars in the fields represented at the Center. But our mission also involves a conscious effort to advance the careers of several groups that have often been overlooked in academia: younger scholars, minorities, women, international scholars, and scholars whose home universities are not research oriented. We seek outstanding scholars and scientists through our application and selection process. Our procedures aim to achieve a diverse group of Fellows in each Center class because we believe that a diverse class of Fellows benefits the group as a whole.

Duration: The fellowship opportunity is for a period of one year.

Intensity: While here, in a community of inspiring equals, fellows support and mentor each other and form networks and habits of collaboration that last a lifetime. Fellows return to their posts with bold new theories that persistently change the way they and others think about what we know and what we can do to help solve the critical problems of contemporary society. Many activities offer Fellows significant opportunities to engage with one another: a seminar series in which Fellows are invited to present their work; informal seminars that emerge during the year, which give Fellows with broadly overlapping interests a basis for sustained conversation; public meetings of special projects in residence, which give Fellows a chance to learn more about these projects and to engage with participants on substantive issues of mutual interest; daily lunches at the Center, which often result in one-on-one meetings between potential collaborators; special events and recreational activities organized by the Center. The Center provides a range of services designed to make Fellows more effective and efficient while in residence, including: library assistance; network and personal computer maintenance and support; fax and mail services; administrative services; pleasant work spaces at the Center; housing assistance when relocating to the Palo Alto area for the fellowship year.

Source:

<http://www.casbs.org/index.php?act=page&id=105&PHPSESSID=pq4u11fr1eqg33qk5n0mt2mcs1>

Centers for Disease Control and Prevention

Our programs include both hands-on training in future-oriented technology and prevention approaches, and skill building in epidemiology and more traditional public health areas. We're looking for smart, ambitious people for various training and fellowship opportunities. Our opportunities range from short-term internships to 3-year postgraduate training programs.

Ferguson Fellowship Program

Goals: The Dr. James A. Ferguson Emerging Infectious Disease Fellowship Program provides educational and experiential opportunities for racial and ethnic minority medical, dental, pharmacy, veterinary, and public health graduate students in a broad array of public health activities. The program now includes medical, veterinary and pharmacy doctoral students, and masters of public health students. Students are recruited from all over the United States and are assigned to conduct research in laboratories and other public health settings in Atlanta, Georgia; Anchorage, Alaska; and San Juan, Puerto Rico.

Individual or Institutional: The fellowship program is for individual scholars.

Targeted or Universal: Eligibility requirements include being a member of an under-represented minority group as defined by the federal government.

Career Stage: To be eligible applicants must be enrolled as a full-time student in an AMHPS member institution or Non-AMHPS Public Health Program.

Duration: Ferguson Fellows are engaged for eight weeks in a rigorous program of public health research and/or intervention.

Intensity: Ferguson Fellows' travel and housing expenses are paid, and they receive a stipend for the summer. The program provides a \$4,000 stipend for participation in the program.

Source: <http://www.minorityhealth.org/p-student-drjames.php>

CDC/CSTE Applied Epidemiology Fellowship Program

Goals: CSTE, in collaboration with the Centers for Disease Control and Prevention (CDC), the Association of Schools of Public Health (ASPH), and the Health Resources and Services Administration (HRSA), has established this Fellowship to train recent graduates in the expanding field of applied epidemiology. The goal of the Fellowship is to provide a high quality training experience and to secure long-term career placement for Fellows at the state or local level.

Individual or Institutional: The fellowship is for individual scholars.

Targeted or Universal: To be eligible to be a Fellow, applicants are required to have the following: An MPH, MSPH, MS in epidemiology, or an equivalent degree or advanced degree in a health related field (i.e. PhD in epidemiology, biostatistics, or other public health field; an MD degree; or a DVM degree); and completed at least three graduate-level epidemiology courses and one graduate level biostatistics course.

Career Stage: Recent graduates who are interested in the practice of public health at the state or local level are encouraged to apply to this two-year fellowship.

Duration: Participating fellows will receive two years of on-the-job training at a state health agency under the guidance of an experienced mentor.

Intensity: Using a mentorship model, the CDC/CSTE Applied Epidemiology Fellowship offers an opportunity for graduates to acquire rigorous preparation and to develop applied epidemiologic skills during a high quality, on-the-job training experience. Within the first three months of the Fellowship, all incoming Fellows will participate in a five-day orientation course in September in Atlanta, Georgia. Fellowship Activities: By the end of the third month of the Fellowship, Fellows will submit a proposed "Plan of Action" that will outline how the Fellow will complete the major required core activities. The Fellow and his or her mentors will create the plan jointly. Every six months, the Fellow and mentors will complete a progress report regarding the Fellow's progress toward meeting the required core activities. In addition, each Fellow must submit a quarterly report highlighting his or her work experience thus far.

Final Report and Certificate: During the last month of the Fellowship, Fellows and their mentors will submit a final report that indicates how each competency was achieved, the Fellow's perspective on the Fellowship, and an evaluation of the Fellow completed by the mentors. A certificate from CDC, CSTE, and ASPH will then be awarded to

Fellows provided that all competencies are met. Stipend: Fellows with an MPH degree will be paid a bimonthly stipend of up to \$39,000 annually. Doctoral level candidates will be paid up to \$56,000. Stipends will be set according to location, cost of living, and pay structure at the host agency. Insurance: Up to \$3,200 per year will be available to supplement the individual health insurance coverage selected by the Fellow.

Moving/Relocation Expenses: Up to \$1,000 will be provided for moving related expenses. Professional Development: \$970 per year is provided for each Fellow for professional development. This can be used for conferences, classes, trainings, or other activities that qualify as "professional development." As a benefit of the fellowship, CSTE has allotted \$970 per year to defray professional development expenses. These funds are to be used for the purpose of travel to meetings or conferences, attending short-term training programs, purchasing of work related books, and attendance of classes intended to aid in work related projects. An example of an inappropriate use of funds is to pay for poster expenses and other general administrative expenses. The host state agency should be responsible for covering these expenses.

Source:

<http://www.cste.org/dnn/ProgramsandActivities/FellowshipProgram/tabid/259/Default.aspx>

The Stanford Center for the Study of Poverty and Inequality

Elfenworks Foundation Visiting Scholars Program

Goals: The Elfenworks Foundation Visiting Scholars Program brings leading scholars and practitioners to Stanford University to carry out research, teach classes, and inform public debate on poverty and inequality policy.

Individual or Institutional: This program is for individual scholars.

Targeted or Universal: This program is open to scholars interested in poverty and inequality.

Career Stage: A distinguished scholar and visiting lecturer are accepted each year.

Duration: Visitors spend one or two semesters at the Center.

Intensity: Each year, the Elfenworks Foundation funds two visitors, a distinguished scholar who spends one or two semesters in residence delivering several public lectures and writing a book for the Controversies in Inequality book series, and a visiting lecturer who contributes to our newly developed graduate and undergraduate programs in poverty and inequality. These visitors also contribute regularly to the Elfenworks Foundation magazine Pathways.

Source: http://stanford.edu/group/scspi-dev/people_scholars_elfenworks.html

C. Wright Mills Scholar Awards

Goals: Every year, the Center awards three C. Wright Mills Scholar Awards to promising young scholars of poverty and inequality.

Individual or Institutional: dfidif

Targeted or Universal: This award is for scholars who have been offered admission to Ph.D. programs at Stanford University and have a strong interest in poverty and inequality scholarship. These awards are principally intended for students in social science disciplines (e.g., anthropology, economics, education, history, political science,

psychology, and sociology) but may in some circumstances also be awarded to students in the humanities.

Career Stage: This award is for entering Ph.D. students.

Duration: The award is a one-time grant.

Intensity: The awards come with a small \$2,000 start-up grant that may be used for any research-relevant purposes, such as books, computers, or conference travel.

Source: http://stanford.edu/group/scspi-dev/prog_grants_student.html

Ford Foundation

Predoctoral Fellowship

Goals: Through its Fellowship Program, the Ford Foundation seeks to increase the diversity of the nation's college and university faculties by increasing their ethnic and racial diversity, to maximize the educational benefits of diversity, and to increase the number of professors who can and will use diversity as a resource for enriching the education of all students. Predoctoral fellowships will be awarded in a national competition administered by the National Research Council (NRC) on behalf of the Ford Foundation.

Individual or Institutional: The awards will be made to individuals who, in the judgment of the review panels, have demonstrated superior academic achievement, are committed to a career in teaching and research at the college or university level, show promise of future achievement as scholars and teachers, and are well prepared to use diversity as a resource for enriching the education of all students.

Targeted or Universal: Eligibility criteria include: capacity to respond in pedagogically productive ways to the learning needs of students from diverse backgrounds; a sustained personal engagement with communities that are underrepresented in the academy and an ability to bring this asset to learning, teaching, and scholarship at the college and university level; likelihood of using the diversity of human experience as an educational resource in teaching and scholarship; membership in one or more of the following groups whose underrepresentation in the American professoriate has been severe and longstanding: Alaska Natives (Aleut, Eskimo or other Indigenous People of Alaska), Black/African Americans, Mexican Americans/Chicanas/Chicanos, Native American Indians, Native Pacific Islanders (Hawaiian/Polynesian/Micronesian), or Puerto Ricans.

Career Stage: The predoctoral award is for individuals enrolled in or planning to enroll in an eligible research-based program leading to a Ph.D. or Sc.D. degree at a U.S. educational institution, individuals who require a minimum of three years of study to complete their Ph.D./Sc.D. degree, and who have not earned a doctoral degree at any time, in any field.

Duration: These fellowships provide three years of support for individuals engaged in graduate study.

Intensity: \$20,000 for 3 years; award to institution in lieu of tuition and fees of \$2000, and expenses paid to attend at least one Conference of Ford Fellows, a unique national conference of a select group of high-achieving scholars committed to diversifying the professoriate and using diversity as a resource for enriching the education of all students. The Ford Fellows Listserv is a networking tool provided to Ford Fellows to communicate ideas, announce milestones reached in their professional career and to post currently available employment opportunities. Participation in the listserv is available to Ford Fellows only. A number of former Ford Fellows volunteer to serve as Regional Liaisons. Ford Fellows may contact liaisons in their region if they have any questions, problems, or concerns that develop during their doctoral study. Please click on the link above to access a complete list and contact information for the current Regional Liaisons.

Source: <http://sites.nationalacademies.org/pga/fordfellowships/>

Dissertation Fellowship

Goals: Through its Fellowship Program, the Ford Foundation seeks to increase the diversity of the nation's college and university faculties by increasing their ethnic and racial diversity, to maximize the educational benefits of diversity, and to increase the number of professors who can and will use diversity as a resource for enriching the education of all students.

Individual or Institutional: The awards will be made to individuals who, in the judgment of the review panels, have demonstrated superior academic achievement, are committed to a career in teaching and research at the college or university level, show promise of future achievement as scholars and teachers, and are well prepared to use diversity as a resource for enriching the education of all students.

Targeted or Universal: Eligibility criteria include: capacity to respond in pedagogically productive ways to the learning needs of students from diverse backgrounds; a sustained personal engagement with communities that are underrepresented in the academy and an ability to bring this asset to learning, teaching, and scholarship at the college and university level; likelihood of using the diversity of human experience as an educational resource in teaching and scholarship; membership in one or more of the following groups whose underrepresentation in the American professoriate has been severe and longstanding: Alaska Natives (Aleut, Eskimo or other Indigenous

People of Alaska), Black/African Americans, Mexican Americans/Chicanas/Chicanos, Native American Indians, Native Pacific Islanders (Hawaiian/Polynesian/Micronesian), or Puerto Ricans.

Career Stage: The dissertation fellowships provide one year of support for individuals working to complete a dissertation leading to a Doctor of Philosophy (Ph.D.) or Doctor of Science (Sc.D.) degree.

Duration: The tenure of a dissertation fellowship will be no less than 9 months and no more than 12 months.

Intensity: Stipend is \$21,000 for one year, expenses paid to attend Conference of Ford Fellows, and access to Ford Fellows Regional Liasons.

Source: <http://sites.nationalacademies.org/pga/fordfellowships/>

Postdoctoral Fellowship

Goals: Through its Fellowship Program, the Ford Foundation seeks to increase the diversity of the nation's college and university faculties by increasing their ethnic and racial diversity, to maximize the educational benefits of diversity, and to increase the number of professors who can and will use diversity as a resource for enriching the education of all students.

Individual or Institutional: The awards will be made to individuals who, in the judgment of the review panels, have demonstrated superior academic achievement, are committed to a career in teaching and research at the college or university level, show promise of future achievement as scholars and teachers, and are well prepared to use diversity as a resource for enriching the education of all students.

