BESS NEWS

BIOSYSTEMS * ENGINEERING * SOIL SCIENCE

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Welcome to the latest BESS News.
Be sure to check out the current Funding Opportunities by using the links to the right!

BESS Funding Opportunities

From the Department Head

We wish everyone a healthy and productive 2011, and a great start to the Spring 2011 semester. Welcome back students!
This issue of the newsletter contains a excerpt from the January issue of CSA News, titled "Reclaiming our Turf." This article discusses issues facing Soil Science departments around the country, as they find growing interest in their Environmental Science programs at the expense of the more traditional Soil Science programs, and challenges related to marketing and promoting both programs. Some of the issues related to accreditation of Soil Science programs are also discussed. I suggest this is a good read for all of us in the Department of Biosystems Engineering and Soil Science.
I hope you and your families all have a great 2011!
Eric

Use the links below for faster access to the information you want to read!

"Reclaiming our Turf"
BESS News
Student News and Opportunities
Research
NSF-"Dear Colleague" Letter
Workshops
Obituaries

Be sure to check out the currently available:
BESS Funding Opportunities – Click here to view full details of the current funding opportunities.

Crops, Soils, Agronomy

csa news

January 2011

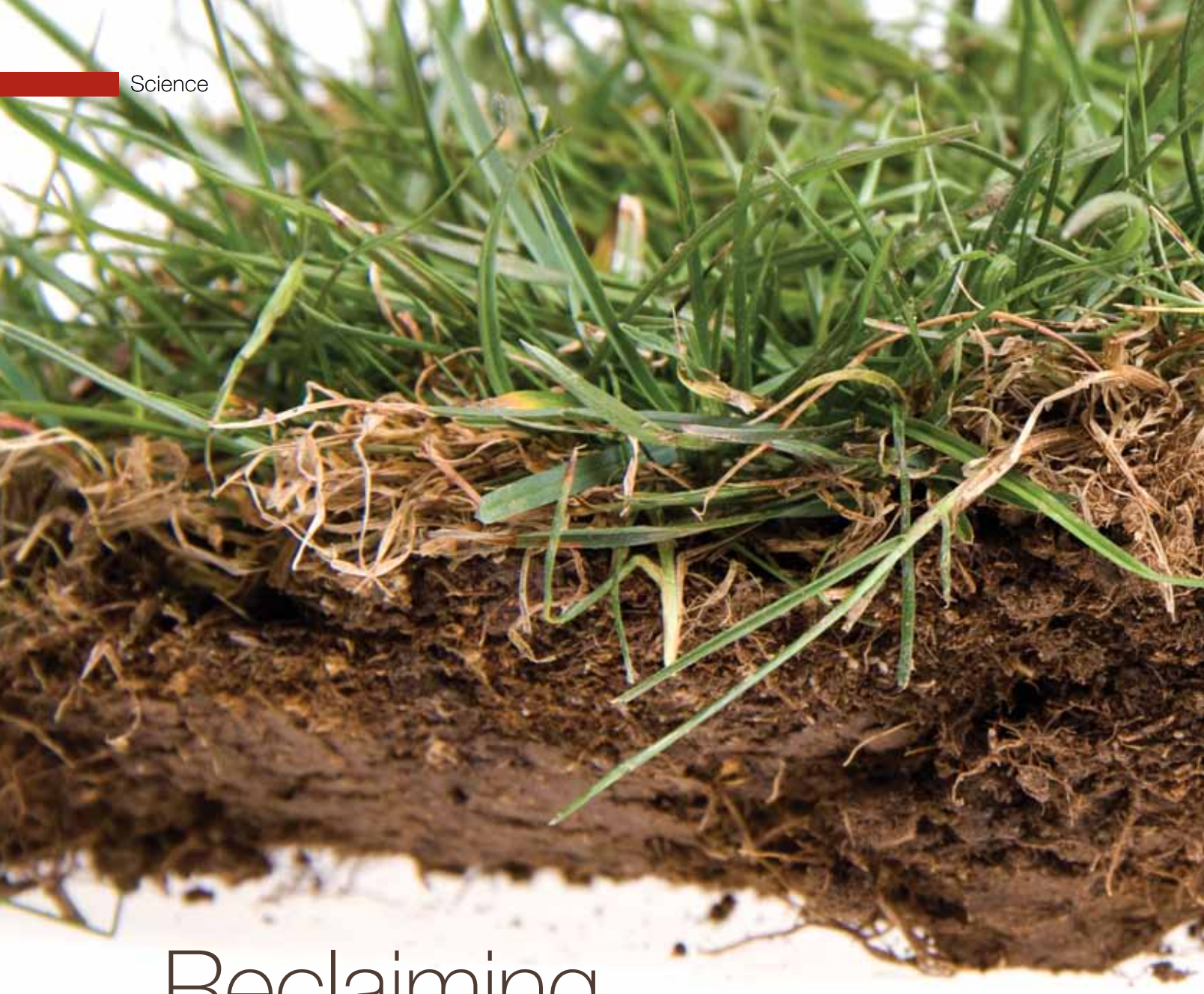
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Crop Science Society of America | Soil Science Society of America | American Society of Agronomy



soil scientists seek to grow the profession and bolster its image

Reclaiming our TURF



Reclaiming our TURF

soil scientists seek to grow the profession and bolster its image

By Madeline Fisher



A film about soil might seem like a doubtful draw for viewers. But in 2009, the documentary, *Dirt! The Movie*, debuted at none other than Robert Redford's independent film showcase, the Sundance Film Festival. Narrated by the actress Jamie Lee Curtis and promoted by other celebrities, *Dirt!* later aired nationwide on PBS, propelled by reviews that called it thought-provoking, invigorating, and fun.

Not bad for a movie whose sole aim was to take audiences inside the "wonders of the soil." Yet even for such a film, "soil" itself was something of a dirty word, as Certified Professional Soil Scientist and Classifier Larry Baldwin discovered when he got a chance to talk with one of the filmmakers.

"I asked him, 'Why did you call it *Dirt! The Movie*? Why not *Soils! The Movie*?'" recalls Baldwin, who is vice president of the North Carolina environmental consulting firm Land Management Group, Inc. and an SSSA member. "And he said, 'Because the word 'soils' has no marketing to it.'"

So it has gone with soils of late; the subject seems to hold scant appeal with the public. Students have been turning away from soil science in droves, leaving academic departments scrambling to reinvent themselves in order to survive. During the 1990s, membership in SSSA dropped significantly, although the numbers have since rebounded. Meanwhile, consultants like Baldwin have seen engineers, geologists, and other professionals muscling in on the rightful work of soil scientists.

All of this has led to a "groundswell of concern about where this profession is going," says SSSA member Nick Balster, an associate soil science professor at the University of Wisconsin–Madison who studies soil science education. It has also led to action by SSSA. A group of Society leaders has been teleconferencing monthly to discuss the issues, Baldwin says. In the meantime, an Advocacy/Education Task Force, convened in 2007 to study education and employment trends, published its results and conclusions in the September–October 2010 issue of the *Soil Science Society of America Journal* (74:1429–1432). And last July, Dawn Ferris joined the Society as Soil Science Program Coordinator. Her charge: To improve relations between SSSA and state soil science societies, expand certification and licensing programs, and increase continuing education opportunities for professionals.

