



# EducationUSA Weekly Update

No. 88, July 14, 2008

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## I. Scholarships and Fellowships

### Monroe College, New York

#### About Us:

Monroe College was founded in 1933 with a single goal: To educate men and women for a successful future in the world. Monroe offers Associate, Bachelor's, and Master's degree programs leading to employment in the most relevant areas for today's rapidly changing global economy.

Programs include Accounting, Baking and Pastry, Business Management, Criminal Justice, Culinary Arts, General Business, Health Services Administration, Hospitality Management, Information Technology, Medical Administration, Medical Assisting, Nursing, and Public Health.

#### Scholarships:

Monroe College makes a variety of scholarships available to incoming freshman and transfer students to the Bachelor's Degree Program.

Scholarship Name	Annual Amount	General Criteria
Presidential Scholarship	\$2,500 to \$3,200 per semester	Up to \$12,000 per year. Awarded by the Admissions Office. Students must maintain a 3.25 GPA and full-time status. The scholarship continues through BBA graduation.
Trustees Scholarship	\$1,200 to \$2,500 per semester	Up to \$7,500 per year. Awarded by the Admissions Office. Students must maintain a 3.25 GPA and full-time status. The scholarship continues through BBA graduation.
Dean's Scholarship	\$800 to \$1,200 per semester	Up to \$3,600 a year. Awarded by the Admissions Office. Students must maintain a 3.25 GPA and full-time status. The scholarship continues through BBA graduation.

Ms. Selina Suarez Email: [ssuarez@monroecollege.edu](mailto:ssuarez@monroecollege.edu)  
 434 Main Street  
 New Rochelle, NY 10801  
 Tele: 914-632-5400 ext 6406  
 Fax: 914-654-0714  
 Website: [www.monroecollege.edu](http://www.monroecollege.edu)  
 Private College 500 + International Students  
 Co-ed 6,000 Undergraduate and Graduate

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## Undergraduate- Bates College

Bates College, widely regarded as one of the finest liberal arts colleges in the nation, is dedicated to the principle of active engagement. A 10-1 student-faculty ratio makes possible close collaborations in classroom and laboratory, and the Bates learning experience is honed through seminars, research, service-learning, and the capstone of senior thesis. Typically, two-thirds of Bates' 1,700 students study abroad. Co-curricular life is rich: most students participate in club and varsity sports; many participate in performing arts; and almost all students participate in one of more than 90 student-run clubs or organizations. Alumni frequently cite the capacities they developed at Bates for critical assessment, analysis, expression, aesthetic sensibility and independent thought. About 40 percent of students participate in career internships, and more than two-thirds of recent graduates enroll in graduate study within 10 years after graduation. Bates was founded in 1855 by Maine abolitionists, and Bates graduates have always included men and women from diverse racial, ethnic and religious backgrounds. There are many reasons to learn more about Bates. Here are just a few: real access to an excellent faculty nationally recognized academic program, Bates people, the Senior Thesis, Service-learning, Summer research, medical and law school acceptance rates, successful life after Bates. More at <http://www.bates.edu/about-bates.xml>

### International students at Bates

International students bring diversity in countless ways to the Bates community. They do well in our comfortable, challenging, and egalitarian setting, and they contribute greatly to the life of the college, both in and out of the classroom. We at Bates welcome the global perspective you and other students can bring to class and campus discussions and activities. More at <http://www.bates.edu/international-students.xml>. Curious about international student life at Bates? Maine weather? Classes? Social life? Clubs and activities? Other questions? Ask a current international student! These students have volunteered to answer questions, via e-mail, for any prospective students. More at <http://www.bates.edu/intl-email-students.xml>

### Financial Aid for International Students at Bates

The Bates College provides need-based financial aid for all of its students, including non-U.S. citizens who cannot fully meet the cost of tuition. The College expects students and their families to contribute as much as possible toward the Comprehensive Fee, which covers tuition, room, board, and various other charges. The Comprehensive Fee in 2006-2007 was \$44,350, subject to adjustment in accordance with changing operation costs. Estimated other expenses total \$2,050 for books, supplies, laundry and incidentals. Financial aid awards are made on the basis of documented need, and are available only for students who decide to enroll at Bates. There is no particular amount of the aid that is offered since each family's circumstance is unique. The college pledges to meet demonstrated need in full for the duration of the student's enrollment. Since Bates makes this commitment for provide financial assistance, the competition to be admitted is very intense. A typical international financial aid package includes three parts: a Bates Grant, a campus job that involves working up to 15 hours per week, and an annual contribution, usually earned through summer employment. In 2006-2007 the average financial aid award for international students was \$36,750. Each year international students at Bates receive financial aid package that meet full need of their families, totaling approximately \$2 million..

