



Educational Advising Center Moldova
NEWSLETTER

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<http://www.eac.md>

**EDUCATIONAL ADVISING CENTER
OSI NETWORK SCHOLARSHIP PROGRAMS**

AUBG PROGRAM 2010-2014

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The American University in Bulgaria announces a four-year Bachelor of Arts degree (2010-2014) Scholarship Competition for the following fields of study:

Business Administration, Computer Science, Economics, European Studies, History and Civilization, Information Systems, Journalism and Mass Communication, Mathematics, Political Science and International Relations, Southeast European Studies.

All classes are held in English.

To be considered as a candidate for admission, an applicant should present:

- a completed application form;
- official high school transcript with calculated general point average (GPA) or certified copy for the last 3-years of secondary school study (with official school stamp);
- certified English translation of transcript;
- three letters of recommendation (see the application form), with translation if not written in English;
- essay stating interests and goals (see the application form);
- completed Financial Aid Form;
- official copy and certified English translation of all certificates received.

To be eligible for an OSI scholarship, students must meet the following criteria:

- receive a high school diploma by June 2010;
- have an outstanding academic record;
- have not previously attended an institution of higher education or should NOT be enrolled in any higher education institution or colleges;
- fluent in reading, writing and speaking English;
- be a citizen of MOLDOVA.

The OSI Financial Awards for 2010-2014 will be Full and Partial ones.

Scholarships will be awarded based on academic records, on test scores, on ratings on the essay included in the application, and on the general interests outside of academics, and on financial need.

Submit one original and one copy of your FULL application (including for the financial aid form) with all additional documents (except for letters of



recommendation). Only in this case your application will be considered complete.

Incomplete or late applications will not be considered.

Completed paper applications – submitted to local Educational Advising Center

DEADLINE: December 15, 2009

Applications are available on the AUBG website:

www.aubg.bg

You may also apply online at:

<http://applynet.aubg.bg/ANU/default.asp>

- TOEFL - January, 2010

- SAT - February, 2010

The students will be informed about the time and test location.

For additional information, please contact:

Educational Advising Center

148, Stefan cel Mare Blvd., of. 22, Chisinau

Tel.: (373 22) 221172, 221167

E-mail: eac@eac.md

www.eac.md

UNDERGRADUATE EXCHANGE PROGRAM 2010-2011

The Educational Advising Center and Open Society Institute is pleased to announce the Undergraduate Exchange Program (UEP) for the 2010-2011 academic year. UEP supports students from Bosnia and Herzegovina, Kosovo, **Moldova**, Mongolia, Serbia and Ukraine in the United States for one-year of non-degree academic studies and service learning and one subsequent year in their home country leading a community service project of their own design. Applicants must currently be enrolled as a second-year student at a university in their home country to be eligible.

The program seeks to assist educational and civic development in Southeastern and Eastern Europe and Mongolia by exposing participants to a liberal arts curriculum, different models of classroom instruction, community service work, and civil society related programming. The UEP combines the U.S. liberal arts academic experience with exposure to American social issues and civic development through involvement in community service related work. The program aims to create lasting ties among participants and their American colleagues, thereby contributing to cultural understanding and tolerance.

Participants attend a university or college in the United States for one year. While in the U.S., grantees agree to complete 25 hours a semester of community service work in an area of interest to them. At the end of the year, they are required to return home to complete their degrees. Once back in their home country, grantees are expected to carry out a community-based service project of their own design, addressing an issue of importance to them.

ELIGIBILITY: In order to qualify for the program, an applicant must:

- Be a resident of Bosnia and Herzegovina, Kosovo, **Moldova**, Mongolia, Serbia or Ukraine.
- Be a current second-year undergraduate student studying American Studies, Art History, Classical Studies, Cultural Anthropology, Economic Theory, Fine or Performing Arts, History, International Relations, Journalism, Law, Literature and

Languages, Philosophy, Political Science, Sociology, or Women's or Gender Studies.

- Be enrolled in an accredited university in his or her home country.
- Be in the second year when applying and return to their home country to complete their degree following the program.
- Have an outstanding academic record.
- Demonstrate leadership or leadership potential and have a history of community and/or extracurricular involvement.
- Have spent previous two years in residence in home country.
- Have not attended an university in the United States.
- Have not attended high school in the United States for more than one academic semester.
- Be fluent in reading, writing, and speaking English.
- Be able to begin studies in the summer of 2010.

Selection is based on academic merit, extracurricular and community activities, leadership potential, and knowledge of English. Participant selection and university placement is determined by a panel of experts in the United States. Candidates do not apply to a specific university.

APPLICATION DEADLINE: December 1, 2009

Submit one original copy of the application and all supporting documents and one photocopy of the application and supporting documents (except for letters of recommendation). Only in this case your application will be considered complete.

You may also apply electronically at:

<http://oas.soros.org/oas/>

For more information on eligibility criteria and application details please contact:

Educational Advising Center

148, Stefan cel Mare Blvd., of. 22, Chisinau

Tel.: 221172; 221167

E-mail: eac@eac.md

www.eac.md

NSP DOCTORAL FELLOWS PROGRAM FOR PhD STUDY IN THE UNITED STATES & CANADA

INTRODUCTION: Network Scholarship Programs (NSP) of the Open Society Institute (OSI) is pleased to announce the 2010 competition for the Doctoral Fellows Program for **Moldova** and Tajikistan. The Program is designed to provide the highest research & teaching qualifications to individuals positioned to become leading scholars in their disciplines. Upon completion of the degree, fellows are expected to return home to continue or begin academic careers, where they will play an active role in the revitalization and reform of scholarship in the social sciences and humanities.

Up to 15 awards will be offered annually for study in the United States or Canada. Grantees can receive full support for up to 4 years of full-time study. Fellowships are offered in: political science, international relations, philosophy, sociology, anthropology, economics, and history.

The Fellowship provides:

- Tuition and university fees for up to 4 years (pending host cost-share), requiring full-time enrollment;



- Monthly stipend for room, board, and living expenses;
- Air travel to and from host universities at the start and conclusion of Program;
- One trip home during Program for research purposes;
- Accident and sickness insurance during Program;
- Annual allowances for academic materials & professional development;
- Facilitation of all visa and travel arrangements;
- Pre-academic training in academic writing & research methods;
- Participation in annual fellows' conference.

The Fellowship does NOT provide:

- Funding or support for dependent family members;
- Funding for non-fellowship travel expenses;
- Summer stipends for activities unrelated to doctoral completion;
- Guaranteed placement at finalist's preferred department.

ELIGIBILITY: The Program does not discriminate on the basis of age, race, color, sex, religion, sexual orientation, or disability. The competition is merit-based and open to those meeting the following criteria:

- Resident of **Moldova** or Tajikistan;
- Excellent academic record and an advanced degree (minimum: BA) at time of application deadline, those with local post-graduate degrees are encouraged to apply;
- Proficiency in spoken and written English (or French, for placement at Canadian francophone universities) at the time of application;
- Professional scholarly aptitude and leadership potential in academia;
- Ability to receive and maintain the appropriate study permit and/or visa for the host country;
- Ability to attend the Program's pre-academic summer school beginning in July;
- Commitment to return to home country immediately after Program to pursue or continue a career in academia;
- Sincere motivation to aid ongoing reform processes in higher education at home.

SELECTION & UNIVERSITY PLACEMENT:

Competition for the NSP Doctoral Program is open, merit-based, and relies heavily on host university admissions criteria. Selection is made on the basis of academic excellence, professional aptitude, scholarly potential in the field of specialization, commitment to improving teaching and research at home institution, long-term commitment to a career in higher education, and strong English (or French) language ability. Final placement in a US or Canadian doctoral program is not guaranteed, and depends on matching finalists to appropriate departments and universities that will accept their credentials for admission.

Selection is performed as follows:

Semi-Finalist Selection: A committee comprised of host university faculty and admissions officials reviews eligible applications and recommends which applicants to either reject or to move to the next stage of review (semi-finalist). Semi-finalists are required to take the official TOEFL and GRE.