The steps are all extremely positive. Still, if soil science is going to bolster its image and gain the recognition it deserves, it will take not only a groundswell of concern, but also of thought and action. Ferris recommends that everyone read the task force's paper on trends in soil science education and employment as well as the article, "Growing the Soil Science Profession through Investment, Vestment, and Validation," published in the March–April 2010 issue of the *Soil Science Society of America Journal* (74:453–460). She encourages members and certification holders to contact the Society with their questions, comments, and ideas.

"I really encourage people to talk with us," Ferris says. "That's how things are going to happen."

Ferris herself has been involved in the SSSA for nearly two decades. A native of Wisconsin, she earned a B.S. and M.S. in soils and a Ph.D. in forest hydrology before embarking on a career that has included positions in consulting, government, and academia. In 1993, she began volunteering with SSSA, helping to develop a set of performance objectives for professionals that unambiguously defined the practice of soil science. A few years later, she was involved in bringing a licensing requirement for soil scientists into Minnesota, where she worked at the time. She also became a charter member of the Council of Soil Science Examiners (CSSE), which writes the national exams used for licensing and certifying soil scientists. She has served on the council ever since, including six years as chair.

Enhancing Certification, Licensing

During much of this time, Ferris was also talking with Luther Smith, the Societies' director of certification programs, about ways to enhance certification and licensing in soil science. When he offered her a job early in 2010 to do just that, Ferris was an assistant professor at Ohio State University and well on her way to tenure. In the end, however, she couldn't let the opportunity pass.

"It occurred to me that I could do more for the profession of soil science being on staff at SSSA," she says, "than I could ever hope to do as a professor at OSU."

Much of Ferris's passion to uphold her profession stems from the 14 years she spent as an environmental consultant. Like Baldwin, she was dismayed to see licensed engineers, geologists, and others doing the work of soil scientists. She also saw that soil scientists would never enjoy the same stature as these licensed professionals unless they became licensed themselves.

Licensure, she explains, is a legal requirement dictated by state law that aims to protect the health, safety, and welfare of the public. But licensure also protects soil science professionals because only those





"[Licensure and certification] are protecting our practice. That's what it comes down to."

people who meet state standards for education, experience, and performance on exams are allowed to work as soil scientists in licensing states.

In granting licenses, however, states tend to be all over the map. North Carolina, Minnesota, Texas, and Wisconsin, for example, all require professionals to pass both CSSE exams: the fundamentals exam and the professional practice exam. Several more states use one of these exams; others, like Tennessee and South Carolina are deciding what their licensing rules will be. And many more states don't yet license soil scientists, Ferris says.

The reason it's important for states to require both CSSE exams, she stresses, is that this provides national consistency, or comity, in licensing. A soil scientist licensed in Wisconsin could immediately apply for a license to practice in North Carolina, for example, whereas this wouldn't be true in a state that doesn't share Wisconsin's licensing requirements. Thus, Ferris spent much of her time this summer and fall meeting with officials in various states and encouraging them to adopt similar licensing rules so that soil scientists can easily cross state lines.

In the meantime, there is also certification. Although certification through SSSA (see www.soils.org/certifications/cpss-cpsc) is voluntary and doesn't carry the legal status of licensing, it does convey to the public that a qualified person is carrying out the work, Ferris says. Importantly, many states' laws also dictate that a certified soil scientist perform certain kinds of work; for example, the design and installation of septic systems. But this requirement is often left out of state law, as well, which is why professionals need to keep a close eye on legislation to make certain soil scientists are being named as rules are updated.

"It's protecting our practice," Ferris says. "That's what it comes down to."

Baldwin agrees, adding that any profession—whether medicine, engineering, law, or soil science—has the same three legs. Professionals must acquire a specialized body of knowledge. They must then apply that knowledge responsibly in their work. But in between is the public call for the knowledge, which arises largely through laws, regulations, and policies. Without this public recognition and demand, a profession isn't truly a profession, he says. "It's just a body of knowledge."

Finding opportunities to protect and enhance the profession was also the goal of the Advocacy/Education Task Force—a group of dedicated SSSA members, including Ferris and Balster, who had all heard stories for years about soil science's decline. But when the members convened for the first time in 2007 under the leadership of SSSA and ASA member John Havlin at North Carolina State University, they realized that stories alone weren't enough; they needed solid data. So in 2008, the task force commissioned a survey of soil science students, academic departments, and employers, which queried them on matters such as student enrollment trends, future career prospects, the downsizing (or growth) of academic programs, and the preparedness of soil science graduates.

Soil Science's Image

The survey yielded a trove of information about these topics, Ferris says, which can be read about both in the SSSAJ paper and in a longer, companion report. But perhaps the most interesting findings centered on something the task force hadn't asked about explicitly: soil science's image.

For one, students, employers, and departments all agreed that in the minds of many, soil science is still linked exclusively to production agriculture, when in fact the profession is much broader. When asked where they saw themselves employed in the future, student respondents—81% of which were graduate students, Balster notes—overwhelming chose the environmental sciences (agronomy ranked third, while soil science came in ninth). Similarly, many departments indicated that interest in the environment, land use, and sustainability seemed to be attracting more students to soils today. And when asked where future job growth would be, employers, too, said environmental science.

The results therefore suggest that soil science could sell itself better to students and the public by tying itself more closely to the environment. Similarly, job market trends indicate that departments may want to train students more broadly in environmental science—as indeed many of them are doing already. However, this also creates a dilemma for educators, Balster says. Broad, interdisciplinary education has well-known benefits. But in delivering it, departments may struggle to maintain the depth of training they've traditionally offered in subjects such as soil chemistry, soil physics, and classification. As a result, a "full-service" education in soil science may become less common, and graduating students may be less capable of passing soil scientist certification exams at the end.

But the implications could also go much deeper, Balster says. "It could easily change our knowledge base as a society because we might lose the contributions of specialized scientists and specialized students who really understand the soil system," he says. "When I think about my role in society, these are the trade-offs that concern me as an educator."





"I think sometimes we're our own worst enemy. As soon as you say the word 'soils', half your audience has gone to sleep."

Backdrop image courtesy of David Weindorf.

As an employer of new soil science graduates, Baldwin is already seeing evidence of this shift in the resumes that cross his desk. Increasing numbers of applicants hold degrees in interdisciplinary programs, such as environmental management, rather than in core disciplines, such as soils, geology, or forestry. But Baldwin's company needs people with core knowledge and skills, which means these students need to be retrained before they're able to contribute, Baldwin says.

At the same time, he agrees that soil science needs to start marketing itself in line with the times. "I think sometimes we're our own worst enemy. As soon as you say the word 'soils', half your audience has gone to sleep," he says. "We have to hammer land use, land development, and land policy issues. Soils are integral to all of that."

The trick will be finding the balance between breadth and depth, but some departments already seem to be getting the hang of it. At Baldwin's alma mater, North Carolina State University, for example, undergraduates can choose between two rigorous soils majors: one with a more traditional focus, called Plant and Soil Science, and another with a contemporary name and emphasis: Natural Resources. Similarly, the University of Minnesota's Department of Soil, Water, and Climate offers a broad major in Environmental Sciences, Policy, and Management. But students who choose to minor in soil science will also receive enough specialized training to meet the course requirements for Minnesota's soil science licensure program, the department says.