Targeted or Universal: Eligibility criteria include: capacity to respond in pedagogically productive ways to the learning needs of students from diverse backgrounds; a sustained personal engagement with communities that are underrepresented in the academy and an ability to bring this asset to learning, teaching, and scholarship at the college and university level; likelihood of using the diversity of human experience as an educational resource in teaching and scholarship; membership in one or more of the following groups whose underrepresentation in the American professoriate has been severe and longstanding: Alaska Natives (Aleut, Eskimo or other Indigenous

People of Alaska), Black/African Americans, Mexican Americans/Chicanas/Chicanos, Native American Indians, Native Pacific Islanders (Hawaiian/Polynesian/Micronesian), or Puerto Ricans.

Career Stage: The postdoctoral fellowships provide support for individuals engaged in postdoctoral study after the attainment of the Ph.D. or Sc.D. degree.

Duration: The postdoctoral fellowships provide one year of support.

Intensity: Stipend is \$40,000 for one year; \$1500 to employing institution; expenses paid to attend Conference of Ford Fellows and access to Ford Fellows Regional Liasons.

Source: <http://sites.nationalacademies.org/pga/fordfellowships/>

Howard Hughes Medical Institute and NIH

HHMI-NIH Research Scholars Program (also known as the Cloister Program)

Goals: The HHMI-NIH Research Scholars Program, also known as the Cloister Program, was established in 1985 to give outstanding students at U.S. medical schools the opportunity to receive research training at the National Institutes of Health in Bethesda, Maryland.

Individual or Institutional: Students in good standing at medical, dental, and veterinary schools in the United States are eligible to apply to the program.

Targeted or Universal: Program is open to students from medical, dental, and veterinary schools.

Career Stage: After second or third year of medical, dental, or veterinary school is an ideal time to determine how biomedical research could play a part in your career, before you formulate your plans for residency or postgraduate training.

Duration: Research Scholars spend nine months to a year on the NIH campus, conducting basic, translational or applied biomedical research under the direct mentorship of senior NIH research scientists.

Intensity: As a Research Scholar, you receive annual compensation of \$27,000 for rent, food, and other living expenses. You are also provided, at no cost, with medical, life, and accidental death and dismemberment insurance. As a Research Scholar, you will choose a preceptor from over 1,200 tenured or tenure-track intramural scientists working on more than 2,500 research projects. The NIH environment provides state-of-the-art resources and the chance to do research that is often impossible to do elsewhere. You are encouraged to spend the first several weeks in the program interviewing with investigators and exploring different laboratories at the NIH before making a selection. You select a project and mentor after arrival on campus; become part of a special community at the Cloister, the Scholars' residence on campus, where you'll live among other medical, dental, and veterinary students who share your interest in research; meet and talk with eminent investigators at weekly science lectures for Research Scholars; learn new techniques, technology, and approaches from world-renowned mentors; attend HHMI scientific meetings where the Institute's investigators present their work and attend national scientific meetings, NIH conferences, and workshops. As a

Research Scholar, you become part of a special research community at the NIH. You spend a year working as part of a research team in a laboratory at the NIH's main campus in Bethesda, conducting basic, translational or applied biomedical research under the mentorship of an NIH senior investigator, or preceptor.

You also benefit from the extraordinarily rich educational environment at the NIH. Every week, institutes and laboratories on campus sponsor lectures—as many as 10 to 20 a day—presented by investigators and scientists from around the world. Endowed lecture series and symposia covering research in progress in a particular field, or honoring an investigator or milestone in biomedical science, are held on a regular basis, allowing students to further immerse themselves in science outside the laboratory.

HHMI believes that an integral component of the program is a shared living environment for the Scholars. For this reason, HHMI provides you with furnished, on-campus housing at the Mary Woodard Lasker Center for Health Research and Education, commonly known as the Cloister. This apartment residence and educational facility encourages scientific and social camaraderie among Scholars in a place where they can relax and feel at home with their peers.

Source: <http://www.hhmi.org/cloister/>

Inter-University Consortium for Political and Social Research (ICPSR)

Summer Program in Quantitative Methods of Social Research

Goals: The Summer Program provides a comprehensive, integrated program of studies in research design, statistics, data analysis, and social science methodology. Its instructional environment stresses integration of methods of quantitative analysis within a broader context of substantive social research. The Mission of the Summer Program: to offer instruction for the primary development and "upgrading" of quantitative skills by college and university faculty and by nonacademic research scholars; to extend the scope and depth of analytic skills for graduate participants, college and university faculty, and research scientists from the public sector; to furnish training for those individuals who expect to become practicing social methodologists; to provide opportunities for social scientists to study those methodologies that have special bearing on specific substantive issues; to create an environment that facilitates an exchange of ideas related to the development of methodologies on the frontier of social research.

Individual or Institutional: The Summer Training Program is designed for individual scholars.

Targeted or Universal: While sociology, psychology, and political science continue to be represented by the largest number of participants, the increasing number of individuals from across the social and behavioral sciences illustrates the breadth of interest in and impact of the Program.

Career Stage: Scholars at any career stage are eligible to attend the Summer Training Program.

Duration: Courses range from 3 days to four weeks in length.

Intensity: The Summer Training Program schedule is partitioned into two four-week sessions, with instruction organized in lecture, seminar, and workshop formats. In addition, the curriculum includes special workshops that provide participants with opportunities to examine the impact of various methodologies on specific substantive issues. Research scholars who have made important contributions to the development of social methodology present informal lectures focusing on their most recent research interests. Finally, workshops that address the practical objectives of providing technical

support for computing specialists and data librarians are also offered. Instruction is grounded in interactive, participatory data-analysis utilizing high-end, networked microcomputers. Because of the range of methodological instruction, the opportunity for intensive study, and the quality of instruction and supporting facilities, the Summer Program has become internationally recognized as a preeminent forum for basic and advanced training in the methodologies and technologies of social science research and instruction. The ICPSR Summer Program also creates a unique and supportive social environment that facilitates professional networking and encourages the exchange of ideas about the theory and practice of social science research.

Source: <http://www.icpsr.umich.edu/icpsrweb/sumprog/>

Institute of Education Sciences

IES/NCER Summer Research Training Institute and Institute for Policy Research: Workshops on Quasi-Experimental Design and Analysis in Education

Goals: Thanks to the support of the Institute of Education Sciences (IES), U.S. Department of Education, and the Institute for Policy Research (IPR) at Northwestern University, Professors Thomas Cook of Northwestern and William Shadish of the University of California, Merced, will be leading two summer workshops this year on the design and analysis of practical quasi-experiments for use in education. Complementing the current interest in randomized experiments in education, these workshops seek to improve the quality of quasi-experiments, needed when random assignment is not feasible or breaks down. Several recent analyses of the quality of quasi-experiments in education point to designs and analyses that are generally below the state of the art, so the workshop's principal aim is to improve this state.

Individual or Institutional: This training opportunity is designed for individual scholars.

Targeted or Universal: This training opportunity is open to scholars interested in quasi-experimental design in education research.

Career Stage: Each workshop will welcome attendees from academia and school districts, in addition to a few employees from contract research firms and the federal government. Most attendees will already have a PhD, but senior graduate students working on quasi-experimental matters are also encouraged to apply.

Duration: Each session is a four-day training.

Intensity: This intensive training institute will cover a large amount of material in a short period of time. Lecture notes will be provided. Attendees will be encouraged to bring details of quasi-experiments they are doing or contemplating. At the end of the workshop, there will be some time for individual follow-up on projects and general theoretical matters.

Source: <http://www.northwestern.edu/ipr/events/workshops/qeworkshop.html>

IES Predoctoral Interdisciplinary Research Training Programs in the Education Sciences

Goals: To address the shortage of education scientists who are prepared to conduct rigorous education research, the Institute of Education Sciences established a training grant program to support the development of a new generation of education scientists – the Predoctoral Interdisciplinary Research Training Programs in the Education Sciences. Currently, the Institute supports 13 interdisciplinary predoctoral research training programs. Students are being trained to develop education interventions (e.g., curricula, professional development) that are grounded in a science of learning; to evaluate education programs, practices, and policies using rigorous and well-implemented experimental and quasi-experimental designs; and to employ sophisticated statistical methods to examine large state and local datasets to identify potential solutions to education problems.

Individual or Institutional: The awards are 5 year institutional grants.

Targeted or Universal: The awards support a wide range of education training programs.

Career Stage: The training program is for predoctoral students.

Duration: The award provides support for the institution for 5 years.

Intensity: The specific program elements vary by funded program. Two examples are provided to give a sense of the intensity of the program.

The Advanced Quantitative Methodology for Improving Educational Practice at The University of California, Los Angeles Departments of Education and Psychology which offers an interdisciplinary predoctoral training program focused on advanced quantitative methodology for improving education practice. The training program also provides a substantive focus on mathematics teaching, learning, and assessment. The program intends to produce world-class experts in quantitative methodology who can conduct rigorous education research to advance methodological and substantive knowledge, train succeeding generations of methodologists and researchers focusing on education issues, and are well grounded in research on improving teaching and learning of mathematics in U.S. schools. Through participating in a core curriculum, including nine methodological courses, trainees receive in-depth training in causal inference, hierarchical linear modeling and structural equation modeling statistical

frameworks, the psychometric approaches of item response theory and generalizability theory, and strategies for measuring classroom practice and program implementation.

The Interdisciplinary Training Program (ITP) for Predoctoral Research in the Education Sciences at the University of Wisconsin-Madison which focuses on training scholars in education policy and systems. The methodological focus is on randomized controlled trials and on rigorous statistical methods, particularly econometric techniques, that provide evidence on potential impacts when randomized trials are not feasible. The Interdisciplinary Training Program is housed at the Wisconsin Center for Education Research and draws fellows from sociology, economics, psychology, political science, and/or social welfare. Fellows complete course work in students' disciplines, in education, and in advanced statistics, including courses in experimental design and measurement; a weekly interdisciplinary seminar; certification in a minor in education sciences; a research practicum on randomized trials in education; an intensive internship in randomized field trials; and ongoing experiences in faculty-led research projects.

Source: <http://ies.ed.gov/funding/predoctoral.asp>

IES Postdoctoral Research Training Program in Education Sciences

Goals: The Institute has established the Postdoctoral Research Training Program in the Education Sciences (Postdoctoral) to increase the supply of scientists and researchers in education who are prepared to conduct rigorous and relevant education research addressing issues that are important to education leaders and practitioners and contributing to the advancement of knowledge and theory in education. The specific intent of this program is to prepare researchers to be able to conduct the type of research that the Institute funds, prepare competitive proposals that address relevant education topics, and meet the methodological requirements specified for the Institute's research grant competitions. To achieve this ambitious agenda, there is a need for a cadre of well-trained scientists capable of conducting high quality research driven by problems of practice and conducted in consultation and collaboration with education practitioners and leaders.

In the Postdoctoral program, the focus is on training for research in general education (i.e., for typically developing students). Applicants should clearly describe both the topical focus and methodological focus of the research projects on which the fellows would participate. Postdoctoral Research Training Fellowships are not intended to provide fellows with training on all topics and all methodologies related to the

Institute's research programs. It is also acceptable to propose a Postdoctoral Research Training Fellowship award that focuses on training fellows to conduct research on methodological issues that the Institute might fund through its Statistical and Research Methodology in Education grant program. In such cases, applicants should clearly describe the methodological issues that would be addressed. From the Institute's view, a Postdoctoral Research Training award would be successful if it produced researchers who are able to submit competitive applications to the Institute's education research competitions. Applicants should demonstrate their capacity to provide such training by describing their current research projects and the relation of these projects to the Institute's research priorities.

Individual or Institutional: The awards are 5 year institutional grants.

Targeted or Universal: The awards support a wide range of education training programs.

Career Stage: This award is designed for training post-doctoral students.

Duration: The length of the postdoctoral fellowship will typically be two to three years.

Intensity: Fellows should (a) gain the breadth of skills and understanding necessary to conduct rigorous applied research in education; (b) develop the capacity to independently carry out such research, including applying for grant funding and submitting results for publication in peer-reviewed journals; and (c) develop skills for communicating and engaging with education practitioners and leaders. As appropriate, in addition to direct research experience, fellows may audit courses and engage in other training activities that enhance their knowledge and professional skills (e.g., auditing courses in areas not covered in their doctoral training). Fellows' research and training activities must address practical questions in education or questions related to improving education research methodologies. It is anticipated that fellows will submit findings from their postdoctoral research activities to peer reviewed forums such as professional conferences and journals. Fellows will attend and present at professional conferences and share research findings with practice and policy audiences. Fellows are encouraged to work with the Principal Investigator to seek independent grant support for their own research from the Institute or other sources. The stipend amount for each fellow is \$52,500 per year (12 months) for up to 3 years. The fellowship must include fringe benefits (e.g., health insurance and normal fees) at the level afforded to other employees of the applicant institution who are at a similar level and class as the postdoctoral fellows, with the Institute's contribution not to exceed \$12,000 per year per fellow.