Interviews & Finalist Selection: Semi-finalists are interviewed in their home countries by a committee with qualifications as described above. This committee

chooses finalists based on previous assessments of the written application, the candidates' performance during the interview, and standardized test results. Finalists continue on to the departmental placement stage.

Finalist Placement: Finalist placement is a collaborative process involving NSP and host university faculty and staff. Finalists are normally not permitted to select their own placements. OSI formally notifies finalists of awards only after placements have been secured.

EXPECTATIONS OF PhD FELLOWS:

- Fellows must uphold the academic standards of their host institution and undertake full-time study for the duration of the Program. Failure to do so will result in dismissal.
- All fellows are expected to earn a PhD within the standard time for the field of study.
- Fellows must comply with the visa regulations of the host country and may be subject by the terms of the visa to a home residency requirement upon completion of the Program. Requests for visa renewals or extensions will not be considered.
- OSI expects that Fellows will return to their home countries after completing the degree and take up meaningful posts in academia.
- Fellows are given the Program's "Terms and Conditions" with detailed information on the rules & policies that must be followed during the Program. These requirements will be reviewed in detail with all grantees prior to the beginning of the fellowship.

APPLICATION DEADLINE: October 23, 2009

For more information and application instructions please consult the website:

http://www.soros.org/initiatives/scholarship/focus_areas/doctoral

CONTACTS:

Angela Muset, Director
 Educational Advising Center
 148, Stefan cel Mare Blvd., of. 22
 Chisinau, MD 2012, Republic of Moldova
 Tel.: (373 22) 22-11-67, 22-11-72
 Fax: (373 22) 22-11-67
 Email: amuset@eac.md
 Website: <http://www.eac.md>

**CENTER FOR TEACHING & LEARNING (UPC)
 AT UMEA UNIVERSITY, SWEDEN
 PhD SUPERVISOR'S COURSE –
 TRAINING OF TRAINERS**

Many universities are developing training modules for their PhD supervisors. Legislation in Sweden demands that the universities develop courses in order to train PhD-supervisors. This issue is discussed in many other countries.

How do we train PhD-supervisors? How do we develop courses? Is it possible to learn from each other and work together instead of reinventing the wheel over and over again? What do we know about each other's training methods? Is it also possible to make the training uniform, or can it be different? PhD supervisors will probably change universities several times during their academic career. By forming a best practice that many supervisors follow it will be easier and more transparent for all parts, including the doctoral



students if the supervisors have a common core in their PhD-supervision training.

PURPOSE: The purpose of the course is to discuss models, how to harmonize and how to build a best practice and also focus on how PhD supervision can be designed and which pedagogical models could be used during training.

PREREQUISITES: All participants will contribute towards a national report describing their national system for higher education and the role played by the PhD supervisors. A form will be presented and the national reports will be put on a home page, for every one to read before to the course. The purpose is to highlight the differences and similarities before starting the course.

PROFILE OF PARTICIPANTS: You are developing and/or in charge of PhD-supervisors training at your university. Maximum one from each University, and maximum 24 participants.

All costs are covered by NordForsk.

COURSE PERIOD: February 8-11, 2010

LOCATION: Umea, Sweden

DEADLINE: **November 20, 2009** at the latest

For further details please contact program coordinator Karin Agren at:

karin.agren@jus.umu.se

phone: +46 (0)90 786 50 11

fax: +46 (0)90 786 65 87

or visit:

<http://www.upc.umu.se/handum/phdcourse.htm?1.8>

**THE KOKKALIS PROGRAM
ON SOUTHEASTERN & EAST-CENTRAL EUROPE
JOHN F. KENNEDY SCHOOL OF GOVERNMENT,
HARVARD UNIVERSITY**

The Kokkalis Program strives to provide individuals committed to invigorating the public sector in Southeastern and East-Central Europe with educational opportunities to explore effectual and pioneering means of governance. For this reason, it awards fellowships to enable individuals from the region to pursue one of the following Master's degrees at the John F. Kennedy School of Government, Harvard University:

- Master in Public Policy (MPP)
- Master in Public Administration (MPA2)
- Master in Public Administration in International Development (MPA/ID)
- Master in Public Administration/Mid-Career (MPA/MC)

ELIGIBILITY: Eligible to apply for the Kokkalis Fellowship Program are natives of Albania, Bosnia-Herzegovina, Bulgaria, Croatia, Greece, Hungary, Kosovo, the former Yugoslav Republic of Macedonia, **Moldova**, Montenegro, Romania, Serbia, Slovenia and Turkey, who are applying to one of the following degree programs at the John F. Kennedy School of Government: Master in Public Policy (MPP); Master in Public Administration (MPA2); Mid-Career Master in Public Administration (MC/MPA); Master in Public Administration in International Development (MPA/ID). Candidates with academic and/or professional backgrounds in the following fields are encouraged to apply: public policy and administration, the non-profit sector, law, economics, social sciences, or related fields. All applicants should demonstrate a strong

commitment to public service and the region of Southeastern Europe.

Candidates must complete both the online Kennedy School application for admission and the Kokkalis Fellowship application.

For further details on the application process prospective applicants should visit:

http://www.hks.harvard.edu/kokkalis/educational_opportunities.html

DEADLINE: The Kokkalis Fellowship application deadline is **January 8, 2010**.

Deadlines for admission to HKS vary according to the degree program. Applicants should consult the following website for details: <http://www.hks.harvard.edu/degrees/admissions/apply/deadlines>

CONTACTS:

The Kokkalis Program on Southeastern and East-Central Europe

John F. Kennedy School of Government, Harvard University

79 John F. Kennedy Street

Cambridge, MA 02138

Telephone: +1 (617) 496-0175

Fax: +1 (617) 496-5700

www.hks.harvard.edu/kokkalis

THE JOHN SMITH FELLOWSHIP PROGRAM 2010
Promoting Democracy and Good Governance

The John Smith Memorial Trust is inviting applications to participate in the John Smith Fellowship Program 2010. The application process in Moldova is administered by Ana Anghel on behalf of the John Smith Memorial Trust. Contact address: jsmt.moldova@johnsmithtrust.org

Applications for Fellowships are invited from the following countries:

Armenia, Azerbaijan, Georgia, Kyrgyzstan, **Moldova**, Russia, Ukraine

The Fellowships aim to strengthen and deepen awareness of good governance through a five-week programme in the UK and placements that show the workings of organisations within a long established democracy. The "ideal" candidate will be aged 25-40, working in politics, local administration, business, the media or civil society, with a track record of achievement in the area of good governance and public service.

Good written and spoken English is essential. A minimum level of IELTS of 6.0 is normally needed for successful candidates. Candidates may be required to take an IELTS test at the final stage of the selection process. Not all finalists are required to sit a test. However, the interview panel reserves the right to require a test at their discretion. The costs of testing are covered by the John Smith Memorial Trust.

PROGRAM OBJECTIVES: The primary objectives of the John Smith Fellowship Program are to:

- Bring together influential young civil society and political leaders to exchange views and receive information on best professional practice and the promotion of good governance;
- Deepen awareness of how a mature democracy supports and develops good governance, the Rule of Law, human rights,

and social justice, and encourages citizens' access and government accountability;

- Promote a dialogue between Fellows within and outside their home countries, and create links with young leaders and those working in similar fields in the U.K.;
- Build an active network of young leaders committed to good government.