Better Communication

The above discussion points to another major finding of the survey: Students, departments, and employers need to be talking with one another more.

"What struck me was how many times the same complaint [about communication] came up in the responses of all three groups," Ferris says. "Somewhere communication has to be better facilitated."

For example, when asked how they got hooked on soil science, survey respondents cited a host of reasons, but one of the most common was completing an internship in soils work. Yet students also complained they had trouble finding both internships and jobs, noting that their departments seemed ill equipped to provide such help. Employers, on the other hand, said they had lots of internships and jobs available. Their problem was finding qualified people to fill them. In fact, when asked about finding trained soil scientists in the future, 37% of employers thought it would be harder in the coming years, while only 7% thought it would be easier.

The findings indicate that there's "an apparent disconnect occurring between soil science departments and employers of our students," Balster says, and it could be adding to soil science's woes. Students may not be choosing soil science because they aren't aware of the jobs they could get upon graduation. Departments may be inadvertently cutting courses that employers need students to complete, such as soil classification. And without information from employers about these needs, departments have a harder time justifying themselves to university administrators and fending off cuts. "So I think more research is warranted to understand this disconnect and how it can be fixed so that we re-establish the conduit for our students into the profession," Balster says.

Educating the Public

A better connection needs to be established between two other groups, as well: soil scientists and the public. Despite an increasing awareness of environmental issues, U.S. citizens still seem mostly oblivious to the centrality of soils in problems such as food insecurity, water quality, erosion, and climate change. Instead, most people in the United States still think of soils merely as dirt—as the makers of *Dirt! The Movie* shrewdly recognized.

"That tells you right there that we don't understand that the essence of soils is life," Balster says. "In my opinion, there's a critical societal change that needs to happen in how we appreciate the soil and view its role in the sustainability of this planet."

The task force had several recommendations for SSSA on this front, as well:

- Promote the soil science profession and its connection to the environment at earlier stages of education, including high school.
- Integrate the subject more fully into K-12 curricula by building on the Society's already established program in soil science education.
- Experiment with hiring a marketer, whose job would be to tell the public why soils are so vital to our existence and can't be taken for granted.

If any one group can make progress on these issues, it's SSSA, Baldwin says, with its national reputation, resources, and large membership base. Speaking of those members, however, Ferris hopes they recognize that, in the end, no better champions for soil science exist than soil scientists themselves.

"We need to put ourselves out there and reclaim our turf, no pun intended," she says. "That's what I want to help people do."

M. Fisher, CSA News *magazine contributing writer; sciencewriter@sciencesocieties.org*

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November Grant Awards

Phil Jardine, Ohio State University, $14,735.
Annette Wszelaki, Douglas Hayes, and Jaehoon Lee, Washington State University, $191,898.

December Grant Awards

Michael Buschermohle, Robert Freeland, and William Hart, Cotton Inc., $10,738.00.
Leib Brian and Robert Freeland, Cotton Inc., $16,716.00

Banning Congressional Earmarks Would Cost Colleges Billions
By Kevin Kiley
Washington

Colleges stand to lose billions of dollars for research, facilities, and other purposes if Congressional leaders hold firm in their pledge to ban earmarks, the spending that individual members direct to their home states and favorite projects outside of the competitive processes.

Some of the biggest losers would be colleges in states whose lawmakers in Washington hold top positions on appropriations committees, and which have traditionally received substantial earmarks. In spending bills for the 2010 fiscal year, colleges in Texas, Mississippi, and California received the most Congressionally directed money for academic projects, according to an analysis of data by Taxpayers for Common Sense, a nonprofit watchdog group.

House Republicans, who will take control of their chamber in January after picking up 63 seats last month, have vowed to eliminate earmarks from appropriations bills. And President Obama has said he supports overhauling the earmark process to eliminate waste and abuse. The federal-deficit commission he appointed has recommended cutting earmarks out of spending legislation, estimating that doing so would save about $16-billion annually.

With the political momentum shifting against such spending, colleges' government-relations officials are telling campus leaders not to count on more federally directed dollars anytime soon.

"Chancellors and provosts and vice presidents for research need to realize that this is going to be the law of the land for at least two years," says Keith Yehle, director of federal relations at the University of Kansas, which received two earmarks in 2010, totaling $2.8-million, for military-education programs and for research technology in superconductors, according to the watchdog group. "They shouldn't expect earmarks to miraculously appear at this time next year."

Keith Yehle, director of federal relations at the U. of Kansas, says college officials "shouldn't expect earmarks to miraculously appear at this time next year."

For more on Banning Congressional Earmarks Would Cost Colleges Billions visit
http://chronicle.com/article/Banning-Congressional-Earmarks/125685/

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U.S. Department of Energy
DOE Scholars Program
Now accepting applications

Contact: Barbara Dunkin at barbara.dunkin@orau.org

Department of Energy (DOE) Scholars Program is now accepting applications for Summer 2011.
Visit http://orise.orau.gov/doescholars for more information or to apply - deadline is January 31, 2011!

Are you interested in participating in the most recent scientific research and development? Would you like to gain experience in discovering solutions to power and securing America's future, specifically in energy security, nuclear security, scientific discovery and innovation, environmental responsibility and management excellence?
The Department of Energy Scholars Program offers summer internships with stipends of up to $650 per week depending on academic status to undergraduates, graduate students and post graduates at accredited institutes of higher education. Majors accepted include: engineering; physical sciences; environmental sciences; computer science and information technology; physics; program management; math; statistics; safety and health; accounting and finance; law; and other related discipline areas. Applicants must be US Citizens - no exceptions.
Internships provide participants with the opportunity to conduct hands-on research while showcasing their education, talent and skills. Interns will also have a unique opportunity to explore the options for federal careers with DOE.
For more information, please contact Leslie Fox, Program Manager or Barbara Dunkin, Program Specialist at barbara.dunkin@orau.org. The DOE Scholars program is managed by the Oak Ridge Institute for Science and Education (ORISE).

Thanks! - Leslie

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A letter to Faculty and Graduate Teaching Assistants from David W. Schumann

This semester the TENN TLC will be offering four faculty inquiry groups (FIGs). FIGs are faculty-facilitated topical conversation groups which meet regularly throughout the semester. The purpose of these groups is to provide an opportunity for participants to explore teaching and learning topics and practice new techniques in an open-minded, inquiry-based setting. Here is what Professor Joan Heminway, president of the UT Faculty Senate, said about Jed Diamond's FIG group last semester:

"I thoroughly enjoyed the class. Focusing on the objectives did get me thinking. I have known at some level that my students and I are locked in a "story" together, but making concrete our roles as co-professionals by analogizing the classroom experience to a theatre production unlocked new doors for me… I think about walking into a classroom differently, bring myself to the students more, and am spending more time considering the linkage of teaching methods and tools to the objective I intend to achieve in and for my students. Really, the idea behind the course is simple, but brilliant, and the execution of the idea was great, as far as I am concerned."

We hope you can find time to join us for one of these insightful discussion groups this semester! We have provided a link to a Doodle scheduling poll below each FIG title. The times listed in the poll are based on the facilitator's availability. If you are interested in joining a group, please visit the poll and record your availability. FIG schedules will be determined based on the time that maximizes participation. There is no need to RSVP to the Tenn TLC via email.