Source: http://ies.ed.gov/funding/ncer_rfas/postdoc_training.asp

Institute for Research on Poverty

Visiting Scholars Programs

Goals: The Institute for Research on Poverty has three programs to facilitate interaction among a broad range of social science scholars, the first is targeted at U.S.-based scholars from underrepresented racial and ethnic groups and includes IRP financial support; the second is targeted at food assistance and food insecurity researchers and includes support from IRP and the Economic Research Service of the U.S. Department of Agriculture (RIDGE); and the third is open to visitors working on poverty-related research who have their own funding, for limited or longer-term stays. The intent of the programs is to enhance the research interests and resources available to visitors, to foster interaction between resident IRP affiliates and a diverse set of scholars, and to broaden the corps of poverty researchers. The intent of the IRP Research, Innovation, and Development Grants in Economics (RIDGE) Center for National Food and Nutrition Assistance Research is to stimulate innovative research related to food assistance programs such as SNAP (formerly food stamps) and school breakfast and lunch, and to support training of researchers interested in food assistance issues.

Individual or Institutional: The Visiting Scholars Programs are for individual scholars.

Targeted or Universal: The three Visiting Scholars Programs are targeted to: from underrepresented racial and ethnic groups; U.S.-based food assistance scholars; and poverty-related researchers with their own funding.

Career Stage: The invitation for the Visiting Scholars Programs extends (but is not restricted) to those who are in the early years of their academic careers.

Duration: Visits of one to two weeks' duration by several scholars can be supported during either fall or spring semester of the academic year 2010–2011.

Intensity: The scholars will be invited to give a seminar, to work on their own projects, and to confer with an IRP faculty mentor, who will arrange for interchange with other IRP affiliates.

Source: <http://www.irp.wisc.edu/initiatives/vscholars.htm>

Knowles Science Teaching Foundation

KSTF Research Fellowship

Goals: KSTF believes that teaching and the preparation of outstanding teachers is a complex undertaking worthy of empirical study by the most creative and dedicated scholars. The KSTF Research Fellowships support early career scholars engaged in critical research relevant to the recruitment, preparation, induction, mentoring and retention of high quality mathematics and science teachers. Early career researchers who juggle multiple teaching, research, service and administrative responsibilities sometimes lack the necessary support structures for carrying out high-quality research.

Individual or Institutional: These fellowships are for individual scholars.

Targeted or Universal: We encourage applications from scholars in all disciplines that promise to make significant scholarly contributions to areas that are consistent with the mission of KSTF, which is improving high school mathematics and science teaching in the United States.

Career Stage: Applicants must have Ph.D. but not tenured.

Duration: Fellowships are for two years.

Intensity: During their fellowship tenure, Fellows will be required to attend three KSTF meetings each year to meet with KSTF Research Fellows and other researchers. One of these meetings will be part of the KSTF Summer Meeting, which brings together KSTF Science and Mathematics Teaching Fellows, KSTF Research Fellows, veteran teachers, and science and mathematics teacher educators. At the summer meetings Research Fellows will be expected to provide presentations of their research and workshops for beginning teachers. KSTF will provide additional travel funds for Fellows to attend these meetings. Stipend = \$110,000 over two years.

KSTF also provides Fellows with a 'virtual research group', a place where they can review their work with peers, improve their research skills and discuss related issues with senior scholars in the field. Creating a strong research community for the Research Fellows is an important goal for the foundation. Interactions with other researchers and senior scholars help Fellows improve their ability to conduct exemplary research and are invaluable for the progress of their thinking and careers. The The KSTF Research

Fellow community also has the potential to influence and support other scholars doing research relevant to beginning teachers of high school science and mathematics. The KSTF Research Fellows become members of a scholarly community that supports them in completing their research and serves as a forum to discuss and learn about issues of research on science and mathematics teaching, and the sometimes challenging process of becoming a successful scholar in academic and research environments. They participate in spring, summer and fall meetings, as well as virtual seminars and informal interactions throughout the year.

Source: <http://www.kstf.org/fellowships/research.html>

Library of Congress

Kluge Fellowship

Goals: The Library of Congress invites qualified scholars to conduct research in the John W. Kluge Center using the Library of Congress collections and resources. The Kluge Center especially encourages humanistic and social science research that makes use of the Library's large and varied collections. Interdisciplinary, cross-cultural, or multi-lingual research is particularly welcome. Among the collections available to researchers are the world's largest law library and outstanding multi-lingual collections of books and periodicals. Deep special collections of manuscripts, maps, music, films, recorded sound, prints and photographs are also available.

Individual or Institutional: This opportunity is provided to individual researchers.

Targeted or Universal: Fellows must use the Library of Congress collections at the Kluge Center.

Career Stage: Scholars who have received a terminal advanced degree within the past seven years in the humanities, social sciences or in a professional field such as architecture or law are eligible.

Duration: Fellowships are tenable for periods from six to eleven months.

Intensity: The stipend is \$4,200 per month for residential research at the Library of Congress. The Kluge Center furnishes attractive work and discussion space for Kluge Chair holders, for distinguished visiting scholars, and for post-doctoral Fellows supported by other private foundation gifts. Residents have easy access to the Library's specialized staff and to the intellectual community of Washington.

Source: <http://www.loc.gov/loc/kluge/fellowships/kluge.html>

John D. and Catherine T. MacArthur Foundation

MacArthur Fellows Program

Goals: The MacArthur Fellows Program awards unrestricted fellowships to talented individuals who have shown extraordinary originality and dedication in their creative pursuits and a marked capacity for self-direction. The MacArthur Fellows Program is intended to encourage people of outstanding talent to pursue their own creative, intellectual, and professional inclinations. The Fellows Program places its emphasis on individual creativity because the discoveries, actions, and ideas that shape our society often result from the path-breaking efforts of individuals. The MacArthur Fellowship is designed to support people, often unrecognized, who are expanding the boundaries of knowledge and human interaction. The visibility that comes with a fellowship can also draw attention to the efforts of others working in similar areas or fields. By highlighting the remarkable breadth and diversity of creativity exhibited by some people, the MacArthur Fellows Program indirectly acknowledges the value and efforts of many others who apply their creative energies to the common benefit.

Individual or Institutional: These awards are given to individuals.

Targeted or Universal: There are no limits on area or activity. Recipients may be writers, scientists, artists, social scientists, humanists, teachers, entrepreneurs, or those in other fields, with or without institutional affiliations.

Career Stage: Nominees must have a track record of significant accomplishment.

Duration: The award is for 5 years.

Intensity: The stipend is \$500,000. The MacArthur Fellowship is a "no strings attached" award in support of people, not projects. The MacArthur Fellowship is designed to provide seed money for intellectual, social, and artistic endeavors. By adopting a "no strings attached" policy, we provide the maximum freedom for the recipients to follow their creative vision, whether it is moving forward with their current activities, expanding the scope of their work, or embarking in entirely new directions.

Source:

http://www.macfound.org/site/c.lkLXJ8MQKrH/b.959463/k.9D7D/Fellows_Program.htm

The National Academies

Christine Mirzayan Science and Technology Policy Graduate Fellowship Program

Goals: The Christine Mirzayan Science & Technology Policy Graduate Fellowship Program within the Policy and Global Affairs Division of the National Academies is designed to engage its Fellows in the analytical process that informs U.S. science and technology policy. Fellows develop basic skills essential to working or participating in science policy at the federal, state, or local levels.

Individual or Institutional: This opportunity is provided to individual scholars.

Targeted or Universal: Applicants can study in any social/behavioral science, medical/health discipline, physical or biological science, any field of engineering, law/business/public administration, or any relevant interdisciplinary field.

Career Stage: Graduate students and postdoctoral scholars and those who have completed graduate studies or postdoctoral research within the last five years are eligible to apply.

Duration: This is a 12-week program that brings researchers into the NRC and provides exposure to the NRC-type work, which tends to be synthesizing research and building consensus.

Intensity: For the 2009 sessions, the stipend/grant for the 12-week program is \$8,000. The Fellowship stipend/grant is intended to offset living expenses for the period and not intended as a way to earn money. During the program, fellows engage in studies and activities throughout the National Academies. Each fellow is assigned to a senior staff member who acts as his or her mentor. The mentor provides guidance and ensures that the fellow's time is focused on substantive projects and activities. The first week of the fellowship program, the fellows spend the morning gaining a better understanding of how the National Academies work and the fundamentals of science and technology policy analysis. In addition, the fellows are briefed by organizations in Washington other than the National Academies who influence, make, or report on science and technology policy.

A continuing activity of the fellowship program that begins during orientation week is a seminar series that is developed, designed, and implemented by the fellows

themselves. During the first week, fellows select three science and technology policy topics where there is controversy to be the topics of their seminars. They then break into groups to refine the topic, determine the category and identification of speakers, and develop a plan of action. After that week, the plan of action is implemented with each group running the seminars that occur the month before the program ends. The purpose of this exercise is for the fellows to gain a better understanding of committee dynamics, similar to that in which National Academies committee engage, and a better understanding of the challenges of putting together an activity similar to that of a congressional hearing or a panel discussion at a committee meeting.

After the first week, the fellows training and educational experience continues and includes weekly events such as lunches with each of the three Academies presidents, field trips, briefings, as well as seminar series development and collaboration. Fellows are encouraged to independently seek activities outside the National Academies as well. These activities can include congressional hearings, seminars at other think tanks, shadowing federal officials or others involved in S&T policy to observe their activities, etc. The fellows overall educational activities encompass all of these activities as well as their activities within their program unit.

Source: <http://sites.nationalacademies.org/PGA/policyfellows/index.htm>

Research Associateship Programs

Goals: The mission of the NRC Research Associateship Programs (RAP) is to promote excellence in scientific and technological research conducted by the U. S. government through the administration of programs offering graduate, postdoctoral, and senior level research opportunities at sponsoring federal laboratories and affiliated institutions. The objectives of the Research Associateship Programs are (1) to provide postdoctoral and senior 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 sponsoring laboratories and (2) to, thereby, contribute to the overall efforts of the laboratories.

Individual or Institutional: The NRC Research Associateship Program is for individual scholars.

Targeted or Universal: The program is open to scientists and engineers.

Career Stage: Applicants to the Research Associateship Programs must have earned a Ph.D., Sc.D., M.D., D.V.M., or academically equivalent research doctorate before beginning tenure. The NRC makes Research Associateship awards at the Postdoctoral and Senior researcher level and Fellowship awards at the Masters, Doctorate and Postdoctoral levels. Postdoctoral Research Associateships are awarded to persons who have held the doctorate for less than five years at the time of application. Senior Research Associateships are awarded to applicants who have held the doctorate five years or more at the time of application or to persons who hold a permanent appointment in academia, government, or industry and have research experience that has resulted in significant contributions and recognition as established investigators in their specialized fields.

Duration: Awards are made initially for one or two years with a possibility for renewal for one or two additional years. Although awards to Senior Research Associates are usually for one year, awards for periods of three months or longer may be considered.

Intensity: Stipend - An NRC Research Associate receives a stipend from the National Research Council while carrying out his or her proposed research. For recent doctoral graduates, the Research Associateship Programs provide an opportunity for concentrated research in association with selected members of the permanent professional laboratory staff. For established scientists and engineers, the Research Associateship Programs afford an opportunity for research without the interruptions and distracting assignments of permanent career positions. Participating laboratories receive a stimulus to their programs by the presence of bright, highly motivated, recent doctoral graduates and by senior investigators with established records of research productivity. New ideas, techniques, and approaches to problems contribute to the overall research climate of the laboratories. Indirectly, Associateships also make available to the broader scientific and engineering communities the excellent and often unique research facilities that exist in the sponsoring laboratories.

Source: http://sites.nationalacademies.org/PGA/RAP/PGA_050491

National Science Foundation

Graduate Research Fellowship Program (GRFP)

Goals: The National Science Foundation aims to ensure the vitality of the human resource base of science, technology, engineering, and mathematics in the United States and to reinforce its diversity by offering graduate fellowships. The Graduate Research Fellowship Program is designed to provide opportunities for advanced education that prepares students for a broad range of disciplinary and interdisciplinary careers through its strategic investments in intellectual capital. The Graduate Research Fellowship Program (GRFP) invests in graduate education for a cadre of diverse individuals who demonstrate their potential to successfully complete graduate degree programs in disciplines relevant to the mission of the National Science Foundation. These individuals will be crucial to maintaining and advancing the nation's technological infrastructure and national security as well as contributing to the economic well being of society at large.

