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I. Scholarships and Fellowships

GEORGIA COLLEGE & STATE UNIVERSITY- SCHOLARSHIPS FOR INTERNATIONAL STUDENTS

With only a few weeks left until the Spring 2010 application deadline, Georgia College & State University is proud to announce that applications for [INTERNATIONAL STUDENT SCHOLARSHIPS](#) and [INTERNATIONAL GRADUATE ASSISTANTSHIPS](#) are still being accepted. Application for scholarships and assistantships are found inside of the international applications for admission at www.gcsu.edu/international.

The application deadline for admission, scholarships and assistantships is September 1st, 2009.

For more information, please contact:

Jason Wynn
International Admissions Counselor
International Education Center
Georgia College & State University
223 Lanier Hall, CBX 49
Milledgeville, GA 31061-0490
Phone: (+1) 478-445-4789

IOWA STATE UNIVERSITY- UNDERGRADUATE SCHOLARSHIPS

We have some new scholarships for undergraduates this year that I would like to share with you. Please publicize this to international students that are interested in ISU! If you have questions, do contact me.

2010-2011 International Student Ambassador Scholarships

Description:

- * International Student Ambassador Scholarships are awarded to students with exceptional leadership qualities and a desire to positively represent both their home country and Iowa State University to prospective students.
- * Current ISU International Student Ambassadors may be contacted here
<www.admissions.iastate.edu/intl/ambassadors.php> .

Applicants will be considered for the following award levels:

| | | |
|------------|--------------------|-----------|
| Gold | \$7,000/year | Renewable |
| Cardinal | \$5,000/year | Renewable |
| Leadership | Up to \$4,000/year | Renewable |

Requirements

- * Submit a one-page essay describing experiences you have had in leadership, community service and/or volunteerism, and why you are interested in assisting Iowa State University with international recruitment activities.
- * 1 letter of recommendation
- * Send essay and letter via email to agogerty@iastate.edu with the subject line Attention: International Scholarship Selection Committee
- * There is no GPA or SAT requirement; however, higher academic backgrounds may result in higher scholarship awards

Deadlines

- * **April 1 (fall & summer entry)**
- * **October 1 (spring entry)**

Eligibility

- * Incoming freshmen and transfers can apply

The following criteria must be maintained to keep the scholarship until graduation:

- * Serve as International Student Ambassador for at least one semester
- * 2.0 cumulative GPA at ISU
- * Full-time enrollment (summers not included)
- * Assessed non-resident tuition

Other Scholarship Opportunities:

- * Alumni Scholarship: Return to Iowa Generations --- \$1,500/year - renewable

Requirements:

- * Incoming freshmen and transfer students
- * Parent(s) or grandparent(s) graduated from Iowa State University
- * Click here to apply <www.admissions.iastate.edu/generations/>

Contact:

Ms. Ann Gogerty, M.Ed.
Global Recruitment Coordinator
Iowa State University
100 Enrollment Services Center
Ames, Iowa 50011-2011 USA
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(800)262-3810 (domestic)
<www.admissions.iastate.edu/intl/>

FELLOWSHIPS AT THE WILSON CENTER 2010-2011



The Center awards approximately 20-25 residential fellowships annually to individuals with outstanding project proposals in a broad range of the social sciences and humanities on national and/or international issues. Topics and scholarship should relate to key public policy challenges or provide the historical and/or cultural framework to illuminate policy issues of contemporary importance.

Deadline: October 1, 2009

Eligibility

- Citizens or permanent residents from any country (foreign nationals must be able to hold a valid passport and obtain a J1 Visa)
- Men and women with outstanding capabilities and experience from a wide variety of -backgrounds (including government, the corporate world, professions, and academia)
- Academic candidates holding a Ph.D. (Ph.D. must be received by the application deadline of October 1)
- Academic candidates demonstrating scholarly achievement by publications beyond their doctoral dissertations
- Practitioners or policymakers with an equivalent level of professional achievement
- English proficiency as the Center is designed to encourage the exchange of ideas among its fellows

Ineligibility

- Applicants working on a degree (even if the degree is to be awarded prior to the proposed fellowship year)
- Proposals of a partisan or advocacy nature
- Primary research in the natural sciences
- Projects that create musical composition or dance
- Projects in the visual arts
- Projects that are the rewriting of doctoral dissertations
- The editing of texts, papers, or documents
- The preparation of textbooks, anthologies, translations, and memoirs

Notes on Eligibility

You do not need an institutional affiliation to apply. For most academic candidates, a book or monograph is required. Scholars and practitioners who previously held research awards or fellowships at the Wilson Center are not precluded from applying for a fellowship. However, the nature and recency of the prior award may be among the factors considered during the selection process, and by the Fellowships Committee of the Board of Trustees.

If you have questions regarding your eligibility or the suitability of your project, please email the Scholar Administration Office at fellowships@wilsoncenter.org, or visit: www.wilsoncenter.org/index.cfm?fuseaction=fellowships.welcome

THE FILSON HISTORICAL SOCIETY FILSON FELLOWSHIPS & INTERNSHIPS

Deadline: October 15, 2009

The Filson Historical Society, Louisville, Kentucky, invites applications for fellowships to support research in The Filson's collections, and internships. Applications must be received by October 15, 2009. Detailed information about fellowships, internships, and application procedures can be found on The Filson's Web site: www.filsonhistorical.org/fellowships.html. Information about The Filson's collections can be found on the online catalog.

