Office of Research and Sponsored Programs, Campus Center, Room H-313C, Tele. ext. 3215

Holiday Schedule -- Meeting Sponsor Deadlines

The Office of Research and Sponsored Programs will be operating on a reduced schedule over the holiday season, December 24 through January 1. During this time, e-mail will be monitored for urgent business. Please direct your messages to murphyt@oldwestbury.edu.

Scholarships in Science, Technology, Engineering, Math (S-STEM) National Science Foundation

URL: Not yet available.   A new Program Announcement for S-STEM is expected to be issued as NSF Publication number 20-526 in coming days.
Anticipated proposal due date: March 25, 2020

> **Ten Simple Rules for Getting Grants**
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> In this issue, an article published by the Public Library of Science (PLOS), offering proposal-writing tips all – not just science faculty – should consider. See page 4.

The National Science Foundation (NSF) Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM) program addresses the need for a high quality STEM workforce and for the increased success of low-income academically talented students who are pursuing associate, baccalaureate, or graduate degrees in science, technology, engineering, and mathematics.

Recognizing that financial aid alone cannot increase retention and graduation in STEM, the program provides awards to Institutions of Higher Education (IHEs) to fund scholarships and to advance the adaptation, implementation, and study of effective evidence-based curricular and co-curricular activities that support recruitment, retention, transfer (if appropriate), student success, academic/career pathways, and graduation in STEM. The S-STEM program encourages collaborations among different types of participating groups, including but not limited to partnerships among different types of institutions; collaborations of STEM faculty and institutional, educational, and social science researchers; and partnerships among institutions of higher education and business, industry, local community organizations, national labs, or other federal or state government organizations, if appropriate.

EHR Core Research (ECR): Building Capacity in STEM Education Research National Science Foundation, Directorate for Education and Human Resources (EHR)

URL: https://www.nsf.gov/pubs/2020/nsf20521/nsf20521.pdf?WT.mc_id=USNSF_25&WT.mc_ev=click
Application due date: February 28, 2020

The Directorate for Education and Human Resources (EHR) of the National Science Foundation sponsors a Core Research program (ECR). Building Capacity for STEM Education Research is one such ECR research initiative (ECR: BCSER). This program supports activities that enable early and mid-career researchers to acquire the requisite expertise and skills to conduct rigorous fundamental research in STEM education. ECR: BCSER seeks to fund research career development activities on topics that are relevant to qualitative and quantitative research methods and design, including the collection and analysis of new qualitative or quantitative data, secondary analyses using extant datasets, or meta-analyses. This career development may be accomplished through investigator-initiated projects or through professional development institutes (conferences) that enable researchers to integrate methodological strategies with theoretical and practical substantive issues in STEM education. Early and mid-career faculty new to STEM education research, particularly underrepresented minority faculty and faculty at minority-serving and two-year institutions are encouraged to submit proposals.

Working Longer, Alfred P. Sloan Foundation

URL: https://sloan.org/programs/research/working-longer
Application due date: Open. Must be preceded by a Letter of Inquiry.

The Alfred P. Sloan Foundation's research program on Working Longer examines one of today's most pressing social issues: older workers who need or want to work beyond conventional retirement ages. Research in this multidisciplinary program is creating a body of knowledge about how the labor market functions for older workers, the companies that employ them, as well as what can be done to support and strengthen this shift in how Americans work. Prospective applicants should send a letter of inquiry of no more than two pages to program director Kathleen E. Christensen. (See: https://sloan.org/grants/apply#tab-letters-of-inquiry).

Public Scholars, National Endowment for the Humanities

URL: https://www.neh.gov/grants/research/public-scholar-program
Application due date: February 5, 2020

The Public Scholars program supports the creation of well-researched nonfiction books in the humanities written for the broad public. It does so by offering grants to individual authors for research, writing, travel, and other activities leading to publication. Writers with or without an academic affiliation may apply. Academic writers are encouraged to communicate the significance of their humanities-based research to the broadest possible range of readers. A free online information session for anyone interested in the program will be offered on Thursday, December 12 at 2 p.m. The session will be recorded and maintained online up to the application due date. Registration Link: https://attendee.gotowebinar.com/register/5644323552856986892. After registering, you will receive a confirmation email explaining how to join the session.