Individual or Institutional: These fellowships are for individual scholars.

Targeted or Universal: The program recognizes and supports outstanding graduate students in the relevant science, technology, engineering, and mathematics (STEM) disciplines who are pursuing research-based master's and doctoral degrees.

Career Stage: The Graduate Research Fellowship is intended for students who are in the early stages of their graduate study.

Duration: The Graduate Research Fellowship provides three years of support for graduate study leading to research-based master's or doctoral degrees. All awards will be for a maximum of three years usable over a five-year period.

Intensity: The Graduate Research Fellowship stipend currently is \$30,000 for a 12-month tenure period, prorated monthly at \$2,500 for shorter periods as approved by NSF. The cost of education allowance currently is \$10,500 per tenure year and is to be used by the affiliated institution to cover the costs of educating the Fellow. For Fellows Abroad, all tuition and assessed fees will be reimbursed to the Fellow up to a maximum of \$10,500 per tenure year. Fellows are allowed an additional one-time \$1,000 International Research Travel Allowance upon submission of an approved travel request.

Source: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=6201

Doctoral Dissertation Improvement Grants (DDIG)

Goals: In an effort to improve the quality of dissertation research, many programs in BCS, SES, and the Research on Science and Technology Surveys and Statistics Program within SRS accept doctoral dissertation improvement grant proposals.

Individual or Institutional: These awards are provided to individual scholars.

Targeted or Universal: The National Science Foundation awards Doctoral Dissertation Improvement Grants in many areas of scholarship from biological sciences to social and cognitive sciences to improve the quality of dissertation research.

Career Stage: This award is for scholars currently working on their dissertation.

Duration: The duration and grant amount are flexible but must be justified by the scope of work and documented in the proposal. Grants are typically awarded for periods up to 24 months.

Intensity: The typical grant is for amounts up to \$15,000. These grants allow doctoral students to undertake significant data-gathering projects and to conduct field research in settings away from their campus that would not otherwise be possible.

Source: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5234

Faculty Early Career Development Program

Goals: The Faculty Early Career Development (CAREER) Program is a Foundation-wide activity that offers the National Science Foundation's most prestigious awards in support of the early career-development activities of those teacher-scholars who most effectively integrate research and education within the context of the mission of their organization. Such activities should build a firm foundation for a lifetime of integrated contributions to research and education.

This premier program emphasizes the importance the Foundation places on the early development of academic careers dedicated to stimulating the discovery process in which the excitement of research is enhanced by inspired teaching and enthusiastic

learning. Effective integration of research and education at all levels generates a synergy in which the process of discovery stimulates learning and assures that the findings and methods of research are quickly and effectively communicated in a broader context and to a larger audience. The CAREER program embodies NSF's commitment to encourage faculty to practice, and academic institutions to value, integration of research and education.

Individual or Institutional: Proposals may be submitted by academic institutions in the U.S., its territories or possessions, and the Commonwealth of Puerto Rico, that award degrees in a field supported by NSF. Non-profit, non-degree-granting organizations such as museums, observatories or research labs may also be eligible to submit proposals, if the eligibility requirements of the PI's position are satisfied; hold a doctorate degree but be untenured but in tenure-track position as an assistant professor.

Targeted or Universal: Awards are available in any field of science and engineering research or education supported by NSF.

Career Stage: These awards are designed to support early career work of scholars.

Duration: The award is 5 years.

Intensity: The minimum CAREER award, including indirect costs, will total \$400,000 for the 5-year duration with the following exception. Proposers to the Biological Sciences Directorate (BIO) must submit budget requests for a minimum of \$500,000 for the 5-year duration.

Source: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=503214

International Research Fellowship Program

Goals: The objective of the International Research Fellowship Program (IRFP) is to introduce scientists and engineers in the early stages of their careers to international collaborative research opportunities, thereby furthering their research capacity and global perspective and forging long-term relationships with scientists, technologists and engineers abroad. Support of international activities is an integral part of the NSF mission to sustain and strengthen the nation's science, mathematics, and engineering capabilities, and to promote the use of those capabilities in service to society. In particular, NSF recognizes the importance of enabling U.S. researchers and educators to advance their work through international collaborations, and of helping ensure that

future generations of U.S. scientists and engineers gain professional experience beyond this nation's borders early in their careers. Fellowship support is intended to both advance the research and develop a cadre of scientists and engineers who will play a leadership role in forging international collaborations of great value to the nation.

Individual or Institutional: These fellowships are provided to individuals.

Targeted or Universal: These awards are available in any field of science and engineering research and education supported by NSF.

Career Stage: This program is targeted to the early careers of scholars. Priority will be given to those applicants who have not yet secured a tenure-track position and have no previous international experience.

Duration: Support may be requested for residence abroad for nine to 24 months (minimum of nine continuous months).

Intensity: Awardees are expected to work full time on their research projects.

Source: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5179

Postdoctoral Fellowships

Goals: The program is intended to recognize beginning investigators of significant potential, and provide them with experience in research and education that will establish them in leadership positions in the scholarly community.

Individual or Institutional: Fellowships are awards to individuals, not institutions, and are administered by the Fellows.

Targeted or Universal: NSF provides Postdoctoral Fellowships from a number of their Directorates that are organized by subject area.

Career Stage: These awards are provided to highly qualified investigators within 3 years of obtaining their PhD to carry out an integrated program of independent research and education.

Duration: The program supports researchers for a period of up to 2 years with fellowships that can be taken to the institution or national facility of their choice.

Intensity: Support is \$85,000 per year. The Fellow must affiliate with a host institution(s) at all times during the entire tenure of the fellowship and select a sponsoring scientist(s) who will provide mentoring and guidance with the research and education activities. In addition, the sponsoring scientist must design a training program for the Fellow. The applicant is responsible for making prior arrangements with the host institution and sponsoring scientist(s).

Fellowship applicants are expected to include a coherent program of educational activities as part of their proposal. Examples of such activities include teaching one course each year of the fellowship at their host institution or an academic institution with ties to their host institution, developing educational materials for formal or informal education venues, or engaging in a significant program of outreach or public education. As a rough guideline, fellows should plan on their educational activities taking up no less than 10% and no more than 25% of their time. Applicants are encouraged to discuss the proposed educational activities with their proposed host institution prior to proposal submission to ensure that their educational plan is consistent with opportunities and plans at the institution.

Source: http://www.nsf.gov/funding/education.jsp?fund_type=3

Integrative Graduate Education and Research Traineeship (IGERT)

Goals: IGERT is the National Science Foundation's flagship interdisciplinary training program, educating U.S. Ph.D. scientists and engineers by building on the foundations of their disciplinary knowledge with interdisciplinary training. Collaborative research that transcends traditional disciplinary boundaries and requires teamwork provides students with the tools to become leaders in the science and engineering of the future. Diversity among the students contributes to their preparation to solve large and complex research problems of significant scientific and societal importance at the national and international level. IGERT students obtain the personal and professional skills to succeed in the careers of the 21st century.

The Integrative Graduate Education and Research Traineeship (IGERT) program has been developed to meet the challenges of educating U.S. PhD scientists and engineers who will pursue careers in research and education, with the interdisciplinary backgrounds, deep knowledge in chosen disciplines, and technical, professional, and personal skills to become, in their own careers, leaders and creative agents for change. The program is intended to catalyze a cultural change in graduate education, for

students, faculty and institutions, by establishing innovative new models for graduate education and training in a fertile environment for collaborative research that transcends traditional disciplinary boundaries. It is also intended to facilitate diversity in student participation and preparation, and to contribute to a world-class, broadly inclusive, and globally engaged science and engineering workforce.

The Integrative Graduate Education and Research Traineeship (IGERT) program at the National Science Foundation (NSF) was created in response to the 1995 National Academy of Science's Committee on Science, Engineering, and Public Policy report and the Graduate Education and Postdoctoral Training in the Mathematical and Physical Sciences report (NSF 96-21). Both reports recommended that graduate science and engineering programs should: be more flexible and provide more interdisciplinary options for students; include options for education and training grants; increase participation of women and underrepresented minorities to be in science and engineering research and training; provide students with broad based professional and ethical skill training and career information.

Individual or Institutional: The IGERT is one of the NSF's institutional awards.

Targeted or Universal: The IGERT project should be organized around an interdisciplinary theme that is based on transformative interdisciplinary research in science/technology/engineering/mathematical sciences.

Career Stage: Graduate students are supported with the funds provided to institutions.

Duration: These are five year awards.

Intensity: IGERT awards are approximately \$3.0-3.2 million for a 5 year program, with the major portion of the funds being used for Ph.D. graduate student stipends of \$30,000 a year and training expenses. IGERT projects are expected to incorporate and integrate the following features: A comprehensive interdisciplinary theme, appropriate for doctoral-level research, that serves as the foundation for traineeship activities and is based on transformative interdisciplinary research in science /technology /engineering / mathematical sciences; Integration of the interdisciplinary research with innovative graduate education and training mechanisms, curricula enhancement, and other educational features that foster strong interactions among participating students and faculty and develop an appreciation for the global nature and context of the proposed interdisciplinary theme; An environment that exposes students to a broad base of state-of-the-art research instruments and equipment and educational tools and methodologies; Career development opportunities, provision for developing

professional and personal skills, fostering an international perspective, instruction in ethics and the responsible conduct of research, and training in communication of the substance and importance of research to nonscientist audiences.

The proposed IGERT should involve a diverse group of faculty members and other investigators with appropriate expertise in research and teaching. The interdisciplinary theme provides a framework for integrating research and education and for promoting collaborative efforts within and across departments and institutions. Students should gain the breadth of skills, strengths, and understanding to work in an interdisciplinary environment while being well grounded with depth of knowledge in a major field. As an opportunity for faculty to experiment with new approaches to graduate education, the IGERT project should provide students with experience relevant to both academic and nonacademic careers. This experience may involve such activities as internships and mentoring in industrial, national laboratory, academic, or other settings. Globalization of research and career opportunities provides students with an international perspective. This perspective may be gained through programs within the institution, or through strongly integrated, collaborative research experiences and/or fieldwork at foreign institutions and sites. The graduate experience should contribute to the professional and personal development of the students and equip them to understand and integrate scientific, technical, business, social, ethical, policy and global issues to confront the challenging problems of the future.

While IGERT stipends are primarily for supporting doctoral students, they may also be used to support students from minority-serving masters-granting institutions for the purpose of broadening participation of groups underrepresented in science and engineering disciplines. In contributing to a diverse science and engineering workforce for the future, the IGERT project must include strategies for recruitment, mentoring, and retention aimed at members of groups under represented in science and engineering, including women, racial and ethnic minorities, and persons with disabilities. Projects are also encouraged to recruit graduate students who are veterans of the U.S. Armed Services.

Source: <http://www.igert.org/>

Advancement of Women in Academic Science and Engineering Careers (ADVANCE)

Goals: The goal of the ADVANCE program is to develop systemic approaches to increase the representation and advancement of women in academic science, technology, engineering and mathematics (STEM) careers, thereby contributing to the

development of a more diverse science and engineering workforce. ADVANCE encourages institutions of higher education and the broader science, technology, engineering, and mathematics (STEM) community, including professional societies and other STEM-related, not-for-profit organizations, to address various aspects of STEM academic culture and institutional structure that may differentially affect women faculty and academic administrators. As such, ADVANCE is an integral part of the NSF's multifaceted strategy to broaden participation in the STEM workforce, and it supports the critical role of the Foundation in advancing the status of women in STEM academic careers.

Individual or Institutional: Proposals from primarily undergraduate institutions, teaching intensive colleges, community colleges, minority-serving institutions (e.g. Tribal Colleges and Universities, Historically Black Colleges and Universities, Hispanic-Serving Institutions), women's colleges, and institutions primarily serving persons with disabilities are encouraged.

Targeted or Universal: These awards are designed to contribute to the representation and advancement of women in STEM careers.

Career Stage: These awards are for institutions serving undergraduate and graduate students.

Duration: Awards are for up to five year periods.

Intensity: Budgets are up to \$200,000 for Institutional Transformation Catalyst (IT-Catalyst) awards. IT-Catalyst awards are designed to support institutional self-assessment activities, such as basic data collection and analysis and policy review, in order to identify specific issues in the recruitment, retention and promotion of women faculty in STEM academics within their institution of higher education. Award sizes and lengths vary for Partnerships for Adaptation, Implementation, and Dissemination (PAID) awards. PAID awards support activities such as: adaptation and implementation of materials, tools, research, and practices that have been demonstrated to be effective in increasing the participation and advancement of women in STEM academic careers; dissemination and diffusion of materials, tools, research, and practices, to the appropriate audiences, that have been demonstrated to be effective in increasing the participation and advancement of women in STEM academic careers.

