



## EducationUSA Weekly Update

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## I. Scholarships and Fellowships

**John S. Knight Professional Journalism Fellowships at Stanford - stipend of \$55,000 for one academic year plus additional benefits**

### Program Description

The John S. Knight professional journalism fellowships at Stanford give outstanding mid-career journalists the chance to broaden and deepen their understanding of a changing world. The goal of this Fellowship program is to improve the quality of news and information reaching the public through the news media: print, broadcast and cyberspace. Knight Fellows take classes at Stanford, attend special seminars with guest speakers and pursue independent study. At the end of the year, they return to their news organizations.

Between six and eight fellowships are offered each year to professional journalists from news organizations outside the United States. Candidates must have at least five years' professional experience and be fluent in English.

### Benefits:

Fellows receive a stipend of \$55,000 plus tuition, supplements for housing, child care, health insurance, books and round-trip airfare. All benefits and activities of the program are open to spouses and partners of Fellows.

The international application deadline is usually December 15. The 2008-2009 Application Form will be available at: <http://knight.stanford.edu/application/docs/knight-application-intl.pdf>

### Further information:

John S. Knight Fellowships Program - <http://knight.stanford.edu>

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### 2007 Emerging Crises Research Fund

The Oral History Association announces a grant of up to \$3,000 to undertake oral history research in situations of crisis research in the United States and internationally. These funds may be applied to travel, per diem, or transcription costs for research in places and situations in which a longer application time schedule may be problematic. Such crisis situations include but are not limited to wars, natural disasters, political and or economic/ethnic repression, or other currently emerging events of crisis proportions. Send applications (five copies) by May 15, 2007, to: Charles Bolton, Chair, Emerging Crises Oral History Research Fund, Department of History, UNCG, P.O. Box 26170 Greensboro, NC 27402-6170.

### Emerging Crises Oral History Research Fund Guidelines

1. To apply for a grant, applicants should submit the following materials:

- a. A one-page research proposal that addresses the importance and scope of the project. Applicants should explain the nature of the emerging crisis they are researching, provide details about the interviews planned, and suggest arrangements for preserving the interviews and making them accessible for future use.
  - b. A research budget that demonstrates how the grant funds will be spent. Typically, funds will be spent for travel, per diem, and/or transcription costs, although other reasonable expenses associated with oral history research may be considered. Equipment purchases, however, will not be allowed. A brief justification of all budget items should be included.
  - c. A current curriculum vitae.
2. The Emerging Crises Oral History Research Fund Committee will review applications and forward its recommendations to the Oral History Association, which will make the award(s).

3. The Committee will make its recommendations within four weeks after the application due date.

**Emerging Crises Oral History Research Fund Mission Statement**

Oral history research includes important projects that address current crisis situations in both the United States and internationally, including wars, natural disasters, political and economic/ethnic repression, or other current events of crisis proportions. Scholars conducting oral history research on these types of projects often begin interviewing informants within weeks or months of the crisis or even while the crisis event is unfolding. Obtaining funding for such research is generally difficult, because of the extended application time schedule of most funding organizations. The Oral History Association's Emerging Crises Oral History Research Fund is designed to provide a more expedient source of funding for these meaningful projects through an application process that is brief and that has a quick turnaround between the time of making an application and a decision on the receipt of funding.

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**Diversity Fellowship**

In an effort to enhance the ethnic, racial and intellectual diversity at Emmanuel College, we are seeking applicants for a one-year diversity fellowship. This fellowship is intended for doctoral candidates from underrepresented groups engaged in completing their dissertations. Candidates should have a record of outstanding academic achievement, approval of the dissertation proposal prior to application as well as completion of all other requirements for the degree, and commitment to a career in teaching at the college level.

This one-year fellowship carries a \$30,000 stipend, access to the Emmanuel College Cardinal Cushing Library, and office space on-campus. The diversity fellow will teach one course per semester in his or her respective discipline and serve as a role model for students while developing professional relationships in his or her field. The diversity fellow will be expected to complete his or her dissertation by the end of the fellowship year.

To be considered for this position, please submit a letter of application, curriculum vitae, a brief written description of the dissertation's contribution to the field and the candidate's professional goals, list of all courses taught and three and the names of three professional references.

In order to be considered for this position, applicants need to apply online. After submitting a resume with this application form, candidates will be prompted to complete an Applicant Profile where they can upload all additional documents.

Emmanuel College is an EEO Employer.