Summer Seminars and Institutes for Higher Education Faculty
National Endowment for the Humanities

URL: https://www.neh.gov/grants/education/summer-seminars-and-institutes-higher-education-faculty
Application due date: February 13, 2020
Draft application due date (an optional, but encouraged step): January 2, 2020

NEH Summer Seminars and Institutes for Higher Education Faculty provide higher education faculty across the nation the opportunity to broaden and deepen their engagement with the humanities. The one- to four-week professional development programs allow participants (NEH Summer Scholars) to explore recent developments in scholarship, teaching, and/or curriculum through study of a variety of humanities topics. Seminars provide a focused environment in which sixteen participants study a humanities topic under the guidance of one or two established scholars. An Institute allows twenty-five to thirty-six participants to study a humanities topic with a team of experienced scholars. Each participant will receive a stipend according to the duration of the Seminar or Institute, to help cover travel, housing, meals, and basic academic expenses.

Summer Seminars and Institutes for K-12 Educators
National Endowment for the Humanities

URL: https://www.neh.gov/grants/education/summer-seminars-and-institutes-k-12-educators
Application due date: February 13, 2020
Draft application due date (an optional, but encouraged step): January 2, 2020

NEH Summer Seminars and Institutes for K-12 Educators provide schoolteachers across the nation the opportunity to broaden and deepen their engagement with the humanities. One- to four-week residential programs allow K-12 professionals to study a variety of humanities topics. Seminars and Institutes focus on the intellectual quality of humanities education and address recent developments in scholarship, teaching, and/or curriculum. Programs often take place at colleges or universities. Similar to the Seminars and Institutes programs for higher education faculty (above), Seminar enrollment engages sixteen participants. Institutes allow from twenty-five to thirty-six participants to study a humanities topic with a team of experienced scholars. Each participant will receive a stipend intended to help cover travel, housing, meals, and basic academic expenses.

Higher Education and Scholarship in the Humanities, The Andrew W. Mellon Foundation

URL: https://mellon.org/
Application due date: Open. Proposal submissions are limited per institution. See notes below.

Through its program in Higher Education and Scholarship in the Humanities, the Mellon Foundation seeks to assist institutions of higher education in training scholars and producing scholarship in the humanities broadly conceived. "Building just and durable democracies in the 21st century depends on extending the benefits of higher education to all students, including those historically underrepresented, and enabling students of all backgrounds to experience and value diversity and inclusiveness in their pursuit of learning."

The Liberal Arts College sector of this Mellon Foundation program helps institutions respond to the demographic, economic, technological, and competitive challenges facing higher education. This program supports efforts in faculty development, curricular renewal, pedagogical innovation, and undergraduate research in the humanities.

Please note: The Foundation makes grants to institutions, not to individuals. Further, all grants result from invitations issued by the Foundation to institutions with which staff have engaged in preliminary exchanges. Consequently, inquiries about possibilities for support must be coordinated, beginning with discussions involving relevant Deans and the Office of Research and Sponsored Programs. Faculty who wish to propose such a project on behalf of the College at Old Westbury should consult with their Dean and the ORSP (murpht@oldwestbury.edu).

SCORE (SC1) vs AREA (R15) Research Grants
A look at some of the key program differences…

SCORE (SC1): Next application due date: January 25, 2020
URL: https://grants.nih.gov/grants/guide/pa-files/PAR-20-039.html

AREA (R15): Next application due date: February 25, 2020
URL: https://grants.nih.gov/grants/guide/pa-files/PAR-18-714.html

PD/PI eligibility: **SCORE**: In general, PD/PI may not have served as PD/PI of a previous NIH research grant or other federal research award in excess of $50,000 direct costs. See FOA for complete details. Since the SC1 is a career enhancement award for an individual PD/PI, multiple PD(s)/PI(s) are not allowed. **AREA**: No similar restrictions.

Funding levels: **SCORE**: Awards provide Direct Costs support of up to $250,000/year for periods of up to four years. **AREA**: Awards provide Direct Costs support of up to $300,000 over the course of a project period of one, two or three years.

Important Spending Restrictions: **SCORE**: Student stipends and student salaries are prohibited. **AREA**: Student involvement is critical; student salaries are generally expected.

