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CURRENT GRANT COMPETITIONS

The FIPSE Comprehensive Program competition for FY 2011 has been cancelled. For more information please go to the **Comprehensive Program page**. ■

FIPSE Update

U.S. DEPARTMENT OF EDUCATION
FUND FOR THE IMPROVEMENT
OF POSTSECONDARY EDUCATION

May 2011
Volume 2, Issue 1

840 and Counting!

FIPSE receives many requests for information about projects outcomes. In an effort to make that information more accessible to the public, FIPSE is mining the resources of the **Education Resources Information Center (ERIC)** for reports and analyses submitted by former and current FIPSE project directors. There are currently 840 records in ERIC for materials submitted between 1973 and 2010 by FIPSE project directors and evaluators. Included among the 840 records are: 410 descriptive reports, 151 research reports, 84 evaluation reports, 76 tests/questionnaires, and 66 classroom guides. Some of the ERIC reports include long-term follow-on studies, studies of project impact involving hundreds of students, and comparison group studies.

Over the next few months FIPSE will be working to add the links to all these materials into the **FIPSE online project database**. The most time-consuming aspect of the project will be matching the ERIC entries with the correct FIPSE grants. Adding this link will result in an unprecedented increase in the project outcome material which FIPSE will be able to make available to the public. Virtually all of the FIPSE material in ERIC is in PDF form and free for download.

Linking to the records in ERIC is valuable to FIPSE in a second way. Though staff hear anecdotally that many FIPSE grants grow and secure additional funding once they leave us, this information is hard to track.

ERIC lists all funding sources for submissions. By examining FIPSE projects in ERIC's database, FIPSE staff will be able to gain valuable insight into which projects were sustained through additional support from other agencies or the private sector.

If you cannot wait to view this treasure trove of findings, you can access ERIC yourself. To locate reports from FIPSE-funded projects, start on the **advanced search menu** in ERIC. Using the drop-down menu, change "Search for Keywords (all fields)" to "Search for Sponsoring Agency". Then in the empty box to the right, type in "Fund for the Improvement of Postsecondary Education". Click "Search". This will bring up all the FIPSE records. You can further narrow your search by author, topic, dates, audience, source, education level, and/or publication type.

On a final note, FIPSE does not automatically make project directors' reports available to the public. However, if you are a former FIPSE project director, we strongly encourage you to voluntarily submit your findings to ERIC as part of your dissemination activities. ERIC is an online database of over 1.3 million bibliographic records of journal articles and other education-related materials. Hundreds of new records are added multiple times per week.

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Fund for the Improvement of Postsecondary Education

U.S. Department of Education
6th floor
1990 K Street, NW
Washington, DC 20006-8544

Phone: 202-502-7500
Fax: 202-502-7877
E-mail: fipse@ed.gov

A Note From the Editor



*Susan Lehmann
Education Research
Analyst, FIPSE*

Dear FIPSE Alumni and Friends:

FIPSE is pleased to announce the addition of a new staff member – **Dr. Frederick Winter**. We feel very fortunate to be able to add a colleague with such depth and breadth of experience to our staff.

Last issue we mentioned that there had been a reorganization in the Office of Postsecondary Education and as a result FIPSE’s four international programs moved to the International and Foreign Language Education (IFLE) Division. As part of this reorganization, Higher Education Programs has been divided into three parts: Institutional Service, State Service, and Student Service. FIPSE has now become a part of Institutional Service. Institutional Service administers programs to improve academic quality, institutional management, and fiscal stability, as well as strengthen physical plants and endowments of institutions of higher education. FIPSE’s mission to provide grants to colleges, universities, non-profit institutions, and non-profit agencies to promote reform, innovation, and improvement in postsecondary education has not changed.

As always, please feel free to send us your suggestions and requests for items that would interest you as a former or current FIPSE grantee, former FIPSE employee, or interested reader from the higher education community. Please also feel free to forward this newsletter to colleagues. ■

Best,
Dr. Susan Lehmann,
Education Research Analyst, FIPSE
susan.lehmann@ed.gov

Dr. Winter holds a B.A. from Brooklyn College CUNY in Classical Greek language and a Ph.D. in Classical Archaeology from the University of Pennsylvania. He comes to FIPSE from his position as Senior Director, Office of Advancement and Leadership Development, Association of American Colleges and Universities. Dr. Winter has previously worked at the National Endowment for the Humanities, Hood College, and as a Professor of Classics at Brooklyn College of the City University of New York. From 2006 to 2007 he also served as President of the Higher Education Group of Washington, D.C.



