The following is being sent on behalf of students evaluating the CEHD CPI Catalyst/Seed grant program that has been offered in CEHD through the Council of Principal Investigators (previously known as Research Council) since 1993. Please consider participating in this survey if you have received funding, have not received funding, or never heard of this program. The information gathered from this survey will be shared with CPI to make this program stronger in the future. Thank you ~Windy

CEHD Faculty,

As part of the practical application portion of Program Evaluation in School and Clinic (EPSY 631-600), our group has been charged with conducting a process/impact evaluation of the Council of Principal Investigator’s (CPI) Catalyst/Seed grant initiative. The following link (https://tamucehd.qualtrics.com/SE/?SID=SV_9zaV2qUj1T1ca4k) will take you to an online survey requesting information on your familiarity and experiences with the Catalyst/Seed grant, and other funding opportunities or awards. All information gathered will be anonymous. The survey will only take a few minutes of your time. By filling out this survey you will help to shed light on the Catalyst/Seed grant initiative.

Thank you,

CPI Catalyst/Seed grant Evaluation Team

Dianna Mena, Lynisha Kelly, Rose Mason, and Tara Payne
From: Karan Watkins [mailto:kwatkins@vprmail.tamu.edu]
Sent: Tuesday, October 26, 2010 10:48 PM
To: Karan Watkins
Subject: Epik Maestro - Faculty / Researcher Profile

Please distribute to your department Faculty and Staff.

Good morning.

We are requesting your input/feedback regarding the development of the Faculty / Researcher Profile database for Epik-Maestro (https://epikmaestro.tamus.edu). The Faculty / Researcher database will facilitate the proposal process with respect to the bio-data and current and pending support. One of the objectives is to create and maintain a comprehensive database of relevant information for Faculty.

Please find the following 2 documents attached.

1. The Powerpoint document provides an overview of the sections to be included within the database.

2. The Excel spreadsheet summarizes the powerpoint document into a table format (sheet 1) and includes an example (sheet 2) that depicts the major sections, sub-sections and sub-sub-sections for data gathering.

The input we need from you is whether they are associated logically for your needs; as well as if there is anything that needs to be added.

Please review the attached template and respond to the following:

1. Sections - are these the right sections/groupings, what is missing, what should be added, should any of the sections be combined?

2. Sub-sections - review the subsections - is anything missing, need to be added, are the right sub-sections associated with the right sections?

3. Sub-sub-sections - same as above - are these the right sub-sub-sections, what needs to be added, rearranged, deleted etc.?

You can respond to this email (kwatkins@tamu.edu), send a marked up version of the attached file or highlight your changes.

The Maestro development group would appreciate your feedback by COB Thursday October 28, however please respond at your convenience.

Your input is greatly valued.

Thank you.

Karan Watkins, CRA
Effort Reporting Administrator
Texas A&M Research Services
kwatkins@tamu.edu
1260 TAMU | College Station, TX 77843-1260
Tel. 979.862.1765 | Fax 979.862.4593
http://tamsrs.tamu.edu
H. Gene Hawkins, Jr., Ph.D., P.E.
Associate Professor, Zachry Department of Civil Engineering
Research Engineer, Texas Transportation Institute

3136 TAMU
College Station, TX 77843-3136
USA
979-845-9946
gene-h@tamu.edu
http://ceprofs.civil.tamu.edu/ghawkins

Research Interests:
Traffic operations; human element in transportation systems;
visibility and retroreflectivity.

Short BIO:
Dr. H. Gene Hawkins is an Associate Professor in the Department of Civil Engineering at Texas A&M University, where he also serves as Division Head of the Transportation and Materials Division. He joined the faculty at A&M in September 2004. Prior to that, he spent 18 years at the Texas Transportation Institute, where he supervised and conducted transportation engineering research. He received his Ph.D. in Civil Engineering from Texas A&M University in May 1993. He also holds Master of Engineering and Bachelor of Science (Cum Laude) degrees in Civil Engineering from Texas A&M University. Dr. Hawkins is a Registered Professional Engineer in Texas. Before joining A&M and TTI, Dr. Hawkins worked in the private sector for consulting firms in Bryan and Houston, providing services in the areas of general civil and transportation engineering.
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Support Provided October 4 – October 27th

- **Dr. Fred Nafukho – NSF Alliance for Broadening Participation in STEM (ABP) proposal**
  Edited draft narrative submitted previously to another program so it would meet ABP requirements and scope. Prepared budget narrative, modified CVs to meet NSF Personal Sketch requirements, completed Current and Pending Support forms. Worked with Research Foundation staff to resolve last-minute issues to ensure timely submission on October 8.

- **Dr. Mary Margaret Capraro – College and Career Readiness Initiative-Mathematics proposal**
  Edited draft narrative to ensure all required topics were addressed within the page limit. Helped define budget and prepared budget narrative. Worked with Research Foundation staff to clarify concerns about budget guidelines.

- **Dr. Mary Margaret Capraro – RGK Foundation proposal**
  Prepared “boilerplate” describing A&M and CEHD history, programs and activities.