AREAS OF STUDY: The John Smith Fellowship Program covers the following broad areas:

- Representative government in a democracy
- Citizenship, law and rights
- Civil society and public opinion
- Public accountability in government, business and public life
- International institutions and relations

PROGRAM DATES & STRUCTURE: The Program will last for 5 weeks starting on Saturday 5th June until Friday 9th July 2010 made up as follows:

- Program Introduction in Edinburgh, Scotland.
- An intensive, two-week Seminar Series in Scotland and London on the political process in a mature democracy: A series of discussions and meetings with senior politicians, academics and practitioners combined with visits to illustrate how public policy is made and developed.
- Planning and preparation of "individual action plans" setting out how insights gained in the UK can be turned into concrete developments applied at home. Please go to <http://www.johnsmithmemorialtrust.org/web/site/home/ActionPlans.asp> for 2008 and 2009 Fellows' action plans.
- A weekend conference sponsored by the Leadership Trust in Ross-on-Wye, Herefordshire; exploring leadership and the quality of UK and other democracies.
- Nine working days of individual attachments to suitable organisations – for example, working with an NGO, "shadowing" a politician, a placement in central government, local administration or the media. A full list of all the individuals and organisations that have kindly hosted placements is available at:

http://www.johnsmithmemorialtrust.org/web/site/Supporters/attachment_hosts.asp

- A concluding seminar during which Fellows present their projects to representatives of the Ministry of Justice and the John Smith Memorial Trust.

Fellows are expected to produce a personal plan of action to be carried out when they return home. 12 months later a Follow-Up Conference brings all Fellows together to London to report on their activities and compare progress – all Fellows are required to attend this as part of their Fellowship. This will take place during the 2011 Fellowship Program, and Fellows from 2010 will be matched with a 2011 Fellow to mentor.

CANDIDATE PROFILE: The Trust wishes to recruit high-flying and influential young leaders who will make a substantial impact on the future development of their countries. The aim is to recruit a mix of political leaders, government or local government officials, business leaders, journalists/media experts, and influential young leaders from civil society or the NGO sector. For details

of eligibility criteria, please see 'Detailed Program Description and Eligibility Criteria'.

HOW TO APPLY: Application forms are available online from the John Smith Memorial Trust and British Embassy Chisinau websites.

DEADLINE: the deadline for all applications and supporting documents is **November 9, 2009**.

Applications for the 2010 Program must be completed in English and emailed to Ana Anghel at: jsmt.moldova@johnsmithtrust.org (as a Microsoft Word document no later than the deadline!). Applicants are also required to submit a printed, signed copy to the following address: CP 749, Chisinau MD 2043, Moldova, by that date with transcripts and a digital passport-sized colour photograph. Applicants should be aware that local interviews will take place during January 2010, and should bear this in mind when planning holidays/travel.

REFERENCES: In addition to the application form, the John Smith Memorial Trust requires 2 written references for each applicant – one from your current employer and one additional reference. This additional reference might be from a previous employer, a partner organisation or another individual you have worked with who is able to talk in detail about your skills and experience.

Please use the form 'Reference Form – The John Smith Fellowship Program 2010' for the written reference as this is the only format The John Smith Memorial Trust will accept.

Ideally references should be included with the application. However, if this is not possible they will be required if candidates are shortlisted.

TRANSCRIPTS: Applicants must also provide original or notarised copies of all university transcripts. Ideally transcripts should reach Ana Anghel by the application deadline. However, if this is not possible they will be required if candidates are shortlisted.

Final selection of candidates will be concluded by mid February 2010.

More information about the John Smith Fellowship Program and the work of the John Smith Memorial Trust is available at: www.johnsmithmemorialtrust.org

UNDERGRADUATE ENGINEERING SCHOLARSHIPS

Available to undergraduate students enrolled full-time in a program accredited by the Accreditation Board for Engineering and Technology (ABET), or a substantially equivalent program outside the United States, leading to a Bachelor of Science or Engineering degree. Applicants must have a cumulative grade point average of at least 3.0 on a 4.0 scale.

\$10,000 SCHOLARSHIPS:

Willis H. Carrier Scholarship - One-year \$10,000 undergraduate engineering scholarships established by The Carrier Corp. In memory of its founder, a pioneer in the HVAC&R industry known for his contributions to establishing air conditioning as an industry. Carrier installed the world's first scientifically designed air-conditioning system in 1902.

Reuben Trane Scholarships - Two-year \$10,000 undergraduate engineering scholarships awarded in two disbursements of \$5,000 each at the beginning of students' junior and senior years. Established in memory of The Trane Co. founder, an engineer, inventor and business executive whose manufacturing



enterprise ranks today as one of the world's largest in the HVAC&R industry.

\$5,000 SCHOLARSHIPS:

Frank M. Coda Scholarship - One-year \$5,000 undergraduate engineering scholarship named in memory of ASHRAE's former executive vice president, who served the Society from 1981-2004.

\$3,000 SCHOLARSHIPS:

One-year \$3,000 Undergraduate Engineering Scholarships.

APPLICATION DEADLINE: December 1, 2009

More details:

<http://www.ashrae.org/students/page/1271>

**BRANDEIS UNIVERSITY
THE HELLER SCHOOL FOR
SOCIAL POLICY & MANAGEMENT
GRADUATE SCHOLARSHIP
IN INT'L HEALTH POLICY & MANAGEMENT**

The Master of Science in International Health Policy & Management (IHPM) program is pleased to announce a competition in which a full tuition and fees scholarship will be awarded to an early – to mid-career development professional with a demonstrated commitment to effective health policy and management. The Scholarship for this one-year degree begins in August 2010.

The MS program is designed to train students to take on increasingly responsible roles in health policy planning, and in the management of policy and program implementation in health ministries and planning organizations, multilateral and bilateral development organizations and NGOs. Students in this one-year program learn how to make the best use of policy analysis to determine which plans work, which are the most cost-effective and which are sensitive to a country's values and culture.

The IHPM Scholar will receive full tuition and fee remission for the 2010/2011 academic year. The scholarship does NOT cover airfare, health insurance or any living expenses. Although nominations are encouraged from international and governmental development institutions and NGOs, self-nominations are accepted. Women and candidates with experience in policy, service delivery or education-related work with poor and vulnerable populations are especially encouraged to apply.

APPLICATION DEADLINE: March 31, 2010

Applications (to be submitted by the applicant) should include:

- Letter of Interest in IHPM Scholarship
- Completed Application Form
- Curriculum Vitae (CV) or Resume
- Detailed Statement of Purpose describing career objectives and work experience
- Three original letters of recommendation (at least one professional and one academic) on official letterhead sent directly to the Admissions Office from the recommenders (These letters must be accompanied by a Brandeis University Recommendation Form)
- Original or certified true copies of transcripts from all university-level studies, sent directly to the Admissions office from each university (Transcripts in languages other than English

must be accompanied by an official English translation)

- Official TOEFL or IELTS score report is required for all international applicants.

Nominators may mail, fax (781-736-2774), or email (HellerAdmissions@Brandeis.edu) a letter of nomination to the Admissions Office.

For more information please visit:

<http://heller.brandeis.edu>

CONTACTS:

The Heller School for Social Policy & Management
Office of Admissions

415 South Street MS 035

Waltham, MA 02454-9110

Tel.: 781-736-3820

HellerAdmissions@Brandeis.edu

**BRANDEIS UNIVERSITY
THE HELLER SCHOOL FOR
SOCIAL POLICY & MANAGEMENT
THE FELDMAN GRADUATE FELLOWSHIP
IN SUSTAINABLE INT'L DEVELOPMENT**

The Master of Arts in Sustainable International Development (SID) degree program is pleased to announce the 2010 Feldman Fellowship, which will be awarded to an early – to mid-career development professional with a demonstrated commitment to integrated conservation and development. The fellowship begins in late August 2010.

The Feldman Fellow will join SID graduate students from over 40 countries at Brandeis University in an interdisciplinary study of development and project management emphasizing poverty reduction, gender, human rights and biodiversity conservation.

The Fellow will complete a year-in-residence at SID, then work at a field conservation site during the second year of the program.

The Feldman Fellowship includes full tuition, fees, airfare and living expenses for the year-in-residence at Brandeis, and airfare and all university fees for the second year fieldwork. Nominations are encouraged from international and governmental development institutions and NGOs. Self-nominations are accepted, and women are especially encouraged to apply.