Source: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5383

National Institutes of Health

The Congress of the United States enacted the National Research Service Act Program in 1974 to help ensure that highly trained scientists would be available in adequate numbers and in appropriate research areas to carry out the Nation's biomedical and behavioral research agenda. NIH has several support mechanisms for helping to ensure that diverse pools of highly trained scientists are available in adequate numbers and in appropriate research areas to address the Nation's biomedical, behavioral, and clinical research needs: the K series, the T series, the F series, institutional population center awards, and an Office of Intramural Training and Education that provides several professional development and skill-building workshops and activities for graduate students and postdocs.

NIH has a broad program of support for Research Career Development Awards (K series) which seek to prepare qualified individuals for careers that have a significant impact on the health-related research needs of the Nation. The K series awards are mostly individual although there is one institutional award, and include both universal and targeted mechanisms of support. The K series includes: the Mentored Research Scientist Development Awards (K01) which supports "protected time" for an intensive, supervised career development experience in the biomedical, behavioral, or clinical sciences; the Independent Scientist Award (K02) which supports newly independent scientists who can demonstrate the need for a period of intensive research focus as a means of enhancing their research careers; the Senior Scientist Research and Mentorship Award (K05) which provides protected time for outstanding senior scientists who have demonstrated a sustained high level of productivity conducting biomedical research relevant to the scientific mission of the appropriate institute to focus on their research and to provide mentoring of new investigators; the Academic Career Award (K07) which supports individuals interested in introducing or improving curricula in a particular scientific field as a means of enhancing the educational or research capacity at the grantee institution; the Mentored Clinical Scientist Research Career Development Award (K08) which is like the K01 but restricted to clinical doctoral degree holders; Mentored Clinical Scientist Development Program Awards (K12) which are institutional awards to provide support to an institution for the development of independent clinical scientists; the Career Transition Award (K22) which provides support to an individual postdoctoral fellow in transition to a faculty position; a Mentored Patient-Oriented Research Career Development Award (K23) which is like the K01 but restricted to investigators focusing their research on patient-oriented work; the Midcareer Investigator Award in Patient-Oriented Research (K24) which supports

investigators doing patient-oriented work to act as research mentors for clinical residents; the Mentored Quantitative Research Development Award (K25) which seeks to attract to NIH-relevant research those investigators whose quantitative science and engineering research has thus far not been focused primarily on questions of health and disease; and the NIH Pathway to Independence Award (K99/R00) which provides an opportunity for promising postdoctoral scientists to receive both mentored and independent research support from the same award and provides 1-2 years of mentored support followed by up to 3 years of independent support contingent on securing an independent research position.

Source: <http://grants.nih.gov/training/careerdevelopmentawards.htm>

Mentored Research Scientist Development Award (K01)

Goals: The K01 mechanism provides support for a sustained period of “protected time” for intensive research career development under the guidance of an experienced mentor, or sponsor, in the biomedical, behavioral or clinical sciences leading to research independence. The expectation is that through this sustained period of research career development and training, awardees will launch independent research careers and become competitive for new research project grant (R01) funding.

Individual or Institutional: The NIH Mentored Research Scientist Development Award (K01) provides support to an individual for an intensive, supervised career development experience in the biomedical, behavioral, or clinical sciences leading to research independence.

Targeted or Universal: The Parent (omnibus) K01 award is a universal award mechanism, however there are several additional K01 awards that are targeted to promote diversity (e.g. restricted to individuals underrepresented in health-related science, qualified underrepresented or disadvantaged nurse scientists), and/or targeted by field (e.g. neuroscience research, health disparities related to aging).

Career Stage: Candidates must hold a research or health-professional doctoral degree or its equivalent. The candidate must demonstrate and justify the need for a 3-5 year period of additional supervised research experience, and must articulate an early career development program.

Duration: The NIH Mentored Research Scientist Development Award (K01) provides support and “protected time” for 3 to 5 years.

Intensity: Through the career development plan proposed by the applicant, the candidate is expected to further develop knowledge in the biomedical, behavioral or clinical sciences and enhance research skills relevant to his/her career goals. The candidate may find it necessary to include relevant courses and didactic experiences. The K01 award requires the candidate to devote a minimum of 9 person-months (75% of full-time professional effort) to conducting health-related research. The remaining effort may be devoted to clinical, teaching, or other research pursuits and activities consistent with the objectives of the award. The participating NIH Institutes and Centers will provide research development support for the K01 award recipient. These costs may be used for the following expenses: (a) tuition and fees related to career development; (b) research expenses, such as supplies, equipment and technical personnel; (c) travel to research meetings or training; and (d) statistical services including personnel and computer time. Salary for mentors, secretarial and administrative assistance, etc., is not allowed.

Source: <http://grants.nih.gov/grants/guide/pa-files/pa-06-001.html>

Career Transition Award (K22)

Goals: Many of the NIH support the K22 award mechanism including NCI, NHLBI, NIAAA, NIAID, NIMH, NINR, NCMHD, and NICHD. The details below are derived from the NICHD award information. The overall goal of this career development program is to provide highly qualified new investigators with an opportunity to receive a research and research training experience in the NICHD DIR and provide them with competitive support to facilitate the transition of their research programs to extramural institutions. Scholars are expected to design and pursue their research projects independently in their areas of interest. It is anticipated that the successful applicant will use the award to establish an independent research program at an extramural institution and obtain preliminary data that will be the basis for a future research project grant application.

Individual or Institutional: The NICHD CTA Program is designed for exceptionally talented new investigators who are engaged in basic or clinical biomedical or behavioral research that is relevant to the NICHD mission and who have demonstrated outstanding scientific abilities during their training.

Targeted or Universal: Individuals with the skills, knowledge, and resources necessary to carry out the proposed research are invited to work with the NICHD DIR to develop an application for support. Individuals from underrepresented racial and ethnic groups

as well as individuals with disabilities are always encouraged to apply for NIH programs.

Career Stage: The NICHD has determined that there is a need for a mechanism to assist exceptionally talented intramural investigators in making the career transition from postdoctoral training to independent academic research positions.

Duration: The Career Transition Award (CTA) will provide Fellows with at least two years of support for research training in an NICHD intramural laboratory and two years of support for an independent research project at an extramural institution. The sole eligible applicant organization for the intramural phase is the NICHD DIR. For the extramural phase, eligible domestic institutions include for-profit and non-profit organizations, and public or private organizations such as universities, colleges, hospitals, and laboratories at which the Candidate has been offered a tenure-track or equivalent position.

Intensity: The budget for the Intramural Support Phase includes the Candidate's salary and research expenses determined by the NICHD DIR. There is no grant award associated with the intramural phase. Total costs for the intramural phase are based on the Candidate's experience and research expenses. The salary will be commensurate with the level of training and experience specified by the intramural salary structure and will be negotiated with NICHD DIR prior to entering the Program. Applicants may request up to \$125,000 in direct costs per year for each of two years. The NICHD will provide up to \$75,000 in salary plus fringe benefits for the K award recipient. The total salary requested must be based on a full-time, 12-month staff appointment. It must be consistent both with the established salary structure at the institution and with salaries actually provided by the institution from its own funds to other staff members of equivalent qualifications, rank, and responsibilities in the department concerned. A minimum of 75 percent of full-time professional effort must be devoted by the Scholar specifically to the proposed research program. The institution may supplement the NIH contribution up to a level that is consistent with the institution's salary scale.

Source: <http://grants.nih.gov/grants/guide/pa-files/par-06-078.html>

Mentored Quantitative Research Development Award (K25)

Goals: The K25 mechanism is meant to attract to NIH-relevant research those investigators whose quantitative science and engineering research has thus far not been focused primarily on questions of health and disease. The K25 award forms an

important part of an initiative to attract talented individuals with highly-developed quantitative skills to the challenges of research relevant to the mission of NIH. The K25 award is intended to increase the availability of high-quality, multidisciplinary, didactic training and research project guidance, in the context of a mentored research career transition experience. Candidates interested in cross-disciplinary research will become well grounded in behavioral, biomedical, bioimaging, or bioengineering research. At the completion of the award, candidates should have both the knowledge and the skills necessary to compete for independent research support from NIH, or to participate as leading members of multi-disciplinary research teams.

Individual or Institutional: The K25 award will provide support and “protected time” for a period of supervised study and research for productive professionals with quantitative and engineering backgrounds.

Targeted or Universal: Candidates must have an advanced degree in a quantitative area of science or engineering (M.S.E.E., Ph.D., D.Sc., etc.) and have demonstrated research interests in their primary quantitative discipline. They must identify a mentor with extensive behavioral, biomedical, bioengineering, or bioimaging research experience. The institution must have a strong, well-established research and biomedical, behavioral, or bioengineering career development program, or have demonstrable ties to such programs.

Career Stage: The award is intended for research-oriented investigators at any level of experience, from the postdoctoral level to senior faculty level, who have shown clear evidence of productivity and research excellence in the field of their training, and who would like to expand their research capability, with the goal of making significant contributions to behavioral, biomedical (basic or clinical), bioimaging or bioengineering research that is relevant to the NIH mission.

Duration: The K25 mechanism provide a unique opportunity for candidates holding degrees in quantitative science or engineering to embark on 3 to 5 years of special study, including course work, seminars, meetings, and mentored research, to achieve the career enhancement goals.

Intensity: Because of the focus on a progression toward independence as a quantitative biomedical, behavioral, bioimaging, or bioengineering researcher, the prospective candidate for the Mentored Quantitative Research Career Development Award will require enhanced skills in the experimental, theoretical and conceptual approaches used in biomedicine, behavioral science, bioimaging or bioengineering. To satisfy this requirement, the candidate should propose a period of study and career development

that is complementary to his or her previous research and experience. The participating NIH Institutes and Centers will provide salary and fringe benefits for the K25 award recipient. The K25 requires the candidate to devote a minimum of 9 calendar months (75% of full-time professional effort) to conducting health-related research. The remaining effort may be devoted to clinical, teaching, or other research pursuits and activities consistent with the objectives of the award. K25 award recipients are encouraged to obtain funding from NIH or other Federal sources either as a named PD/PI on a competing research grant award or cooperative agreement or as sub-project director on a competing multi-project award.

Source: <http://grants.nih.gov/grants/guide/pa-files/PA-10-062.html>

The objective of NIH-supported Ruth L. Kirschstein National Research Service Awards programs is to help ensure that a diverse pool of highly trained scientists are available in adequate numbers and in appropriate research areas to address the Nation's biomedical, behavioral, and clinical research needs.

Ruth L. Kirschstein National Research Service Awards for Individual Predoctoral Fellowships (F31)

Goals: The purpose of the F31 predoctoral fellowship to promote diversity in health-related research is to provide up to five years of support for research training leading to the PhD or equivalent research degree, the combined MD/PhD degree; or another formally combined professional degree and research doctoral degree in biomedical, behavioral, health services, or clinical sciences. These fellowships will enhance the diversity of the biomedical, behavioral, health services, and clinical research labor force in the United States by providing opportunities for academic institutions to identify and recruit students from diverse population groups to seek graduate degrees in health-related research and apply for this fellowship. The goal of this program is to increase the number of scientists from diverse population groups who are prepared to pursue careers in biomedical, behavioral, social, clinical, or health services research.

The NIH recognizes a unique and compelling need to promote diversity in the biomedical, behavioral and clinical sciences research workforce. The NIH expects that efforts to diversify the workforce to lead to: the recruitment of the most talented researchers from all groups; an improvement in the quality of the educational and training environment; a balanced perspective in setting research priorities; an improved

capacity to recruit subjects from diverse backgrounds into clinical research protocols; an improved capacity to address and eliminate health disparities.

Individual or Institutional: This funding opportunity will use the Kirschstein-NRSA F31 individual fellowship award mechanism. As a Fellowship Applicant, the individual, together with his/her sponsor and institution, are jointly responsible for planning, directing, and executing the proposed research training program.

Targeted or Universal: This announcement seeks to stimulate the participation of individuals from the following groups: individuals from underrepresented racial and ethnic groups; individuals with disabilities; and individuals from socially, culturally, economically, or educationally disadvantaged backgrounds that have inhibited their ability to pursue a career in health-related research.

Career Stage: These awards are for predoctoral students.

