



Grants Bulletin

Office of Research and Sponsored Programs

Issue 52 – March/April 2007

Mike Prasad, Director ♦ Regina Caulfield, Editor ♦ Kiely Hall 306 ♦ 718-997-5400

Grants.gov

Please note that faculty members should not try to register through Grants.gov. Only the institution applying for the grant must register. Individuals should download the software to view the application packages and sign up for funding notices but all registration has been completed through the Research Foundation and Queens College.

NSF

Please check each program regarding submission requirements through either Grants.gov or Fastlane. Most programs are still allowing submission through Fastlane but some require submission through Grants.gov. All collaborative proposals must be submitted through Fastlane until further notice.

NIH

All investigator-initiated grant proposals to NIH must be submitted electronically through Grants.gov as of February 1, 2007.

Fringe Benefit Rate Increases

Effective July 1, 2007, the fringe benefit rate for all full-time and part-time-A employees will increase to 35.5%. The rate will increase again on January 1, of 2008 to 36.5%.

Indirect Cost Rate Change for 2007

Beginning July 1, 2007, the indirect cost rate will be 55%. Investigators submitting grants now should plan accordingly.

Recent External Awards – December 2006 – February 2007

DEPARTMENT	PROJECT DIRECTOR	AGENCY & TITLE		AMOUNT
CBNS	MARKOWITZ, STEVEN	<i>U.S. DEPARTMENT OF ENERGY</i>	Former Worker Surveillance Program	\$400,000
		<i>U.S. DEPARTMENT OF ENERGY</i>	Former Worker Surveillance Program	\$500,000
CHEMISTRY	ENGEL, ROBERT	<i>STREM CHEMICALS</i>	Ionic Liquids	\$275
CHEMISTRY	MIRKIN, MICHAEL	<i>NATIONAL SCIENCE FOUNDATION</i>	Charge Transfers at Soft Nanoscopic Interfaces	\$165,000
CHEMISTRY	ROTENBERG, SUSAN	<i>NATIONAL INSTITUTES OF HEALTH</i>	PKCalpha-Mediated Mechanisms in Metastatic Melanoma	\$232,500
DIVISION OF EDUCATION	HAMMRICH, PENNY	<i>NEW YORK CITY BOARD OF EDUCATION</i>	Teaching Fellows Program	\$250,875

		<i>NEW YORK CITY BOARD OF EDUCATION</i>	Teaching Fellows Program	\$260,955
EDUC & COMMUNITY PROGRAMS	ROSS, ROSLYN	<i>TIDES FOUNDATION</i>	The Corinne J. Weithorn Foundation	\$9,500
KUPFERBERG CENTER	CHARLOP, VIVIAN	<i>MIDATLANTIC ARTS FOUNDATION</i>	Ragamala Music and Dance Theater 2006/2007 Season	\$3,465
		<i>N.Y.C. DEPT. CULTURAL AFFAIRS</i>	Arts Education Programing and Marketing/Audience Development	\$51,280
		<i>NEW YORK STATE DEPARTMENT OF STATE</i>	Support for the 2006-2007 Performance Series	\$5,000
		<i>MAX & SELMA KUPFERBERG FAMILY FOUNDATION</i>	Support of the 2006-2007 Performance Series	\$20,000
		<i>INDEPENDENCE COMMUNITY FOUNDATION</i>	Revelations	\$10,000
		<i>INDEPENDENCE COMMUNITY FOUNDATION</i>	Colden Auditorium Lobby Renovation	\$25,000
		<i>COMMERCE BANK</i>	Support of the Queens Jazz Festival	\$5,000
		<i>TIME WARNER CABLE</i>	An Evening with Nancy Wilson	\$10,000
LIBRARY	KAUFMANN, SHOSHANA	<i>THE STATE EDUCATION DEPARTMENT</i>	Library Collection Aid	19,839
LOUIS ARMSTRONG HOUSE & ARCHIVES	COGSWELL, MICHAEL	<i>N.Y.C. DEPT. CULTURAL AFFAIRS</i>	Louis Armstrong House and Archives	\$23,600
MICHAEL HARRINGTON CENTER	ROSENBLUM, MARK	<i>NAOMI & NEHEMIAH COHEN FOUNDATION</i>	The Middle East and America: Clash of Civilizations or Meeting of the Minds	\$10,000
PSYCHOLOGY	BOROD, JOAN	<i>NIH/UNIVERSITY OF COLORADO</i>	Efficacy of Voice Treatment for Parkinson's Disease	\$43,767
PSYCHOLOGY	CROLL, SUSAN	<i>NATIONAL INSTITUTES OF HEALTH</i>	Signaling Mechanisms Underlying VEGF-induced Neuroprotection in Vivo	\$232,000
PSYCHOLOGY	HALPERIN, JEFFREY	<i>NATIONAL INSTITUTES OF HEALTH</i>	ADHD: Neural Correlates of Adult Outcomes	\$379,284
		<i>NATIONAL INSTITUTES OF HEALTH</i>	Predictors of ADHD in Preschool Children	\$404,219
SEES	LUDMAN, ALLAN	<i>NEW YORK CITY BOARD OF EDUCATION</i>	GLOBE: Bronx Science Professional Development Program	\$280,882
		<i>NEW YORK CITY BOARD OF EDUCATION</i>	Globe General Training	\$4,347
SEES	ZHENG, YAN	<i>NIHES/COLUMBIA UNIVERSITY</i>	Health Effects and Geochemistry of Arsenic and Manganese	\$82,000
SOCIOLOGY	MIN, PYONG GAP	<i>RUSSELL SAGE FOUNDATION</i>	Visiting Scholar Appointment	\$26,047

