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BESS Newsletter

Biosystems Engineering and Soil Science
Publications and Other Works

1-26-2009

BESS 1/26/09

Department of Biosystems Engineering and Soil Sciences

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From the Department Head...

While many of us may have started the year with New Year resolutions, the faculty and staff in BESS came back after the holiday with a full agenda.

Most of the departmental faculty and staff are involved in some aspect of the proposal preparation process for the upcoming round of USDA Agriculture and Food Research Initiative (AFRI) funding. This highly competitive research program was authorized under the 2008 Farm Bill, and replaces the former National Research Initiative.

BESS faculty have expertise in most of the six priority areas: 1) plant health and production and plant products; 2) animal health and production and animal products; 3) food safety, nutrition and health; 4) renewable energy, natural resources and environment; 5) agriculture systems and technology; and 6) agriculture economics and rural communities. We anticipate several proposals and letters of intent will be submitted soon, and hope that there will be some successful submissions from BESS.

Other news includes the recent recognition that Dr. John Wilkerson received at the recent UT Research Foundation Patent Awards Ceremony, where he was recognized for his patent "Systems and Methods for Fluid Dispensing."

On January 29, Dr. Joanne Logan will be the featured speaker and discussion leader in the university Centripetals program (details below).

Also, we received news that Darla O'Neill completed the study and examination process to be recognized as a Certified Professional Secretary (CPS).

And congratulations to our newest Professional Engineer, Wesley Wright, who has passed the Principles and Practice of Engineering Examination.

We wish all our BESS friends success with any resolutions, and hope you have a happy and productive New Year!

---Eric Drumm

Student Profile



KATIE BETH GASSAWAY graduated from UT in December 2008 with a degree in Environmental and Soil Sciences, Soils Science concentration.

Geology and Science has been an interest to Katie since was young. Dr. J.T. Ammons' Soil Morphology class was her favorite, as it is a hands-on class where she learned a lot very quickly. She felt very at home in Dr. Joanne Logan's Introduction to Soils class, with an interesting subject and good classmates. Her interest in Soils is shown by extracurricular involvement: Katie participated in 3 soil judging trips, and with 3 others re-started the Plant, Soil, & Environmental club in 2004.

Katie volunteered at a summer program suggested by Dr. Neal Eash, at the Big Horn National Forest in Wyoming. She was the resident Soils expert in a Archeological Field School. This "geo-archeological" field really interests her.

Graduate School is possible, as Katie does not feel that she is finished learning. However, she believes working in the Soil Science field will help her decide if more school is needed. She is currently looking for a position in consulting, perhaps involving Forestry.

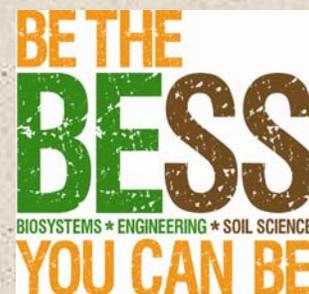
Katie is glad to have finished her undergraduate degree, but said she will miss the people here.

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Please submit news items to
 Darla O'Neill at
doneill1@utk.edu
 Archived issues will post to our
[departmental website](#).
 To subscribe (or unsubscribe),
 email doneill1@utk.edu



UNIVERSITY STUDIES PROGRAM CENTRIPETALS LUNCHEON

Thursday, January 29, 2009; 12:00 – 1:30 p.m., University Center Crest Room (2nd Floor)

Joanne Logan Presents:

"Community Waters: The Acequia Culture of the Southwestern U.S."

Join Dr. Logan in a media-enhanced discussion of the fascinating acequia culture found in Mexican-American areas of the southwest. It is prevalent in small agricultural communities of the upper Rio Grande region of New Mexico and southern Colorado. The acequia culture, which has its origins in Pueblo Indians, Spanish conquistadors, Mexican immigrants, and exotic Moors, is rooted in community-based, grassroots irrigation canals and projects. Dr. Logan will also comment on how the traditional community water rights valued by the Mexican American Acequia Associations can serve as examples for small communities in developing countries such as Guatemala, where government water projects have generally failed to provide a reliable and safe source of domestic water to rural communities.