Duration: Individuals may typically receive up to 5 years of aggregate Kirschstein-NRSA support at the predoctoral level (up to 6 years for dual degree training, e.g., MD/PhD), including any combination of support from institutional training grants (e.g. T32) and an individual fellowship award.

Intensity: Because the nature and scope of the proposed research training will vary from application to application, it is anticipated that the size and duration of each award will also vary. The predoctoral stipend level for 2010 is \$21,180. Individuals are required to pursue their research training on a full-time basis, normally defined as 40 hours per week or as specified by the sponsoring institution in accordance with its own policies. Stipends: Kirschstein-NRSA awards provide stipends to fellows as a subsistence allowance to help defray living expenses during the research and clinical training experiences. The NIH will contribute to the combined cost of tuition and fees at the rate in place at the time of award. Institutional Allowance: Fellows sponsored by nonfederal or nonprofit institutions (domestic or foreign) will receive an institutional allowance to help defray fellowship expenses such as health insurance, research supplies, equipment, books, and travel to scientific meetings.

Source: <http://grants.nih.gov/grants/guide/pa-files/PA-10-109.html>

Ruth L. Kirschstein National Research Service Awards (NRSA) for Individual Postdoctoral Fellows (F32)

Goals: The purpose of the postdoctoral fellowship (F32) award is to provide support to promising postdoctoral applicants who have the potential to become productive and successful independent research investigators. The proposed postdoctoral training must offer an opportunity to enhance the applicant's understanding of the health-related sciences, and must be within the broad scope of biomedical, behavioral, or clinical research or other specific disciplines relevant to the research mission of the participating NIH Institutes and Centers.

Individual or Institutional: This funding opportunity will use the Kirschstein-NRSA F32 individual fellowship award mechanism. As a Fellowship Applicant, the individual, together with his/her sponsor and institution, are jointly responsible for planning, directing, and executing the proposed research training program.

Targeted or Universal: The NRSA legislation requires that the Nation's overall needs for biomedical research personnel be taken into account by giving special consideration to physicians and other health professionals who propose to become active biomedical researchers and who agree to undertake a minimum of 2 years of biomedical, behavioral or clinical research. Individuals from diverse racial and ethnic groups and individuals with disabilities and individuals from disadvantaged backgrounds are always encouraged to apply for NIH support.

Career Stage: These are postdoctoral awards.

Duration: NRSA postdoctoral support normally may not exceed 3 years.

Intensity: Because the nature and scope of the proposed research training will vary from application to application, it is anticipated that the size and duration of each award will also vary. The postdoctoral stipend level for 2010 starts at \$37,740 for those with no experience, with the max of \$52,068. Stipends: Kirschstein-NRSA awards provide stipends to fellows as a subsistence allowance to help defray living expenses during the research and clinical training experiences.

Source: <http://grants.nih.gov/grants/guide/pa-files/PA-10-110.html>

Ruth L. Kirschstein National Research Service Awards (NRSA) for Individual Senior Fellows (F33)

Goals: The National Institutes of Health (NIH) awards individual senior level research training fellowships to experienced scientists who wish to make major changes in the direction of their research careers or who wish to broaden their scientific background by acquiring new research capabilities as independent investigators in research fields relevant to the missions of participating NIH Institutes and Centers.

Individual or Institutional: This FOA will utilize the Ruth L. Kirschstein Individual Postdoctoral National Research Service Award (NRSA) award mechanism (F33).

Targeted or Universal: Any individual(s) with the skills, knowledge, and resources necessary to carry out the proposed research as the PD/PI is invited to work with his/her organization to develop an application for support.

Career Stage: Individuals with at least seven years of research experience beyond the doctorate are eligible.

Duration: Senior fellowship support may typically be requested for a period of up to 2 years.

Intensity: These awards will enable scholars who have progressed to the stage of independent investigator, to take time from regular professional responsibilities for the purpose of receiving training to increase their scientific capabilities. In most cases, this award is used to support sabbatical experiences for established independent scientists seeking support for retraining or additional career development. This program is not designed for postdoctoral level investigators seeking to enhance their research experience prior to independence. Ruth L. Kirschstein-NRSA awards provide stipends to senior level fellows determined individually at the time of award. The amount of the stipend is based on the salary or remuneration from their home institution on the date of award. However, in no case shall the NIH contribution to the stipend during the fellowship exceed the NRSA stipend provided for individuals with more than seven years of experience.

Source: <http://grants.nih.gov/grants/guide/pa-files/PA-10-111.html>

Continuing Education Training Grant (T15)

Goals: The Continuing Education Training Grant (T15) is designed to assist institutions to establish, expand, or improve programs of continuing professional education, especially for programs dealing with new developments in the science or technology of the profession. The mechanism is intended for the support of short, advanced-level courses (a few days to several weeks) to emphasize new techniques and enhance skills of scientists.

Individual or Institutional: Domestic institutions or organizations are eligible to apply. This PA will use the NIH Continuing Education Training Grant (T15) award mechanism, which funds institutions to establish or expand programs of continuing professional education.

Targeted or Universal: In both developing and teaching courses, grantees are encouraged to take an interdisciplinary approach and involve biomedical, behavioral, nursing, social science, and public health investigators experienced in addressing research ethics as well as scientists and scholars in ethics, philosophy, law or other relevant fields. It is important for one or more of the scientists involved in the proposed program to actually have recognized expertise in the field of research ethics.

Career Stage: All courses should be developed to meet the needs of junior or senior biomedical and behavioral researchers. Each individual area of the application should be addressed in sufficient depth to show how it significantly improves the attendees' skills in addressing the ethical, legal, and social implications of research.

Duration: Applicants may request up to three years of support.

Intensity: Research ethics courses may be of any duration as long as they are consistent with the goals of the proposed program. Allowable costs: personnel, supplies, travel and per diem for faculty, printing, telephone, audio/visual, postage, recruitment materials, and scholarship funds. Facilities and Administrative costs (indirect costs) are limited to eight percent, excluding tuition and fees. It is expected that the course will be partially supported through registration fees paid by participants.

Applications are evaluated for scientific and technical merit by a scientific review group convened by the NICHD Division of Scientific Review, according to the following

criteria: overall scientific and didactic merit; need for the course and its potential effectiveness in achieving the stated goals; past performance where applicable; quality of the course content and adequacy of the syllabus; training, experience, and research competence of the faculty; criteria for selecting participants and for awarding scholarships; plans for recruiting potential participants and for publicizing the availability of courses to the appropriate community of scholars and scientists; adequacy of plans for the recruitment of women, minorities, and individuals with disabilities; plans for evaluating the effectiveness and the extent of dissemination of the course content; appropriateness of the requested budget for the proposed course.

Source: <http://grants.nih.gov/training/t15.htm>

Ruth L. Kirschstein National Research Service Award (NRSA) Institutional Training Grants (T32)

Goals: The objective of the NRSA program is to provide predoctoral and postdoctoral research training opportunities for individuals interested in pursuing research careers in biomedical, behavioral and clinical research.

Individual or Institutional: This Funding Opportunity Announcement (FOA) will utilize the Ruth L. Kirschstein National Research Service Award (NRSA) Institutional Research Training Grants (T32).

Targeted or Universal: An eligible Training PD/PI is any individual with the skills, knowledge, successful past training record, and available resources necessary to carry out the proposed research training program. The PD/PI should be an established basic, behavioral, and/or clinical researcher at the sponsoring institution.

Career Stage: These awards support both predoctoral and postdoctoral opportunities.

Duration: Budget and Project Period: Awards for T32 institutional NRSA research training grants may be for project periods up to five years in duration and are renewable. The Training PD/PI should limit appointments to individuals who are committed to a career in research and who plan to remain on the training grant or in a non-NRSA research experience for a cumulative minimum of 2 years (however, note that some ICs have different program guidelines).

Intensity: Because the nature and scope of the proposed research training will vary from application to application, it is anticipated that the size and duration of each award will

also vary. Trainees are required to pursue full-time research training. Stipends are provided as a subsistence allowance for trainees to help defray living expenses during the research training experience and are based on a 12-month appointment period. The NIH IC will apply the appropriate formula by offsetting the combined costs of requested tuition and fees at the rate in place at the time of the award. The rate currently provides 60% of the level requested by the applicant institution, up to \$16,000 per year per predoctoral trainee.

Research training programs are designed to allow the Training Program Director/Principal Investigator (PD/PI) to select the trainees and develop a curriculum of study and research experiences necessary to provide high quality research training. The grant offsets the cost of stipends, tuition and fees, and training related expenses including health insurance for the appointed trainees in accordance with the approved NIH support levels (see Section II, Allowable Costs). Training activities can be in basic biomedical or clinical sciences, in behavioral or social sciences, in health services research, or in any other discipline relevant to the NIH mission. The PD/PI should also encourage and provide training in the skills necessary for trainees to apply for subsequent support through an individual fellowship, mentored career development award (K) program, or independent research project grant.

Source: <http://grants1.nih.gov/grants/guide/pa-files/PA-10-036.html>

Population Research Infrastructure Program (PRIP)

Goals: The Demographic and Behavioral Sciences Branch (DBSB) supports infrastructure for research that is relevant to the mission of DBSB at leading universities and research centers throughout the United States. The central goal of the Population Research Infrastructure Program is to facilitate interdisciplinary collaboration and innovation in population research, while providing essential and cost-effective resources in support of the development, conduct, and translation of population research.

Individual or Institutional: These are institutional awards.

Targeted or Universal: This program is broadly focused on population research.

Career Stage: These grants support graduate student training opportunities.

Duration: Support is for five year periods.

Intensity: Under this Program, funds may be requested to support infrastructure and/or research designed to: 1) enhance the quality and quantity of relevant research conducted at an institution; and 2) develop new research capabilities to advance population research through innovative approaches. Two types of awards are available through this mechanism. Research Infrastructure Awards (R24) provide a commitment of five years of support and are renewable in five-year increments. Developmental Infrastructure Awards (R21) support the development and demonstration of the feasibility of programs that have high potential for advancing population research, but have not yet fully developed the necessary resources and mechanisms to qualify for a Research Infrastructure Award.

Source: http://www.nichd.nih.gov/about/org/cpr/dbs/prog_prip/index.cfm

Robert Wood Johnson Foundation

The Robert Wood Johnson Foundation invests in preparing health professionals for leadership; enhancing the skills and careers of frontline health workers; training scholars to conduct health policy research; and encouraging youth to pursue health careers. They aim to boost the diversity of people working in health and health care, to better serve the health needs of a demographically and culturally changing America.

They have 3 programs through which they are working to develop new methods in leadership development: RWJ Health Policy Fellows Program; RWJ Community Health Leaders Program; and RWJ Foundation Executive Nurse Fellows Program.

They have 5 programs designed to build specific fields within health and health care through training and education: RWJ Clinical Scholars Program; Pipeline, Profession and Practice: Community-Based Dental Education initiative; Investigator Awards in Health Policy Research Program; RWJ Scholars in Health Policy Research Program; and RWJ Health and Society Scholars.

Health Policy Fellows

Goals: The Health Policy Fellows program is a minimum of one-year residential experience in Washington, D.C. Exceptional mid-career health professionals and behavioral and social scientists actively participate in health policy processes at the federal level and gain exclusive, hands-on policy experience. As the nation's most prestigious fellowship at the nexus of health sciences, policy and politics, the program offers an insider's perspective of the political process, unmatched leadership development activities, and a professional network that lasts a lifetime. The program was initiated in 1973, and is funded by the RWJ Foundation and conducted by the Institute of Medicine of the National Academies. The RWJ Fellowships bring the expertise of real world health practice and innovative research to the halls of power to inform, advise and assist in major health policy decisions.

Individual or Institutional: This program funds individual scholars.

Targeted or Universal: The program is open to health professionals and behavioral and social scientists.

Career Stage: This program is designed for mid-career scholars.

Duration: This is a one-year program.

Intensity: Fellows receive up to \$84,000 for their year in Washington, D.C., plus additional benefits. Remaining funds may be used for pre-approved leadership development activities for up to two years following the Washington year. Fellows receive a comprehensive orientation with the nation's preeminent health policy leaders followed by a full-time work assignment on Capital Hill. Working directly with elected officials and congressional staff, Fellows have the opportunity to: Draft legislative proposals; Arrange hearings; Brief legislators for committee sessions and floor debates; Serve as the liaison between elected officials and the executive branch, interest groups, trade associations, think tanks and the health care community

By developing expertise in health science, policy and politics, RWJ Fellows are able to create informed health policy while advancing their careers. RWJ Fellows have become the nation's most influential thinkers and leaders in the health care field. As professors and deans at major academic institutions, directors of professional health associations, leaders in state and federal government and experts at think tanks and advocacy organizations, RWJ Fellows are transforming the nation's health care policy and practice.