*Dr. Frederick Winter,
Program Officer, FIPSE*

FIPSE FACTS 

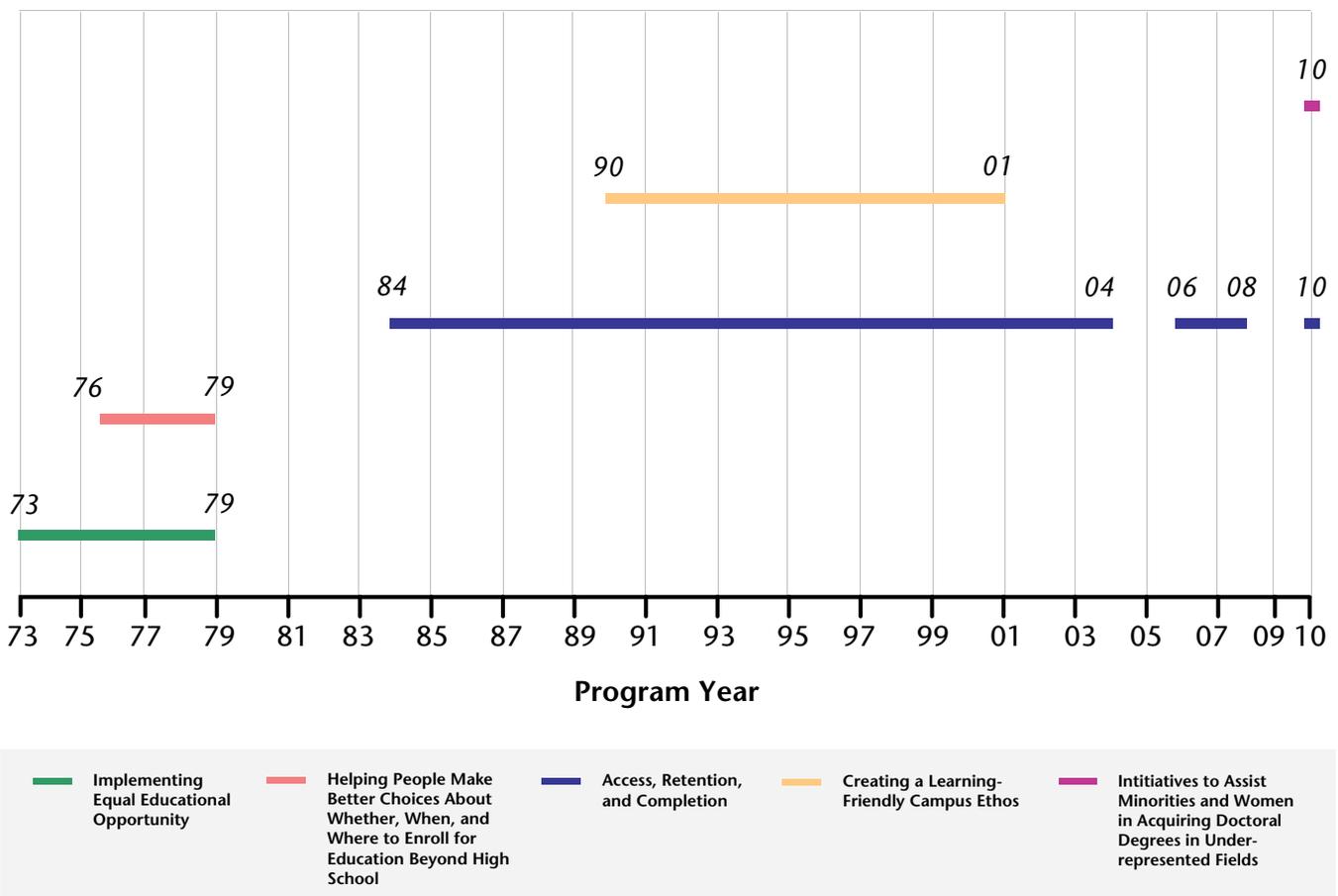
Trends in Support for Access Grants

FIPSE’s flagship program is the Comprehensive Program. As FIPSE heads towards its 40th anniversary in 2012, we thought it would be interesting to look at where we have been. In this issue we present a review of the invitational funding

priorities that FIPSE has used in the area of access to postsecondary education between 1973 and 2010. Though applicants have never been obligated to address invitational priorities in their applications, and they receive no additional

points from reviewers for doing so, a look at the invitational priorities over time gives a sense of the educational trends that were considered important by FIPSE staff, Department of Education officials, Congress, and the field. ■