Program Objectives: **SCORE:** The overarching goal of the SCORE program is to foster research career enhancement opportunities for faculty at institutions that have an explicitly stated historical mission focused on training students from nationally underrepresented backgrounds and/or a documented historical track record of recruiting, retaining, training, and graduating underrepresented students in order to increase their research competitiveness and promote their transition to non-SCORE external sources of funding. **AREA**: The purpose of the AREA program is to support small scale research grants at institutions that do not receive substantial funding from the NIH, with an emphasis on providing biomedical research experiences primarily for undergraduate students, and enhancing the research environment at these applicant institutions.

Ten Simple Rules for Getting Grants

Following is an article authored by Philip E. Bourne and Leo M. Chalupa, published by the Public Library of Science (PLOS). The advice offered in this article was written for scientists but, in many cases, would seem to apply, as well, to faculty from all disciplines who seek public funding – state or federal grants. When taxpayer funds are involved, the tendency is usually to fund efforts that the agency believes will "move the needle" forward a bit, registering real progress, and a reluctance to fund high risk endeavors, although the rewards of doing so may be great. Thus, the importance of a literature review and conducting an agency review – demonstrating your knowledge of (and from) efforts past, and your confidence in what you are about to propose. Keep in mind, given sufficient time, the Office of Research and Sponsored Programs may be able to assist you in designing and presenting your proposal. Please do not hesitate to drop by to discuss your grant-seeking plans and how we may be able to assist. -TM

…Today, more than ever, we need all the help we can get in writing successful grant proposals. We hope you find these rules useful in reaching your research career goals.

Rule 1: Be Novel, but Not Too Novel

Good science begins with new and fresh ideas. The grant writing process should be a pleasure (no, we are not kidding), for it allows you to articulate those ideas to peers who have to read your grants but not necessarily your papers. Look at grant writing as an opportunity to have an impact. Feel passionate about what you are writing—if you are not passionate about the work, it is probably not a good grant and is unlikely to get funded. "Me-too" science will not get funded when funding levels are low. On the other hand, science that is too speculative will not be supported either, particularly when funds are tight—sad but true.

Rule 2: Include the Appropriate Background and Preliminary Data as Required

You need to convince reviewers that the work you propose needs to be done and that you are the best person to do it. Different granting programs require differing amounts of preliminary data. For certain programs, it can be said that the work must be essentially done before the grant is awarded, and that the funds are then used for the next phase of the research program. There is some truth in this. So where appropriate, do provide some tantalizing preliminary result, making sure to tell the reviewers what these results imply with respect to the specific aims of your proposal. In formulating the motivation for your proposal, make sure to cite all relevant work—there is nothing worse than not appropriately citing the work of a reviewer! Finally, convince the reviewer that you have the technical and scientific background to perform the work as proposed.

Rule 3: Find the Appropriate Funding Mechanism, Read the Associated Request for Applications Very Carefully, and Respond Specifically to the Request

Most funding organizations have specific staff to assist in finding funding opportunities, and most funding agencies have components of their Web sites designed to help investigators find the appropriate programs. Remember, programs want to give

away money—the jobs of the program's staff depend on it. The program staff can help you identify the best opportunities. If your grant does not fit a particular program, save your time and energy, and apply elsewhere, where there is a better programmatic fit.

Rule 4: Follow the Guidelines for Submission Very Carefully and Comply

Many funding bodies will immediately triage grants that do not comply with the guidelines—it saves the program time and money. This extends to all the onerous supporting material—budget justification, bibliographies, etc. Get them right and keep them updated for future applications. Even if it goes to review, an inappropriately formulated application may aggravate the reviewers, and will have a negative impact even if the science is sound. Length and format are the most frequent offenders.

Rule 5: Obey the Three Cs—Concise, Clear, and Complete

The grant does not have to fill the allotted page count. Your goal should be to provide a complete reckoning of what is to be done, as briefly as possible. Do not rely on supplements (which may not be allowed) or on Web sites (review may be actively discouraged since it has the potential to compromise anonymity). Specify the scope up-front and make sure it is realistic with respect to the funds requested. A common temptation for inexperienced grant writers is to propose to do too much. Such applications are usually judged as overly ambitious and consequently poorly rated

Rule 6: Remember, Reviewers Are People, Too

Typically, reviewers will have a large number of grants to review in a short period. They will easily lose concentration and miss key points of your proposal if these are buried in an overly lengthy or difficult-to-read document. Also, more than likely, not all the reviewers will be experts in your discipline. It is a skill to capture the interest of experts and nonexperts alike. Develop that skill. Unlike a paper, a grant provides more opportunity to apply literary skills. Historical perspectives, human interest, and humor can all be used judiciously in grants to good effect. Use formatting tricks (without disobeying rule 4), for example, underlining, bolding, etc., and restate your key points as appropriate. Each section can start with a summary of the key points.