NATIONAL SCIENCE FOUNDATION - Course, Curriculum, and Laboratory Improvement (CCLI)

The Course, Curriculum, and Laboratory Improvement (CCLI) program seeks to improve the quality of science, technology, engineering, and mathematics (STEM) education for all undergraduate students. The program supports efforts to create new learning materials and teaching strategies, develop faculty expertise, implement educational innovations, assess learning and evaluate innovations, and conduct research on STEM teaching and learning. The program supports three types of projects representing three different phases of development, ranging from small, exploratory investigations to large, comprehensive projects.

Project Components

All proposals must contribute to the development of exemplary undergraduate STEM education. Proposals may focus on one or more of the components of this cycle.

- **Creating Learning Materials and Teaching Strategies.** Guided by research on teaching and learning, by evaluations of previous efforts, and by advances within the disciplines, projects should develop new learning materials and tools, or create new and innovative teaching methods and strategies. Projects may also revise or enhance existing educational materials and teaching strategies, based on prior results. All projects should lead to exemplary models that address the varied needs of the Nation's diverse undergraduate student population. They may include activities that help faculty develop expertise in adapting these innovations and incorporating them effectively into their courses, the next step in the cycle.
- **Developing Faculty Expertise.** Using new learning materials and teaching strategies often requires faculty to acquire new knowledge and skills and to revise their curricula and teaching practices. Projects should design and implement methods that enable faculty to gain such expertise. These can range from short-term workshops to sustained activities that foster new communities or networks of practicing educators. Successful projects should provide professional development for a diverse group of faculty so that new materials and teaching strategies can be widely implemented.
- **Implementing Educational Innovations.** To ensure their broad based adoption, successful educational innovations (such as learning materials, teaching strategies, faculty development materials, assessment and evaluation tools) and the research relating to them should be widely disseminated. These innovations may come from CCLI projects or from other sources in the STEM community. Funds may be requested for local adaptation and implementation projects, including instrumentation to support such projects. Results from implementation projects should illuminate the challenges to and opportunities for adapting innovations in diverse educational settings, and may provide a foundation for the development of new tools and processes for dissemination. They also may provide a foundation for assessments of learning and teaching.
- **Assessing Student Achievement.** Implementing educational innovations will create new needs to assess student learning. Projects for designing tools to measure the effectiveness of new materials and instructional methods are appropriate. Some projects may develop and share valid and reliable tests of STEM knowledge; other projects may collect, synthesize, and interpret information about student reasoning, practical skills, interests, or other valued outcomes. Projects that apply new and existing tools to conduct broad-based evaluations of educational programs or practices are appropriate if they span multiple institutions and are of general interest. Projects should carefully document population characteristics and context for abstracting what can be generalized. Results obtained using these tools and processes should provide a foundation that leads to new questions for conducting research on teaching and learning. Assessment projects likely to have only a local impact are discouraged.
- **Conducting Research on Undergraduate STEM Education.** Results from assessments of learning and teaching as well as from projects emphasizing other components in the cyclic model provide a foundation for developing new and revised models of how undergraduate STEM students learn. Research to explore how effective teaching strategies and curricula enhance learning is appropriate. Some research results may compel faculty to rethink STEM education for the future. Other projects will have a practical focus. All projects should lead to testable new ideas for creating learning materials and teaching strategies that have the potential for a direct impact on STEM educational practices.
- In all projects, testing to determine the effectiveness of the innovation should be appropriate to the stage of the project's development and guide its further development and implementation. In addition, evaluation and assessment results from within one component should influence the design of other components. For example, results from faculty development efforts may lead to refinement of learning materials and teaching strategies, and results from projects implementing educational innovations may identify the need for new approaches for developing faculty expertise.