### Deadlines

Due to the highly competitive nature of admission to Bates, it is very important to submit all required credentials and documents by the deadlines. For non-U.S. citizens, the Bates Financial Statement for International Students is due at the same time as the application for admission.

November 15: Deadline for Early Decision Round I; applicant to receive notification by December 20.

January 1: Deadline for Early Decision Round II; applicant to receive notification by February 15

January 1: Deadline for Regular Decision and international Transfer applications, applicant to receive notification from Bates by April 10 regarding admission and financial aid (if applicable). More at <http://www.bates.edu/intl-apply.xml>

### Contact

Bates College - Admission Office

Lewiston, Maine USA

Phone: 207-786-6000 E-mail: [admissions@bates.edu](mailto:admissions@bates.edu)

[www.bates.edu](http://www.bates.edu)

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**Undergraduate- State University of New York - Plattsburgh**

It's a little-known fact that all international students accepted to the State University of New York - Plattsburgh receive a scholarship. That's how much we value the contributions that international students make to our campus community.

The monetary value of each scholarship package will vary from \$2,500 to \$10,500 depending on the following factors: applicant's country of residency, previous academic achievement, and applicant type (freshman or transfer). For the 2009-2010 academic year, we predict that billed cost of attendance (including tuition, mandatory fees, room, and board) for international students will be approximately \$22,500. Therefore, the actual billed cost for an accepted international student should be between \$12,000 and \$20,000 per year. To determine the estimated award for an individual applicant, try our new scholarship calculator:

<https://banweb.cc.plattsburgh.edu/pls/banprd/international.scholarships>

Our scholarship package is one of the many reasons why SUNY - Plattsburgh was recently named one of the "100 best values" among public universities in the United States by "Kiplinger's Personal Finance" magazine. For more information, please feel free to contact me anytime.

Sincerely,

Ms. Jackie Girard Vogl  
Director, International Student Services  
State University of New York - Plattsburgh  
101 Broad Street  
Plattsburgh, NY 12901 U.S.A.  
Email: [jackie.vogl@plattsburgh.edu](mailto:jackie.vogl@plattsburgh.edu)  
Phone: 518-564-3287  
Toll-free: 1-877-877-5170 (in U.S. and Canada)  
Fax: 518-564-3292  
Web: [www.plattsburgh.edu/international](http://www.plattsburgh.edu/international)

The International Legal Studies Program (ILSP) of the

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**Graduate- The Woodrow Wilson International Center for Scholars - 2009-2010 Fellowship competition.**

The Center awards approximately 20-25 academic year residential fellowships to individuals from any country with outstanding project proposal on national and/or international issues.

Topic and scholarship should relate to key public policy challenges or provide the historical and/or cultural framework to illuminate policy issues of contemporary importance.

Applicants must hold a doctorate or have equivalent professional experience.

Fellows are provided stipends (which include round trip travel), private office, access to the Library of Congress, Windows-based personal computers, and research assistants.

For more information and application guidelines please contact the Center at:  
Tel: 202-691-4170; Fax: 202-691-4001; E-mail: [fellowships@wilsoncenter.org](mailto:fellowships@wilsoncenter.org).

You can apply online or download the application form from the Center's website at <http://www.wilsoncenter.org/fellowships>.

Application deadline: October 1, 2008

Contact an EducationUSA adviser near you for guidance on finding and applying to an accredited U.S. college or university <http://www.educationusa.state.gov/> 3

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**Post Doc- Human Sensing Lab (<http://humansensing.cs.cmu.edu>) in the Robotics Institute Carnegie Mellon University Pittsburgh**

Starting date: September / October 2008

One postdoctoral position is available in the Human Sensing Lab (<http://humansensing.cs.cmu.edu>) in the Robotics Institute at Carnegie Mellon University Pittsburgh, USA campus.

The position will develop and apply novel machine learning and computer vision algorithms to human health related projects.

A strong background in mathematical modeling is required. Potential projects will be in the areas of visual learning (e.g. facial feature detection), facial expression analysis, temporal classification of human activity from multimodal data, and temporal segmentation of human behavior. See <http://humansensing.cs.cmu.edu> for related projects. Projects will be programmed entirely in Matlab.