The Filson anticipates that fellows will publicize the results of their research in *Ohio Valley History*, the peer-reviewed journal published jointly by The Filson and the Cincinnati Museum Center.

Questions regarding the fellowships and internships program should be directed to Dr. A. Glenn Crothers, Director of Research for The Filson Institute: crothers@filsonhistorical.org or glenn.crothers@louisville.edu.

Organized May 15, 1884, the mission of The Filson Historical Society is to collect, preserve and tell the significant stories of Kentucky and the Ohio Valley history and culture. The Filson is headquartered in the Ferguson Mansion in Old Louisville and houses a library, a museum, and a special collections department. The Filson's fellowship and internship program is made possible in part by the Thomas Walker Bullitt Perpetual Trust.

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FELLOWSHIPS: UNITED STATES INSTITUTE OF PEACE

The Annual Grant Competition:

- supports innovative peacebuilding projects involving research, the identification of promising models and effective practices, the development of practitioner resources and tools, the development and delivery of education, training and dialogue programs, and the production of films, radio programs, and other media.
- funds projects focused on preventing, managing, and resolving violent conflict and promoting post-conflict peacebuilding in settings outside the borders of the U.S. Awards support activities that apply across a broad range of relevant disciplines, skills, and approaches. USIP welcomes proposals of an interdisciplinary or multidisciplinary nature.

Annual Grant Competition facts:

- USIP normally receives between 200 and 300 proposals annually and gives awards on average to 15 percent of the applicant pool.
- The awards generally range from \$50,000 to \$120,000.
- *The deadline is October 1, 2009.*

USIP may provide grant support to nonprofit organizations and individuals—both U.S. and foreign—including the following: institutions of post-secondary, community, and secondary education; public and private education, training or research institutions, and libraries.

American and foreign individuals and nonprofit organizations may apply. Individuals whose proposals are funded will be required to identify a nonprofit organization to receive and manage the grant monies. When applicants are employed by an eligible institution, such as a college or university, USIP requires that grants be made to the institution rather than to the individual.

Support for degree work is not eligible in the Grant Program. Inquiries about support for dissertation research should be directed to USIP's [Jennings Randolph Peace Scholar Dissertation Program](#).

Only one application per competition may be submitted by the same project director.

Unsuccessful applicants of previous Grant Program competitions may not submit the same application unless it has been substantially revised.

USIP will not accept applications that list as participants, consultants, or project personnel members of USIP's Board of Directors or staff. In addition, any application that lists USIP as a collaborator in the project will not be accepted.

Individuals who are currently working as USIP contractors may not be eligible to apply for grant support. To determine eligibility prior to submitting an application, please contact the Grant Program staff. Applications must be submitted in English.

For more information, visit:

www.usip.org/grants-fellowships/annual-grant-competition#Eligible_Grant_Recipients

II. News you can use

H1N1 SCENARIOS FROM INSIDEHIGHERED.COM

August 21, 2009

WASHINGTON -- The U.S. Departments of Education and Health and Human Services on Thursday released [their most detailed guidance yet](#) on how colleges should prevent H1N1 outbreaks and what options should be considered if they take place despite such efforts. Given that the severity and size of outbreaks could vary widely, the guidance is more of a menu of options than a rulebook -- and the ideas cover everything from washing doorknobs to ending the requirements that students submit medical notes for absences to when to consider suspending operations.

Arne Duncan, secretary of education, stressed that the goal is to avoid colleges having to suspend operations. "The goal is to keep universities open as much as we can to keep students learning," he said. Duncan said that the guidance was designed to be "balanced" and "measured," reflecting "the best science." But he also said that officials can't be sure what they will face this fall.

Kathleen Sebelius, secretary of health and human services, noted that "college-age students are particularly vulnerable to this virus," and that the close quarters in which students on many traditional campuses live and learn may make prevention and treatment challenging.

Both Duncan and Sebelius stressed that they were not saying any one college should adopt all of these recommendations, but that these reflect the kinds of actions colleges may want to take. Some are preventive, while others focus on what to do when an outbreak occurs.

- Promote the "self isolation" of students who have H1N1 or symptoms, encouraging them to stay away from classes and other activities and to stay in their rooms or, if they have family members in the area, to travel there (not using public transportation).
- Create "flu buddy" systems in which healthy students may get food, assignments and medicine for ill students.
- Create systems so staff members can check on students in "self isolation."
- Modify absenteeism policies so both students, faculty members and others who are ill have no incentive to return to campus activities earlier than they should.
- End rules that require doctor's notes to excuse absences from class or work.
- Expand or create distance learning programs for those who need to be isolated.
- Encourage more cleanliness on campus both by adding cleaning schedules that may be performed by employees (bathrooms, doorknobs, shared keyboards, etc.), and by students in their rooms.
- Increase "social distances" between students by moving desks further apart (6 feet most of the time), and considering suspending or changing large events such as sporting events or commencement ceremonies.
- Plan vaccination programs when the vaccines are available and encourage students to get vaccinated. (With vaccines not expected in needed numbers until October, and with two vaccines required, officials said that it could be well into November before vaccine protection could be hoped for.)
- Develop special programs for groups on campus with special needs, such as students who are younger than traditional college but who may be attending "early college" or enrichment programs.