"As an Adjunct Faculty Member that is rarely seen at UT, I thought I should let you ... know about some of my professional activities in which I identify my UT connection. The most recent was that I was invited to give a presentation on the Status of Bioenergy in the U.S. at a major forestry meeting in Brazil. I was the only non-Portuguese, non-Spanish speaker present. You can find my presentation at the following website. <http://www.m2008.com.br/palestras.php>. Attached is a photo taken by my husband during the presentation. Perhaps this would be of interest to some. I would be very willing to repeat the presentation for students or staff in BEES if there is interest. I am also sharing this with Tim Rials and others in the Forestry Department." ---Lynn Wright

CASNR INFO & CALENDAR

[Return to
Front
Page](#)

Innovations in Engineering Education, Curriculum, and Infrastructure (IEECI)

Program Announcement NSF 08-610

Full Proposal Deadline(s) (due by 5 p.m. proposer's local time): **March 11, 2009**

The Innovations in Engineering Education, Curriculum, and Infrastructure (IEECI) program supports research which addresses four aspects of engineering education: (1) how students best learn the ideas, principles, and practices to become creative and innovative engineers, and how this learning is measured, (2) how application of cyberlearning resources of networked computing and communication, interactive visualization capabilities, and well designed user interfaces can be used to develop easily transportable tools and systems with low barriers to adoption which significantly improve learning, (3) integration of sustainability into engineering education, and (4) future directions of U.S. engineering doctoral programs.

Anticipated Type of Award: Standard Grant or Continuing Grant

Estimated Number of Awards: 35 to 40 Two types of awards will be supported: Expansion Projects (approximately 10 grants are anticipated) will only be available for area (1), Innovations in Teaching and Learning. Exploratory Projects (25-30 grants are anticipated) will be available in areas (2-4).

Anticipated Funding Amount: \$150,000 to \$400,000 Anticipated Funding Amount: The total anticipated funding in FY09 for projects associated with this announcement is \$8,500,000. Funding is contingent upon availability of appropriations. Expansion Projects will be funded at a level of up to \$400,000. Exploratory Projects will be funded at a level up to \$150,000, but exploratory projects involving multiple universities may apply for grants up to \$200,000.

For more info: <http://www.nsf.gov/pubs/2008/nsf08610/nsf08610.pdf>

UT-K & COE INFO & CALENDAR

KIDS U SUMMER CLASSES

UT Professional and Personal Development, University Outreach and Continuing Education is looking for interested instructors and courses for Kids-U classes this summer. Kids U classes run from June 1- July 31.

Our award-winning Kids U courses are exclusive, summer-only opportunities for area kids in grades 4 - 12. Children come to UT and work with faculty, staff, and graduate students. Classes are offered in June and/or July for three day sessions or week long sessions, in the morning or afternoon.

If you are interested in teaching or proposing a course, please call Jennifer Bennett at 974-2981 or email jbenne15@utk.edu. A course proposal (request form if interested) should be submitted no later than **Friday, Feb. 13**.

CONTACT: Jennifer Bennett, Program Coordinator, UT Professional and Personal Development, 313 Conference Center, Knoxville, TN 37996, 865-974-0150, jbenne15@utk.edu, www.outreach.utk.edu/ppd

CFW - Call for Nominations:

Angie Warren Perkins Award

Nominations due: February 16, 2009

The Commission for Women requests nominations for the Angie Warren Perkins Award, to be presented at the Spring 2009 Chancellor's Honors Banquet. The award, named for the first Dean of Women at the University, will honor a woman who is outstanding in campus governance or administration. Candidates shall be at the level of department head, director, or below; all nominees shall be regular, full or part-time employees with a minimum of one year's continuous service at UT. No recipient of the award within the past five years is eligible. The award will include a monetary prize. Nomination forms, and a list of recent award winners, are available on the Commission's website:

<http://cfw.utk.edu>. Completed nomination form and a current CV or resume should be submitted by email to Dr. Nancy Goslee (ngoslee@utk.edu). For additional information, call Dr. Goslee at 974-6967.