APPLICATION DEADLINE: March 31, 2010

Applications (to be submitted by the applicant) should include:

- Letter of Interest in the Feldman Fellowship
- Completed Application Form
- Curriculum Vitae (CV) or Resume
- Detailed Statement of Purpose describing career objectives and work experience
- Three original letters of recommendation (at least one professional and one academic) on official letterhead sent directly to the Admissions Office from the recommenders (These letters must be accompanied by a Brandeis University Recommendation Form)
- Original or certified true copies of transcripts from all university-level studies, sent directly to the Admissions office from each university (Transcripts in languages other than English must be accompanied by an official English translation)



- Official TOEFL or IELTS score report is required for all international applicants.

Nominators may mail, fax (781-736-2774), or email (HellerAdmissions@Brandeis.edu) a letter of nomination to the Admissions Office.

For more information please visit:

<http://heller.brandeis.edu>

CONTACTS:

The Heller School for Social Policy & Management
Office of Admissions
415 South Street MS 035
Waltham, MA 02454-9110
Tel.: 781-736-3820
HellerAdmissions@Brandeis.edu

SCHOLARSHIPS FOR STUDYING AT THE UNIVERSITY OF TARTU, ESTONIA

EuroCollege, University of Tartu and Estonian Ministry of Foreign Affairs award 4 full scholarships to students from Georgia, **Moldova** and Ukraine to spend Spring Semester (February-May) 2010 at the University of Tartu, Estonia, participating in the Prometheus Programme on Transition Studies.

The Prometheus Programme is an interdisciplinary programme for undergraduate and graduate students from around the world. The programme focuses on transition experiences in Eastern Europe and Russia and on the evolution of the European Union following the historic enlargement. All coursework is conducted in English.

The scholarship covers travel (up to 510EUR) to and from Tartu, residence permit and insurance costs (up to 170EUR), accommodation in the University dormitory and living expenses (265EUR per month).

Eligible applicants must be:

- citizens of Ukraine, Georgia or **Moldova**;
- full-time students at the following universities: I. Franko National University of Lviv, Kiev Mohyla Academy, National University of Ostroh Academy (Ukraine), Moldova State University, Academy of Economic Studies of Moldova, Tbilisi State University (Georgia);
- students of social sciences and humanities as their main field of study.

APPLICATION PROCESS: Submit the online application form:

<http://www.ut.ee/en/studies/exchange-and-semester-abroad/visiting-students>

Mail the complete package of documents by **November 1, 2009** to:

EuroCollege, University of Tartu
Lossi 3-310, 51003 Tartu, Estonia

The complete package of documents consists of:

- signed application form;
- letter of motivation;
- copy of the identification document (international passport);
- official translation of the university transcript (grade list) into English, translation certified by the educational institution;
- 1 photo (3 x 4 cm);
- recommendation letter from a faculty member;
- proof of English language skills. Acceptable proofs include a letter from a language instructor at your university stating that your

English skills are sufficient, test certificates (such as TOEFL, SAT, etc).

Applications are reviewed by the EuroCollege academic board and evaluated on the basis of academic merit, motivation to study in the programme and social activeness. Preference will be given to students who are active citizens.

Applicants will be notified about the decision by November 15, 2009.

For additional information please contact:

Siiri Maimets, International Student Coordinator
EuroCollege, University of Tartu
E-mail: siiri.maimets@ut.ee

MARGARET McNAMARA MEMORIAL FUND

*An outreach program
of the World Bank Family Network!*

The fund provides financial assistance to women from developing countries during their studies in the United States or Canada. The MMMF annually awards about six to ten grants of approximately \$12,000 each.

The MMMF was established in 1981 to honor the late Margaret McNamara and her commitment to the well-being of women and children in developing countries. The purpose of the grant is to support the education of women from developing countries who are committed to improving the lives of women and children in their home countries. Previous grant recipients studied agriculture, architecture, urban planning, civil engineering, education, forestry, journalism, nursing, nutrition, pediatrics, public administration, public health, social sciences, and social work.

Applications can only be submitted by accessing our website at www.mmmf-grants.org and completing the online application form.

Application forms will be available starting November 2, 2009!

DEADLINE: February 18, 2010

A. INSTRUCTIONS FOR COMPLETING APPLICATION: Your completed application must include the following items:

1. The Application Form must be filled out online.
2. Personal Statement Form consists of several questions and an essay.
3. Two Recommendation Forms must be completed online (www.mmmf-grants.org see the application package requirements).
 - Both must come from professors or supervisors.
 - One form must be from a professor at your current institution and the other may be from your country.
 - One professor or supervisor must have known you for at least two semesters or one year.

Additional recommendations will be discarded.

4. Official Estimate of Expenses for Foreign Students. This document is available from the Foreign Student Advisor or Financial Aid Advisor of your institution. Highlight on the official university document the information that applies to you.

5. Recent Transcript and Registration. Transcripts are available from the Registrar's Office. Please send us your most recent transcript and a copy of your fall registration.

6. Copy of your Visa.

7. Copy of your I-20 or Study Permit.



Please mail all the application supporting documents mentioned above in one envelope to: Margaret McNamara Memorial Fund, P. O. Box 27255, Washington DC 20038-7255. Do not mail items separately. We are unable to process supporting documents that arrive separately - they will be rejected. The envelope containing your complete materials must be postmarked no later than **February 18, 2010**.

- Applications that are incomplete or postmarked after February 18, 2010 are not eligible.
- Only recipients of grants will be notified by April 30, 2010. If you have not heard from us by May 15, 2010 your application was not successful.

B. CONDITIONS ON ACCEPTANCE OF GRANT: Please note that grant recipients are required to sign a contract agreeing to the following constraints:

- If an MMMF grant recipient receives a grant from the World Bank Graduate Scholarship program in the same calendar year she receives an MMMF grant, her MMMF grant shall be rescinded.
- The MMMF expects the grant recipients to return to their home countries or another developing country within approximately two years after receiving their grants and then to perform at least two years of service in her country or another developing country. As a condition of the grant, the recipient will agree to make a contribution to the MMMF of the full amount of her grant if:
 - she does not return to her country or another developing country within 30 months of receiving the MMMF grant or after completing her studies in the US/Canada; or if
 - she does not complete two years of service within 54 months of receiving the MMMF grant or after completing her studies in the US/Canada.

Please also note that grant funds that are used for expenses that are not required for enrollment (e.g. room, board, travel, research, child care, etc.) are generally subject to US/Canada tax and income tax withholding, even for non-US/Canada nationals. Only tuition and related expenses (e.g., tuition, required fees, books, supplies, etc.) are exempt from US/Canada tax and withholding. The tax treatment of grant funds may be affected, by the terms of a tax treaty between the recipient's home country and the United States/Canada. For your specific tax responsibility, contact your advisor or your institution's financial office. MMMF grant payments will be disbursed directly to the recipient's institution around June 1. Grant funds may not be used to repay debts or loans.

NOTE: you must be enrolled in your institution by September of the application year; the MMMF does not provide pre-enrollment funding. The purpose of the grant is to help women complete the educational program they have already begun.

For further information regarding the MMMF grant program, do visit the website:

www.mmmf-grants.org or contact by email at: mmmf@worldbank.org

**REAGAN-FASCELL DEMOCRACY
FELLOWS PROGRAM**

Named in honor of NED's principal founders, former president Ronald Reagan and the late congressman

Dante Fascell, the Reagan-Fascell Democracy Fellows Program was established in 2001 with funding from the U.S. Congress to enable democratic practitioners, scholars, and journalists from around the world to deepen their understanding of democracy and enhance their ability to promote democratic change.

Reagan-Fascell Democracy Fellows maintain full-time residence at the International Forum for Democratic Studies (the Forum), the research arm of the Endowment, located in Washington, D.C. The Forum hosts 16 to 20 Reagan-Fascell Fellows per year for periods ranging from five to ten months. The program offers two tracks, a practitioner track and a scholarly track.