The FIGs that were held in the Fall and will happen again this Spring are listed below.

Acting Principles Applied to Teaching with Jed Diamond, UT Director of Acting, TENN TLC Faculty Fellow

Doodle scheduling link: http://doodle.com/3gizsrwhqeq37svc

Using Reflective Practice Techniques to Enhance your Teaching and Research with John Peters, Director of the Institute for Reflective Practice, TENN TLC Faculty Fellow

Doodle scheduling link: http://doodle.com/3957684wupgtyu9t

Designing and Implementing a Meaningful Service Learning Experience For Your Students with Sherry Cable, TENN TLC Faculty Fellow

Doodle scheduling link: http://doodle.com/zh3bhy72tgawri3b

We are also offering a new group, entitled

Developing Creative Ideas About Teaching with Taimi Olsen, Assistant Director of the TENN TLC

Doodle scheduling link: http://doodle.com/qk55kdrngeke6vhs

I hope you can find time to join a FIG this semester, as these groups promise to be quite informative and inspiring!

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The following BESS students were listed in the Commencement Exercises Program on December 11, 2010.

Summer Term 2010

Bachelor of Science in Environmental and Soil Sciences

William Methvin
Jonathan Reagan

Master of Science

Boone Hillenbrand

Fall Term 2010

Bachelor of Science in Environmental and Soil Sciences

Lyndsye Benfield
Mariam Fawaz
Luke Miller
Daniel Anderson

Master of Science

James Kane
Kun Liu
Brent Pilon
Andrea Woodard

Recruitment - NIFA Principal Scientist Positions

NIFA is in the process of recruiting for the Principal Scientist positions for each of the 4 new institutes within the agency. Our goal is to have an extensive search that attracts a very broad and diverse pool of highly qualified candidates. In order to provide maximum flexibility in filling these positions, NIFA will consider applicants for permanent, term, or Intergovernmental Personnel Act (IPA) appointments.

These positions are currently posted on the OPM website (http://www.usajobs.opm.gov/) and the NIFA website under job opportunities. We also will be advertising for these positions in Science, the Chronicle of Higher Education, and Insight Into Diversity. Please find attached a copy of the advertisement that we will use.

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Notice of Internal Competition for TTDC Matuation Funding Program-From Joy Fisher

The Tennessee Technology Development Corporation (TTDC), an organization whose mission is to increase the formation and expansion of science and technology businesses in Tennessee, has informed the UT Research Foundation of the availability of a new grant program to help researchers move promising technologies from the lab to the proof-of-concept or prototype stage. Up to $50,000 in total costs will be awarded to proposals that are judged to have a high likelihood of advancing a project to the stage where it will attract investor support or secure a third-party licensing deal. In addition to the technical component, proposals will be required to have detailed commercialization plans explaining the positive economic impact to the State of Tennessee (e.g., creation of jobs), so collaborations with industrial or entrepreneurial partners are encouraged.

UTRF is only allowed to submit a total of three (3) proposals from across all campuses and institutes so an internal competition will be held to select projects for further development. **To aid UTRF in its deliberations, please send us a one (1) page abstract by the close of business on Monday, January 3, 2011.** Following are the guidelines for the abstract submission:

1. This is open to all UT researchers (faculty, staff, students) at all campuses and institutes.
2. The abstract must demonstrate how the funds will increase the readiness of the technology for commercial success.
3. Collaborations with a Tennessee business are encouraged but are not mandatory.
4. It should not exceed one (1) page in length (no appendices are allowed).
5. There are no formatting requirements, but following is information that should be included in the 1-page abstract:
   a. Project title
   b. Principal Investigator(s)
   c. Outside collaborators (if any)
   d. A description of the work to be performed (if the project has an outside collaborator, explain their role in the project)
   e. The expected outcome of the work
   f. How the invention will have a positive economic impact to Tennessee
   g. How the work will ready the invention for either licensing to an existing company or a new start-up company

The submission should be sent via email to utrf@tennessee.edu.

Winners of the internal competition will be notified by close of business on Friday, January 7, 2011. Guidelines for the final proposals, which are expected to be eight (8) pages in length, will be provided at that time. Final submissions will be due to the Office of Research on Thursday, February 10, 2011. The UTRF Technology Transfer Office will be available to assist the winners to develop these proposals.

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Budget Division

Good news. November 2010 revenues were higher than November 2009. This is the fifth month in a role that this has occurred. In addition, state revenue collections for the most recent 12 months are up 1.4% from the same period last year. So the recovery while modest, is continuing. The enclosed charts are a good picture of the current situation. . While we are a long way from 2008 revenue, the trend is in the right direction.

Tim Fawver

Division of Budget by Bill Bradley

Tennessee's budget process begins in August of each year when the Commissioner of Finance and Administration issues budget instructions to all departments and agencies of state government. Agency budget requests are submitted to Finance and Administration, usually by October 1. During October and November, the Governor meets with the departments and agencies to hear their budget proposals for the following fiscal year.

After hearing from departments and agencies, the Governor prepares the fiscal proposal and presents it to the General Assembly early in the calendar year. However, preparation, deliberation, and execution of the budget is a continual process throughout the year.

Lawmakers must pass a balanced budget before the fiscal year begins on July 1 of each year.

For more information visit http://www.tn.gov/finance/bud/budget.html

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C Bush Brothers & Company

Internship Opportunities for Summer 2011

Bush Brothers & Company will sponsor four Internships during the summer of 2011. Undergraduate (rising sophomores, juniors and seniors) and Graduate students in Food Science, Food Engineering, Food Chemistry, or a related field may apply.

Students will receive an autonomous project with primary focus in one or more of the following areas:

Product Development

Food Process and Package Engineering

Sensory Science

Analytical and Microbiological Services

Regulatory

Food Safety and Quality Systems

Exploratory Research

Deadline for Resume/Cover Letter Submission: January 31, 2011

Submit resume and cover letter indicating areas of interest to: Keri Thornton, Intern Coordinator (kthornton@bushbros.com). Projects are expected to be finalized in January. Interviews will begin mid-February.

Internships will be 12 weeks (general timeframe May 16th - August 5th).

All internships will be conducted at Bush Brothers & Company corporate headquarters:
1016 E. Weisgarber Road, Knoxville, Tennessee.

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Organic ag, OREI RFA

The National Institute of Food and Agriculture (NIFA) is pleased to announce the release of the FY 2011 Request for Applications (RFA) for the Organic Agriculture Research and Extension Initiative (OREI). The OREI seeks to solve critical organic agriculture issues, priorities, or problems through the integration of research and extension activities. The purpose of this program is to fund projects that will enhance the ability of producers and processors who have already adopted organic standards to grow and market high quality organic agricultural products.

Deadline: Applications must be received by Grants.gov by 5 p.m. Eastern Time on Thursday, February 10, 2011.

Funding Opportunity Number: USDA-NIFA-ICGP-003388

NIFA Funding Opportunity Page:

www.nifa.usda.gov/fo/fundview.cfm?fonum=2120 This page includes links to the request for applications (RFA), the NIFA Grants.gov Application Guide, the application package, and abstracts of funded projects.

Grants.gov Synopsis Page:

http://www07.grants.gov/search/search.do;jsessionid=JTjyM1hXK2KsKGpLJ0LKRv2dN8mWQvtv3zPpwG0shpsF85n5nWyy!1487006757?oppId=58918&mode=VIEW

This page includes a synopsis of the funding opportunity, a link to the full announcement (RFA) and the application package.