FIPSE Comprehensive Invitational Funding Priorities from FY 1973 to FY 2010
Category 4: Access to Postsecondary Education



► *840 and Counting!*
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It is maintained by the Institute of Education Sciences of the U.S. Department of Education. In many cases ERIC is much more than a bibliographic reference, it offers full-text PDFs of reports, tests and surveys, policy papers, and more. ERIC is a great resource for educators and ERIC records frequently appear in Google Scholar searches. By submitting your materials to ERIC, now you will also ensure that your findings will be linked to the public side of the FIPSE database. To start the submission process to ERIC, please go to <http://www.eric.ed.gov/ERICWebPortal/resources/html/contribute.html>. ■

WEB SITES REFERENCED IN THIS ARTICLE:

Education Resources Information Center (ERIC)

<http://www.eric.ed.gov/>

Web Site to Submit Content to ERIC

<http://www.eric.ed.gov/ERICWebPortal/resources/html/contribute.html>

FIPSE Online Project Database

<http://fipsedatabase.ed.gov/>

FIPSE STUDENT PROFILE



A Student's View of Global Connections in Arcadia University's Undergraduate Curriculum

Project Director: *Caryn McTighe Musil, Association of American Colleges and Universities*

FIPSE Comprehensive Program Grant: *P116B060445*

Grant Dates: *10/2006-9/2009*

Project Description: Shared Futures: General Education for Global Learning enabled a network of colleges and universities to design and share concrete general education curricula that prepare students to face the challenges and meet the opportunities of an interdependent global community. With funding from FIPSE, the Association of American Colleges and Universities (AAC&U) refocused the network's energy and resources to: 1) make general education science requirements a more central part of coherent global general education curricula, 2) use global general education to refine and assess key liberal education outcomes, and 3) illuminate the links between **global learning, diversity, democracy, civic engagement, and social and ethical responsibility**.

According to Jeffrey Shultz, Professor of Education and Assistant Provost for Special Projects at **Arcadia University**, as a result of the **Shared Futures Project**, faculty created a new undergraduate curriculum with a major emphasis on global learning. Concretely, this means that: 1) Arcadia students must take two courses that carry a Global Connections designation indicating that they will develop the student's ability to explore and understand the interconnectedness of cultures, peoples, and nations around the world in social, political, and economic arenas as well as explore issues of social justice, social welfare, and economic rights within and across national boundaries, and 2) Arcadia students must participate in a Global Connections Experience and Reflection - a sustained, semester-long cross-cultural experience. These requirements can be satisfied through study abroad as well as through study away within the US in a setting culturally different from the one in which the student was raised. The curriculum was developed in 2006 through 2008 and began to be implemented in the fall of 2008. About 87 percent of Arcadia's students use their passports during their first year of college. The University also pioneered a number of spring break "preview" programs that introduce freshmen and transfer students to international education. Arcadia University also received funding in 2008 from the **Undergraduate International Studies and Foreign Language Program (UISFL)** to support these efforts.

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NURTURING INNOVATION *Profiles of Former FIPSE Projects That Grew*



FIPSE Project Directors Honored for Innovations in Teaching

On January 21, 2011 President Obama named 11 individuals and 4 organizations as recipients of the **Presidential Awards for Excellence in Science, Mathematics, and Engineering Mentoring**. One of the eleven individuals honored is Anthony Carpi of John Jay College of Criminal Justice of the City University of New York, the project director for FIPSE Comprehensive Grant P116B060183 entitled **Teaching the Process of Science**. In a press release, the White House noted that the Presidential Awards for Excellence in Science, Mathematics, and Engineering Mentoring, awarded each year to individuals or organizations, recognize the crucial role that mentoring plays in the academic and personal development of students studying science or engineering—particularly those who belong to groups that are underrepresented in those fields. By offering their expertise and encouragement, mentors help prepare the next generation of scientists and engineers while ensuring that tomorrow's innovators reflect the full diversity of the United States. "These individuals and organizations have gone above and beyond the call of duty to ensure that the United States remains on the cutting edge of science and engineering for years to come," President Obama said. "Their devotion to

the educational enrichment and personal growth of their students is remarkable, and these awards represent just a small token of our enormous gratitude."