- **Dr. Jeffrey Liew – NSF Developmental and Learning Sciences (DLS) proposal (due 1/15/11)**
  Met to discuss NSF proposal development process. Provided a list of DLS projects funded during the last five years to determine whether his idea or some version of it already had been funded and to identify possible previous A&M award recipients who might serve as mentors or collaborators. Developed sample outline of the required project narrative contents.

- **Dr. Mary Shaw – Waco Hillcrest Hospital research study examining patient/nurse perceptions of compassionate nursing care**
  Forwarded a Robert Wood Johnson Foundation Quality Report article “Using Data on Patient Race, Ethnicity and Language Preferences to Improve Care” and suggested RWJF as a potential future funding source for an expanded Hillcrest study. Offered edit assistance.

- **Dr. Fred Nafukho – NSF REese (Research and Evaluation on Science and Engineering) proposal (due 11/15/10)**
  Revised previously submitted narrative to comply with new program requirements. Made suggestions concerning scope, focus and partnerships.

- **Dr. Chance Lewis and Dr. Valerie Hill Jackson.** Started discussing:
  - Pre-solicitation notice for Education Action Project in Nicaragua ($2M, 18 months)
  - Project to develop a model for assessing effectiveness of College of Education teacher-preparation programs (beyond counting how many certified teachers are produced).

- **Pending:** Dr. Akilah Carter (meet October 28th to discuss proposal budgeting/budgets); Dan Brossart and Dr. Linda Castillo (funding for rural telehealth); Patricia Alexander (undergraduate career center; funding for project to develop better tools and programs to identify/pre-select students who will be good teachers); Dr. Larry Dooley (find him partners for an NSF Cyberlearning proposal with deadline 1/17/11); Norvella Carter (find funding for urban education in the US and Africa).

Opportunities Looking for Teams — *CPI members’ suggestions for team members needed!*

- **Research in Disabilities Education (NSF RDE) — deadline February 9, 2011 (2 to 3 years; $200k-$450k total).** “Particular emphasis is placed on contributing to the knowledge base by addressing disability related differences in secondary and post-secondary STEM learning and in the educational, social and pre-professional experiences that influence student interest, academic performance, retention in STEM degree programs, STEM degree completion, and career choices.”
• **Health Promotion Among Racial and Ethnic Minority Males** (DHHS R01) – deadlines February 5, June 5, October 5, 2011. “Specifically, this initiative is intended to: 1) enhance our understanding of the numerous factors (e.g., sociodemographic, community, societal, personal) influencing the health promoting behaviors of racial and ethnic minority males and their subpopulations across the life cycle, and 2) encourage applications focusing on the development and testing of culturally and linguistically appropriate health-promoting interventions designed to reduce health disparities among racially and ethnically diverse males and their subpopulations age 21 and older.”

• **Social-Computational Systems (NSF SoCS)** – deadline November 11, 2011 (3 yrs, $250K/year)
“By better characterizing, understanding, and eventually designing for desired behaviors arising from computationally mediated groups of people at all scales, new forms of culture, and new types of interaction will result. Further, the investigation of such systems and their emergent behaviors and desired properties will inform the design of future systems. [. . .] Proposals that reflect collaborative efforts spanning computational and human-centered approaches and perspectives are specifically encouraged.”

**Outside the Box**
1) **Establishing relationships with energy resource corporations to fund education programs tailored to our expertise and their corporate priorities**
   - *Exxon Mobil* (Dallas/Fort Worth) “provides funds to selected organizations and universities that seek to improve the career opportunities of women and minorities, particularly in science, technology, engineering and mathematics.” [www.exxonmobil.com/Corporate/community_ed_higher.aspx](http://www.exxonmobil.com/Corporate/community_ed_higher.aspx)
   - *Apache Corporation’s* (Houston) Fund for Teachers provides fellowships for teachers to define their own professional development activities. Apache also supports Egypt’s National Girls’ Education initiative under the auspices of the non-profit Springboard-Educating the Future organization. [www.apachecorp.com/Stewardship/In_our_communities/Social_development.aspx](http://www.apachecorp.com/Stewardship/In_our_communities/Social_development.aspx)
   - *Amerada Hess’s* (Houston) “centerpiece of [its] Corporate Social Responsibility program is a large scale effort to transform primary education in the West African nation of Equatorial Guinea. The initiative, PRODEGE (Program for Educational Development of Equatorial Guinea, is a $40 million public/private partnership led by Hess Corporation and the Government of Equatorial Guinea and implemented by the Academy for Educational Development. In just two years, PRODEGE has established 40 model schools and introduced accelerated course work in basic math, language and science. [. . .] In 2008 PRODEGE launched a national teacher diploma course, and more than 1,100 local educators have completed the certification.” [www.hess.com/sustainability/social_responsibility/prodege.aspx](http://www.hess.com/sustainability/social_responsibility/prodege.aspx)

2) **Collaboration with the College of Agriculture Agricultural Leadership, Education and Communications Department faculty and the Agricultural Extension Service** to seek funding to develop education curriculum/textbooks in, for example, agricultural mathematics:
   - Statistics and probability applied to genetics
   - Fractions and ratios applied to feed and to pesticide and fertilizer application
   - Geometry applied, for example, to planting crops and designing and building fences, irrigation systems, barns and silos
CEHD RESEARCH NEWS — OCTOBER 20, 2010

Please email news and comments to Ann Pawlak (apawlak@tamu.edu)

For your convenience: to jump to information about a specific topic, use the Bookmarks function.