Source: <http://www.healthpolicyfellows.org/home.php>

Scholars in Health Policy Research Program

Goals: The Scholars in Health Policy Research Program, a national Program of the Robert Wood Johnson Foundation, is a two-year fellowship targeted to outstanding new PhDs in economics, political science, and sociology to advance their involvement in health policy research. The Robert Wood Johnson Foundation (RWJF) Scholars in Health Policy Research Program is intended to foster the development of a new generation of creative thinkers in health policy research within the disciplines of economics, political science and sociology. Our hope is that the Scholars will pursue careers within their disciplines, making important research contributions to future health policy in the United States.

Individual or Institutional: The award from RWJ is to three nationally prominent universities, Harvard University, the University of California at Berkeley (in collaboration with the University of California at San Francisco), and The University of Michigan.

Targeted or Universal: Recent graduates of Ph.D. programs in economics, political science and sociology, including junior faculty, are invited to apply.

Career Stage: Recent graduates of Ph.D. programs.

Duration: This fellowship is a two-year opportunity.

Intensity: Scholars have access to the full range of university resources and receive a stipend from the university of \$89,000 per year. Financial support is available for research-related expenses including travel. Scholars will be free of teaching, consulting and administrative responsibilities during their time in the program.

Curricular activities at the participating universities are designed to be flexible in order to meet individual Scholars' educational needs and interests. Specific activities vary by institution, but generally include seminars, workshops, tutorials and independent research projects. At each institution, these offerings are intended to accomplish three objectives: (1) Educate Scholars about health, health care, the organization and financing of the health care delivery system, and the health policy-making process. (2) Expose Scholars to a learning environment in which each comes to appreciate the perspectives and methods of other social science disciplines, in addition to medicine and public health. (3) Offer Scholars the opportunity to develop a health policy research agenda and to conduct relevant research and analysis under the guidance of and in collaboration with distinguished faculty mentors.

Source: <http://www.healthpolicyscholars.org/>

Health and Society Scholars

Goals: The Robert Wood Johnson Foundation Health & Society Scholars program is a national program of The Robert Wood Johnson Foundation (RWJF). The program is based on the principle that progress in the field of population health depends upon multidisciplinary collaboration and exchange. Its goal is to improve health by training scholars to: investigate rigorously the connections among biological, genetic, behavioral, environmental, economic and social determinants of health; and develop, evaluate and disseminate knowledge and interventions that integrate and act on these determinants to improve health. The program is intended to produce leaders who will change the questions asked, the methods employed to analyze problems, and the range

of solutions to reduce population health disparities and improve the health of all Americans. Each year the program enables up to 18 individuals who have completed their doctoral training and produced outstanding work to engage in an intensive two-year program at one of six nationally prominent universities.

Individual or Institutional: Grants have been made to the six participating universities (Columbia; Harvard; UC-Berkeley and San Francisco; University of Michigan; University of Pennsylvania; and the University of Wisconsin-Madison) in accordance with RWJF's regular funding guidelines.

Targeted or Universal: Applicants have completed doctoral training in behavioral and social sciences, biological and natural sciences, health professions, public policy, public health, history, demography, environmental sciences, urban planning, engineering and ethics.

Career Stage: Individuals who have completed their doctoral training (including the award of their doctoral degree or letter of completion from their registrar's office) by the time of entry into the program (August or September 2011) are eligible.

Duration: Appointments are for two years.

Intensity: Scholars will have access to a full range of university resources and will receive stipend support of \$89,000 annually, plus health insurance from their university site. Scholars additionally will have access to financial support for research-related expenses, training workshops and travel to professional meetings. Training activities at the participating universities are intentionally flexible to meet the diverse backgrounds, interests and needs of individual scholars. Specific offerings vary by site, but include two years of intensive seminars, scholar-directed research and analysis conducted with the guidance or collaboration of distinguished faculty mentors, and focused training in the skills necessary for effective leadership, program implementation and policy change. It is anticipated that academic, government and other employers involved in policy-making will seek out program graduates for leadership positions.

The curriculum will foster cross-disciplinary thinking and dialogue, as scholars and faculty from different disciplines explore contributing risk factors, interactions among contextual forces, behavioral predispositions, biological susceptibility, developmental timing and influences, and approaches to intervention. The program thus expands the intellectual scope, collaborative competence, shared language and scientific creativity of both scholars and faculty.

Scholars become familiar with various means of assessing the broad range of factors that influence health, as well as measurement issues related to population health. Scholars study interactions among context, behavior and biology across the life span, and learn to think creatively about the intersections among different disciplines by considering dynamic time processes, inference and causality, and multilevel analytic techniques. Scholars will learn about various approaches to program design, implementation and evaluation; the effective communication of knowledge to decision-makers and opinion leaders in multiple sectors; models of behavior change; methods of determining cost-effectiveness; and evaluation of complex multilevel interventions. Scholars are expected to concentrate their intellectual energies on program-related activities and research.

Source: <http://www.healthandsocietyscholars.org/>

Russell Sage Foundation

Visiting Scholars Program

Goals: The Russell Sage Foundation has established a center where Visiting Scholars can pursue their writing and research. Each year, the Russell Sage Foundation invites a number of scholars to its New York headquarters to investigate topics in social and behavioral sciences. The Foundation particularly welcomes groups of scholars who wish to collaborate on a specific project during their residence at Russell Sage. While Visiting Scholars typically work on projects related to the Foundation's current programs, a number of scholars whose research falls outside the Foundation's active programs also participate.

Individual or Institutional: Individual scholars are invited to be Visiting Scholars.

Targeted or Universal: Scholars are generally social scientists whose research projects fall within the Russell Sage Foundation's ongoing effort to analyze the shifting nature of social and economic life in the United States as well as those whose interests fall outside this area are eligible.

Career Stage: Scholars need to be at least several years beyond the Ph.D. to apply.

Duration: Russell Sage Foundation's ongoing effort to analyze the shifting nature of social and economic life in the United States.

Intensity: The Russell Sage Visiting Scholars Program is a residential fellowship to selected scholars. Russell Sage Foundation's ongoing effort to analyze the shifting nature of social and economic life in the United States.

Source: <http://www.russellsage.org/scholars/>

Alfred P. Sloan Foundation

Sloan Research Fellowships

Goals: The Sloan Research Fellowships seek to stimulate fundamental research by early-career scientists and scholars of outstanding promise. The Sloan Research Fellowships were established in 1955 to provide support and recognition to scientists, often in their first appointments to university faculties, who were endeavoring to set up laboratories and establish their independent research projects with little or no outside support. Financial assistance at this crucial point, even in modest amounts, often pays handsome dividends later to society.

Individual or Institutional: Candidates are nominated by department heads or other senior researchers. More than one candidate from a department may be nominated, but we recommend no more than three. Direct applications are not accepted.

Targeted or Universal: Over the first 17 years of the program, Sloan Research Fellowships were awarded in physics, chemistry, and mathematics. Additional fields were added in subsequent years: neuroscience in 1972, economics in 1980, computer science in 1993, and computational and evolutionary molecular biology in 2002.

Career Stage: Applicants should be no more than six years from completion of the most recent Ph.D. or equivalent as of the year of their nomination.

Duration: These fellowships are two-year awards.

Intensity: The size of the award is \$50,000 for the two-year period. Funds are awarded directly to the Fellow's institution and may be used by the Fellow for such purposes as equipment, technical assistance, professional travel, trainee support, or any other activity directly related to the Fellow's research. Funds may not be used to augment an existing full-time salary or for indirect or overhead charges by the Fellow's institution. Expenditures must be approved by the Fellow's department chair and must be in accord with the policies of the institution.

Sloan Research Fellows, once chosen, are free to pursue whatever lines of inquiry are of the most compelling interest to them. Their Sloan funds can be applied to a wide variety of uses for which other, more restricted funds such as research project grants cannot

usually be employed. Former Fellows report that this flexibility often gives the Fellowships a value well beyond their dollar amounts.

Aside from the monetary aspect of the Fellowships, less tangible benefits have been cited by former Fellows. The early recognition of distinguished performance which the Fellowships confer, after years of arduous preparation, was said to be immensely encouraging and a stimulus to personal and career development.

Source: <http://www.sloan.org/fellowships>

Social Science Research Council

Dissertation Proposal Development Fellowship (DPDF) Program

Goals: The Dissertation Proposal Development Fellowship (DPDF) Program assists graduate students in preparing dissertation and funding proposals for research that will contribute to the development of interdisciplinary fields in the humanities and social sciences. We sponsor training workshops and summer research on fields that are selected through annual competitions. Pairs of senior faculty propose the fields and design the spring and fall training workshops. Students apply to participate in the workshops and carry out related summer research. Now in its fourth year, the program annually offers training in five fields to 60 graduate students. Each year, the DPDF's Faculty Field Selection and Advisory Committee selects five research fields, each proposed by two tenured senior faculty with different institutional affiliations and, as relevant, different disciplinary specializations. Selected faculty serve as research directors for their proposed research fields, design the two workshops for their research field, and lead 12 selected fellows in those workshops.

Individual or Institutional: Faculty must apply in pairs, but students apply as individuals.

Targeted or Universal: The program is designed each year around five research fields.

Career Stage: Faculty: The DPDF program is open to tenured faculty teaching in different doctoral-degree-granting programs at U.S. universities. Faculty must apply as teams and must be tenured at the time of application. Research directors are required to be present and participate in both workshops. Students: The DPDF program is open to doctoral students in social science or humanities disciplines who have completed their major course requirements and are beginning to design research proposals.

Duration: The two workshops are in the spring and fall of one year.

Intensity: The faculty research directors design two workshops: one to prepare students to undertake summer research that will inform the design of their dissertation proposal, held in spring; the other to help students apply their summer research experiences to writing dissertation and funding proposals, held in the fall. These workshops include seminar discussions, collective and constructive critiques by research directors and fellow students, and presentations about securing research funding. They are structured

to assist students in writing dissertation proposals that are intellectually pointed, amenable to completion in a reasonable time frame, and fundable.

Each research director receives a stipend of \$10,000 for preparing and running the workshops that bracket the student summer research fellowships, as well as for sustained mentorship of the graduate student cohort throughout the summer. The DPDF Program may award fellowships with or without funding depending on financial need. Summer research funding of up to \$5000 is available to cover necessary research costs, but applicants are required to submit budget proposals that justify the use of these funds.

Source: <http://www.ssrc.org/programs/dpdf/>

U.S. Department of Education

Foreign Language and Area Studies Fellowships Program

Goals: The Foreign Language and Area Studies (FLAS) Fellowships program provides allocations of academic year and summer fellowships to institutions of higher education or consortia of institutions of higher education to assist meritorious undergraduate students and graduate students undergoing training in modern foreign languages and related area or international studies. The goals of the fellowship program are: to assist in the development of knowledge, resources, and trained personnel for modern foreign language and area or international studies; to foster foreign language acquisition and fluency; and to develop a domestic pool of international experts to meet national needs.

Individual or Institutional: Eligible students apply for fellowships directly to an institution that has received an allocation of fellowships from the U.S. Department of Education. Institutions conduct competitions to select eligible undergraduate students and graduate students to receive fellowships, in accordance with FLAS program eligibility requirements and the institutions' FLAS selection procedures.

Targeted or Universal: Students studying foreign languages and area or international studies are eligible.

Career Stage: Graduate students are eligible to apply.

Duration: FLAS grants (allocations of fellowships) are awarded to institutions for a four-year project period. Students are provided either academic year or summer fellowships.

Intensity: Each fellowship includes an institutional payment and a subsistence allowance. The estimated institutional payment for an academic year 2010-2011 fellowship is \$18,000. The estimated institutional payment for a summer 2011 fellowship is \$5,000. The estimated subsistence allowance for an academic year 2010-2011 fellowship is \$15,000. The subsistence allowance for a summer 2011 fellowship is \$2,500.

Source: <http://www2.ed.gov/programs/iegpsflasf/index.html>

Jacob K. Javits Fellowship Program

Goals: This program provides fellowships to students of superior academic ability—selected on the basis of demonstrated achievement, financial need, and exceptional promise—to undertake study at the doctoral and Master of Fine Arts level in selected fields of arts, humanities, and social sciences.

Individual or Institutional: Awards are provided to individuals.

Targeted or Universal: The Department of Education awards fellowships in selected fields of study of the arts, humanities and social sciences. Students must demonstrate financial need by filing the Free Application for Federal Student Aid.

Career Stage: Eligibility is limited to individuals who at the time of application-- (1) will be entering a doctoral program and/or who, at the time of application, have not yet completed their first full year of study in the doctoral program for which they are seeking support.