Carpi has authored articles on the design and effectiveness of Web-based teaching resources for the *Journal of Chemical Education* and the *Journal of College Science Teaching*. He is the founder of **Visionlearning** (<http://www.visionlearning.com>), a science education website funded by FIPSE to create a series of innovative materials focused on teaching about the process of science and scientific research. Carpi has also been the project director on multiple grants awarded by the Office of Postsecondary Education including **Developing Hispanic-Serving Institutions Grants** in FY 2006 and FY 2010 and a **Minority Science and Engineering Improvement Program Grant** in FY 2008.

Two other FIPSE project directors won the Outstanding Undergraduate Science Teacher Award (OUSTA) given by the Society for College Science Teachers (SCST). The **2011 OUSTA winner** is Melanie Cooper, Chair of the Department of Science and Engineering Education at Clemson University. In 1992 she

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SELECTED WEB SITES REFERENCED IN THIS ARTICLE:

Carpi's 2006 FIPSE Comprehensive Grant

<http://fipsedatabase.ed.gov/fipse/grantshow.cfm?grantNumber=P116B060183>

Cooper's 1992 FIPSE Comprehensive Grant

<https://fipsedatabase.ed.gov/fipse/grantshow.cfm?grantNumber=P116B920009>

Beichner's 1997 FIPSE Comprehensive Grant

<https://fipsedatabase.ed.gov/fipse/grantshow.cfm?grantNumber=P116B971905>

Beichner's 2000 FIPSE Comprehensive Grant

<http://fipsedatabase.ed.gov/grantshow.cfm?grantNumber=P116B000659>

▶ *continued from page 5*

served as the Project Director for a Comprehensive Program Grant entitled **Cooperative Chemistry Laboratories**. The announcement of her award reads, in part, “Dr. Cooper is recognized as a leader in both developing instruments for measuring learning and devising new technologies or curriculum-based methods based upon those measurements. A current project, using the knowledge and understanding derived from her research about how the changes we make in curriculum and pedagogy affect students’ understanding, conceptual development, and problem-solving abilities, is to develop a new curriculum, **Chemistry, Life, the Universe and Everything (CLUE)**. This new curriculum includes an engaging text, with integrated teaching and learning materials, all of which are being field tested and assessed for changes in student outcomes. Her record also includes early and current work involved with the development of the now widely-used problem-based **Cooperative Chemistry Laboratories, with a lab manual** now into its 5th edition. Dr. Cooper continues to work with issues such as active learning for large enrollment classes and the development of a suite of software tools that allow for assessment of student problem solving strategy and student ability over time.”

You can locate more information about Melanie Cooper’s work on student learning on her **Web site**. The site includes links to **OrganicPad** a tablet-based program that allows for the observation

and modeling of how students draw different types of structures. It also links to **BeSocratic** which poses students with a problem that they must answer by constructing a representation. The system can recognize the input and respond accordingly with appropriate tiered contextual feedback.

Robert Beichner was the **2010 OUSTA winner**. He has held two FIPSE grants, an FY 1997 Comprehensive Program Grant entitled **Student-Centered Activities for Large Enrollment University Physics (SCALE-UP)** and an FY 2000 Comprehensive Program Dissemination Grant on **Student-Centered Activities for Large Enrollment University Programs**. Beichner was also named the 2009 North Carolina Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education which noted that “His innovative work with SCALE-UP has caught on around the country, with more than **100 schools**, including MIT, Clemson, and the University of Alabama, investing in similar programs. The project borrows methodology and teaching techniques proven to be successful in small class settings, such as hands-on activities, simulations and roundtable discussions, and adapts them for use in larger classrooms.” To find out more about how SCALE-UP works, you can visit the **FAQ page** on their Web site.

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WEB SITES, *cont’d*

FIPSE Award-Winning Projects & Links to Application Information for National Award Programs

<http://www2.ed.gov/about/offices/list/ope/fipse/awards.html>

Link for FIPSE Grantees to Report Additional Honors

http://www.surveymonkey.com/s/FIPSE_Dissemination

Visionlearning

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

Chemistry, Life, the Universe and Everything (CLUE)

<http://virtuallaboratory.colorado.edu/Chemistry/index.html>

OrganicPad

<http://people.clemson.edu/~sbryfcz/OrganicPad/>

BeSocratic

<http://besocratic.clemson.edu/>

SCALE-UP FAQ

<http://scale-up.ncsu.edu/FAQs.html>

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Beichner is also the founding editor of the American *Physical Society* journal **Physical Review Special Topics: Physics Education Research** which covers the full range of experimental and theoretical research on the teaching and/or learning of physics.

