GRANTS NEWSLETTER

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IN THE SPOTLIGHT: Collaborative Incentive Research Grants
C3IRG and CIRG Support Collaborative Research at Kingsborough

CUNY's Office of the Vice Chancellor for Research has released the guidelines for round 12 of the Community College Collaborative Incentive Research Grant (C^{3}IRG) program. C^{3}IRG has as its stated purpose to support the collaborative research efforts of faculty at CUNY Community Colleges, promoting research productivity and enhancing, through multi-campus or multi-disciplinary collaborations, the prestige and prominence of the University. As they have since 2011, the guidelines express an interest in pedagogical research projects. Full-time tenured and tenure-track faculty are eligible to apply. The deadline for submission via online portal is April 2, 2015, and a Notice of Intent to Submit a Grant Application is due to College Advancement by March 19, 2015. You can find more detailed information about this funding opportunity online:
http://www.cuny.edu/research/faculty-resources/internal-funding-programs/community-college-grant.html.

Kingsborough Community College faculty teams have been very successful at competing for these funds, and the focus on pedagogical research projects has been of particular interest to proposers. Recent KCC recipients have used this focus in their funded proposals.

In 2011, English Professor Kate Garretson teamed up with Professor Gisela Jia in the Psychology Department of Lehman College to implement the research project "Improving the Teaching and Learning of English Language Learners: Testing the Aural and Oral Model." In this project, Professors Garretson and Jia tested the effectiveness of the Aural and Oral method against the traditional ESL approach. This approach includes the following elements: "1.Explicit instruction in the sounds and prosody of English in Speech course. 2. Aural Reading: Listening to reading while following the print text and periodically recording themselves reading aloud. 3. Speech shadowing: Speaking the text aloud while listening to an audio recording of it (and following the print version) for both Speech

and ESL class as well as during tutoring hours" (Garretson and Jia, http://www.cuny.edu/research/faculty-resources/internal-funding-programs/community-college-grant/round8.html). Preliminary results from this study showed that students who received instruction with the Aural and Oral Model showed significant improvement over the control in Listening Comprehension, Sound Discrimination, and Phonological Awareness. However, the control group students "made larger gains in Phonological Memory and Reading Comprehension (Garretson, Jia and Costello, Improving the Teaching and Learning of English Language Learners: Testing the Aural and Oral Model)."

The following year, a team of CUNY Community College researchers, including Kingsborough Professor Peter Fiume of the Behavioral Health and Human Service Department, implemented a research program called "A Cross CUNY Collaboration to Assess the Impact of Service-Learning (SL) on Community College students." With support from C3IRG, faculty members from Kingsborough, Hostos, Queensborough, and Borough of Manhattan Community Colleges "collaborated to design service-learning strategies that could be implemented at their own campuses in the spring of 2013." Their goal "was to establish common definitions and guidelines for service-learning, to engage administration in discussion and support of these efforts, to develop mechanisms for ensuring quality service-learning experiences for the students, and to assess the impact of this 'high quality service-learning experience' on CUNY students (Ellerton, Figueroa and Cahill)." Comparing students in an S-L course with students in a non S-L course, using a pre-post survey approach, they found "that students in the S-L group were slightly more likely to volunteer at some point in the future than students in the control group (Ellerton, Figueroa and Cahill)."

Finally, in the most recent C^{3}IRG competition, Kingsborough History, Philosophy, and Political

Science Professor Shawna Brandle won a grant to collaborate with Arto Artinian, a professor in the Social Sciences department of Borough of Manhattan Community College, to implement "Back to the Future: Electronic Original Sourcebooks in the American Government Class." In this project, professors, "{u}sing real documents from the field and history of American Politics…will create an electronic sourcebook (Artinian and Brandle)." Each professor will teach two sections of American Government: one using the electronic sourcebook and the other using the same textbook. They will compare the student experience using each approach, and at each college, using pre- and post- surveys.

According to Dr. Effie MacLachlan, Director of Grants and Research Programs at CUNY central office, "Our current focus on pedagogical research was conceived of as a way to support the broadest possible cohort of research active community college faculty and also as a way of contributing to student success. The pedagogical research initiative has generated a lot of interest and has been very successful so far. We look forward to the new round of proposals this spring."

Works Cited

Artinian, Arto and Shawna Brandle. "http://www.cuny.edu/research/faculty-resources/internal-funding-programs/community-college-grant/round11.html." 2014. Proposal Abstract. 11 December 2014.