ELIGIBILITY: The Reagan-Fascell Democracy Fellows Program is intended primarily for citizens of new and aspiring democracies.

FACILITIES & SERVICES: Each fellow receives a monthly stipend for living expenses, plus health insurance and reimbursement for travel to and from Washington, D.C., at the beginning and end of the fellowship period. Fellows also receive a fully equipped office and research support through the Forum's Democracy Resource Center and the Research Associates Program.

While in residence at the Forum, fellows have the opportunity to interact with staff and other visiting scholars and activists in the collegial environment at NED, and with the policy, media, and academic communities in Washington, D.C. Fellows are encouraged to consult with counterparts in the United States, and to participate in the many conferences and seminars held at NED and at the various universities, think tanks, and nongovernmental organizations in the metropolitan area.

THE PRACTITIONER TRACK: The Reagan-Fascell program was established primarily to support democratic activists, human rights advocates, journalists, and others who work on the front lines of democracy promotion in emerging and aspiring democracies. The program seeks to provide experienced activists with an opportunity to reflect on their work, learn from counterparts in the United States, and reevaluate techniques for building democracy in their country of origin. Fellowships on the practitioner track tend to be short-term (5 months), typically culminating in a strategy memorandum, short article or op-ed, and a formal presentation of the fellow's analysis and ideas. Applicants interested in the practitioner track are expected to have substantial practical experience working to promote democracy or human rights in their country of origin or interest. There are no specific degree requirements for the practitioner track. A Ph.D., for instance, is not required of practitioner applicants. While there are also no age limits, applicants on the practitioner track are typically mid-career professionals with several years of professional experience in the field of democracy and human rights. Examples of eligible candidates for the practitioner track include human rights advocates, political party activists, professional staff of civic or humanitarian organizations, international lawyers, journalists, labor leaders, politicians, and diplomats.

THE SCHOLARLY TRACK: Recognizing the importance of intellectual contributions to the theory and practice of democracy, the Reagan-Fascell program offers a scholarly track principally for professors and researchers from emerging and aspiring democracies. Accomplished scholars from established democracies



are also eligible to apply. Applicants are expected to possess a Ph.D., or academic equivalent, at the time of application, and to have developed a rigorous research outline. During their stay at the Forum, which can range from 5 to 10 months, scholars make at least one formal presentation and complete a substantial piece of writing (a monograph or book) for publication. Applicants interested in the scholarly track are expected to possess a doctorate (a Ph.D., or academic equivalent) at the time of application, to have published in their field of expertise, and to have developed a detailed research outline for their fellowship project. Examples of eligible candidates for the scholarly track include college and university professors, analysts at research centers and "think tanks," and independent writers. Occasionally, a professional who is planning to write a book or other scholarly publication may qualify to apply on the scholarly track.

DEADLINE: The deadline to apply for fellowships in 2010-2011 is Monday, **November 2, 2009**.

For further information please visit: www.ned.org or e-mail: fellowships@ned.org

INTERNATIONAL DISSERTATION RESEARCH FELLOWSHIP (IDRF)

The International Dissertation Research Fellowship (IDRF) Program supports the next generation of scholars in the humanities and social sciences pursuing research that advances knowledge about non-U.S. cultures and societies. IDRF accepts applications for research that is situated in a specific discipline and geographical region and is informed by interdisciplinary and cross-regional perspectives, as well as research on multiple countries and/or multiple world regions. While proposals may cover all periods in history, they must demonstrate relevance to contemporary issues and debates.

ELIGIBILITY: The program is open to graduate students in the humanities and social sciences - regardless of citizenship - enrolled in doctoral programs in the United States. Applicants must complete all Ph.D. requirements except on-site research by the time the fellowship begins. Proposals that identify the US as a case for comparative inquiry are welcome; however, proposals which focus predominantly or exclusively on the United States are not eligible.

FELLOWSHIP TERMS: The IDRF program provides support for nine to twelve months of continuous dissertation research outside of the United States for seventy-five fellows annually. Fellowship amounts vary depending on the research plan, with a per fellowship average of \$18,750. The fellowship includes participation in an interdisciplinary workshop upon the completion of IDRF-funded research.

DEADLINE: The 2010 IDRF competition deadline is **November 3, 2009**.

The IDRF Program is funded by the Andrew W. Mellon Foundation and administered in partnership with the American Council of Learned Societies.

For more information, please visit:
<http://www.ssrc.org/fellowships/idrf-fellowship/>
Questions can be sent to the IDRF staff at:
idrf@ssrc.org

RONALD & EILEEN WEISER PROFESSIONAL DEVELOPMENT AWARDS

FOR STUDY & RESEARCH AT THE UNIVERSITY OF MICHIGAN IN 2010

Call for Applications from Faculty in Selected Countries of Europe and Eurasia

The Ronald and Eileen Weiser Center for Europe and Eurasia at the University of Michigan invites applications for Weiser Professional Development Awards from faculty and artists at institutions of higher education in Armenia, Azerbaijan, Belarus, Georgia, Russia (Kaliningrad District), Kazakhstan, Lithuania, **Moldova**, Slovakia, and Ukraine.

Applicants are invited to propose projects in any field of research or teaching with a faculty partner at the University of Michigan. Candidates must have excellent oral and written English language skills.

The awards support short-term (2-4 week) research visits to the University of Michigan, Ann Arbor, and include round-trip airfare, housing, health insurance, and a modest per diem. Up to 10 awards will be granted for travel to Ann Arbor between January and April 2010 or September and December 2010.

Selection of awardees will be made through a competitive review of proposals at the University of Michigan. These awards are made possible thanks to a gift from Ambassador Ronald Weiser, U.S. Ambassador to Slovakia from 2001-04, and his wife, Eileen Lappin Weiser.

APPLICATION PROCESS: Applicants must submit:

- A completed application form
- Your CV
- A copy of your doctoral diploma or highest degree
- A copy of your passport photo page
- A two-page personal statement describing: a) the research or collaborative project you plan to pursue at the University of Michigan, b) your reason for applying for this opportunity, and c) how this opportunity will benefit your home institution
- An invitation from the University of Michigan school, department, and/or faculty partner with whom the research will be conducted; email invitation is acceptable. (For more information about U-M departments and programs, consult: <http://www.umich.edu>)
- One letter of recommendation from the rector or dean of your institution
- If you have taken the TOEFL exam in the last three years, attach a copy of your score report.

ELIGIBILITY: Applicants from Armenia, Azerbaijan, Belarus, Georgia, Russia (Kaliningrad District), Kazakhstan, Lithuania, **Moldova**, and Ukraine

Applications, including this writable PDF form, must be emailed by **October 30, 2009** to:
weiser@fulbright.edu.pl

JOHN S. KNIGHT FELLOWSHIPS FOR PROFESSIONAL JOURNALISTS

The John S. Knight Fellowship program gives international and United States (US)-based journalists an academic year at Stanford University, Palo Alto, California, working with Stanford faculty and regional resources to broaden and deepen their understanding of economic, historical, philosophical, social issues, and trends shaping the nation and world.



The one-year fellowships are granted annually to 12 US and up to 8 international editors, journalists, reporters, photographers, and radio and television broadcasters. The program focuses on innovation, entrepreneurship, and leadership to foster high quality journalism - including an emphasis on developing and strengthening press freedoms around the world. It seeks Fellows with a broad range of experience and skills. The program welcomes applications from all qualified international journalists, but will pay particular attention to international journalists who can have a direct impact on the development of a free press and flow of information in their countries, as well as international journalists from countries with a more robust press, especially those who would focus on innovation and entrepreneurship.

DEADLINE: December 15, 2009 (for international applicants)

All application materials, including letters of recommendation, must be submitted in English or in English translation.