Please apply on line at [www.emmanuel.edu](http://www.emmanuel.edu)

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**Rafael Viñoly Architects Offers Fellowships in Architectural Research**

Deadline: July 1, 2007

Rafael Viñoly Architects is again offering fellowships to support original research that advances the craft and practice of architecture and can benefit from being carried out in the environment of an architectural office. Potential areas of research may include design methodologies, construction technologies, design representation and fabrication, materials technology, sustainable design, and others.

Eligible fellows may come from any country and can have a degree or experience in any field. Fellows are not employees of Rafael Viñoly Architects and have autonomy to pursue their work. At the same time, RVA hopes to foster lively interaction between fellows and staff at all levels, encouraging fellows to test ideas against projects in progress and to share their ideas in

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<http://www.educationusa.state.gov/>

informal interactions as well as formal presentations. Fellows will present their work at least once to the public and invited guests and will document their findings for publication at the conclusion of the fellowship.

In addition to a stipend and research expenses of up to \$60,000, Rafael Viñoly Architects will provide space and support, including use of computers, software, and fabrication shop, within the firm's New York headquarters. Fellows are to be resident for terms of three to twelve months between September 2007 and September 2008. The amount of funding will be determined based on the term of the fellowship and the expenses associated with the research.

Proposals must be in English.

In addition to research fellowships, Rafael Viñoly Architects will offer a thirteen-week post-graduate training course in the fall of 2007. Admission is competitive, and tuition is free.

For further information, visit RVA's Architectural Research and Training Programs Web site.

Contact:  
Ned Kaufman  
Director of Research and Training  
Email: [nkaufman@rvatr.com](mailto:nkaufman@rvatr.com)

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**Horses & Humans Research Foundation Seeks Equine Assisted Activities/Therapies Research Proposals**

Deadline: June 30, 2007

The Horses and Humans Research Foundation (<http://horsesandhumans.org/>) is a nonprofit organization that seeks to facilitate universal understanding and appreciation of the significant influence of horses on humans. The foundation's primary goal is to support, promote, and fund scientific research that explores the claimed yet unsubstantiated benefits of equine assisted activities, leading to the discovery of the most effective methods and techniques for conducting thousands of existing and future programs. A secondary goal is to educate the public on research findings so that equine-assisted activities become more accessible to those in need.

The foundation invites proposals to investigate the therapeutic effects of horses on humans. The foundation's broad research agenda includes basic research as well as clinical studies that will ultimately impact physical and mental health and the quality of life for people with disabilities who are involved with equine- assisted activities/therapies.

Preference will be given to investigators with solid credentials and research experience who are associated with institutions located in the United States or Canada. Grants are generally awarded for a maximum of \$50,000 per year each.

Interested researchers may contact the foundation for information on therapeutic riding programs to approach for possible collaborations.

Program guidelines and materials for applicants are available at the Horses and Humans Research Foundation Web site.

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**Social Science Research Council Offers Collaborative Grants in Media and Communications**

Deadline: April 22, 2007 (Letters of Inquiry)

The Social Science Research Council (<http://www.ssrc.org/>) is accepting applications for large grants through its Collaborative Grants program for academic-advocacy partnerships in media and communications.

The program provides one-year grants of up to \$30,000 each for support of academic-advocacy research collaborations designed to change media/telecommunications infrastructure, practices, or policies. Projects must involve substantive collaboration between a researcher based at a university, college, or other academically oriented research institution, and a U.S.-based nonprofit advocacy, organizing, or community group working on media and/or telecommunications issues.

The program also offers small grants of up to \$7,500 for short-term academic research in support of advocacy and activism in media and communications. Applications are accepted approximately every four months. For application procedures, deadlines, and other details, see the Small Grants section on the SSRC Web site.

Complete program information and application procedures are available at the SSRC Web site.

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## National Research Council Fellowship

Applications for awards or fellowships from the National Research Council for independent postdoctoral and senior scientific research to be conducted at participating laboratories of the U.S. government.

Deadline: May 1, 2007

Contact: National Research Council

Phone: (202) 334-2760,

E-mail: [rap@nas.edu](mailto:rap@nas.edu)

Web: [www.national-academies.org/rap](http://www.national-academies.org/rap)

## II. News you can use

### April 9 40 Years of Changes in the Student Body

For four decades, the University of California at Los Angeles has administered the Cooperative Institutional Research Program Freshmen Survey, recording the values, attitudes and backgrounds of the high school graduates who will become the next batch of American college students. Their self-reported answers form the backbone of a large trove of data that has served to illuminate trends in higher education.