Rule 7: Timing and Internal Review Are Important

Give yourself the appropriate lead time. We all have different approaches to deadlines. Ideally, you should complete a draft, leave sufficient time to get feedback from colleagues, and then look at the grant again yourself with a fresh eye. Having a spectrum of scientific colleagues who are similar to the likely reviewer pool critique your grant is very valuable.

Rule 8: Know Your Grant Administrator at the Institution Funding Your Grant

At the end of the day, this person is your best advocate. How well you understand each other can make a difference. Many grant administrators have some measure (limited to complete) discretionary control over what they fund. The more they know and understand you and your work, the better your chances of success. Do not rely just on E-mail to get to know the grant administrator. Do not be intimidated. Talk to them on the telephone and at meetings where possible—they want to help.

Rule 9: Become a Grant Reviewer Early in Your Career

Being on review panels will help you write better grants. Understanding why grants get triaged before complete review, how a panel reacts to a grant, what the discretionary role of program officers is, and what the role of oversight councils is provide valuable lessons for writing successful grants of your own and for giving others advice about this process.

Rule 10: Accept Rejection and Deal with It Appropriately

Rejection is inevitable, even for very good grants when funding levels are low. Learn to live with rejection and to respond appropriately. Do not be defensive; address each criticism head on and respond with facts and not emotional arguments. When resubmission is necessary, make it very clear to the reviewer that you understand what was wrong the first time. Indicate precisely how you have fixed the problems. In the resubmitted application, never argue with the validity of the prior review. If the grant was close to being funded the first time around, remind the reviewers of that fact by including the previous score if appropriate, and make it crystal clear why this version is much improved.

There are no previously unrevealed secrets to grant writing presented here. Rather, it is a concise picture intended to help our early career readers take the next step…

TM Thomas Murphy
Fri 12/20/2019 11:28 AM

SUNY Grant Program Announcements and Deadlines

Note: The Office of Research & Sponsored Programs is generally not involved in the processing of proposals to these SUNY-funded grant programs.

- **Innovative Instruction Technology Grants (IITG)**
  URL: https://innovate.suny.edu/iitg/apply/
  Application due date: February 23, 2020.
- **Conversations in the Disciplines (CID)**
  URL: https://system.suny.edu/provost/cid/
  Application due date: March 27, 2020.

Faculty Development Grant Awards

Faculty Development Grant (FDG) award letters are expected to be issued later today -- sent to each applicant's campus office. We will also make an effort to send PDF copy to each applicant via e-mail by day's end. A complete list of FDG grant recipients will be posted in coming days at www.oldwestbury.edu/research. An important reminder: FDG awards in support of research involving humans as subjects should be considered tentative pending Institutional Review Board (IRB) approval.

Attention: Prospective NSF Grant Applicants

The National Science Foundation is currently working to finalize a revised *Proposal and Award Policies and Procedures Guide* (PAPPG) for use in 2020. Until the revision is released, applicants should continue to use the PAPPG that was released with en effective date of February 25,2019, available at https://www.nsf.gov/pubs/policydocs/pappg19_1/index.jsp

The agency projects that the revised PAPPG will be released "in coming months" and, as is standard practice, will be effective 90 days after its release. In the meantime, NSF highlights one particular change and encourages faculty to explore it immediately. The change relates to the preparation and submission of the Biographical Sketch and Current and Pending Support sections of NSF proposals. "NSF is partnering with the National Institutes of Health (NIH) to use SciENcv: Science Experts Network Curriculum Vitae as an NSF-approved format for use in preparation of both the Biographical Sketch and Current and Pending Support sections of an NSF proposal...(and) is encouraging proposers to begin using SciENcv for preparation of the Biographical Sketch now."

Spring NIH Regional Seminar -- Early Bird Registration Rates Now in Effect

URL: https://nexus.od.nih.gov/all/2019/12/04/the-spring-nih-regional-seminar-is-warming-up-with-early-bird-registration-rates/
Dates/Location: April 20-22, 2020. Baltimore MD.