Women of Achievement Awards

Nominations due: February 16, 2009

The Commission for Women seeks nominations for the Women of Achievement Awards. These awards, to be presented at the Spring 2009 Chancellor's Honors Banquet, will honor women who have, through extraordinary accomplishments in either a traditional or non-traditional area, significantly improved the status of women within the University community. Categories include staff (exempt and non-exempt), faculty, and students (graduate and undergraduate). Nomination forms are available on the Commission for Women website: <http://cfw.utk.edu>. Nomination forms should be emailed to Dr. Nancy Goslee (ngoslee@utk.edu). For additional information, call Dr. Goslee at 974-6967.

STUDENT MOTIVATION: PROBLEM SOLVED?

by Paul E. Garrett, Dean of Academic Affairs, ITT Technical Institute, Columbia, South Carolina. PGarrett@itt-tech.edu

In my years of teaching and developing faculty members, I have heard every excuse in the book for why some of our -mostly non-traditional--students aren't performing up to par. Most of the excuses come in the form of statements like, "She's just not motivated", "He just here because his parents want him here." "He's just using up his GI bill," "She doesn't want to be here." or -horror of horrors- "He doesn't belong here." These statements point to elements that may seem to the teacher to be beyond their control. When asked "who is responsible for student motivation at an institution of higher learning, faculty members will often put the onus solely on the student. After all aren't they all adults? Shouldn't faculty members be concerned delivering the wisdom of their years and inculcating the students with the knowledge and skills required to master the subject rather than worrying about things like who wants to learn and who doesn't?

In a perfect world, high school graduates would all arrive on campus ready to become little sponges of knowledge; to hang on every word of their wizened professors; show up early and often; to stay late, and pepper the teacher with cogent, topical questions that move the learning in the right direction.

Too often this is not the case. Sometimes faculty members do wonder if the student realizes how much tuition money they are frittering away. As faculty members, we need to take ownership of student motivation, as often it could be things we are doing-and not doing that causes students' enthusiasm to wane. Below are three elements that are in full control of any competent faculty member, that if manipulated properly, will often improve student moral and motivation.

1) VALUE: Do the students value the course material? Do they see an immediate, practical application? Or is it something they'll use in two three or four years. The sooner the students can apply their newfound knowledge, the better. Is there a lab with the course? Can you point out how the classroom theory is going to be applied in their labs? Can you build an application into your theory course, or apply it to the world outside the classroom? Are you, as the teacher, enthusiastic about the subject? Or is it something you have to get through so you can get back to your research? If you act bored with the class or topic, that will lower the value to the students. Even if it's not your favorite subject, even if you've taught it a hundred times, even if you see it as an obstacle to your "real" work, look for ways to make it interesting to you and at the least, make it valuable to the students.

We are a technical school. We teach technical and computer subjects and our students often don't understand why English Composition is important. I explain to them that being able to write an excellent resume or proposal, once mastered, will always be virtually the same, that this will help them write excellent lab reports in their other classes, and that while they will constantly be re-learning the technology, it is their ability to communicate effectively that will have the most impact on their future careers. CONFIDENCE: Students are often reluctant to reveal a lack of confidence in their ability to master the material for fear of losing the respect of their peers or their teachers. Research shows that overconfidence is often as dangerous as lack of confidence in learning a skill. As a teacher it is a good idea to look for ways to boost the confidence of your students by offering plenty of positive reinforcement, and adding enough challenge to the course to prevent students from becoming overconfident and having the course lose value for them. Reward students for critical thinking and participating in class discussions, even if their answers are off the mark, while gently nudging them in the right direction. This type of corrective feedback pays off.

MOOD: What is the mood of your classroom? Is there an excitement about the subject and an eagerness to move forward? Or do students drag into the room and sit sullenly, averting eye contact with you or their fellow students? Are you one of those teachers who begin the semester with "Look to your left and your right: One of you won't be here at graduation.?" I have always believed that there is an element of showmanship in good teaching. Whether you believe that or not, research has shown that lightening the mood in a classroom increases motivation. We've all shown up for meetings wherein the mood was dull and drab, or even hostile. How much more productive are those meetings where the atmosphere is upbeat and the facilitator kept things on an even keel. Many of the behaviors that add value to the class also improve the mood. Enthusiasm is contagious. So is boredom. In "Talking about Leaving", a study of why students drop out of science and engineering programs, the authors reported one of the main student complaints was a lack of enthusiasm by their instructor. The students reported that their faculty member didn't have time to answer their questions, but always referred them to the TA. Others said their faculty member came to class unprepared or made them feel like teaching the class was a necessary evil that they had to endure so that they could get back to their research. Keep an eye on the mood of your class. If necessary, stop the class and address the issue: "It seems that you guys are out of sorts this morning. What can I do to help us get on the right track?" Often the very act of letting the students know you recognize their mood and are willing to work with them may lighten the atmosphere.