More: <http://www.comminit.com/en/node/12755/2754>

WHAT ADMISSIONS FRENZY? THESE 258 COLLEGES STILL HAVE ROOM

*by Jacques Steinberg
The Choice, May 5, 2009*

Now that the May 1 deadline for incoming freshman to send deposits to many institutions has passed, the dust has settled sufficiently for colleges to determine whether they still have space in their freshman classes. For all the frenzy surrounding the rejection rates at the most competitive institutions, at least 258 other colleges still have sufficient room that they will consider freshman applications, according to an annual survey by the National Association for College Admissions Counseling that was released today.

Seventy-one percent of the colleges are private, and include Alfred University, Canisius College and Hartwick College in New York; Burlington College in Vermont; Curry College and Merrimack College in Massachusetts; Maryville College in Tennessee; Ohio Wesleyan University in Ohio; Ripon College in Wisconsin; and Azusa Pacific University in California.

Those public institutions with openings include Arizona State; the University of Arizona; the University of Idaho; Illinois State; the University of Iowa; the University of Maine at Machias; Fort Lewis College in Colorado, and more than a half dozen campuses of the State University of New York system, including Buffalo State, Cortland and Oswego.

If there is a trend here that is counter intuitive in these challenging economic times for applicants and colleges, it is this: NACAC says there were more colleges with vacancies on its list last year at this time (295). But before outsiders try to read too much into these figures, consider that NACAC only surveys its members, which represent 1,150 of the nation's 2,000 four-year colleges.

The full roster of colleges with space for freshmen - complete with contact information, though not the specific number of openings - can be found at:

<http://www.nacacnet.org/PublicationsResources/Research/SpaceAvailabilitySurvey/Pages/SpaceSurveyResults.aspx>

Source: <http://thechoice.blogs.nytimes.com/2009/05/05/what-admissions-frenzy/>

PEARSON OFFERS COMPETING TEST IN ENGLISH AS SECOND LANGUAGE

*by Eric Pfanner
New York Times, September 8, 2009*

Pearson, the British publishing company, has developed a test for English as a second language, seeking to compete with two nonprofit groups that currently dominate that fast-growing market.

The company plans to announce that it will start selling the Pearson Test of English Academic in October.

It will compete with the Test of English as a Foreign Language, or TOEFL, which is managed by an American organization, the Educational Testing Service, and with the International English Language Testing System, or IELTS, run by a British-Australian group.

Pearson estimates that about two million such tests are taken annually, mostly by business-school applicants and job seekers. With demand surging in places like India and China, the number of tests taken has doubled over the last four years, Pearson says.

Pearson said prices of its test would range from \$150 to \$210, depending on the country, roughly in line with its competitors. That means such tests, over all, generate several hundred million dollars in annual revenue.

"You can see why it's a significant operation for the existing nonprofit operators and why it's so attractive to us," said Mark Anderson, president of Pearson Language Tests. "It's a fairly commercial, competitive market already. We're going to make it more so."

Pearson says it has commitments to recognize its test results, or is in the process of getting them, from 770 educational programs. IELTS says its test is recognized by nearly 6,000 organizations.

Pearson said it would use computers rather than humans to grade its test, reducing the waiting time for results.

Source:

http://www.nytimes.com/2009/09/08/business/global/08pearson.html?_r=1&hpw

THE NEW SAT SCORE-REPORTING POLICY

Designed to reduce student stress and improve the test-day experience, Score Choice is a new score-reporting feature that gives students the option to choose the SAT scores by test date and SAT Subject Test scores by individual test that they send to colleges, in accordance with each institution's individual score-use practice. This allows students to put their best foot forward on test day by giving them more flexibility in score reporting. Score Choice is optional, and if students choose not to use it, all scores will be sent automatically.

Colleges continue to set their own score-use practices, which may vary from college to college. Different colleges use test scores in different ways and a "one size fits all" approach to college admissions does not reflect the diverse needs of colleges and universities. The College Board is enabling participating colleges to display their SAT score-use practices directly to students on collegeboard.com. This information is presented at the time that students are asked to send scores.



Students are encouraged to follow the score-reporting requirements of each college to which they apply, but their scores are not released for admission purposes without their specific consent. Colleges and universities will only receive the scores that students send them.

FAST FACTS:

- Students can select which scores they send to colleges by test date for the SAT and by individual test for SAT Subject Tests™.
- Scores from an entire SAT test are sent - scores of individual sections from different test dates cannot be selected independently for sending.
- Students can send any or all scores to a college on a single report - it does not cost more to send one, multiple or all test scores.
- Students are instructed to follow the different score-use practice for each college to which they apply.
- Score Choice is optional - if students do not use it, all scores will be sent automatically.
- Score Choice can be used on any score report that students send: the four score reports available through online or phone registration (applying to already scored tests) and additional score reports.
- Score Choice functionality is available to all students via the Web or by calling Customer Service toll free (within the United States).

ABOUT REGISTRATION SCORE SENDS:

- Students receive four free score reports with their SAT registration fee. We continue to recommend that students take full advantage of the four free score reports included with their registration.
- These score reports are meant to encourage immediate and early reporting of scores to colleges, even before the results are seen.
- The College Board processes scores for each SAT as quickly as possible after the test date. Scores are simultaneously sent to students, colleges, universities, and scholarship programs. Improvements in our overall score reporting process have successfully reduced the turnaround time for additional score reports.

FAQs:

Q: Is Score Choice available for both SAT and SAT Subject Tests score reports?

A: Yes. Students can select which scores they send to colleges by test date for the SAT and by individual test for SAT Subject Tests.

Q: Does using Score Choice cost more?

A: No. This feature can be used on any score report sent (the four score reports available through registration or additional score reports) at no additional cost to students. Our pricing policy, with respect to additional score reports, has not changed.

Q: Does Score Choice disadvantage students who don't take the test multiple times?

A: No. Research shows that students generally see modest score increases upon taking the test a second

time. If there are gains from further testing, they tend to be even smaller.

Q: What if students do not abide by a college's or university's score-use practice?

A: As a matter of integrity, students are expected to follow college admissions policies, and the same is true with respect to a student's sending of test scores to colleges. Students are responsible for complying with the admissions requirements of the colleges, universities, and scholarship programs to which they apply.

Q: Is there a loophole that allows colleges to "opt out" of Score Choice?

A: Colleges cannot "opt out of" or "reject" Score Choice. Score Choice is a feature available to students. Colleges set their own policies and practices regarding the use of test scores. The College Board does not release SAT test scores without student consent. This continues under Score Choice. Colleges, universities, and scholarship programs will receive the scores applicants send to them.

Q: Does Score Choice affect other aspects of SAT registration and score-report timing, policies or processes?

A: No. Score Choice allows students to select which scores are sent to institutions. It does not affect score-report timing or other policies and procedures that are not directly related to sending score reports.

Q: Should SAT scores be reported on high school transcripts?

A: The SAT Program recommends that schools do not place SAT scores on students' high school transcripts that are sent to colleges. Schools should encourage students to send official score reports to colleges. If a school still decides to send scores on a transcript, the SAT Program recommends that a school receive official consent from the student, parent or guardian before doing so.

Q: How will Score Choice affect score sends?

A: All test scores will be automatically sent to institutions with each score report if a student does not actively choose to use Score Choice. However, if a student chooses to use Score Choice, then the College Board will send only the scores that a student selects when sending a score report. This means that colleges cannot assume that all score reports include all student scores.

The method of score delivery (e.g., paper, CD, or Electronic Score Reports) is not affected by Score Choice. However, the College Board no longer automatically reports cumulative scores (a student's entire record of SAT scores). In the event a student requests that the College Board send a second score report to an institution, the second report will only include the unique set of scores selected by the student, which may or may not contain scores previously sent.

Important Note: When a student chooses to send all of their SAT scores each time they send a score report, they may choose to not send all of their SAT Subject Test™ scores on each report. Due to this, it is important to retain all of the score information sent by the College Board on behalf of the student.



Q: What's the best way to keep track of students' scores?

