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.

VCCS Award to Alexandria Faculty Member

Congratulations to Robert Thornett (AL) on receiving a VCCS professional development grant in January for his project, “Exploring Innovation and Geography in Chile.” These funds will allow the exploration of first-hand key innovations which exemplify how Chile has made the most of its geography and natural resources. Students will play an active role through web-based interactions. The project is expected to inform at least four different Geography courses and future articles and presentations, based on the activities taking place during NOVA’s spring break. We look forward to hearing more about this exciting project.

Get Your Applications Ready!

It is that time again. The VCCS is accepting professional development applications from community college faculty in Virginia. 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 April 15 for activities taking place during the 2013 Fall Semester. Pending review by the Office of Grants Development, faculty may apply individually or collaboratively for time and expenses. Maximum funding for time is eight credits @ $750 per credit. Faculty may also submit requests for a maximum of $1,500 to hold day conferences or workshops in conjunction with one other college. Details on both opportunities can be viewed at http://www.vccs.edu/FacultyStaff/ProfessionalDevelopment/GrantsProgram.aspx. All applications MUST be reviewed by the Office of Grants and Special Projects prior to submission. If you are interested in applying, please contact Deborah Rosen at drosen@nvcc.edu or ext. 2-3154.

Nurturing STEM Education at NOVA

NOVA is the largest institution of higher education the Commonwealth of Virginia and the second largest multi-campus community college in the United States. Our faculty educates 40% of all high school students attending college from Northern Virginia. We are a dynamic, innovative, and growing community of educators. Yet, we could do so much more with our talented teams and our location adjacent to the nation’s capital. NOVA is looking for faculty and staff members with backgrounds in Science, Technology, Engineering, and Mathematics (STEM) and interest in advancing the College as a national innovator in teaching and learning. Below are synopses of National Science Foundation (NSF) programs that provide funding for Community College Faculty and Students to strengthen education in the natural sciences. Successful proposals require development teams and program design, and that often takes time, even multiple semesters. The time to start is now and the opportunity is here.

Submit items of interest for publication in the Grants Newsletter via e-mail to drosen@nvcc.edu
If you are currently involved in a NOVA STEM initiative, of which there are several, and seek to expand funding opportunities, or are interested in participating in a new NSF program, please contact Deborah Rosen, Director of Grants and Special Projects at drosen@nvcc.edu. We usually aim to prepare for an anticipated due date as far as one year ahead. You can also field test your ideas with VCCS professional development or mini conference grants that allow your work to get started.

Scholarships in Science, Technology, Engineering and Mathematics (S-STEM) Proposal Deadline Date: August 13, 2013, and offered annually depending on appropriations. This program supports scholarships for academically talented students demonstrating financial need, enabling them to enter the STEM workforce or STEM graduate school following completion of an associate, baccalaureate, or graduate-level degree in science, technology, engineering or mathematics disciplines. Grantee institutions are responsible for selecting scholarship recipients, reporting demographic information about student scholars, and managing the S-STEM project at the institution. The program does not make scholarship awards directly to students; students should contact their institution’s Office of Financial Aid for this and other scholarship opportunities. https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5257

Advanced Technology Education (ATE) Proposal Deadline Date: October 17, 2013, and offered annually depending on appropriations. With an emphasis on two-year colleges, the ATE program focuses on the education of technicians for the high-technology fields that drive our nation’s economy. The program involves partnerships between academic institutions and employers to promote improvement in the education of science and engineering technicians at the undergraduate and secondary school levels. The ATE program supports curriculum development; professional development of college faculty and secondary school teachers; career pathways to two-year colleges from secondary schools and from two-year colleges to four-year institutions; and other activities. Another goal is articulation between two-year and four-year programs for K-12 prospective teachers that focus on technological education. The program also invites proposals focusing on research to advance the knowledge base related to technician education. http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5464&org=DUE

Computing Education for the 21st Century (CE21) Proposal Deadline Date: March 12, 2014 (Second Wednesday in March, Annually Thereafter). The CE21 program aims to build a robust computing research community, a computationally competent 21st century workforce, and a computationally empowered citizenry. There are three interrelated challenges: the significant underproduction of degrees needed for the computing and computing-related workforce, the longstanding underrepresentation of many segments of our population, and the lack of a presence of computing in K-12. CE21 projects are expected to contribute to our understanding of how diverse student populations are engaged and retained in computing, learn its fundamental concepts, and develop computational competencies that position them to contribute to an increasingly computationally empowered workforce.

CE21 supports efforts in three tracks: 1) Computing Education Research (CER) proposals aim to develop a research base for computing education. Projects may conduct basic research on the teaching and learning of computational competencies in face-to-face or online settings; or they may design, develop, test, validate, and refine materials, measurement tools, and methods for teaching in specific contexts. 2) CS 10K proposals aim to develop the knowledge base and partnerships needed to catalyze the CS 10K Project – to have rigorous, academic curricula incorporated into computing courses in 10,000 high schools, taught by 10,000 well-trained teachers. CS 10K proposals can the development of course materials, pedagogy, and methods courses, as well as professional development and ongoing support for teachers, approaches to scaling, best practices for increasing the participation of students from underrepresented groups, and strategies for building K-12, university, and community partnerships. 3) Broadening Participation (BP) proposals aim to develop and assess novel interventions that contribute to our knowledge base on the effective teaching and learning of computing for students from the underrepresented groups: women, persons with disabilities, African Americans, Hispanics, and Native Americans. Proposed interventions should be designed to engage and retain students from these groups and, at the same time, to increase their knowledge of computational thinking concepts and skills. https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=503582

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