Sebelius, citing her personal experience as the mother of two men now in their 20s, said that she realized that getting college students to follow advice on such matters may not be easy. Many college students do not see medical professionals regularly, and many may not even have had all the vaccinations (or recent versions) that they should have, even before the arrival of H1N1. But she said it was essential for colleges to try to reach students, and recommended the use of Facebook, Twitter and other social media to do so.

One of the more sensitive issues facing colleges is whether to suspend operations in the event of an outbreak. When H1N1 first broke out on campuses in the spring, the University of Delaware had one of the larger outbreaks and [controlled it without ever suspending operations](#) -- while other campuses shut down for several days with only one or two suspected cases. [The University of Alabama at Tuscaloosa](#) is currently facing an outbreak with at least 21 students showing symptoms, and it has not shut down.

The guidance from the agencies appears to be striking a middle ground on suspending operations, urging colleges to "balance the risks of flu in their community with the disruption that suspending classes will cause in both education and the wider community." The government appears to be suggesting that if outbreaks do not surpass the levels experienced in the spring, suspending operations may not be needed. The guidance notes that the government "may recommend preemptive class suspension if the flu starts to cause severe decrease in a significantly larger population" than was seen earlier in the year.

In cases where classes are called off "preemptively," the guidance says that large gatherings such as sporting events, dances and commencement ceremonies should also be canceled or postponed.

The guidance also suggests that suspending operations can be quite complicated. Residential colleges are unlikely to see all students leave, and so would need to continue to provide services to students. Non-residential colleges would need to "consider whether they can allow faculty and staff to continue use of their facilities while classes are not being held. This may allow faculty to develop lessons and materials and engage in other essential activities."

How long to stay shut? "The length of time classes should be suspended will vary depending on the goal of class suspension as well as the severity and extent of illness," the guidance states. Colleges "that suspend classes should do so for at least five to

seven calendar days. Before the end of this period, the [college], in collaboration with public health officials, should reassess the epidemiology of the disease and the benefits and consequences of continuing the suspension or resuming classes."

Anita Barkin, director of student health services at Carnegie Mellon University and chair of the American College Health Association's Coalition for Emerging Public Health Risks and Emergency Response Planning, said that the guidance was "very much on target," adding that it "outlines the key issues and the rationale while recognizing that implementation will have to be based on local circumstances and resources."

– [Scott Jaschik](#)
www.insidehighered.com/news/2009/08/21/h1n1

RANKING UNIVERSITIES BY 'GREENNESS' - NEW YORK TIMES

By [Kate Galbraith](#)

Kate Galbraith/The New York Times Harvard students gathered to hear Al Gore and other speakers at a "sustainability celebration" last year.

Universities these days are scrambling to burnish their sustainability credentials, with efforts that include wind power, organic food and competitions to save energy.

They are also adding courses related to sustainability and energy – including, as I [report today](#), in the field of continuing education.

But which university is the greenest?

Several ranking systems have emerged to offer their take. The Princeton Review, best known as a test-preparation firm, recently came out with its [second annual green ratings](#). Fifteen colleges earned the highest possible score – including Harvard, Yale and the University of California, Berkeley.

Another group, the Sustainable Endowment Institute's [GreenReportCard.org](#), rates colleges on several different areas of green compliance, such as recycling, student involvement and green building. Its top grade for overall excellence, an A-, was earned by 15 schools.

Top honors in both rankings were awarded to Harvard, the University of New Hampshire, Dickinson College and Middlebury College.

The Association for the Advancement of Sustainability in Higher Education is also piloting a "[sustainability tracking, assessment and reporting system](#)" that will be, according to the group's executive director, Paul Rowland, a "comprehensive approach to sustainability on campus."

UPDATE 11:15am: The Sierra Club today [released its annual ranking of "eco-enlightened" colleges](#), with top honors going to the University of Colorado at Boulder.

And, for aspiring M.B.A.'s, the Aspen Institute puts out a biennial "[Beyond Grey Pinstripes](#)" survey of which schools make the most effort to offer a social and environmental context for understanding business issues. The next survey is due out in the third week of October.

The rating systems may get some push-back from schools that do not make the top tier. Trevor Lovell, the director of [ReEnergize Texas](#), a group galvanizing youth to fight climate change, said that administrators do pay attention to their rating, because they know students and the public are watching.

"When they don't get the rating they want, they sometimes claim that the priorities set for being 'green' are arbitrary, or point out that different systems provide different outcomes," Mr. Lovell said in an e-mail message. "But generally I think people accept the ratings as indicative of campus performance on green issues."

<http://greeninc.blogs.nytimes.com/2009/08/20/ranking-universities-by-greenness/?pagemode>