A: Since score reports may not reflect students' cumulative record of SAT scores, we recommend that institutions keep all score reports for each potential candidate. Regardless of whether an institution receives paper score reports, electronic score reports or CD score reports, the only way to ensure an institution has a record of all scores that a student has sent is to retain every report.

Note: Electronic systems that automatically delete and replace score records may not accurately reflect a student's full performance.

Source:

<http://professionals.collegeboard.com/testing/sat-reasoning/scores/policy>

ONLINE APPLICATION: SOMEWHERE BETWEEN AGONY & ECSTASY

by Janet Neff & Johnell Kelley

Online applications just haven't quite set our hearts a-twitter, according to a mini poll of grant writers, but they are being accepted as the way of the future. A 13-question survey*, hitting on various aspects of online applications, brought a small but vocal number of opinions.

While the respondents submitted about the same number of applications online compared to hard copy in any given month, they tended to believe the online applications took more time and the majority "cringed" at the prospect of online submissions.

"It adds another item to the list of things that can go wrong," said one respondent.

The wordsmiths' aggravations covered the gamut: inability to format, confirm receipt of the application in whole, stop and come back easily to the application, too impersonal and difficulty in setting up the original account.

On the other hand, the benefits of going electronic meant faster, leaner (no copies to make and no or fewer attachments) and no trips to the post office or overnight delivery services, consequently, a slim majority ruled in favor of the new way of doing things.

"Many (online applications) are short and sweet," said one very succinct grant writer, but ironically 78 percent thought word counts were too limited for their responses.

Most believed the online approach wasn't confusing or difficult (unless it was a NIH proposal and who would think those were simple in any format?) and required no extended computer expertise but just as many were apprehensive about lack of technical assistance when needed and equitable alternatives when computers went bonkers on deadline.

"I have had two major problems. The first ... so many people were on the online application that it was jamming and locking up and taking a long time for the submission to go through (pressing the deadline time)," said one grant writer. Naturally the technical assistant number was jammed too.

The second issue involved uploading a file that was too large even after compressing. The technical assistant allowed the attachment to be emailed so he could attach it to the proposal.

The message that seemed to emerge from the respondents' answers time and again was a feeling that the grant writer simply doesn't have the control that

goes along with preparing an application in the hard copy manner. There's a reliance on the unknown, even if it's never used, that isn't present in the old fashioned way of doing things: technical assistants you don't know, software programming that you've never used before, and so on. But there's also the realization that change is never easy. "If I am at a disadvantage so is everyone else so I guess it all works out," said one survey participant, replying to word count but applicable to the entire discussion.

*The responses to a 13-question survey provided the basis for this article. The sample was too small to provide any scientifically-relevant indicators but did provide for interesting discourse.

Source: <http://charitychannel.com/publish/templates/?a=13414&z=16>

TIPS FOR ONLINE APPLICATIONS

by Cheryl Kester

It's certainly not news to most of us that more funders are requiring applications or Letters of Inquiry to be submitted on-line. The complexity of these on-line methods ranges from simple e-mail forms with a few checkboxes and a "send" button to the ever-favorite Grants.gov.

Here are a few tips that can help make your transition into the world of on-line grant seeking a little easier.

1. Work Off-Line, not "Live." Compose responses in a word processor and paste them into the web form.

For many reasons, if you are responding to a question with more than a sentence or two, it makes sense to compose your response in a word processor where you can save it, edit it, think it over, count the words, run spell check, and treat it as carefully as you would a traditional print application.

2. Print Everything. Print a copy of any form before you submit it.

Before you click "submit," print off a copy of the form you've just filled out. You may not find out until after you've submitted that you get no other chance to keep a record of your application. While some sites offer you a printer-friendly version at the end, some don't. Assume the one you're working on won't.

3. Use Word Count. Some web forms may say "Describe Project Objectives," and then state that you must answer within 250 words, or even scarier, 3200 characters. Before you try to start counting letters on your screen, be assured that word processors provide an automatic word or character counting feature.

But, did you know that there are two ways computers count characters? One counts just letters and numbers, but one includes the spaces between characters in its total. Which method does your funder use? If you make sure your text does not exceed the maximum number of characters by asking your computer to count "characters with spaces," you won't have your prose truncated by a computer that counts differently than you do.

Other Tips for Using Word Count:

- using your mouse, select only the text you want counted before clicking "word count,"

or it will count all of the text of your entire document

- if you're handy with techie features, add a "word count" button to your toolbar
- always come in under the maximum word or character limit

4. Get the WHOLE Application Before Starting.

Some web sites require you to complete one page before you can even see what questions appear on the next page. You want to find a way to see all of the application questions before you begin filling out the form. You can do this by entering some placeholder text into any required fields so that you can proceed to the next page. Print out the pages or paste them into your word processor so that you have the entire application in one place. At the final page, click "cancel" or "back" to avoid submitting the application.

What you don't want is to waste your maximum number of words or your time answering a question on Page 2 that you would have answered differently if you had known about the questions on Page 3. Also, if you don't have all of the questions when you begin writing, you may have to stop in the middle to get additional information before you can proceed.

If the web site provides no way to save a partially-completed application in process, you will have lost all of your work up until that point.

5. Don't Be Afraid of Grants.Gov. If you can follow directions and give yourself enough time, Grants.gov is not as scary as it may sound.

There is a lot we could say about Grants.gov, but here are few highlights. The most complicated and time consuming part is registering with the Central Contractor Registry (CCR). While this is required before you can submit an application, you only have to go through this maze once.

TIP: If your organization is a university or hospital, some or all of the CCR process may have already been completed. Don't start from scratch unless you determine that you must.

Don't wait for the registration process to be complete before beginning work on your application. Anyone can access Grants.gov, download applications and compile an application without registering (you do have to download their free software to use their documents). The only thing you cannot do is submit an application via Grants.gov until your organization is properly set up with the CCR. This means that you can be working on the application while the CCR process is taking place.

Grants.gov provides very clear checklists under the "Get Registered" link. Print them off, and follow them carefully, and the registration process will actually proceed pretty smoothly.

Then, submit early. Grants.gov will notify you within 48 hours if it detects technical problems with your application. Leave yourself time to make corrections and re-submit by the deadline so that you're not disqualified.

6. Pay Attention to What Happens After You Submit. The job isn't necessarily done after you click "submit."

Does the funder request that you send your 501(c)(3) letter? Do they just say, "application received; don't call us; we'll call you"? Does the federal agency require you to fax a form to them?

Even though Grants.gov is supposed make submitting grant proposals to all federal agencies the same, it

hasn't. Read the RFP very carefully to find out what is required by the agency after you receive submission confirmation from Grants.gov. You may not find these instructions anywhere else but in the funding announcement. Different agencies require different post-submittal actions, and failure to complete these makes your application incomplete.

Sometimes e-mail or a web application may tempt us to treat that process as less formal or requiring less attention to detail than a traditional written proposal would. If you can avoid this pitfall, treat your electronic submissions with the same care as your other proposals, and leave yourself time to understand the technology, you will be less frustrated and will experience more success. Go forth and click "submit!"

Source: <http://charitychannel.com/publish/templates/?a=13190&z=16>

HOW IMPORTANT IS BUSINESS SCHOOL ACCREDITATION?

by Ross Geraghty
QS Top MBA Newsletter, May 2009

Business school accreditation has become as central to the selection process as the GMAT is to identifying the best candidates. So, what is business school accreditation and how important is it for candidates to consider?

Finding the right business school out of a list that tops 8,000 internationally isn't easy. For every MBA candidate there are numerous reasons for short-listing one school and not another. At QS topmba.com, the world's leading website for MBA information, we encourage candidates to spend significant time thinking about their personal interests and limitations to ensure their chosen school is the right one for them. Not every school suits every candidate, no matter how high their GMAT score or how well-ranked the business school might be.