Grants.gov Application Package:

http://apply07.grants.gov/apply/GetGrantFromFedgrants;jsessionid=WmcJM1fbd846ylnWhQw0PgBR7JZd31svstBQ8dCwxRVhvB5nhcyv!-243159580?opportunity=USDA-NIFA-ICGP-003388&agencycode=USDA-NIFA

This page links to the application instructions and the application package.

If you have questions regarding the RFA, please contact: Dr. Mary Peet, mpeet@nifa.usda.gov or (202) 401-4202.

If you have any questions related to Grants.gov content, contact the Grants.gov Contact Center:

Email: support@grants.gov, Phone: Toll Free: 1-800-518-4726, 24 hour support, excluding Federal holidays.

Useful Links:

NIFA Grant Application Information: www.nifa.usda.gov/funding/application_info.html;

Grants.gov Help: www.grants.gov/help/help.jsp

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RESEARCH EXPERIENCE FOR UNDERGRADUATES (REU)
MAY 31 - JULY 30, 2011
APPLICATION DEADLINE: FEBRUARY 15, 2011

The Institute for Cellular Engineering (ICE) hosts a Research Experience for Undergraduates (REU) for U.S. citizens or permanent residents interested in pursuing graduate studies in bioengineering or biological sciences.

Cellular engineering is a new frontier of applied biology. Understanding cellular function and manipulating cells/tissues to perform in a particular manner is the basis for many ventures in the biomedical, biotechnology and pharmaceutical industries, including drug production from cell culture, generation of artificial organs for replacement of diseased tissues, and design of bioremediation processes for waste water clean-up. Our faculty and research are at the forefront of cellular engineering innovation, performing cutting-edge work in biosensor development, cell and drug delivery, metabolic engineering and protein engineering.

The ICE REU program allows undergraduates to perform hands-on summer research while earning a stipend of **$500 per week (up to $4,500).** Participating students also receive support for dormitory housing, meals, and eligible travel expenses.

In addition to mentored research projects, students participate in a weekly seminar to educate them in the fundamentals of cellular engineering and provide professional development training opportunities. The ICE REU program provides undergraduates with a unique opportunity to network and collaborate with leaders in the field of cellular engineering.

The application deadline for the 2011 program is February 15th - **Apply Now!**
Feel free to contact us for more information.

View ICE REU Research Highlights

The ICE REU program is supported the National Science Foundation (EEC-1005083).

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Research Opportunity

University of Tennessee, Knoxville students are eligible to apply for the Volkswagen Distinguished Scholars Program, a research internship administered for Volkswagen Group of America by Oak Ridge Associated Universities on behalf of Oak Ridge National Laboratory.

Currently in its second year, the program offers students the opportunity to participate in research for ten full weeks during the summer at ORNL where scientific mentors will select projects for individual students based on their interests and degree fields. Volkswagen may select some students for an optional internship in the second summer to participate in research projects at the new Volkswagen production facility in Chattanooga, Tenn.

Eligibility:

- Undergraduate student: Junior or Senior
- Graduate student: Not yet completed course-work
- Degree field of interest to VW
- Must be a U.S. Citizen
- Must have a grade point average of 3.5 or above

The program is open to any eligible student studying a science, technology, engineering or math discipline with an interest in the automotive industry. Examples of research projects interns would be assigned to include:

- low-cost carbon fiber,
- battery storage,
- biofuels, engines and emissions,
- intelligent transportation systems, and
- sustainable manufacturing.

Deadline for applications is February 12, 2011. For more information or to download an application, visitwww.orau.org/volkswagen.

Student News

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Summer Research Experience for Undergraduates

Sensing and Signaling

Contact: Dr. Cynthia B. Peterson (cbpeters@utk.edu)

Dates: June 6 through July 29
Benefits: $3200 stipend, housing, insurance and travel allowance
The Department of Biochemistry and Cellular and Molecular Biology at the University of Tennessee, Knoxville, is hosting a summer Research Experience for Undergraduates with the theme of "Sensing and Signaling." It is open to current sophomores and juniors, and priority given to juniores. The program runs from from June 6 through July 29, 2011. This comes with a nice stipend for the summer, and housing on campus (which you would not need I suppose). Note that the official deadline March 30,.

Here is the link with information and application instructions and I am also attaching the flyer:

http://web.bio.utk.edu/bcmb/reu/index.shtml

ATTENTION Undergraduates! Research Biofuel in Colorado!

The Colorado Center for Biorefining and Biofuels (C2B2) is now seeking applications for the 2011 *Summer Research Experience for Undergraduates Program (C2B2/NSF REU)!*
Apply now to spend your summer researching renewable fuels and chemicals in Colorado.

Please see the *C2B2/NSF REU Brochure* for details and visit www.C2B2web.org for application requirements.

- Students from all academic fields, interested in researching bioenergy.
- Applications from underrepresented students are strongly encouraged.
- U.S. citizens, permanent residents, and international students are eligible to receive funding.
- Undergraduate applicants must be enrolled in a degree-seeking program at the time of participation.

Completed applications must be received as of February 20, 2011 at 11:59 PM.

Questions? E-mail C2B2@colorado.edu or call 303.735.2503.

Student News

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2011 Summer Internships for Undergraduate Students

- 10 week research experience; $5,000 stipend plus travel expenses
- Areas of research: Engineering, computer science, mathematics, physics, chemistry, biological/life sciences, agricultural sciences, environmental science, emergency and incident management, psychology, social sciences
- Projects offered at:

  National research laboratories: Argonne, Lawrence Livermore, Los Alamos, Oak Ridge, Pacific Northwest, Sandia, Savannah River

  DHS laboratories: Transportation Security Laboratory

  Other research facilities, including Battelle, National Institute of Standards and Technology, Naval Research Laboratory
- Locations include: CA, CO, IL, MD, NM, NJ,SC,TN,WA
- U.S. citizenship required
- Application deadline: January 5, 2011

www.orau.gov/dhsinterships

Annual Collegiate Discussion Meet

HOW ABOUT SOME EXTRA CASH???

Come participate in the 2011 Annual Collegiate Discussion Meet scheduled for Wednesday, February 16. The Meet will be held in Room 226 Morgan Hall beginning at 3:45 p.m. The Discussion Meet is sponsored by the Tennessee Farm Bureau and hosted by the Ag Business Club and the Department of Agricultural and Resource Economics. **Students from ALL undergraduate majors in the College of Agricultural Sciences and Natural Resources between the ages of 18 - 35 are strongly encouraged to participate.**

The first place winner will go on to compete in the state competition with winners from Tennessee State, Tennessee Tech, Middle Tennessee State, and UT Martin. **The cash prizes for the local competition are: $800 for first place, $500 for second place, and $350 for third place and $250 for fourth place.**

TOPICS FOR DISCUSSION:

1. Farm Bureau is the leading voice for agriculture but not the only voice. How do we encourage other agricultural groups to work together for the common good of our industry?

2. Government has always been involved in agriculture. Is the current level of government involvement a net hindrance or a net benefit to agriculture?

3. How will food movements such as “foodie” and “locavore,” which are focused primarily in urban centers, influence national agricultural production and federal programs?

