Welcome to the latest in a series of periodic publications from the Office of Grants Development. The goal of this newsletter is to provide information to faculty and staff about the grants process at the College and to disseminate announcements of grant awards. If you have any suggestions about topics to include or would like answers to specific questions, please contact Deborah Rosen, director of grants and special projects, at drosen@nvcc.edu.

Chancellor’s Innovation Fund Supports Three NOVA Projects

NOVA faculty and staff received funding on behalf of NOVA for three proposals submitted in response to a request for proposals from the Chancellor’s Innovation Fund. The three innovative projects and their authors are as follows:

Kerin Hilker, Pathways Director (CS): “Advancing Education and Career Pathways for Veteran Students in Northern Virginia.” With the wave of veterans entering VCCS colleges in the past few years, it is critical that we develop better programs and initiatives to serve them in their efforts to pursue education. A total of $47,000 in funding from the Chancellor’s Innovation Fund will provide 25% reassigned time for two professional faculty members to support the Adult Career Pathways (ACP) Program at NOVA in two highly impactful ways: 1) the faculty members assigned to this effort will be charged with developing a better process for supporting student veterans, military spouses and active duty military, as well as existing members of these communities who are struggling academically, through the Adult Career Pathways Program.; 2) the faculty member for this project will focus on the efforts of the Northern Virginia Technology Council Working Group. These efforts include collaborating with regional education partners in developing more favorable policies for our veteran students as they transfer to senior institutions, including the in-progress cybersecurity transfer program that is being developed at NOVA.

Joan Osborne, ELI Faculty Developer (CS): “TOTAL: Mainstreaming the Innovation.” This $24,995 award builds on the success of the TOTAL project developed under previous CIF grants to develop a flexible training solution that addresses the needs of faculty who teach online or blended courses. It provides fourteen modular online workshops for the skills and knowledge most often needed by VCCS faculty based on current research and practice. As part of the previous grant, the TOTAL team also devised processes for sharing workshops among colleges, and for registering and crediting faculty with achieving related competencies. This award proposes to extend the effects of the TOTAL project beyond the pilot institutions to other VCCS colleges by marketing the program, training additional workshop facilitators, and by developing additional consortia to manage and deliver workshops.

William Preston Davis, ELI Director, Instructional Services (CS): “NOVA ELI OER (Open Educational Resources)-Based General Studies Program, Phase 2” This $26,000 award supports phase 2 of the ELI OER-based General Education Certificate currently being piloted this past fall and will lead to the creation of 10 additional OER-based general studies core course options with a general studies core course track mapped to the same student learning outcomes as the current version of the selected online general studies courses.

These are all examples of ways in which the College and its faculty are constantly innovating and developing programs that benefit our local commu-
Congratulations to those projects which received funding!

**College Pathway Initiatives Receives $25,000 Grant**

The Washington Area Women’s Foundation has awarded a Stepping Stone grant in the amount of $25,000 to NOVA’s College Pathway Initiatives. Stepping Stone grants focus on building the economic security of low-income, women-headed families. **Director Kerin Hilker** and her staff will use these funds to enhance and expand the initiative to simultaneously reach mothers, center and home daycare providers, and youth in low-income neighborhoods across Northern Virginia. These activities are expected to support substantial increases in the number of mothers and childcare workers successfully completing marketable college credentials while receiving college planning support for their children. It will also lead to increased student and staff persistence in early childhood education programs, and concurrent enrollment of children in CPI’s intensive PK-16 college access programs. Congratulations!

**Gillian Backus and Diane Mucci Win Award from SENCER**

Congratulations to **Gillian Backus** (Bio, LO) and **Diane Mucci** (Bio, LO) for their recent award from Science Education for New Civic Engagements and Responsibilities (SENCER) to create a faculty workshop. The committed, passionate teaching professionals on campuses often lack the opportunity to participate in cross-disciplinary faculty development due to time and budget constraints, the large number of full and part-time faculty, and numerous departmental silos. They plan to create a morning-long faculty workshop to share SENCER principles and encourage the incorporation of SENCER ideals across the curriculum. Special emphasis will be placed on improving cross-disciplinary collaboration and increasing the interaction between arts and the sciences, thus turning STEM into STEAM education (Science Technology, Engineering, ARTS, and Mathematics).

**NOVA Team Travels to Bunker Hill Community College to Learn How “Learning Communities” Improve Education Outcomes**

On December 3, **Milan Hayward** and **Judith James**, the national and local leaders of the DOL-funded Credentials to Careers program, led a professional team to BHCC in Boston to understand better a dynamic approach for increasing student performance and how it could be applied to adult learners under the DOL grant. Accompanying them were **Robert Henderson** (NOVA’s Sponsored Programs), **Assistant Dean Jacob Phillips** and **Dean Charlene Jacobs** (MA), **Ashely Poptanyecz** (Academic and Student Services), and **Christina Hubbard** (Adult Career Pathways), along with **Ashwin Bharath** of Multivision and **Seema Jain** of SkillSource, who spent the day with **Liya Escalera**, Director of Learning Communities at BHCC. Lessons learned are expected to inform the development of a learning community in Manassas for adult students pursuing credentialing and career opportunities along the Information Technology pathway.