If your students' motivation seems to be flagging, before blaming them, take a step back and look at the value the students hold for the subject, their confidence, and the mood of the class. Chances are, if you can improve one or more of these areas, you can improve your students' motivation and improved learning will almost certainly follow.

References:

Seymore, Elaine, and Nancy Hewitt. Talking About Leaving. Boulder: Westview, 1997.
Stolovich, Harold & Erica Keeps. Tellin' Ain't Training. Alexandria, VA.: ASTD, 2003

Above article provided by Rick Reis reis@stanford.edu at Tomorrows-Professor Mailing List.
Subscribe by going to: <https://mailman.stanford.edu/mailman/listinfo/tomorrows-professor?>

EXTENSION INFO & CALENDAR

[Return
to Front
Page](#)

\$58.4 MILLION TO PRODUCERS, ENTITIES THROUGH NEW CONSERVATION PROGRAM

WASHINGTON, Jan. 14, 2009-Agriculture Secretary Ed Schafer today announced that up to \$58.4 million in financial assistance is available to agricultural producers and entities through the **Agricultural Water Enhancement Program (AWEP)**, established in the new farm bill to promote ground and surface water conservation and water quality improvement. USDA is seeking project proposals from potential partners through this program. A Request for Proposals was published in the Federal Register today. Proposals must be submitted by **March 2, 2009**.

The AWEP Request for Proposals can be viewed at the USDA-Natural Resources Conservation Service's (USDA-NRCS) <http://www.nrcs.usda.gov/programs/farmbill/2008/interim-rules.html> Web site; at the official government regulation <http://www.regulations.gov/search/index.jsp> Web Site; and at the Federal Register. <http://www.gpoaccess.gov/fr/>

The Food, Conservation, and Energy Act of 2008, or 2008 Farm Bill, established AWEP as a component of the Environmental Quality Incentives Program (EQIP), USDA's largest conservation program on working agricultural lands. All EQIP requirements and policies will apply to AWEP.

USDA-NRCS administers EQIP, a voluntary conservation program that provides technical assistance and payments to help crop and livestock producers address environmental concerns through conservation improvements on agricultural and non-industrial private forests lands. Farmers and ranchers can use EQIP to farm in an environmentally friendly manner and still meet their agricultural production goals. In addition, it is designed to produce significant environmental benefits to the public, such as improved soil, water and air quality, and enhanced wildlife habitat. The new farm bill expanded EQIP to include AWEP. AWEP offers financial and technical assistance to help farmers and ranchers carry out water enhancement activities that conserve ground and surface water and improve water quality on agricultural lands such as cropland, pasture, grassland and rangeland.

Agricultural water enhancement activities include:

- * water quality or water conservation plan development;
- * water conservation restoration or enhancement projects, including conversion to the production of less water-intensive agricultural commodities or dry land farming;
- * water quality or quantity restoration or enhancement projects;
- * irrigation system improvement or irrigation efficiency enhancement;
- * activities designed to reduce drought's impacts; and
- * other related activities that will help achieve water quality or water conservation benefits on agricultural land.

Under this new program, USDA-NRCS can contract directly with agricultural producers who are included in approved partner proposals.

Eligible partners include federally- recognized tribes, states, units of local government, or agricultural or silvicultural associations. Producers who apply for AWEP assistance must meet EQIP eligibility requirements. All AWEP funding must go to producers. Like EQIP, contract terms for producers under AWEP run from 1 year to 10 years.

Agricultural producers in selected project areas can apply for available AWEP funds at their local USDA service center. For additional information about the AWEP under EQIP, please visit <http://www.nrcs.usda.gov/programs/EQIP> or call (202) 720-1845 during business hours.