Project Types

The CCLI program is accepting proposals under this solicitation for three types of projects representing different phases of development. These phases reflect the number of components of the cyclic model included in the project (scope); the number of academic institutions, students and faculty members involved in the project (scale); and the maturity of the proposed educational innovation (state).

Phase 1 Projects – total budget up to \$150,000 (\$200,000 when four-year colleges and universities collaborate with two-year colleges) for 1 to 3 years.

Phase 1 projects typically will address one program component and involve a limited number of students and faculty members at one academic institution. Projects with a broader scope or larger scale can be proposed provided they can be done within the budget limitations. Proposed evaluation efforts should be informative, based on the project's specific expected outcomes, and consistent with the scope of a Phase 1 project. An extensive evaluation of student learning or use of an independent external evaluator may be included as appropriate but is not a requirement. In order to encourage collaboration between four-year colleges and universities and two-year colleges, projects involving such collaboration may request an additional \$50,000. The distribution of effort and funds between the four-year institution and the community college should reflect a genuine collaboration. Results from Phase 1 projects are expected to be significant enough to contribute to the undergraduate STEM education knowledge base.

Phase 2 Projects – total budget up to \$500,000 for 2 to 4 years.

Phase 2 projects build on smaller-scale successful innovations or implementations, such as those produced by Phase 1 projects, and refine and test these on diverse users in several settings. In terms of scope, their focus ordinarily includes two or more components of the cyclic model with the connections between components explicitly addressed. Phase 2 projects carry the development to a state where the results are conclusive so that successful products and processes can be distributed widely or commercialized when appropriate. At a minimum, the innovation, if successful, should be institutionalized at the participating colleges and universities.

Phase 3 Projects – total budget up to \$2,000,000 for 3 to 5 years.

Phase 3 projects combine established results and mature products from several components of the cyclic model. These projects should include an explicit discussion of the results and evidence produced by the work on which the proposed project is based. Such projects include a diversity of academic institutions and student populations. Evaluation activities are deep and broad, demonstrating the impact of the project's innovations on many students and faculty at a wide range of academic institutions. Dissemination and outreach activities that have national impact are an especially important element of Phase 3 projects, as are the opportunities for faculty to learn how to best adapt project innovations to the needs of their students and academic institutions.

Connections Between Phases

Although it is expected that some Phase 1 projects will lead to Phase 2 projects and some Phase 2 projects to Phase 3 projects, there is no requirement that a proposal be based on CCLI-funded work; however the antecedent(s) for all projects should be cited and discussed. While it is unlikely that the program would be able to support a single multi-year project to address all components in depth at a large scale, a succession of grants might support such an effort. In all cases the funds requested should be consistent with the scope and scale of the project.