4. Has technology become essential for American farmers? Should Farm Bureau influence and encourage all generations of farmers, ranchers and agriculturalists to embrace technological opportunities?

5. Given recent challenges, such as volatile food prices and limited world food supplies, do American consumers adequately appreciate the importance of US-produced food? Will American consumers consider American agriculture important to our security in the future?

To sign up to participate, or for questions please contact Cindy Akins at 974-3716 or email cakins2@utk.edu or you may contact Dr. Jim Larson at 974-3716 or email jlarson2@utk.edu both located in room 308 at Morgan Hall.

GRADUATE TEACHING ASSITANTSHIPS

The Jerry E. Stoneking engage™ ENGINEERING FUNDAMENTALS PROGRAM

Graduate teaching assistants (GTAs) in the Engineering Fundamentals Division lead EF 151 and 152 recitations, or lead EF 105 and EF 230 computer labs. GTAs are actively involved in student instruction, and need to have a desire to work with freshman engineering students. GTA assistantships are a 20 hour per week commitment. Applicants need to be aware of this commitment when planning their graduate program.

The assistantships carry a tuition waiver and stipend. Applicants are encouraged to explore the Engineering Fundamentals web site (http://ef.engr.utk.edu) to learn more about the courses.





Applications for the Fall semester will be reviewed beginning March 1 and will continue until all positions are filled.
Fill out the online application at http://ef.engr.utk.edu/efd/gtaapp.

Engineering Education Service Center

1004 5th Street
Springfield, OR 97477

Phone: 541-988-1005
Fax: 541-988-1008
questions@engineeringedu.com

Engineering Education Service Center (EESC) - Music Contest 2011

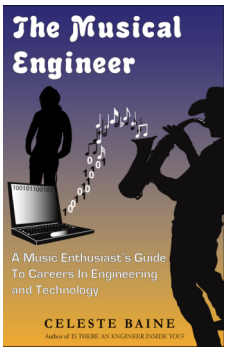
Sing the Song of Engineering! For this contest, contestants will each create a two to three minute song about engineering, technology, or computer science that will rock your socks off! From the speakers and microphones you will use to the instruments, computers, and other technology - engineers have designed it all. So let's give back and show our appreciation for all the amazing inventions that make our lives better, easier, cheaper, and more fun.

Contest ends on March 22, 2011.

Grand Prize: $200.00 Cash

2nd place: $100 Cash, **3rd place:** $50 Cash, **Honorable mentions to be awarded at judges' discretion. All winners will also receive a certificate.**

Official Rules:



1. Winning entries are those that best represent engineering, technology or computer science in the song. Winners are selected based on creativity, imagination, and the ability to inspire from among qualified entries.
2. All qualified entries received by 11:59pm PST on March 22, 2011 are eligible for the prizes.
3. Songs must be between 2:00-3:30 minutes.
4. Entry formats accepted are AAC and MP3 encoded at bitrates above 256kbits/sec or AIFF and Wav files on Audio CDs. Higher quality recordings are preferred.
5. If mailing an Audio CD, CD must include your band name, school (if applicable), phone number and email address.
6. Using profanity in a song will result in an immediate disqualification.
7. No purchase is necessary. All band members must be 18 or older to enter. If anyone is under 18, a parent or guardian must sign off on your release form.
8. This offer void where prohibited and is subject to all federal, state and local laws.
9. Previously published music in any part of a song is not acceptable.
10. Odds of winning depend on the number of entries submitted.
11. Bands can include any number of people.
12. All personal expenses incurred while producing the music are the responsibility of the contestant.
13. Prizes must be claimed within 30 days of notification. If not claimed, the prizes will be forfeited.
14. Each person in each winning team must agree that his of her name, likeness, city, and winning music may be used by the EESC for promotional and publication purposes without additional compensation. Prior to receiving prizes, each winner will be required to sign a release provided by the EESC to this effect and obtain a release or permission from anyone with proprietary rights in the winning music. Refusal or inability to provide such releases will result in disqualification and all prizes will be forfeited.
15. The EESC reserves the right to cancel or suspend the contest should any cause beyond the control of the EESC affect the security, administration, fairness, integrity of the contest, or for any reason it deems appropriate, at its sole discretion.
16. Music can be submitted electronically at www.engineeringedu.com/musiccontest.html
17. Each contestant/band may enter up to three songs.

Judges: Celeste Baine, Director, EESC and Amy Siddon, Graphic Artist, EESC. Winners will be notified by March 31, 2011. For more information regarding this contest, or to submit your music electronically, visit: www.engineeringedu.com/musiccontest.html

Research Opportunities

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Guidance for Treatment of Deicing-Impacted Airport Stormwater

BACKGROUND

Airports across the United States face increasing regulatory and technical challenges for addressing runoff containing glycol-based aircraft deicing and anti-icing fluids (ADFs) associated with deicing operations. The handling and discharging of this runoff, which represents millions of gallons of stormwater and wastewater, present unique challenges for airports as requirements vary from state to state. Although the Effluent Limitation Guideline (ELG) being developed by the EPA will likely standardize effluent limits and/or collection efficiency requirements, it will not provide airports with the information needed to evaluate treatment options or help them achieve the new effluent limitations with which they must comply.

Several airports have applied biological treatment as a method of treating deicing stormwater runoff; however, the effects of cold water temperatures on system performance have not been sufficiently researched or documented. In addition, the potential effect of stormwater that contains a mixture of aircraft and pavement deicers on treatment efficiency has not been investigated.

Research is needed to evaluate both onsite and offsite treatment and pretreatment solutions for deicing runoff generated at airports.

OBJECTIVES

The objectives of this research are to (1) identify available and emerging onsite and offsite technologies for treating stormwater impacted by airport deicing activities, (2) evaluate the performance of available technologies as implemented at airports, and (3) provide guidance to help airports select technologies for treating deicing-impacted stormwater.

Accomplishment of the project objectives will require at least the following tasks.

For more information go to….
https://pod51004.outlook.com/owa/redir.aspx?C=b55f5df580f14c1aa5ffc240fcf0ff09&URL=http%3a%2f%2fapps.trb.org%2fcmsfeed%2fTRBNetProjectDisplay.asp%3fProjectID%3d3030

Research

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The National Institute for Mathematical and Biological Synthesis (NIMBioS) is now accepting applications for its**"Multi-Cell, Multi-Scale Modeling Tutorial"** to be held May 18-21, 2011, at NIMBioS.

Objectives: This tutorial will introduce and teach a novel, state-of-the-art approach to multi-cell, multi-scale modeling using the Glazier-Graner-Hogeweg (GGH) and reaction kinetics network models and the CompuCell3D (CC3D) and Systems Biology Markup Language (SBML) simulation environments. CC3D is an Open-Source package (www.compucell3d.org) which allows researchers to build, test and run sophisticated multi-cell, multi-scale models of tissues and organs without low-level coding, while the Systems Biology Workbench (SBW) and SOSLib suite of tools provide similar functionality for subcell modeling. Together these tools provide flexibility similar to MATLAB or Mathematica, but with a biological focus and interoperate using simple integration calls. During the tutorial, we will introduce the mathematical foundations of both models and walk participants through a series of examples of increasing biological and mathematical complexity. We will teach Python scripting, which allows users to build highly complex biomedical simulations integrating both toolkits. By the conclusion of the tutorial, participants will have learned the skills needed to build models of e.g. vascularized tumor growth, segmentation in vertebrate embryos or limb bud development. Attendees will be encouraged to work on models of their own research systems and will receive assistance from the organizers and presenters.