With your help, FIPSE likes to keep track of grantees who have received national or international recognition for their FIPSE-funded projects. You can review the most current list of notable FIPSE grantees by going to our Web page entitled **FIPSE Award-Winning Projects**.

If you are a past or present FIPSE grantee who has received additional recognition for your FIPSE project, please let us know by sending that information to us at http://www.surveymonkey.com/s/FIPSE_Dissemination.

As you review the list of award winners, you will notice that many of the awards mentioned are ones that can be applied for. For that reason, we have posted a file entitled **National Award Programs – Links to Application Information** at the bottom of the page continuing information on award-winning projects. ■

JUST THE FAQs: FIPSE's Policy on Subgrants



Q: May a FIPSE grantee use grant funds to award subgrants to organizations that will carry out projects supporting the grantee's objectives?

A: Applicants to FIPSE competitions sometimes propose using grant funds to hold competitions to award subgrants to other organizations that would conduct activities (mini projects) related to the applicants' overall project objectives. This is not permissible. Section 75.708 of the **Education Department General Administrative Regulations (EDGAR)** prohibits subgrants unless specifically authorized by statute; subgrants are not authorized under FIPSE's legislation.

Q: What problems do subgrants present?

A: The award of subgrants is inconsistent with FIPSE's purpose and operating principles. (See newsletter back cover for **FIPSE's mission statement**.) Proposals submitted to FIPSE are expected to provide detailed information about an educational project's objectives, the activities proposed to address those objectives, and strategies for evaluating the objectives. These details must be

included in proposals which applicants submit so external reviewers have the information needed to judge the quality of activities proposed (including the evaluation plan) and the relationship of the proposed activities to stated project objectives. Applicants proposing subgrants leave these matters open-ended, making it impossible for reviewers and FIPSE to know exactly what will be done, how, and toward what end. That is not acceptable.

Q: May a FIPSE grantee contract for services related to project objectives?

A: Yes. As opposed to having other organizations apply to a grantee for subgrants, an applicant may propose to contract for specific services in accordance with provisions in EDGAR. Information about the services and the service provider (contractor) must be provided in advance, i.e., in the applicant's proposal to FIPSE. The scope of work, estimated cost, timeline, and relationship of proposed contractual services to project objectives must be specified. These details allow external reviewers to judge the quality and feasibility of what is proposed. ■

► FIPSE Student Profile, continued from page 1



Profile:
Caylynn Zeitz

Major: Early Childhood and Elementary Education

Caylynn Zeitz transferred to Arcadia in January of 2009 and was one of the first students to participate in the new global learning curriculum. In the three semesters that Caylynn has been at Arcadia, she has studied in Dominica, Tanzania, and Sicily, where she completed her Global Connections Reflection. She has taken several courses designated as Global Connections including a university seminar called Social Change: Global and Local and an interdisciplinary course on Global Literature. In what follows, Caylynn describes what effects the global connections courses, experience, and reflection have had on the way she looks at the world.

“While I do not feel that I have been at Arcadia University for a very long time, I feel that the time I have spent here has greatly influenced and impacted the way I view many aspects of the world. I have had the opportunity, in my three semesters at the university, to study away in three different locations: Dominica, Sicily, and Tanzania. As a result of experiences I had in each setting, these trips have changed the way I look at different issues.

“I traveled to Dominica, a small island in the Caribbean, in January of 2010 as part of an interdisciplinary course co-taught by an economist and a faculty member interested in environmental studies. We studied

many different aspects of the culture of the island -- how cruise ships affect their economy as well as the natural life and environment, and how eco-tourism helps boost the economy on the island. I was highly interested in all the information provided in the classroom, but during my trip in January I was overcome with a love and true passion for the way the people of Dominica live their everyday lives. The way they appreciate nature changed the way I view environmental issues here in the United States and made me reconsider and re-evaluate what I am doing on a daily basis to affect the environment I inhabit. My views on environmentalism have completely changed; I came home with a new found respect for the world around me as well as an urgency to continue traveling.