Accreditation is a process that business schools volunteer for in order to get public recognition they have achieved a certain standard of education. Most business schools are accredited to some level, so it is worth asking an unaccredited school why they haven't chosen that route.

There are three international accreditation bodies. The Association to Advance Collegiate Schools of Business (AACSB), started as a body accrediting US and Canadian business schools, although it now accredits schools outside North America. The European Fund for Management Development (EFMD), has its accrediting body, EQUIS, which now accredits outside the European Union. Both accreditation bodies look at, and accredit, the school as a whole, taking in big picture issues such as resources, quality of faculty, and programs on offer.

Generally speaking EQUIS has a strong focus on business school diversity, largely as a result of its pan-European background. It also includes Executive MBA and part-time programs. For the AACSB, which accredits full-time MBAs, how a school uses its resources to bring it up to a top level is more important. The third body, the Association of MBAs (AMBA), based in the UK, accredits individual MBA programs rather than the school as a whole.

There are other accrediting bodies but these operate on a local level. The Central and East European Management Development Association (CEEMAN), for



example, accredits business schools in the Central European region.

So how important is it for an MBA candidate to consider accredited programs above unaccredited ones?

Nunzio Quacquarelli is managing director of the QS World MBA Tour. For the last 14 years, QS has taken top-level accredited business schools on tour to over 65 cities worldwide to meet MBA candidates. For Quacquarelli, accreditation is important, as long as the candidate's expectations are realistic.

"Accreditation provides a threshold of standard for business schools," he says. "The specific focus of each board is quite different so they are measuring different things. A candidate needs to understand what accreditation a school or program has received and why, before making their decision. It is important that a school is accredited either locally or internationally."

Durham Business School in the UK, is one of only 34 international business schools, of which 29 regularly attend the QS World MBA Tour, to be triple-accredited by the AACSB, AMBA and EQUIS. The school's Dean, Rob Dixon, says attaining all three kitemarks takes a business school a great deal of commitment and hard work but it is something that many top MBA programs strive for, at significant cost and effort. "There is no doubt that the independent endorsement and credibility of an accreditation kitemark is a standard of excellence worth striving for," Dixon says. "In today's crowded MBA market it [accreditation] provides students with a useful benchmark and starting point when deciding which schools to consider. However, one of the most important points about any accreditation is that it demonstrates a real commitment to quality and a process of continuous improvement and development."

Jerry Trapnell, chief accreditation officer from the AACSB, based in Florida, stresses that accrediting bodies are co-operative and not in competition with each other, due to their different philosophies and methodologies. "We have great respect for EQUIS accreditation and the schools that have earned it. EQUIS accreditation standards have a strong focus on how schools address internationalization among curricula, faculty, and students of the business school as well as relationships with corporations/businesses. AACSB clearly expects schools to prepare their graduates for work in the global economy and to seek appropriate input and counsel from various stakeholders to include employers, alumni, students, and faculty; however, we grant significant latitude on how this is accomplished."

Source: <http://www.topmba.com/mba-programs>

USEFUL LINKS

U.S. College & Career Info Resource:

<http://www.citytowninfo.com/education>

The site is called *CityTownInfo.com* and its College and Career Search Center offers:

CollegeMatch, a unique tool that allows students to enter a college and find others that are similar to it - useful for expanding a list of potential schools.

College Search Scout, an easy-to-use search engine to help students zero in on schools matching their interests.

Comparative Profiles, on 7000 colleges, universities, trade schools, and other post-secondary

institutions. Each profile includes a highlights section that displays each school's noteworthy characteristics relative to all other schools. Profiles can be browsed by city, state, alphabetically, or through *CollegeMatch* or *College Search Scout*.

U.S. City and Town Information, allowing students and others to research the places where each school resides with thousands of handwritten articles plus stats on crime, demographics, and more for 20,000+ cities and towns.

Extensive Career Information, for students researching occupations, including more than 1000 "career stories" - real-world reports from successful people working in the field.

U.S. Career and Education News, reported daily on topics such as financial aid and college admissions, plus a growing set of informative interviews with college career directors.

CityTownInfo.com is a respected resource referenced by hundreds of colleges and universities, public libraries, local, state and federal agencies, including *USA.gov* etc.

CampusCompare:

<http://www.campuscompare.com/>

CampusCompare is an interactive Web site geared to high school-age college seekers. The name derives from the option of selecting individual schools to compare to one another, along with the option to find a match for one's own academic interests and qualifications. This resource provides a fairly in-depth overview of colleges and universities, including information such as academics, admissions, campus life, diversity, financial aid, room and board, tuition costs, and more. Although the site holds data for over 3,000 colleges, information appears incomplete within some areas in many of the college overviews. Users may create a profile and enter information that pertains to their academic interests. Additionally, registered participants may leave comments and grade the schools using an A-F scale; thus users may obtain information not only from the Web site itself but also from other users. Although this communal sharing may detract somewhat from the credibility of the resources, *CampusCompare* is very clear about when the site is providing information and when outside users are adding their own content.

Besides researching specific colleges, users may save previously viewed information, use a financial aid calculator, and rate whether they are qualified for certain schools, as well as determine whether a school matches their interests. Other components of the site include a blog that provides advice for college seekers on topics such as where to place extracurricular activities and making the most of SAT scores. With both interactive and informative features, *CampusCompare* serves as a user-friendly, engaging resource for teens and others who are researching their academic futures. *Summing Up*: Recommended. High school students; two-year program students; general audience.

Quintessential Careers:

<http://www.quintcareers.com/>

This free site provides more than 4,000 pages of valuable career resources for college and graduate-level students, job seekers at all levels and in various industries, career changers, and career counselors. The many resources comprise career articles, a variety of



informative tutorials, college planning advice for both traditional and nontraditional students, a job database, and links to a wide range of career and job sites. The career articles are highly useful and written by experienced professionals in the field. In addition, users may subscribe to *QuintZine*, a free, biweekly career newsletter that provides useful information for all types of job seekers. The job search database is another useful feature. Its advance search capabilities allow job seekers to search by keyword, industry, and US state or international postings. Job seekers can receive job alerts by e-mail and post their resume to this site. In addition to the career advice articles, users may view streaming informational career videos provided by *CareerTV*. Videos are organized into several categories, e.g., by industry, company, and nationally by location. Other categories include videos on career advice and special *CareerTV* shows that discuss topics such as social responsibility and "top employers for women." The "videos by university" category is particularly valuable; it provides overviews of various universities and includes interviews of current students and faculty at these institutions.

See related:

CareerJournal <http://online.wsj.com/careers> &

Career Voyages <http://www.careervoyages.gov/>

Quintessential Careers contains a wealth of information and is a valuable online resource for all types of career-focused users.

Summing Up: Highly recommended. All levels.

CareerOneStop:

<http://www.careeronestop.org/>

Sponsored by the US Department of Labor, this excellent resource provides comprehensive, up-to-date, and reliable information on careers and job opportunities. The site is organized into six major areas: Explore Careers, Salary + Benefits, Education + Training, Job Search, Resumes + Interviews, and People + Places to Help. The home page also contains a link to a section titled ReEmployment Tools, which will be beneficial for those who have recently lost a job; this section also offers specific information on military transition and unemployment assistance following a major disaster.

CareerOneStop is useful not only for students and job seekers but for employers as well. Employers can post positions using a very sophisticated Job Description Writer. Two particular features of this site stand out: the comprehensive Explore Careers section, which encourages viewers to take a step back and really think about their career options; and the links to the One-Stop Career Centers, located in all 50 states, which provide job training referrals, career counseling, job listings, and similar employment-related services. One can download or print just about anything on the site, and navigation is quick and easy.

Other major job sites offer some sort of credible career guidance, but they tend to focus more on immediately pairing an inquirer with a job listing or college/university and do not provide crucial information and advice about the front end of the process as found on this site, e.g., spending time thinking about your career, your interests, and perhaps most important, whether your career interests are a real match with your skills.

Summing Up: Highly recommended. Anyone seeking career or job information.