EPA REGION 4 2009 STRATEGIC AGRICULTURE INITIATIVE (SAI) REQUEST FOR PROPOSALS DUE FEB 28, 2009

AGENCY NAME: U.S. Environmental Protection Agency (EPA), Region 4; Air, Pesticides, Toxics Management Division

FUNDING OPPORTUNITY TITLE: Strategic Agricultural Initiative (SAI): FY09 Request for Applications

FUNDING OPPORTUNITY NUMBER: EPA-R4-SAI-09-001

ANNOUNCEMENT TYPE: Request for Applications – Initial Announcement FY2009

CATALOG OF FEDERAL DOMESTIC ASSISTANCE (CFDA) NUMBER: CFDA 66.716 – Surveys, Studies, Demonstrations, Educational Outreach, and Special Projects

EXECUTIVE SUMMARY: The U.S. Environmental Protection Agency (EPA) Region 4 is soliciting applications to help implement the Food Quality Protection Act (FQPA) and to support efforts by the agricultural community to “transition” away from high risk pesticides (Organophosphates, carbamates, and Fumigants) to the use of less and reduced risk pesticides, alternative methods of agricultural pest control, and sustainable practices in food production. The program supports grants for education, extension, demonstration, and studies for FQPA transition and reduced risk practices for pest management in agriculture, especially on minor use crops (most fruits and vegetables).

FUNDING/AWARD: The total estimated funding for this competitive opportunity is approximately \$268,000. EPA anticipates awarding 2-3 grants from this announcement, subject to availability of funds and the quality of proposals received. The maximum award is \$100,000.

For more information, please see Dave Stone.

EXTENSION INFO & CALENDAR

[Return
to Front
Page](#)

Request for Proposals: 2009 4-H National Youth Science Day Experiment:

I am forwarding an email to you from National 4-H Headquarters via Dr. Cross regarding the 2009 4-H National Youth Science Day Experiment. Please share this with faculty and staff in your department. I hope that you carefully examine this RFP and its potential for your department's national exposure. I will be delighted to work enthusiastically with you in this endeavor.

Also included is information about 4-H SET [editor's note: if interested, please ask Darla for a copy of these two documents – doneill1@utk.edu].

4-H SET is a response to the growing concern of SET (or STEM) illiteracy in America, and its potential consequences. As you read through the literature, pay careful attention to what is called "SET Abilities." These abilities are a set of life skill outcomes, and is the focus of 4-H SET programming. Theoretically, 4-H SET goals may be accomplished by a large majority of Tennessee 4-H project areas. As the theory of 4-H SET becomes a potential reality in Extension programming, I hope to increase my work with you to accomplish our collective goals of UTIA youth outreach.

Regards,

Daniel Sarver
Extension 4-H Specialist
Tennessee 4-H SET Liaison
University of Tennessee
205 Morgan Hall
2621 Morgan Circle
Knoxville TN 37996-4510
865-974-7436
FAX: 865-974-1628

Due to the tremendous interest expressed by 4-H faculty and staff at Land-Grant Universities during the 2008 4-H National Youth Science Day, the National 4-H SET Leadership teams (including staff from National 4-H Headquarters at USDA and National 4-H Council) are inviting all Land-Grant Universities to consider submitting experiment ideas for youth to conduct during 2009 4-H NYSD and providing leadership with experiment implementation. All proposals must be submitted based upon the attached Call for Proposals.

To view information about the 2008 4-H National Youth Science Day, please go to 4-h.org/NYSD

The LGU that submits the winning proposal will receive a \$10,000 award to be used to support the creation, leadership and implementation of the experiment.

In an effort to share the experiment with 4-H programs by early summer, LGUs will need to submit proposals by **4:00pm EST Thursday, March 5, 2009**. The top submission will be selected by **March 30, 2009** and will be asked to finalize the experiment based on National 4-H SET Leadership feedback by the end of April. The final 4-H NYSD Experiment and materials will be shared with the 4-H System in early **June, 2009**. Submissions are to be sent to:

natl4hcurr@csrees.usda.gov

Ryan J. Schmiesing, Ph.D.
National Program Leader, Mission Mandates
National 4-H Headquarters
Families 4-H and Nutrition
Cooperative State Research, Education, and Extension Service, USDA
202.720.5075
202.720.9366 (fax)
rschmiesing@csrees.usda.gov