Today, UCLA's Higher Education Research Institute is releasing a broad overview of trends gleaned from the survey. The report, "[The American Freshman: Forty-Year Trends 1966-2006](#)," highlights some striking changes in the makeup of college freshman classes, many of which confirm widely reported trends – but not without a few surprising findings.

Amid reports documenting the widening gap between the lowest and highest earners in America, as well as concern among educators that selective institutions are mainly the domain of the financially advantaged, it might not come as a surprise that today's freshmen are the most well-off since at least 35 years ago – with median incomes 60 percent above the national average, as compared to 46 percent above average in 1971. The report also highlighted a difference between public and private incoming freshmen: the income of families sending students to public institutions is rising faster than that for students at private colleges.

[Andy Guess](#)

*The original story and user comments can be viewed online at <http://insidehighered.com/news/2007/04/09/cirp>.*

**Rankings face backlash from college presidents**  
By Mary Beth Marklein, USA TODAY

What if they created a college rankings system and nobody participated? That question is growing increasingly relevant as a burgeoning number of college presidents say they are fed up with *U.S. News & World Report's* popular annual feature.

Arguing that the rankings do a disservice to prospective students, a group of ranking critics, including several college presidents, are preparing to send a letter urging college presidents nationwide to not cooperate with *U.S. News* and other publications that compile such data.

Earlier this year, the president of Trinity University in Washington, D.C., writing in a publication for university trustees, urged colleagues to toss their surveys in the trash, as she has done for years.

Now, a non-profit group whose members include presidents of some of the nation's most selective liberal arts colleges, plans to discuss this June whether it might collectively refuse to cooperate.

A draft version of the letter from college presidents asks colleagues nationwide to join them in refusing to fill out surveys such as one mailed out each spring by *U.S. News* that asks top college administrators to evaluate peer institutions. The letter also urges colleagues to refuse to tout rankings as an indication of their school's quality.

While the draft version mentions the *Princeton Review* and *Washington Monthly*, it is aimed primarily at *U.S. News*, which has created a profitable industry out of its rankings, launched in 1983.

[http://www.usatoday.com/news/education/2007-04-06-backlash-college-rankings\\_N.htm](http://www.usatoday.com/news/education/2007-04-06-backlash-college-rankings_N.htm)

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CLEP: College Credit for Life Experience

*Chris Diehl*

The CLEP (College-Level Examination Program) is a test that grants college credit to students based on knowledge learned through professional experience, independent study, adult courses or advanced high school courses. The CLEP is recognized by about 2,900 colleges and universities, and is administered by the College Board.

The CLEP is comprised of 34 different tests in a variety of subjects, much like the SAT Subject Tests. You choose which CLEP test (or tests) you want to complete, based on the kind of college credit you're seeking. Tests are offered in the following categories:

- Composition and Literature (examples: American Literature, English Composition)
- Foreign Languages (examples: College-Level French, College-Level German)
- Social Sciences and History (examples: Principles of Microeconomics, Introductory Psychology)
- Science and Mathematics (examples: Calculus, Biology, Chemistry)
- Business (examples: Introductory Business Law, Principles of Marketing)

Usually students take CLEP tests to pass out of first- or second-year courses at the college freshman and sophomore level. Most students who take the CLEP are older, returning students. An age breakdown of students who take a CLEP test is below:

- Older than 30: 34 percent
- 23-29 years old: 18 percent
- 19-22 years old: 24 percent
- Under 19 years old: 21 percent

### Benefits

CLEP tests provide an opportunity to earn college credit in a short amount of time, saving tuition costs and shortening your time in college. Instead of paying full tuition for classes about a subject you already know, you can take a CLEP test and move into more advanced classes.

Ask your college whether they recognize CLEP test results, and if they do, which tests they recognize. Most colleges that accept CLEP results will give credit for only certain tests. In addition, almost all colleges limit the number of CLEP credits they will grant.

Individual colleges vary in terms of how much credit they will grant on each test. Some colleges may give you credit for a certain course only; others may allow you to apply the credit to your choice of courses. Or you may be granted an exemption on a course without giving you credit. There may be a stipulation that requires you to pass another class in order for the CLEP credit to count.

Other possible stipulations include being enrolled at the college where you will apply your credit, filling out additional forms through your college or passing a departmental test through the college itself.

### Test Details

**Where:** The test is administered through 1,300 colleges and universities across the country.

**When:** Exam dates differ among testing centers.

**Price:** Each CLEP test costs \$60. Your test center may also require a separate non-refundable administration fee, usually \$15.

Contact your local test center for more information.

For more information about the CLEP, including a list of the schools that accept CLEP credit, check out:

<http://www.collegeboard.com/student/testing/clep/about.html>.