Location: NIMBioS at the University of Tennessee, Knoxville

Co-Organizers: James A. Glazier (Director, Biocomplexity Inst.; Dept. of Physics, Indiana Univ.); Maciek Swat (Research Scientist, Biocomplexity Inst., Indiana Univ.); James Sluka (Senior Scientist, Biocomplexity Inst., Indiana Univ.); Randy Heiland (Research Scientist, Open Systems Lab, Indiana Univ.); Herbert Sauro, (Department of Bioengineering, Univ. of Washington)

For more information about the tutorial and a link to the online application form, go tohttp://www.nimbios.org/tutorials/TT_multicell_modeling

If needed, applicants may request travel and lodging support. Participation is limited, and those selected to attend will be notified within two weeks of the application deadline. **Application deadline: February 19, 2011**

The National Institute for Mathematical and Biological Synthesis (NIMBioS) brings together researchers from around the world to collaborate across disciplinary boundaries to investigate solutions to basic and applied problems in the life sciences. NIMBioS is sponsored by the National Science Foundation, the U.S. Department of Homeland Security, and the U.S. Department of Agriculture with additional support from The University of Tennessee, Knoxville.

Post-Doctoral Research Associate Position in Animal Environment and Air Quality

Department of Agricultural and Biosystems Engineering

Iowa State University

November 29, 2010

Nature of Position: The Department of Agricultural and Biosystems Engineering at ISU is seeking a highly self-motivated post-doctoral research associate to join our research team. The scope of research efforts includes a) lab- and field-scale studies concerning quantification and mitigation of aerial emissions from animal, particularly laying hen, production facilities; b) impact of alternative housing systems or production practices on indoor biophysical environment, aerial emissions, animal bioenergetics, animal health and behavior, energy use, and production efficiency; and c) exploration of new, effective techniques for assessment of air emissions. The research projects are mostly multi-disciplinary in nature, involving animal scientists, animal behaviorists, veterinaries, microbiologists, and engineers. The projects involve use of state-of-the-art mobile air emissions monitoring systems, environmentally-controlled emissions chambers and indirect animal calorimeters, and commercial animal facilities. The incumbent will provide leadership in a) implementation of the research plans, such as system installation, data collection and analysis, data quality control; b) preparation of the initial research reports, c) presentation of the research papers/findings at professional conferences and industry-oriented workshops, and d) preparation of manuscripts resulting from the research for refereed publications. In addition, the incumbent will contribute to mentoring of undergraduate and graduate research assistants in the group; and contribute to preparation of extramural grant proposals. This is a 3-year, full-time appointment, with annual renewal contingent upon job performance.

Required Qualifications: PhD in agricultural, biological, or environmental engineering or closely related field, with training/background in agricultural air quality and monitoring equipment for measurement of indoor air quality (gases and particulate matters) and air emissions; Ability to think creatively and critically; Excellent communication skills; Strong work ethics; and High potential to become a future faculty member.

Preferred Qualifications: Knowledge of U.S. food animal production systems; Proficiency in LabView programming and automated data acquisition system; Strong commitment to pursing academic excellence, as evidenced by publication of refereed articles, conference proceedings, manuscripts under review, and grant proposal activities.

Salary and Benefits: Competitive and commensurate with qualifications

Application: Submit the letter of application, curriculum vitae, and contact information of three references to:

Dr. Hongwei Xin, Professor of ABE, Director of Egg Industry Center
3204 NSRIC, Iowa State University
Ames, Iowa 50011-3310
Email: hxin@iastate.edu
Voice: 515.294.4240

Review and Selection: Review of applicants begins December 20, 2010 and will continue until the suitable candidate has been found.

“Dear Colleague” Letter

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NSF has launched a new, multiyear initiative that is featured in a “Dear Colleague” letter (http://www.nsf.gov/pubs/2011/nsf11022/nsf11022.jsp?WT.mc_id=USNSF_26&WT.mc_ev=click), concerning:

NSF 11-022
Dear Colleague Letter for the Science, Engineering and Education for Sustainability (SEES) NSF-Wide Investment Area

Achieving a sustainable human future in the face of both gradual and abrupt environmental change is one of the most significant challenges facing humanity. NSF will contribute to addressing this challenge by supporting the science and engineering research needed to understand and overcome the barriers to sustainable human well-being. In response to this global challenge, all eleven NSF Directorates and Offices have joined together to support Science, Engineering, and Education for Sustainability (SEES).The purpose of this DCL is to explain the scope of the SEES investment area, alert the community to activities that are being planned for the near term, and point to sources of additional information about future SEES plans. Through SEES, NSF seeks to enable the discoveries needed to inform actions that lead to environmental, energy and societal sustainability. SEES will include the conceptual, theoretical, empirical, and computational research needed to further develop the basic science, engineering, education, and policy knowledge base relevant to sustainability. Additionally, it will support projects at multiple scales, from the individual to the system level, and will stimulate innovations in education and learning research and practice.

SEES is expected to be a multi-year effort that will address challenges in climate and energy research and education using a systems-based approach to understanding, predicting, and reacting to change in the linked natural, social, and built environment. In 2010, initial efforts focused on a suite of research and education programs at the intersection of climate and environment, with specific attention to incorporating human dimensions. Solicitations were released that addressed ocean acidification, water sustainability and climate, dimensions of biodiversity, earth systems modeling, and climate change education. Plans are to continue these competitions under the SEES portfolio. Future efforts will support research and education that builds connections between current projects, creates new nodes of activity, engages the public, and develops the personnel needed to understand the complexity of sustainability issues.

In FY 2011, NSF plans to encourage interdisciplinary research and education on energy sustainability, with a particular emphasis on the socioeconomic and environmental implications. Potential areas of emphases include the development of sustainable energy technologies, development of techniques for effective and efficient use of water resources, and research in transportation technology. A continued focus will be placed on creating the necessary workforce to address sustainability challenges and connecting elements of the SEES portfolio. Specific efforts will support postdoctoral researchers and early career scientists at the interfaces between social sciences and other science and engineering disciplines.

Please see the complete “Dear Colleague” letter at the weblink provided above.

Grant Writing Workshops

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GRANT WRITING WORKSHOPS – SPPRING TERM

Success in sponsored research requires practical skills in writing grant proposals and searching for funds. To assist our faculty in this increasingly important endeavor, the UTK Office of Research offers grant writing workshops each semester. Topics scheduled for spring term include:

WRITING SUCCESSFUL GRANTS (Parts 1 & 2)
FINDING FUNDING
BUILDING THE NSF GRANT PROPOSAL
NSF CAREER AND BRIGE PROGRAMS
BUILDING THE NIH GRANT PROPOSAL
STRATEGIES FOR SUCCESS IN SPONSORED RESEARCH CAREER DEVELOPMENT GRANTS FOR PRE- AND POSTDOCS

Course Descriptions and Registration. Each topic will be offered multiple times on different days of the week; all faculty and graduate students are encouraged to attend. For the complete schedule and registration information, go to: http://research.utk.edu/training/cal-gw.shtml#wsg1

Customized Workshops: Our workshops can be tailored to specific issues and core research themes of particular academic disciplines or interdisciplinary research groups. Formats and scheduling can be adapted to your department's needs, and the workshop(s) can be held at a location convenient for you and your colleagues.