“As a transfer student to Arcadia, I had the opportunity to participate in the Spring Preview Program. I signed up for the class that would eventually lead to travel to Sicily as well as a related online class to blog about my experiences in the States and abroad. This class would focus on immigration in center city Philadelphia and allow me to compare these experiences and stories to those of immigrants in Sicily, Italy. We spent a large portion of the semester going into the city and learning about different people’s immigration experiences. Over the span of several weeks prior to traveling abroad I worked with a group of Southeast Asian immigrants living in Philadelphia. In Sicily, we met and interacted with immigrants from Sri Lanka. I was absolutely amazed at the stories I heard. Before taking this class, I

was rather close-minded about immigration, not in a way that I did not like or approve of immigrants, but rather that I did not know their stories and had no business knowing or listening to their stories. In Italy I spent a lot of my time re-assessing my thinking and came to realize just how prevalent immigration is in the United States and all throughout other countries. This wasn’t a topic that could, or should ever be, ignored. Yet again, I had traveled abroad and came home with a new appreciation for an entire group and culture of people who I hadn’t previously taken the time to understand. Since that trip, I have become much more involved in actively learning about topics involving immigration as well as making myself more knowledgeable about other topics in the news.

“The most recent study abroad experience I had was traveling to Tanzania through a Global Literacy class. This was technically another interdisciplinary course but had information much more centered on my major, Early Childhood and Elementary Education. Through this course, we learned about the culture and education system in and around Arusha, Tanzania. We learned the basics of Swahili and practiced writing lesson plans for students at the elementary level. By the end of the semester, every student in the class had prepared two lesson plans, created a puppet to use as a visual aid that would be donated to the school, and practiced a song with hand gestures to teach to the children. We had the opportunity to teach in a local

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► *FIPSE Student Profile, continued from page 8*

community center for five days during our trip. This time abroad had a very strong emotional impact on me. This was the first time I was truly exposed to horrible living conditions and small children wandering the streets without supervision. I saw so many different aspects of life that I never would have thought possible during my ten days. Something about the way these children had to live every day changed the way I looked at my life. It really brought a lot of things into perspective and made me appreciate every single tiny thing I take for granted.

“Through Arcadia University I have had the opportunity to see worlds I never would have seen. I never anticipated the changes that I have made within myself and in the way I live my everyday life, and I certainly never planned for them. Each and every time I have left the United States, I left with a different mindset than the one I had when I returned. I believe I returned a better, more well-rounded

person every time. My travels through this university have provided me with new knowledge and a drive for a deeper understanding of the world around me, outside the confines of the United States. After having lived through each of these experiences, I plan on continuing my travels for the rest of my life, continually learning about new people and places every time. My understanding of people, places, and cultures has stretched far beyond the boundaries of a typical classroom setting and I have my professors and Arcadia University to thank for that.” ■

SELECTED WEB SITES REFERENCED IN THIS ARTICLE:

2006 FIPSE Comprehensive Program Grant

<https://fipsedatabase.ed.gov/fipse/grantshow.cfm?grantNumber=P116B060445>

Shared Futures

http://www.aacu.org/SharedFutures/gened_global_learning/index.cfm

Diversity Web

<http://www.diversityweb.org/DiversityDemocracy/>

Upcoming Deadlines

Annual Reports Due

Please log into the database to complete your reports.

June 30, 2011 – Annual reports due for the **Comprehensive Program** and the **Innovative Strategies in Community Colleges for Working Adults and Displaced Workers Program**.

July 15, 2011 - Annual reports due for the **Centers of Excellence for Veteran Student Success Program**, the **Pilot Program for Course Material Rental**, and the **Training for Realtime Writers Program**.

Final Reports Due

Final reports are due within 90 days of the end of your grant – All programs. Please log into the database to complete your reports. ■