Please see Dave Stone for the full RFP

AgResearch INFO & CALENDAR

[Return to
Front
page](#)

GRANT WRITING TIPS IN THE CHRONICLE OF HIGHER EDUCATION:

The link below leads to a very nice, short article summarizing some important concepts and tips in grantsmanship. The article is available at: <http://chronicle.com/jobs/news/2005/02/2005022101c.htm>

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PLEASE NOTE ADDRESS CHANGE:

For Your Information:

Due to the renovation of Brehm Animal Sciences Bldg. **ETREC is now located at 3209 Alcoa Hwy.** (UT Plant Sciences Farm). All correspondence needs to be sent to:

East Tennessee Research & Education Center, **3209 Alcoa Hwy, Knoxville, TN 37996-4576.** ETREC phone and fax numbers will remain the same.

---John Hodges, III Research Center Director

DoD BAA POSTINGS

The office of research has created a page with links to DoD BAAs for a convenient one-location doe DoD opportunities. <http://research.utk.edu/funding/baa.shtml>

---Dr. J. Wesley Hines, Interim Associate Dean for Research and Technology, College of Engineering

THE 2009 NSF / AAAS VISUALIZATION CHALLENGE

You See It All

The elegance of the soaring structure, the beauty of the fine detail, the mystery of the hidden pattern, the insight of the novel perspective — you see it all. In your work, in your mind's eye, on the computer screen or the lab bench, through a camera's lens or an artist's imagination — you see it all. Now show the rest of us and claim the recognition of the world.

ENTRY DEADLINE: SEPTEMBER 15, 2009

The 2009 International Science & Engineering Visualization Challenge is co-sponsored by the National Science Foundation (NSF) and the journal *Science*, published by the American Association for the Advancement of Science (AAAS).

Awards categories include: Photographs/Pictures, Illustrations/Drawings, Informational/Explanatory Graphics, Interactive Media, and Non-Interactive Media.

Winning entries will be published in a special section of the February 19, 2010 issue of the journal *Science* and *Science Online* and on NSF's website. One winning entry will appear on the front cover of *Science*.

For more information, see: <http://www.nsf.gov/news/scivis>

UTIA INFO & CALENDAR

[Return to
Front
Page](#)

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East Tennessee Research & Education Center, **3209 Alcoa Hwy, Knoxville, TN 37996-4576.**

ETREC phone and fax numbers will remain the same.

John Hodges, III
Research Center Director

JOB ANNOUNCEMENT:

We are looking for a candidate to fill the following position immediately in our department. This position is supported by grant funds and is not subject to current UT hiring restrictions. The position will be helping to implement several new grant programs funded by the US Department of Homeland Security. If you know of a candidate that might be looking for a position in these tight budget times, please encourage them to submit their application to the University of Tennessee Department of Human Resources. The position is currently posted on the UT job list. Questions can be directed to Ms Ann White at awhite26@utk.edu. The position listing appears below.

Thank you,

Dr. Sharon R. Thompson, Director
Center for Agriculture and Food Security and Preparedness
College of Veterinary Medicine

ADMINISTRATIVE SPECIALIST II-Comparative Medicine- Pay Grade 36, Regular, F/T High School diploma required. Bachelor of Science degree strongly preferred. Minimum of four years administrative experience and coordination of travel. Knowledge of grants and budgets. IRIS experience is strongly preferred. MS Word and Excel required. Strong written and verbal skills, word processing, data entry, ability to prioritize and manage multiple tasks. This position is grant funded.

Req Number: 08-1574541A

STUDENT INFO & CALENDAR

[Return to
Front
Page](#)

RESEARCH OPPORTUNITIES AT ORNL -UNDERGRADUATE, POST-BACCALAUREATES, AND GRADUATE STUDENTS

Oak Ridge National Laboratory (ORNL) has a long history and interest in providing hands-on research experiences to students at all academic levels. Over the years, these research experience programs have enhanced students' academic curricula and at the same time have helped the Laboratory (1) develop its own workforce and (2) contribute to the national vision for excellence in science, mathematics, engineering, and technology. ORNL is a multi-program science and technology laboratory managed for the U.S. Department (DOE) by UT-Battelle, LLC. Scientists and engineers at ORNL conduct basic and applied research and development to create scientific knowledge and technological solutions that strengthen the nation's leadership in key areas of sciences, engineering, mathematics, and technology. ORNL scientists are also fully supportive of their responsibility to help mentor the next generation of scientists.

