DIVISION OF INORGANIC CHEMISTRY

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Interacting with the U.S. National Science Foundation

J. Hicks, *Organizer*
L. Echegoyen, *Presiding*

ABSTRACTS

INOR 339

The career stages of a chemist: Undergraduate

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Many, if not most, scientists got their starts as undergraduate researchers. The Chemistry Division of NSF continues actively supporting these efforts through the Research Experiences for Undergraduates (REU) Program. A group of NSF staff will share the latest news on this Program and related activities. NSF staff will guide prospective undergraduate researchers through the process of identifying and applying to an REU site supported by NSF.

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The career stages of a chemist: Graduate/Postdoctoral

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The Graduate Research Fellowship program is a prestigious program that recognizes and supports outstanding graduate students in NSF-supported science, technology, engineering and mathematics disciplines. Recipients are expected to become leaders in research, teaching, and innovation, and must be US citizens, nationals or permanent residents. The American Competitiveness in Chemistry-Fellowship supports postdoctoral associates in chemistry, building ties between academic, industrial, national laboratory and NSF-supported chemistry center settings. The GRFP and ACC-F are focused on increasing diversity, with the ACC fellow taking an active leadership role. In this session, eligibility requirements, resources available to the applicant, the selection process and selection criteria will be explained. The audience is invited to participate in the discussion.

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The career stages of a chemist: Junior Faculty

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The CAREER Program is a Foundation-wide activity that offers NSF's most prestigious awards in support of junior faculty who exemplify the role of teacher-scholars through outstanding research, excellent education, and the integration of education and research within the context of their organization's mission. This session will discuss answers to the following questions: Am I eligible for the CAREER Program? When is the best time to apply to the Program? How does CAREER differ from other individual investigator programs? What is an appropriate level of funding to request? How many pages should I devote to research and how many to education? How do I choose a Division/Program? Can I be considered for PECASE? What factors are considered in the review process? Attendees are encouraged to ask their own questions as well!

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The career stages of a chemist: Mid/Late Career

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For many faculty, mid-life (and/or mid-career) changes include a change of research interests. For others, research ideas may become stale and funding frustration may result. Turning these challenges into opportunities was one of eight priorities identified in the NSF Chemistry Division self-study. A panel of five Program Directors will present current opportunities (including ROA, EAGER, RAPID, GOALI, ICC, CCI, collaboratives, and NSF review and employment opportunities), then will respond to community questions and suggestions concerning these and other, perhaps prospective, opportunities

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The life cycle of a proposal: Finding a proposal's home

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In mid-2009, the NSF Division of Chemistry underwent a realignment procedure in which outdated programs were replaced by new ones that better reflect the way in which chemistry research is now conducted. The new programs will be presented and a procedure outlined that helps the investigator to locate the program that provides the best fit for the proposed research.

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The life cycle of a proposal: Proposal review

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NSF-wide, success rates have recently been in the vicinity of 25%, meaning at least three declinations for each award. "Seasoned veterans" fare somewhat better – the success rate for renewal proposals is generally higher. What do the veterans know that others don't? What makes for a successful proposal, in the eyes of reviewers and from the perspective of the Foundation? A panel of three NSF Program Directors will present the essence of the NSF review process and the review criteria (intellectual merit, broader impact). Disciplinary variants on perceptions of the definitions and the processes by which they are employed will be discussed. Topics will include how to

write and respond to substantive reviews, mentoring, confidentiality, what constitutes a conflict of interest, and how to counter non-conscious bias.

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The life cycle of a proposal: Post award

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Receiving an award entails responsibilities and opportunities on the PI's side. Among the responsibilities are the creation of highlights that convey the gist of the research and broader impacts to a non-specialist. They may be used to support funding requests to Congress. Similarly, project reports are documents that help a program manager assess a PI's progress and may have an impact on future funding recommendations. Successful research may result patent applications - we will discuss to what extent NSF may be involved. Among the opportunities are supplemental requests, new outreach opportunities for undergraduate research, and the involvement of faculty from PUIs (ROA) or science teachers (RET) in research. The format of this session is an interactive panel discussion with input from the audience. We will discuss what constitutes a strong highlight, how to draft a meaningful report, how to acknowledge NSF support, and explain IP issues and supplemental funding opportunities.