Charting Fipse

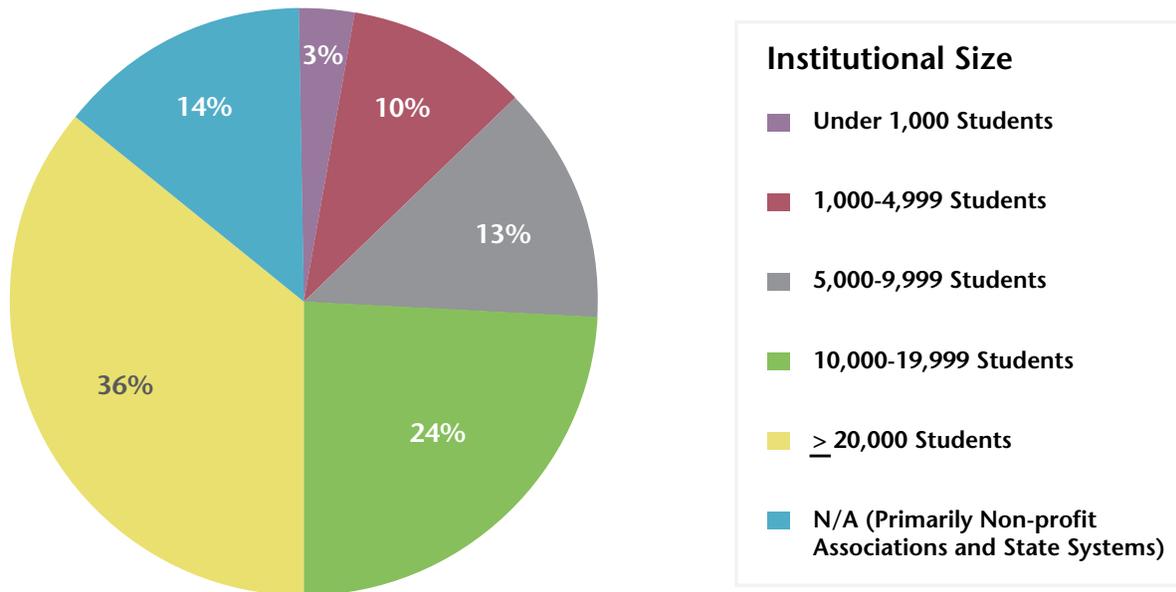
This pie chart displays how the institutions which were awarded FIPSE competitive grants between fiscal year 2006 and fiscal year 2010 broke out in terms of institutional size. (Data exclude Congress-

sionally-directed grants known as "earmarks.") One in seven grants (14%) were awarded to non-profits associations or state systems. A similar proportion of grants were awarded to small institutions, those

with fewer than 5,000 students. Just over one-third of grants were awarded to very large institutions with more than 20,000 students. IPEDS is the source for information on institutional size.

**Competitive FIPSE Grants Awarded FY 2006 – FY 2010
Broken Out by Institutional Size ***

N=247 Awards



* Institutional Size= Total students enrolled for credit, Fall 2008.
Data Source: IPEDS.

► Charting FIPSE, continued from page 10

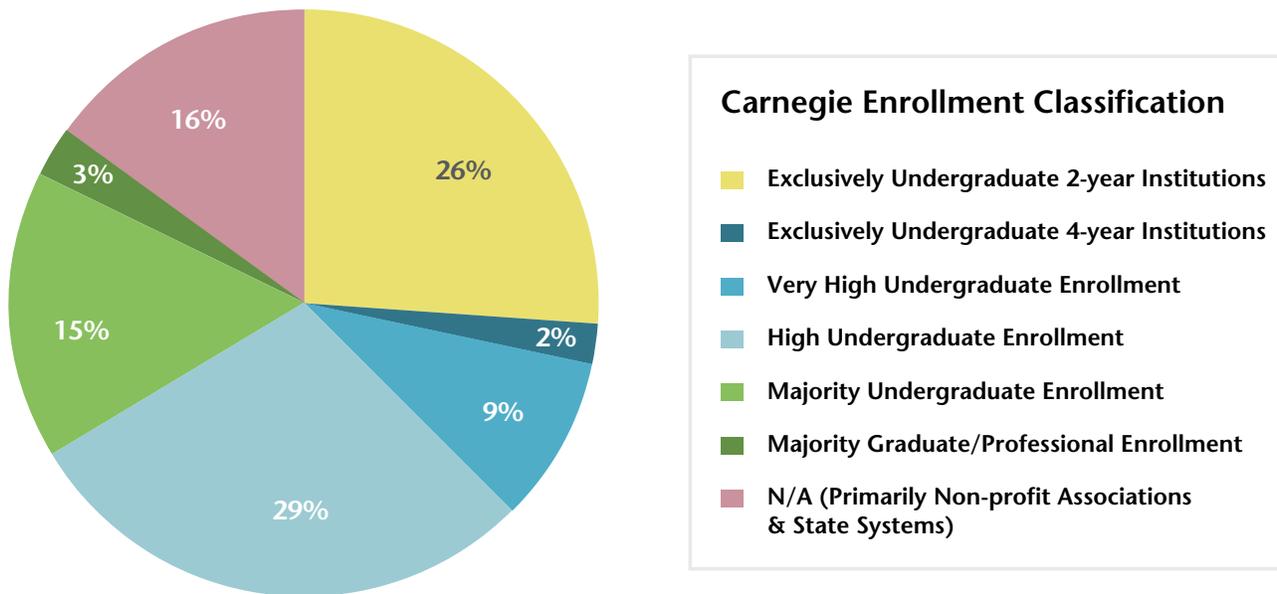
This pie chart displays how the institutions which were awarded FIPSE competitive grants between fiscal year 2006 and fiscal year 2010 broke out in terms of Carnegie Classification of the grantee institution. (Data exclude Congress-