The postdoc will also coordinate the work of several graduate students and visitors throughout the year.

This will initially be a one year position with the possibility of an extension pending funding. Salary range is \$40,000-\$50,000, depending on the candidate's expertise.

**Application**

Applications should be sent by email ([ftorreccs.cmu.edu](mailto:ftorreccs.cmu.edu)) and should include a CV, a brief statement of research interests, the expected date of availability, and the contact information for 3 references.

Applications should be postmarked by August 1st, 2008, but later applications may be considered until the position is filled.

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**The South Asia Center at the University of Washington, Seattle invites applications for a Postdoctoral Fellow / Teaching Associate for two quarters, Winter and Spring 2009 (Dates of Instruction: January 5-June 15, 2009).**

Candidates must have research and teaching experience related to contemporary issues in South Asian politics, economic development, cultural studies, or gender studies; knowledge of a South Asian language, fluency in English, and a completed PhD. A research focus on contemporary urban politics and urbanization in South Asia is preferred.

The Post-doctoral Fellow/Teaching Associate will pursue their own research and teach one course in each of the two quarters: one undergraduate and one graduate related to topics of their interest. They will also participate in the activities of the South Asia Center including an international conference, Metropolis and Micropolitics: Contesting Imaginaries and Conflicting Processes in South Asia's Sutured Cities, in May 2009.

The South Asia Center at the University of Washington is a leading center for South Asian Studies in North America. It promotes knowledge about South Asia through innovative research, teaching and outreach to educational, civic, and business institutions and to the community. At UW, over forty faculty across several colleges and professional schools focus their research on South Asia. Our library collection is one of the finest in the country. More information is available at <http://jsis.washington.edu/soasia/>

**Application**

Applicants should submit a cover letter, a one-page description of research plans; a draft of a course syllabus and a title and

*Contact an EducationUSA adviser near you for guidance on finding and applying to an accredited U.S. college or university* <http://www.educationusa.state.gov/>

brief summary of a second course; a CV; and two reference letters. Compensation includes a salary of \$28,000, inclusive of standard benefits

We will accept applications immediately with review beginning on July 20th 2008 and continuing until the selection is final.

Please submit all application materials electronically. Recommendation letters by pdf or email from an institutional address is acceptable. Alternatively, please send all application materials by express mail to:

Keith Snodgrass, Associate Director  
South Asia Center  
Box 353650  
University of Washington  
Seattle, WA 98195 USA

Email: [snodgrasu.washington.edu](mailto:snodgrasu.washington.edu)

Website: <http://jsis.washington.edu/soasia/>

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### **Argonne National Laboratory Named Fellowships**

Each year Argonne offers these special postdoctoral fellowships to be awarded internationally on an annual basis to outstanding doctoral scientists and engineers who are at early points in promising careers. The fellowships are named after scientific and technical luminaries who have been associated with the laboratory, its predecessors and the University of Chicago since the 1940s.

Fellowship recipients will be assigned according to his or her scientific or technical discipline.

### **2009 Argonne Named Fellowships**

Candidates for the Argonne National Laboratory Named Fellowships must display superb ability in scientific or engineering research and must show definite promise of becoming outstanding leaders in the research they pursue.

Fellowships are awarded for a one-year term, with possible renewal up to three years. The 2009 Fellowship carries a stipend of \$72,000 minimum per annum with an additional allocation of up to \$20,000 per year for research support and travel. The Fellows, who will be competitively selected by a special fellowship committee, are given the freedom of associating with Argonne scientists in a research area of common interest.

### **How to apply**

Your application requires the following documents:

- \* Nomination memo (? 2 pages) from ANL sponsor (with copy to Division Director)
- \* Research proposal (? 2 pages)
- \* Three letters of recommendation from other than Argonne staff
- \* CV
- \* List of publications, abstracts and significant presentations
- \* Graduate School and Undergraduate Transcripts

The sponsor could be someone who is already familiar with your research work and accomplishments through previous collaborations or professional societies. If you have not yet identified an ANL sponsor, visit the detailed websites of the various Research Programs, Research Divisions, and Project Descriptions.

Send all application material to: [Named-Postdoc@anl.gov](mailto:Named-Postdoc@anl.gov) by November 5, 2008. In the subject line please include the name of the candidate.