This immersion in BHCC’s Learning Communities also provided insights into how federal funding for sponsored programs benefits the entire community. Learning Communities were first launched under a Title III grant from the Department of Education awarded in 2008 and later renewed in 2012. The grant allowed the full articulation of a new vision of how to educate community college students to be grounded in the instructional life of the institution. It is a dramatic example of how sponsored programs can change the manner and work life of an institution that benefits students, faculty, administrators, and the community which they serve. For more information on how BHCC changed its culture see: [http://www.bhcc.mass.edu/learning-communities](http://www.bhcc.mass.edu/learning-communities)

**Sponsored Programs Staff Out and About in Your Community**

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During December, **David Mineo**, Deborah Rosen, and **Rob Henderson** with the Office of Sponsored Programs attended the CETL First Friday event at the WO Campus to present a session to new faculty on the various types of grants available to faculty and staff. In January, Mineo, Rosen, Henderson, and **Susi Mattheisen**, College Grants Writer, presented a session, “The Good, the Bad, and the Confused: The Truth About Grants,” to about 30 at-
tendees of the Power Up Your Pedagogy (PUP) conference. In addition, Rosen and Henderson authored an article titled “Can the Grants Office Become the Future?” and Deborah Rosen authored “Honoring Our Older Employees and Students” in the Council of Resource Development’s Winter 2014 Dispatch.

**VCCS Professional Development Grants Deadline February 15**

It is that time again. The VCCS is accepting professional development applications from adjunct and full-time faculty. Activities may include building knowledge and skills within your academic discipline; improving classroom teaching, learning, and assessment techniques; or enhancing administrative and leadership skills to fulfill the institutional mission of the college. The next deadline for this grant program, offered three times per year, is February 15 for activities taking place during the 2014 Summer Semester. Pending review, faculty may apply individually or collaboratively for time and expenses. Summer funding is a flat $2,500 stipend. Faculty may also apply to VCCS for a workshop mini-grant, a maximum of $1,500, to hold day conferences or workshops in conjunction with other colleges. Details on both of these VCCS grant programs can be viewed at:

http://old.vccs.edu/FacultyStaff/ProfessionalDevelopment/GrantsProgram.aspx

Please contact any of the staff in the Office of Sponsored Programs if you are interested in applying.

**Callan Bentley Wins More Honors**

Prolific faculty member (and grant writer), Callan Bentley, Geology, AN, has been involved with a number of colleges and universities during the past year in the development of a new initiative called GEODE (Google Earth for On-Site and Distance Education). Callan has developed expertise with gigapixel panoramas (very large images, called GigaPans for short) over the past several years. His Mid-Atlantic Geo-Image Collection (MAGIC) is a repository of geological GigaPans at the scale of landscapes, outcrops, and hand samples. This work was partially supported by a President’s sabbatical award to Callan last year, and also by small grants to MAGIC from the College’s Educational Foundation and the Semmler Technology Grant program at the Annandale campus. Currently, the 500+ images there offer more than 600 billion pixels of geological imagery free to the world. In September, Callan and his GigaPanning colleagues were awarded ~$600,000 over four years through the GEODE grant from NSF (DUE-1323283), in collaboration with co-PIs at Old Dominion University and James Madison University. On another proposal, a team of geologists from Virginia Tech and Indiana University proposed to have Callan and one student join them in Patagonia for an image sampling campaign. The goals of this field work will be to capture GigaPan imagery (1) that showcases the central research questions of the project (tectonics and sedimentation patterns), (2) broader geoscience themes well represented by Patagonia (e.g. glaciation and climate change, intrusion of granites and clastic dikes, structural geology, Pleistocene paleontology, mass wasting), and (3) the process and practice of geological field work (as an exemplar of the methods of geoscience).

Callan and a colleague at El Paso Community College (EPCC) have secured funding (also from NSF) for a novel field exchange program for their introductory geology students. The two professors realized that field work is important for recruiting and retaining geoscience students. Perhaps this “gateway” could offer a solution to a long-standing discrepancy: The geosciences exhibit a stark historical lack of racial and ethnic diversity. Among STEM fields, no discipline is more white- and male-dominated than geoscience. It was observed that some students from under-represented populations lack resources to engage in robust field-oriented travel (such as the annual Rockies field course that Callan runs with a colleague from Thomas Nelson Community College). Many of these students from underrepresented minorities are enrolled at two-year colleges such as NOVA and EPCC. By providing an all-expenses-paid field experience, it is hoped that 2 students from under-represented populations will be more likely to select geoscience as a career and stay engaged with it as a major. In the spring 2014 program, NSF granted Callan and his El Paso colleague $35,000 to run the field exchange. 24 students will participate: 12 from NOVA will fly to El Paso for a week of field geology with their 12 EPCC counterparts over spring break, and then in May the EPCC team will visit Northern Virginia for a week of field geology with their 12...

Submit items of interest for publication in the Grants Newsletter via e-mail to drosen@nvcc.edu

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NOVA counterparts. Along the way, the entire cadre of 24 students will be able to compare and contrast the geology of West Texas with the mid-Atlantic region, gain field skills and four-dimensional understanding, achieve success with meso-scale research projects, and interact with professors from 4 universities in addition to the two host colleges. The two professors will then track the students over the following 5 years to see if a significant percentage of them embrace geoscience as a major or a career. They are also spearheading a new effort, aimed at scaling up this program for the benefit of two-year college geoscience departments across the country.

Additional Information on Web Site

The general policies of NOVA’s Office of Sponsored Programs can now be found on our website at http://www.nvcc.edu/about-Nova/directories--offices/administrative-offices/grants/index.html under “Additional Grant Services and Other Resources.” We have consolidated our policies on pre-award, award acceptance, post-award and conflict of interest in one place to ensure easy access by the NOVA community.

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