Ellerton, Sharon S, et al. "http://www.cuny.edu/research/faculty-resources/internal-funding-programs/community-college-grant/round9.html." September 2013. Final Report. 11 12 2014.

Garretson, Kate and Gisela Jia. "http://www.cuny.edu/research/faculty-resources/internal-funding-programs/community-college-grant/round8.html." n.d. 11 December 2014.

Garretson, Kate, Gisela Jia and David Costello. "Improving the Teaching and Learning of English Language Learners: Testing the Aural and Oral Model." n.d.

CURRENT FUNDING OPPORTUNITIES

The following are brief synopses of upcoming funding opportunities. Please be sure to refer to the funder's website for details regarding submission requirements, program goals, and deadlines.

Arnold P. Gold Foundation
Healthcare Program Grants
http://humanism-in-medicine.org/programs/program-grants/
From the website: The Gold Foundation's signature programs and grant making activities promote the development of humanistic healthcare professionals. The foundation seeks to fund innovative projects and programs which include a strong evaluation component, can be disseminated to other institutions and can ultimately be self-sustaining. The foundation strongly encourages multi-institutional proposals.

Due Date: None for requests up to $5,000; February 1 for requests of $5,001-$30,000

NASDAQ OMX Educational Foundation, Inc.
Grants for academic study/research, curriculum development, educational projects/programs
http://www.nasdaqomx.com/services/initiatives/educationalfoundation/
From the website: The mission of The NASDAQ OMX Educational Foundation, Inc. is to promote and provide opportunities through collaborations and initiatives that support and deliver innovative educational programs.

All proposals must further financial markets literacy and entrepreneurship in addition to meeting other criteria.

Types of grants include:

1. Academic study or research, generally awarded to college or university professors.
2. Ph.D. dissertation fellowships, awarded to colleges or universities on behalf of the candidate.
3. Curriculum development, generally awarded at the university level to develop financial markets curricula.
4. Educational projects or programs, including classroom and extracurricular programs at the high school, college and university level; teacher training; and professional development for adults. May also include the creation of new educational materials.

Due Date: February 2

National Science Foundation
Science, Technology, and Society (STS) Program
http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5324
From the website: The Science, Technology, and Society (STS) program supports research that uses historical, philosophical, and social scientific methods to investigate the intellectual, material, and social facets of the scientific, technological, engineering and mathematical (STEM) disciplines. It encompasses a broad spectrum of STS topics including interdisciplinary studies of ethics, equity, governance, and policy issues that are closely related to STEM disciplines, including medical science.

The STS program supports several distinct modes of funding in order to accommodate the diverse

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Visit http://pivot.cos.com/ to sign up and start searching!

COS/Pivot has significant online training resources. After signing up for an account, click on the red "help" button on the upper-right hand side to access printed training materials, register for live open-access webinars, or watch videos about specific techniques on the Pivot/COS Youtube channel, and find help desk contact information.

research needs of the STS community. Modes of support include Standard Research Grants and Grants for Collaborative Research, Scholars Awards, Postdoctoral Fellowships, Conference and Workshop Support, and Doctoral Dissertation Research Improvement Grants

Due Date: February 2

Andy Warhol Foundation for the Visual Arts
Grants Program
http://www.warholfoundation.org/grant/overview.html
From the website: The Foundation's grantmaking activity is focused on serving the needs of artists by funding the institutions that support them. Grants are made for scholarly exhibitions at museums; curatorial research; visual arts programming at artist-centered organizations; artist residencies and commissions; arts writing; and efforts to promote the health, welfare and first amendment rights of artists.

Grants are made on a project basis to curatorial programs at museums, artists' organizations, and other cultural institutions to originate innovative and scholarly presentations of contemporary visual arts. Projects may include exhibitions, catalogues, and other organizational activities directly related to these areas. The program also supports the creation of new work through re-granting initiatives and artist-in-residence programs. The work of choreographers and performing artists occasionally is funded when the visual arts are an inherent element of a production.

Grants are also made to support efforts to strengthen areas that directly affect the context in which artists work. In 2006 the Foundation formally designated one of its grants The Wynn Kramarsky Freedom of Artistic Expression Award to recognize the work of organizations with a deep-seated commitment to preserving and defending the First Amendment rights of artists.