For further information, contact Bob Porter, reporter@utk.edu , 974-3053.

Workshop Leader:

Robert Porter, Ph. D., has presented grant writing workshops at leading universities and medical schools nationally. Currently Director of Research Development at the University of Tennessee, Dr. Porter has thirty years' experience as a tenured professor, private consultant and research administrator. His proposals have won more than $8 million in awards from government agencies and private foundations. He has presented papers and workshops on grant writing at national conferences and has published prize- winning articles in the Journal of Research Administration and Research Management Review. Dr. Porter has previously taught at Virginia Tech, Swarthmore College, Susquehanna University and Eastern Washington University. He holds graduate degrees in Speech Communications from the University of Michigan.



Tenn TLC Spring 2011 Schedule

Workshops and Faculty Inquiry Groups

Workshops

How Can You Tell if the Light Goes On? Designing a Classroom Assessment Strategy
Location: Black Cultural Center, Multipurpose
Date: Monday February 7th
Time: 12:30-4:30

Lecturing for the Large Class: Collegial Inquiry
Guest facilitators Stan Guffey, Andrew Kramer, and Jed Diamond
Location: Baker Center, Toyota Rm
Date: Monday March 7th
Time: 1:00-4:00

Incorporating Meaningful Service-Learning as an Element of a Course
Location: Baker Center, Rm 204/205
Date: Friday March 25th
Time: 1:00-4:30

Mentoring and Advising PhD Students
Location: Baker Center, Toyota Rm
Date: Wednesday April 6th
Time: 1:00-4:00

Using Reflective Practice Techniques to Enhance Your Teaching
Guest facilitator John Peters
Location: Haslam, Rm 334
Date: Wednesday April 20th
Time: 1:00-4:00

Faculty Inquiry Groups

Faculty Inquiry Groups (FIGS) are faculty-facilitated topical conversation groups which meet regularly throughout the semester. The purpose of these group conversations is to enhance teaching practices.
Times and dates based on facilitator and participant availability.

- ***Acting Principles Applied to Teaching***

Facilitator: Jed Diamond

- ***Using Reflective Practice Techniques to Enhance Your Teaching and Research***

Facilitator: John Peters

- ***Developing Creative Ideas About Teaching***

Facilitator: Taimi Olsen

- ***Designing and Implementing a Meaningful Service-Learning Experience for Your Students***

Facilitator: Sherry Cable

To RSVP for a workshop or a Faculty Inquiry Group or for more information, please email the Tennessee Teaching and Learning Center at tenntlc@utk.edu or call 974-3807. Also visit us on the web at tenntlc.utk.edu and read our blog at tenntlc.blogspot.com.

UTIA OFFICE OF SPONSORED PROGRAMS

cordially invites you to

Optimize Your Chance for Funding

Best Tactics to Use in NIH Short Form

LIVE WEBINAR
Wed., Jan. 26th
1 P.M. ET
90 minutes

Let Dr. Karin Rodland help you take the uncertainty and stress out of writing your next NIH grant as she walks you through the dramatically restructured NIH applications in these three specifically revised sections: Research Plan, Resources, and Biographical Sketch. Dr. Rodland's step-by-step process will provide you with the latest tactics to maximize your chances for success.

Key Webinar Take-Aways:

- How to convey the most important points in fewer words
- Specific examples for effective use of the new sections
- Insider tips on how to shape reviewers' opinions on the first page
- Tactics to distinguish your proposal from literally hundreds of others
- Pointers for decoding reviewers' comments on the new template
- How to interpret the summary statements
- Tips on grantsmanship when transitioning from 25 pages to 12 pages

Do these items apply to you? **YES!** All competing applications including new, renewal, revisions, and resubmissions must use the new forms as well as both paper and electronic submissions.

PLUS - Take part in our Q & A session and have your chance to ask questions of NIH peer review expert Dr. Karin Rodland!

Meet Your Presenter:

Karin Rodland, PhD
Laboratory Fellow, Biological Sciences Division, Pacific Northwest National Laboratory (PNNL), Richland, Washington. Dr. Rodland has been an NIH reviewer since 1998. Her publication record includes 56-peer reviewed publication, five invited review articles, and an invited book chapter.

Prior to joining the Pacific Northwest National Laboratory, Dr. Rodland was an associate professor in the department of cell and developmental biology at Oregon Health Sciences University from 1985-2001. She retains her status as member of the Oregon Cancer Institute and as a collaborating scientist at the Oregon Regional Primate Research Center.

Obituary

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Dr. Frank Fort Bell



BELL, DR. FRANK FORT - age 95 of Knoxville, died Saturday, December 4, 2010. He was a member of Church Street United Methodist Church and helped to start their Soup Kitchen. A passionate and enthusiastic teacher, dedicated church and community volunteer and a beloved husband, father, grandfather and great-grandfather, Dr. Bell's career spanned 34 years of teaching and research at the University of Tennessee Institute of Agriculture. He was honored as outstanding Alumni Teacher, and was a member of Phi Kappa Phi, Alpha Zeta, Omicron Delta Kappa and Phi Delta Kappa Fraternities. Dr. Bell received the 1980 Webster Pendergrass Outstanding Service Award, the Gamma Sigma Delta Outstanding Teacher award, the Coach of the University of Tennessee Soil Judging Team and served as President of the South Knoxville Kiwanis Club. In 1982, he began the University of Tennessee Ag Day and founded Dial-A-Tutor for students in the Institute of Agriculture. Dr. Bell was preceded in death by his parents, William Fort Bell and Nancy Elizabeth Bell; brothers, James I. Bell and John Bell and sisters, Cornelia Yett, Mary Frances Trudell and Anne Hatcher. He is survived by his loving wife of seventy years, Edna Bentley Bell; daughters, Mary Kathryn Crone, Nancy Elizabeth Banks and William David Banks, and Carol Ann Trevathan; Larry Trevathan; grandchildren, Kathryn Edna, Kelly, Bill Frank Banks, Debbie Tatum, Elizabeth Ann Johnson and Melissa Margaret Weeks; great-grandchildren, Hannah Tatum, Madison Weeks and Jack Fort Kelly. The family is very grateful for the care from the staff at Arbor Terrace Assisted Living and his personal caregivers, Pat Edwards, Nannie Moore, Carolyn Wright, Mary Cade, Anna Casswell, Kevin Casswell and Robin Williams. Funeral service 1:30 PM Wednesday, at Church Street United Methodist Church with Dr. Andy Ferguson and Reverend Cabel Trent officiating. Interment to follow at Highland Memorial Cemetery. The family requests that in lieu of flowers, memorials may be made to the Frank F. and Edna B. Bell Endowed Scholarship Fund, University of Tennessee, Office of Annual Giving, 600 Andy Holt Tower, Knoxville, TN 37996 or to Church Street United Methodist Church, 900 Henley Street, Knoxville, TN 37909. Online Condolences may be sent to www.rosemortuary.com. Arrangements provided by Rose Mortuary Mann Heritage Chapel.

Published in Knoxville News Sentinel on December 7, 2010