Duration: A fellow receives the Javits fellowship annually for up to the lesser of 48 months or the completion of their degree.

Intensity: The fellowship consists of an institutional payment (accepted by the institution of higher education in lieu of all tuition and fees for the fellow) and a stipend (based on the fellow's financial need as determined by the measurements of the Federal Student Assistance Processing System. In fiscal year 2009, the institutional payment was \$13,552 and the maximum stipend was \$30,000. For fiscal year 2010, the maximum stipend will be \$30,000, and the institutional payment is estimated to be \$13,755.

Source: <http://www2.ed.gov/programs/jacobjavits/index.html>

William T. Grant Foundation

W.T. Grant Scholars

Goals: This program supports promising early-career scholars from social, behavioral, or health science disciplines whose research focuses on understanding and improving social settings for youth ages 8 to 25 in the United States or the use of research evidence in policy and practice affecting youth. Candidates are nominated by supporting institution and must submit five-year research plans that demonstrate creativity, intellectual rigor, and a commitment to continued professional development.

Scholars have demonstrated success in conducting high-quality research, promise for becoming influential researchers and plan to expand their expertise in new and significant ways. The program funds people seeking to further develop and broaden their expertise (expand skills, knowledge, and abilities in new discipline, content area, or method, and is particularly excited about applicants who have promising track record but seek a qualitative shift in their trajectory as researchers. Applicants must identify areas in which they seek to expand their expertise and plan to develop it including mentoring plans. W.T. Grant recognizes that early-career researchers often have few supports and incentives to take measured risks with their work, and views mentoring as providing important assistance.

Individual or Institutional: Individuals are supported through the W.T. Grant Scholars Program. However, nomination by institution is required. Only one candidate may be nominated in one year from any major division of a university.

Targeted or Universal: Scholars work must address issues that have compelling relevance for theory, and policies or practices, affecting the settings of youth ages 8 to 25 in the United States or a vulnerable subpopulation of those youth.

Career Stage: The award is for early career scholars who have received terminal degree within 7 years of submitting application.

Duration: The award is for a five year period.

Intensity: Scholars receive \$350,000 distributed over 5 year period. The program includes several meetings per year to support Scholar's professional development.

Additionally, in years 1-3 Scholars can apply for supplemental awards to mentor junior researchers of color.

Mentoring plans are required and connect scholars to influential senior researchers. These relationships should help the scholar to develop the new skills, knowledge and abilities described in their research plan. Supplemental awards hope to increase the number of strong, well-networked researchers of color doing empirical work on the foundation's research interests. Supplemental awards are designed to build mentoring skills while increasing junior colleagues' research skills and assets through annual meetings with mentors and mentees and consultants designed to deepen the mentoring relationship, mentor skills, and mentees' career assets.

Summer retreats - 2nd and 5th year Scholars present work and get feedback and have informal conversation with other Scholars, selection committee members, foundation staff, board members and invited consultants; fall workshop focused on particular topic and designed to strengthen Scholar's skills and expertise. Final reviews are done in order to find opportunities to link grantees with other scholars, policymakers, and practitioners working in similar areas, support the work by providing technical assistance, advice, or other resources, and assist grantees with communication and dissemination efforts.

Source:

http://www.wtgrantfoundation.org/funding_opportunities/fellowships/william_t_grant_scholars

W.T. Grant Distinguished Fellows

Goals: This program is designed for mid-career influential researchers, policymakers, and practitioners. Its goal is to increase the supply of, demand for, and use of high-quality research in the service of improved settings for youth. Its goal is to increase the supply of, demand for, and use of high-quality research in the service of improved youth outcomes (high-quality = simultaneously advances theory and either policy or practice); improve links between policy, practice, and research.

Individual or Institutional: These awards are provided to individuals.

Targeted or Universal: Scholars work must address issues that have compelling relevance for theory, and policies or practices, affecting the settings of youth ages 8 to 25 in the United States or a vulnerable subpopulation of those youth.

Career Stage: Awards are for mid-career (8-20 years of experience) and focus on influentials.

Duration: The duration of the fellowship ranges from 6 months to 2 years.

Intensity: The program provides \$175,000 for the total duration of the fellowship which may range from 6 months to 2 years. Scholars must have a "host" site organization that is either tax-exempt or governmental organization. There are 2 meetings a year meant to encourage collaboration, conversation, and learning among fellows. The fellowships seek to improve the abilities of individuals to do and use this work; it gives influential researchers opportunity to immerse themselves in practice or policy settings and conversely influential practitioners and policymakers the opportunity to work in research settings; it help researchers strengthen the ways in which their work reflects an understanding of policy and practice, and allow policymakers and practitioners to enhance their capacity to recognize and use high-quality research; it broaden and deepen existing expertise; expect "radiating effects" from the fellowship as the fellows apply their newly acquired insights to produce and use high-quality research and influence others working in their sphere.

Source:

http://www.wtgrantfoundation.org/funding_opportunities/fellowships/william_t_grant_distinguished_fellows

The Woodrow Wilson National Fellowship Foundation

The Foundation has several fellowships that support the development of future leaders at a variety of career stages in several critical fields.

The Foundation has several fellowships focused on teaching. The Leonore Annenberg Teaching Fellowship—a national "Rhodes Scholarship" for teaching—which is for outstanding recent college graduates and career-changers who agree to work in urban and rural secondary schools serving high proportions of disadvantaged students. The Woodrow Wilson Teaching Fellowships, which are state-based programs that seek to attract talented, committed individuals with backgrounds in mathematics, science, engineering, and technology into teaching in high-need urban and rural secondary schools. The Woodrow Wilson-Rockefeller Brothers Fund Fellowships for Aspiring Teachers of Color which seeks to recruit, support, and retain individuals of color as K-12 public school teachers in the United States. And three state-specific programs: The Woodrow Wilson Indiana Teaching Fellowship; The W.K. Kellogg Foundation's Woodrow Wilson Michigan Teaching Fellowship; and Woodrow Wilson Ohio Teaching Fellowship. Other states are expected to launch Woodrow Wilson state teaching fellowship programs in the future.

These programs seek to address fundamental challenges to improving the teacher workforce. Through the Fellowships, the Woodrow Wilson Foundation seeks to improve the rigor of new teacher selection; demonstrate what effective teacher preparation and retention looks like, particularly in high-need schools; and raise the prestige of the profession. Below information is provided for one of these teaching fellowship programs.

The Leonore Annenberg Teaching Fellowship

Goals: The Fellowship provides a stipend to exceptionally able candidates to complete a yearlong master's program at one of four of the nation's top teacher education programs—Stanford University, the University of Pennsylvania, the University of Virginia, and the University of Washington. In exchange, the candidates must agree to teach for three years in high-need secondary schools. During these first three years in the classroom, Fellows receive intensive onsite mentoring and support.

Individual or Institutional: Individuals are provided these fellowship opportunities.

Targeted or Universal: Fellows must hold baccalaureate degrees in arts and sciences fields or related professions, like engineering or finance.

Career Stage: Fellows are selected from a diverse pool of high-caliber candidates who hold baccalaureate degrees and who show a commitment to high-need communities and public schools. College seniors and recent graduates, along with midcareer professionals, are eligible.

Duration: Fellows complete a yearlong master's program and then commit to teach for at least 3 years.

Intensity: The Fellowship includes: a \$30,000 stipend; preparation in a high-need urban or rural secondary school; support and mentoring throughout the three-year teaching commitment; guidance toward teaching certification; and lifelong membership in a national network of Woodrow Wilson Fellows who are intellectual leaders.

Source: <http://www.woodrow.org/fellowships/teaching/annenberg/index.php>

The Thomas R. Pickering Graduate Foreign Affairs Fellowship

Goals: The Thomas R. Pickering Graduate Foreign Affairs Fellowship program provides funding to participants as they are prepared academically and professionally to enter the United States Department of State Foreign Service. The goal of the fellowship program is to attract outstanding students who enroll in two-year master's degree programs in public policy, international affairs, public administration, or academic fields such as business, economics, political science, sociology, or foreign languages, who represent all ethnic, racial and social backgrounds and who have an interest in pursuing a Foreign Service career in the U.S. Department of State. The program develops a source of trained men and women who will represent the skill needs of the Department and who are dedicated to representing America's interests abroad.

Individual or Institutional: Individuals are provided this fellowship opportunity.

Targeted or Universal: Applicants can study a wide range of fields.

Career Stage: At the time of application, candidates must be seeking admission to graduate school for the following academic year.

Duration: Fellows are expected to complete a two-year master's degree program.

Intensity: Fellows are required to study full-time. In 2010, financial support of up to \$50,000 annually towards tuition and mandatory fees (excluding health insurance), living stipend (based on the institution's room and board rate), reimbursement for books and some travel may be paid during the first and second year of graduate study, pending availability of funding. Graduate-level Fellows receive stipends during participation in one domestic summer internship between the first and second year of graduate school, and one summer overseas internship following the second year of graduate school.

Source:

http://www.woodrow.org/fellowships/foreign_affairs/pickering_grad/index.php

Doris Duke Conservation Fellowship

Goals: The Environment Program of the Doris Duke Charitable Foundation created the Doris Duke Conservation Fellowship program in 1997 to identify and support future conservation leaders. The program currently supports students enrolled in master's programs at eight universities—Yale, Duke, and Cornell universities, Florida A&M University, Northern Arizona University and the universities of Michigan, Wisconsin, and California at Santa Barbara. A distinguished national advisory committee oversaw the invitation-only university competition.

Individual or Institutional: Fellows are selected by participating universities. Only students currently enrolled in environmental programs at participating universities are eligible to apply.

Targeted or Universal: The Fellowship supports students who are enrolled in multidisciplinary master's programs at partner universities, and who are committed to careers as practicing conservationists.

Career Stage: Fellows are currently enrolled graduate students.

Duration: Fellows are supported for up to two years.

Intensity: Not only does the Doris Duke Conservation Fellowship provide financial assistance for tuition, it also cultivates leadership skills through internships, professional and career development programs, and ongoing alumni networking

activities. To date the program has supported 300 Fellows, many already making their influence felt in the environmental and conservation fields.

Source: <http://www.woodrow.org/fellowships/conservation/index.php>

The Woodrow Wilson Doctoral Dissertation Fellowship in Women's Studies

Goals: The Woodrow Wilson Dissertation Fellowship in Women's Studies encourages original and significant research about women that crosses disciplinary, regional, or cultural boundaries.

Individual or Institutional: Individual students are eligible for this opportunity.

Targeted or Universal: The WW Women's Studies Fellowships supports Ph.D. candidates in the humanities and social sciences whose work addresses topics of women and gender in interdisciplinary and original ways.

Career Stage: The WW Women's Studies Fellowships support the final year of dissertation writing.

Duration: Support is provided for one year.

Intensity: The Fellows received \$2,000 to be used for expenses connected with the dissertation. These may include, but are not limited to, travel, books, microfilming, taping, and computer services.

Source: http://www.woodrow.org/fellowships/women_gender/index.php

The Charlotte W. Newcombe Doctoral Dissertation Fellowships

Goals: The Charlotte W. Newcombe Doctoral Dissertation Fellowships are designed to encourage original and significant study of ethical or religious values in all fields of the humanities and social sciences, and particularly to help Ph.D. candidates in these fields complete their dissertation work in a timely manner. In addition to topics in religious studies or in ethics (philosophical or religious), dissertations appropriate to the Newcombe Fellowship competition might explore the ethical implications of foreign policy, the values influencing political decisions, the moral codes of other cultures, and religious or ethical issues reflected in history or literature. The Woodrow Wilson

Foundation administers the Newcombe Fellowship competition at the request of and in consultation with the Charlotte W. Newcombe Foundation, a private foundation created under the will of Philadelphia philanthropist Mrs. Newcombe, who died in 1979.

Individual or Institutional: Individual students are provided this fellowship opportunity.

Targeted or Universal: Applicants for the 2010 Charlotte W. Newcombe Doctoral Dissertation Fellowship must be candidates for Ph.D. or Th.D. degrees in doctoral programs at graduate schools in the United States and plan to write on topics where ethical or religious values are a central concern.

Career Stage: The Newcombe Fellowships are provided to Ph.D. candidates at institutions in the United States who will complete their dissertations during the fellowship year.

Duration: The fellowship period is for one year.

Intensity: In the 2010 Newcombe competition, fellowships of \$25,000 will be awarded for 12 months of full-time dissertation writing. In addition, Fellows' graduate schools will be asked to waive tuition and/or remit some portion of their fees.

Source: http://www.woodrow.org/fellowships/religion_ethics/index.php