Due Date: March 1

Brady Education Foundation

Education Research and Program Evaluation Funding

http://www.bradyeducationfoundation.org/applicationguidelines.html
From the website: The Brady Education Foundation seeks to close the achievement gap for children at risk for poor school outcomes due to environmental factors associated with living in poverty. The Foundation pursues its mission by promoting collaboration between researchers and educators via the funding of research and program evaluations in education.

The Foundation funds two types of projects:

1. Evaluations of existing model programs
2. Innovative research/new program development, including both efficacy and effectiveness studies

The Foundation favors:

- Projects that bring researchers and service providers together to prove and improve the effectiveness of education environments for children at risk for poor school outcomes due to environmental factors associated with living in poverty.
- Projects that leverage other funds.
- Projects with the potential to inform or guide policy or funding decisions.
- Projects that structure time for researchers/evaluators and program providers to collaborate.

Due Date: April 15

United States Department of Health and Human Services
Small Grants for New Investigators to Promote Diversity in Health-Related Research
http://grants.nih.gov/grants/guide/pa-files/PAR-13-074.html
From the website: This funding opportunity provides support to New Investigators from backgrounds nationally underrepresented in biomedical research to conduct small research projects in the scientific mission areas of A) the National Institute of Diabetes and Digestive and Kidney Diseases, B) the National Institute of

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Hot Topics: Annual Leave for Grant-Funded Research Foundation Employees

Principal Investigators (PI's), Project Directors (PD's), and employees on Research Foundation-administered grants have been working diligently to ensure that all grant-funded employees are using their annual leave in a timely fashion, in accordance with the stated policy that employees use accrued, current annual leave during their appointment periods. The e-Timesheet system is continuing to be upgraded, and the next big change is slated for April 1, 2015.

An enhancement to the e-Timesheet system is about to roll out that will incorporate all leave accrued in an employee's current sub-account (project budget) into the employee's current *Remaining Annual Leave Hours*. Currently, *Remaining Annual Leave Hours* only includes those hours accrued in the current appointment period. All employees will be required to take their annual leave before the end of their current appointment. The e-Timesheets system will "grey out" unused Annual Leave time at the end of the appointment period, preventing employees from entering work hours for those periods.

All Research Foundation employees should meet with their supervisors to discuss planning the remainder of their annual current annual leave before the end of their appointment period.

Mental Health, and C) the Office of Dietary Supplements. The scientific mission areas are: A) diabetes, endocrinology, metabolism, digestive diseases, hepatology, obesity, nutrition, kidney, urology, or hematology; B) factors contributing to mental disorders, the trajectories of mental disorders, pre-emption and treatment of mental disorders, identify and improve interventions for mental illness; and C) all types of research in which the primary emphasis is the investigation of dietary supplements and/or their ingredients.

Due Date: May 16

If you are interested in applying for a grant, please contact Kirstin Swanson, Director of Development or Antonio Thompson, Associate Director of Development, to discuss your proposed project.

RECENT AWARDS

Babette Audant
Tourism & Hospitality
The Mayor's Fund to Advance New York City
$35,226
Project Rise

The Pinkerton Foundation
$100,000
Project Rise

Signature Bank
$2,500
Project Rise

Marie Beavers-Mandara
COPE
New York City Human Resources Administration
$475,700
Funding for COPE

Anna Becker
Performing Arts Center
Investors Foundation
$1,000
On Stage at Kingsborough: 2014-15 Mainstage, Art Smart, and Hat Summer Nights Series

Mertz Gilmore Foundation
$15,000
On Stage at Kingsborough

New York City Department of Cultural Affairs
$35,800
On Stage at Kingsborough: 2014-15 Cultural Development Fund

New York City Department of Cultural Affairs
$14,700
On Stage at Kingsborough: 2014-15 Cultural Immigrant Initiative

Deborah Berhanu
Physical Sciences
CUNY Diversity Project Development Fund
$5,000
Start-up fund for nanoscience research

Loretta Brancaccio-Taras
Biological Sciences
National Science Foundation
$577,634
Research in Bio to Promote Success Stem

Natalie Bredikhina
Continuing Education
New York City Council
$98,181
Deferred Action for Childhood Arrival

New York State Office of Temporary & Disability Assistance
$150,250
Supplemental Nutrition Assistance Employment and Training (SNAP E&T) Venture II program

Heather Brown
Child Care Center
New York City Department of Education
$163,123
UPK: Full-Day