Eligibility: You must meet the qualifications of all programs if you would like to complete an application. You can find the eligibility requirements on the programs web sites.

Selection: Applicants are selected based on academic achievements and scientific interests.

Stipend: Participants will receive a stipend based on academic level. Plus some programs provide a housing allowance, and one round trip to and from the lab from your university or home. Certain eligibility requirements will need to be met in order to be eligible for the housing and travel. See information provided on web site.

Application: Please visit <http://www.orau.gov/orise/edu/ornl/default.htm> to learn more about educational programs at Oak Ridge National Laboratory. Applications must be submitted via the website. See the programs web sites for deadline dates.

***Science Undergraduate Laboratory Internships at Oak Ridge National Laboratory (**for undergraduates only**) <http://www.scied.science.doe.gov>. Contact information is Terry Howard, terry.howard@orau.org

***Higher Education Research Experiences at ORNL (**undergraduates, recent graduates, graduate students, and faculty**) <http://www.orau.gov/hereatornl>. Contact information is Cheryl Brown, cheryl.brown@orau.org

GRADUATE TEACHING ASSISTANTS IN THE ENGINEERING FUNDAMENTALS DIVISION FOR FALL, 2009

Now accepting applications for Graduate Teaching Assistants in the Engineering Fundamentals Division for Fall, 2009. Interested graduate students may apply online at <http://ef.engr.utk.edu/ef-2008/gtaapp>. Application deadline is **March 1**.

UMASS AMHERST REU IN CELLULAR ENGINEERING:

This summer, UMass Amherst is once again host to a **Research Experience for Undergraduates (REU) in Cellular Engineering**. For more information, students may visit: www.umass.edu/ice and click on "ICE REU Program".

The application deadline is **February 27, 2009**.

THE GRAND CANYON SEMESTER, NORTHERN ARIZONA UNIVERSITY, FALL 2009 – DUE FEBRUARY 15, 2009

COME STUDY AT THE GRAND CANYON, THE OLDEST CLASSROOM ON EARTH!

The Grand Canyon Semester is co-sponsored by Northern Arizona University and Grand Canyon National Park in an innovative partnership. Throughout the semester students work with experts from the Park, the U.S Geological Survey, the Bureau of Land Management, Bureau of Reclamation, as well as NAU faculty and staff. Students typically complete 16 hours of upper division credit, including an independent research project. The courses are taught cooperatively, and faculty members are involved in all aspects of the curriculum. All students enroll in all classes, creating a cohesive community for the term – and long after. Participants spend time on the campus of Northern Arizona University, the south rim of the Canyon, on numerous extended field trips around the region, and on a Colorado River trip through the Grand Canyon – the highlight of the semester for most students!

Courses for Fall 2009 include: GCS 350 Managing Grand Canyon National Park; GLG 303 Grand Canyon Natural Science; PRM 446 Wildland Protected Area Management; POS 347 Environmental Politics of the Colorado Plateau GCS 352 Grand Canyon Aesthetics. For more information, costs, and application form, go to www.nau.edu/grandcanyonsemester, or email grandcanyon@nau.edu.

GLOBAL VENTURE CHALLENGE 2009 AT OAK RIDGE NATIONAL LABORATORY: Teams, get ready to innovate!

We are pleased to announce the third annual **Global Venture Challenge** being held **March 25-27, 2009** in Oak Ridge, TN. This unique educational event is hosted by Oak Ridge National Laboratory (ORNL) and the University of Tennessee to promote and encourage entrepreneurship and innovation in technology-based businesses while fostering the entrepreneurial spirit among students, educators, industry, science leaders, government and the investment community. Up to **\$25,000** is awarded to the winning teams for the **ORNL Graduate School Energy Challenge**. For more information, visit www.globalventurechallenge.com. Contact: Jennifer Palmer, GVC Managing Dir. palmerja@ornl.gov.