An individual may be the Principal Investigator (PI) on only one proposal submitted for any deadline. In applying this eligibility criterion, each proposal in a collaborative submission will be considered a separate proposal with a distinct PI. There is no restriction on the number of proposals for which an individual may serve as a co-PI.

Full Proposal Deadline Date: May 9, 2007 For Phase 1 proposals from submitting organizations located in states or territories beginning with N through W.

Full Proposal Deadline Date: January 10, 2008 For Phase 2 and 3 proposals

Contacts: **Myles Boylan**, mboylan@nsf.gov; (703) 292-4617; **Russell Pimmel**, rpimmel@nsf.gov; (703) 292-4618; **Terry Woodin**, twoodin@nsf.gov, (703) 292-4657



National Endowment for the Humanities - Fellowships - Advanced Social Science Research on Japan

The Fellowship Program for Advanced Social Science Research on Japan is a joint activity of the Japan-US Friendship Commission and the National Endowment for the Humanities. It supports research on the modern Japanese society and political economy, Japan's international relations, and US-Japan relations. The program also encourages innovative research that puts these subjects in wider regional and global contexts and is comparative and contemporary in nature. Research should contribute to scholarly knowledge or to the general public's understanding of issues of concern to Japan and the United States. Disciplines include: anthropology, economics, geography, history, international relations, linguistics, political science, psychology, public administration, and sociology. The fellowships are designed for researchers with advanced language skills whose research will require use of data, sources, and documents in their original languages or whose research requires interviews onsite in direct one-on-one contact. Fellows may undertake their projects in Japan, the United States, or both, and may include work in other countries for comparative purposes. Fellows usually produce scholarly articles, monographs on specialized subjects, books on broad topics, archaeological site reports, translations, editions, or other scholarly tools. **ELIGIBILITY:** Applicants may be faculty or staff members of colleges, universities, or primary or secondary schools, or they may be independent scholars or writers. U.S. citizens are eligible to apply. Foreign nationals who have been living in the United States or its jurisdictions for at least the three years prior to the application deadline are also eligible. **FUNDING:** Fellowships cover uninterrupted periods lasting from six to twelve months at a stipend of \$4,200 per month (pending Commission approval). For more information go to: <http://www.neh.gov/grants/guidelines/fellowships-japan.html>

Deadline: May 1

Contact: Division of Research; National Endowment for the Humanities; 1100 Pennsylvania Avenue, NW; Room 318 Washington, DC 20506; 202/606-8200; <mailto:fellowships@neh.gov>

Wenner-Gren Foundation for Anthropological Research, Inc.

Wenner-Gren Foundation for Anthropological Research: International Collaborative Research Grants

The International Collaborative Research Grant (ICRG) supports international research collaborations between two or more qualified scholars, where the principal investigators bring different and complementary perspectives, knowledge, and/or skills to the project. Supplemental funds are also available to provide essential training for academic research participants in ICRG-funded projects (co-applicants, students, as well as other professional colleagues). By encouraging international collaborations, the grant contributes to the development of an international anthropology that values and incorporates different national perspectives and resources. By providing training funds, the grant helps to build capacity in countries where anthropology may be under-resourced. **ELIGIBILITY:** Principal Investigators must hold a doctorate or equivalent in anthropology or a related discipline. **FUNDING:** The grants are for a maximum of \$30,000 for the research project. Proposals which include the optional training element can have an increased funding request up to a maximum of \$35,000, of which no more than \$10,000 can be for essential training purposes. Under special circumstances grants can be renewed to support longer-term research projects. For more information go to the website at: http://www.wennergren.org/programs/programs_show.htm?doc_id=368683

Deadline: June 1 (and December 1)

Contact: The Wenner-Gren Foundation for Anthropological Research, Inc.; 470 Park Avenue South, 8th Floor; New York, NY 10016-6819; Phone: 212/683-5000; Fax: 212/683-9151; E-mail: inquiries@wennergren.org