sionally-directed grants known as "earmarks.") The first thing to notice is that more than a quarter of the grants were awarded to exclusively undergraduate 2-year institutions. At the other end of the spectrum, 18 percent went

to institutions with substantial graduate programs, though a small proportion overall (only 3 percent) went to institutions which had majority graduate or professional enrollment. ■

**Competitive FIPSE Grants Awarded FY 2006 – FY 2010
Broken Out by Carnegie Enrollment Classification of Grantee Institution ***

N=247 Awards



* Data Source: IPEDS, 2009.

RESOURCES THAT CAUGHT OUR EYE



Web Sites

<http://www.sheeo.org/sspds/default.htm>

This Web site presents information from a study conducted by the State Higher Education Executive Officers (SHEEO) that cataloged 59 state-level student unit record (SUR) data systems containing postsecondary data in 44 states and the District of Columbia. The Web site contains the report entitled *Strong Foundations: The State of State Postsecondary Data Systems*. The site also contains a Webinar on state data systems and links to state data.

<http://education.ted.com/>

This Web site is an offshoot of the better known TED Talks. Their goal is "to assemble a new archive of remarkable educational videos designed to catalyze learning around the globe." Their Web site says that they are seeking input from educators to help guide this new initiative.

<http://instapaper.com/>

A free, simple tool to save Web pages for reading later from any device that links to the Internet, including several of the more popular eReaders. It allows you to create folders and mark those articles that you particularly like. It seems to work more seamlessly with Mozilla's Firefox than Internet Explorer.

Books

Walsh, Taylor. 2011. *Unlocking the Gates: How and Why Leading Universities are Opening Up Access to Their Courses*. Princeton: Princeton University Press.

Articles

Anderson, W.A. et al. 2011. "Changing the Culture of Science Education at Research Universities," in *Science*, 14 January 2011: Vol. 331, No. 6014, pp. 152-153. MERLOT and North Carolina State University's STEM training, both of which have received FIPSE funds, are positively referenced in the footnotes.

Fellman, Anita Claire and Jennifer Fish. 2011. "Still Courageous after Twenty Years," in *On Campus with Women*, Washington, D.C.: Association of American Colleges & Universities. This article discusses the long-term impact of a 1989 FIPSE Comprehensive Program Grant to the National Women's Studies Association entitled "The Courage to Question: Women's Studies and Student Learning." ■

FIPSE's Mission

The Fund for the Improvement of Postsecondary Education (FIPSE) is a unit of the Higher Education Programs located within the Office of Postsecondary Education, U.S. Department of Education. **FIPSE's mandate** is to "improve postsecondary educational opportunities" across a broad range of concerns. Although a small program, FIPSE has established a record of promoting meaningful and lasting solutions to various, often newly emerging, problems and of promoting the highest quality education for all learners. Through its primary vehicle, the Comprehensive Program grant competition, FIPSE seeks to support the implementation of innovative educational reform ideas, to evaluate how well they work, and to share the lessons learned with the larger education community.

FIPSE defines postsecondary education broadly. Its applicants include a wide variety of nonprofit agencies and institutions offering education after high school, such as colleges and universities (public and private, two or four year, undergraduate and graduate), technical and business schools, testing agencies, professional associations, employers and unions, state and local education agencies, student organizations, cultural institutions, and community groups. FIPSE supports new as well as established organizations, but it cannot award grants to for-profits or unaffiliated individuals. ■

Fund for the Improvement of Postsecondary Education

U.S. Department of Education, 6th floor Phone: 202-502-7500
1990 K Street, NW Fax: 202-502-7877
Washington, DC 20006-8544 E-mail: fipse@ed.gov