Contact an EducationUSA adviser near you for guidance on finding and applying to an accredited U.S. college or university <http://www.educationusa.state.gov/> 5

For your security, please do not include the following information in your CV:  
Date of birth  
Place of birth  
Social security number

One application is sufficient to be considered for all Named fellowships.

The nominator and referees should send their letters directly via e-mail to [Named-Postdoc@anl.gov](mailto:Named-Postdoc@anl.gov). Letters must be in a PDF file from the individual(s) with a signature on official letterhead.

## II. News you can use

**Green Design Institute**  
<http://gdi.ce.cmu.edu/>

The Green Design Institute is a "major interdisciplinary education and research effort to make an impact on environmental quality through green design." The primary goal of the Institute is to form partnerships with industry, government, and other foundations in order to develop processes that "can improve environmental quality and product quality while enhancing economic development." Located at Carnegie Mellon, the Institute involves faculty, students, and other partners in their efforts to develop practical pollution prevention technologies and lower costs by recycling scarce resources, using fewer raw materials, and creating better products. Visitors to the site may wish to begin by reading the "About Us" section to learn a bit more about the Institute. After getting acquainted with the goals of the Institute, visitors should visit the "Research" section to learn a bit about on-going projects on sustainable infrastructure, energy and environment, life cycle assessment, and environment. Perhaps the most useful section of the site can be found by clicking on "Education". Here, a link to [eiolca.net](http://eiolca.net) can be found, which is economic input-output life cycle assessment software. The model allows users to estimate the overall environmental impacts of producing commodities or services in the United States. In addition, courses and course materials on environmental issues are available here.

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**The Urban Institute: Five Questions**  
<http://www.urban.org/toolkit/fivequestions/archives.cfm>

In the mid-1960s, President Johnson saw the need for independent nonpartisan analysis of the problems facing America's cities and their residents. The President created a blue-ribbon commission of civic leaders who recommended chartering a center to do that work and in 1968, the Urban Institute became that center. Today the Urban Institute analyzes policies, evaluates programs, and informs community development to "improve social, civic, and economic well-being." Working in all 50 states and abroad, the Institute shares its research with policymakers, business leaders, and academics. On this site, visitors can enjoy the Institute's series of interviews entitled "Five Questions For..." which poses five questions to the people behind the Urban Institute's research. Here, experts talk about the nature of their work and offer insights on what they've learned. The collection allows visitors to browse a chronological list of this series of interviews and each interview is easily emailed and is also available in a printer friendly format.

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**WordWeb 5.5**

<http://wordweb.info/free/>

The Wordweb free edition is a one-click English thesaurus and dictionary for Windows, which can work online and off-line. The program can look up words in almost any program and then provide a definition, pronunciation, related words, and list of synonyms. The dictionary includes over 150,000 root words and 120,000 synonym sets and covers American, British, Canadian, Australian, Indian, and global English. This version is compatible with computers running Windows 98 and newer.

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**AAUW Report Debunks So-Called “Boys’ Crisis” in Education**

*Income Disparity More Influential than Gender in Educational Achievement, Says Most Comprehensive Analysis to Date*

On May 20, AAUW released the most comprehensive analysis to date on trends in educational achievement by gender, race, ethnicity, and income. This report shows that *girls and boys from the fourth grade through the end of college are making steady educational gains*. An analysis of data from all 50 states indicates that *girls’ successes do not come at the expense of boys*. This report is also the first to analyze gender differences within economic and ethnic categories. The data show that *family income is more closely associated with academic success than with gender*.

The report, [Where the Girls Are: The Facts About Gender Equity in Education](#), presents a comprehensive look at girls’ educational achievement during the past 35 years, paying special attention to the relationship between girls’ and boys’ progress. Analyses of results from national standardized tests and other measures of educational achievement, provide an overall picture of trends in gender equity at all educational levels.

Some highlights from the report:

***Girls’ Academic Success Does Not Penalize Boys***

***Income More Influential than Gender***

Consistently, a rise in family income is associated with a rise in test scores. Differences in educational achievement vary by race/ethnicity and family income level.

Overall, educational achievement has improved or stayed the same, and more men and women are graduating from college than ever before. Girls have made rapid gains in many areas, but boys are also gaining ground on most indicators of academic achievement.

View the complete report: [Where the Girls Are: The Facts About Gender Equity in Education](#).  
<http://caonlineef.blogspot.com/>