Harold Connolly
Physical Sciences
University of Arizona
$126,555
OSIRIS REX

Alfredo Dolich
Mathematics & Computer Science
Simons Foundation
$7,000
Research in Model Theory of Ordered Structures

Michael Geller
Lighthouse
New York City Council
$231,250
Alcohol and Substance Abuse

Kathryn Giaimo
Office for College Advancement
Associated Food Stores
$2,500
Food for Thought Pantry

Stop & Shop
$2,500
Gift Cards for Food for Thought Pantry

HealthPlus Amerigroup
$1,000
Healthy Cooking Workshops

Kieren Howard
Physical Sciences
NASA
$128,000
Modal mineralogy of carbonaceous chondrites (bulk & separates) by Position Sensitive Detector X-ray Diffraction: low

Daniel La Noue
Office for College Advancement
Richmond County Savings Foundation
$20,000
Scholarships for Staten Island students

Encore Capital Group
$2,000
Scholarships for students

Lavita McMathTurner
Office of the President
Center for Study of Community Colleges
$1,500
Stipend towards research with Kettering Foundation

Frank Milano
Continuing Education
New York State Office of Temporary & Disability Assistance
$150,250
Supplemental Nutrition Assistance Employment and Training (SNAP E&T) Venture II program

Josephine Murphy
Library
New York State Education Department
$15,226
Library Collection Aid

Mary Ortiz
Biological Sciences
National Institute of Health & General Medical Sciences
$102,602
Medgar Evers College – Kingsborough Community College Bridges to the Baccalaureate Program

Sandra Ramos
College Discovery
New York State Higher Education Services Corporation
$83,071
College Discovery Scholars

Larbi Rddad
Physical Sciences
Google Earth Education
$13,965
Licences for Google Earth Pro

Florence Schneider
Early Childhood Education
New York State Education Department
$34,071
Race to the Top

Elizabeth Sergile
Instructional Services
New York State Education Department
$443,980
Perkins

$292,000
Liberty Partnerships Program

Bridget Weeks
Department of Nursing
Ambrose Monell Foundation
$50,000
Ambrose Monell Foundation Scholarships

Switzer Foundation
$10,500
Switzer Foundation Scholarship Fund

Stella Woodroffe
Office of Access-Ability Services
CUNY Central Office Division of Student Affairs
$20,000
2014-15 Project REACH

Meet Terrell: Grants Provide Internship Opportunities for KCC Students

While at Kingsborough, Terrell Grannum, an Engineering Science major, cultivated a glowing resume: Honor's Club, National Society for Leadership, Phi Theta Kappa, and more. Terrell plans to continue pursuing his studies of Electrical Engineering, and he hopes to one day run his own firm. Yet for all of his talent, ambition and academic pedigree, Terrell knew that something crucial was missing from his repertoire: *hands-on experience in a professional setting.*

Fortunately, National Grid was able to offer Terrell just what he was looking for in the form of a paid summer internship. A longtime corporate and philanthropic partner of Kingsborough, National Grid understands that in today's unforgiving job market, students need more than just stellar grades to secure even an entry-level position in many career fields. Terrell also knew this from his own experiences in the workforce, so when he saw a flyer on campus about the internship, he leapt at the opportunity. Competing against dozens of his fellow Kingsborough students, Terrell went through a rigorous, month-long interview process before he finally got the great news: "I was so honored to have been chosen!"

For eight weeks in summer 2014, Terrell clocked in at National Grid's office in Greenpoint, Brooklyn, where he worked in the Customer Meter Services department: "I was a little intimidated at first, but I gradually became acclimated to the office environment and the daily pace." Over the course of the internship, Terrell took on a wide range of responsibilities, from answering phones and clerical work to database maintenance, technical support and even coordinating service jobs throughout the Brooklyn area: "My supervisors wanted to start me small at first, but after they got a better sense of my skill set they let me take on bigger projects." And while he did not get to do any electrical engineering of his own, Terrell was granted an in-depth tour of the engineering wing and the chance to talk with some of the supervisors on site. Finally, in addition to being an eye-opener, Terrell's experience may just prove to be a *door-opener* down the road as well: "Even though it was just an internship, I made sure to network as much as I could, so that when I am applying for engineering positions in the future, they'll remember me."

Reflecting on his busy summer, Terrell is also particularly proud to have represented Kingsborough at National Grid: "All of the other summer interns I met were from four-year colleges. I was the only student-intern from a community college, and while that felt strange at first, I quickly realized that I was just as capable as they were."