1. MESSAGES
   - A draft version of the September 29th CPI meeting notes is available for viewing on the CPI website at: http://www.cehd.tamu.edu/articles/cehd_cpi_meeting_agendas_and_notes
   - The 2592-core flagship Eos high-performance computing cluster is being expanded. A group of faculty or department can purchase a 32 cluster core and 96 gigabytes of memory for $28,000. The cluster would be housed in Eos’ conditioned space, and Eos staff would handle system administration. Idle capacity could be made available to others. Direct technical questions to Spiros Vellas; s-vellas@tamu.edu. A non-binding expression of interest should be emailed to review@sc.tamu.edu by November 1.

2. 2011 NCES FORUMS AND CONFERENCES — AUSTIN, TX
   - 2011 National Forum on Educational Statistics – two day membership meeting February 21 -22

3. STATUS: FEDERAL AND STATE BUDGETS FOR EDUCATION RESEARCH

4. QUICK TURNAROUND FUNDING OPPORTUNITIES
   - NSF REESE (Research and Evaluation on Education in Science and Engineering) – November 15, 2010
   - US Department of Education Fulbright-Hays Faculty Research Abroad – November 16, 2010

5. PROJECT TEAM FORMING: Promoting Research and Innovation in Methodologies for Evaluation (PRIME) – January 11, 2011

6. SPRING DEADLINES – START DEFINING YOUR PROJECT AND ASSEMBLING YOUR TEAM!
   - Cyberlearning: Transforming Education – January 17, 2010
   - Nutrition and Physical Activity Research to Promote Cardiovascular and Pulmonary Health (R01)-February 5, 2011
   - Improving Diet and Physical Activity Assessment (R21) – February 15, 2011
   - Transforming STEM Learning (TSL) – March 11, 2011
   - Perception, Action & Cognition – March 11, 2011
3. STATUS: FEDERAL AND STATE BUDGETS FOR EDUCATION RESEARCH

Texas Education Agency Biennial Budget Reductions for FY2012 and FY2013
(http://ritter.tea.state.tx.us/lar/)

- Texas Principal Excellence Program – no longer authorized by statute. Total reduction = $2,545,000.
- B&M Gates Foundation-THSP Project Evaluation - $7M multi-year program ends in FY11
- Teacher Mentor Program – will be allowed to lapse. Total reduction = $12,973,740.
- Humanities teacher professional development opportunities in summer institutes will no longer be offered. Total reduction = $1,518,126.
- Middle School Fitness & Safety grants supporting physical education and fitness programs for students in grades 6, 7 and/or 8 where >=60% of students are low SES will be eliminated. Total reduction = $11,094,155.
- High School Initiative-High School Completion and Success small, prescriptive pilot programs will be eliminated. Remaining funding will support flexible implementation of effective dropout prevention and recovery strategies. Total reduction = $13,015,334.
- Improving Educator Quality and Leadership Total reduction = $22,000,000.
- Student Success Initiative – reduced or eliminated: targeted algebra readiness grants to schools, college and career readiness grants, professional development programs, research and evaluation projects, stipends for teachers who attend professional development academies, funding for college readiness assessments. Total reduction = $42,000,000.

Texas Higher Education Coordinating Board Legislative Appropriations Request FY2012 and 2013

- In 2010-2011 THECB received $80 million in one-time Higher Education Performance Incentive Funding for federal stimulus funds (ARRA) that will not be available in FY2012 and 2013.
- Federal Career/Technical Education grant funding request = $36,874,366 each year (decrease from $45,619,078 in FY2009)
- Federal Teacher Quality grant program request = $6,242,208 each year (decrease from $7,588,122 in FY2009)


- U.S. Department of Education research and development budget authority for education and training: proposed FY2011 budget = $303M = +11.4% from FY2009 actual $238M.
- National Science Foundation Education and Human Resources Directorate: proposed FY2011 budget = $892M = +2.2% from FY2009 actual $846M.
- National Institutes of Child Health and Human Development: proposed FY2011 budget = $1.328B = +2.9% from FY2009 actual $1.255B
- Department of Health and Human Services Agency for Healthcare Research and Quality: proposed FY2011 budget = $0 = -100% from FY2009 $393M.

4. PROPOSALS RECENTLY SUBMITTED OR IN PROGRESS

- Mary Margaret Capraro – College and Career Readiness Initiative: Fostering TAMU Pre-Service Teachers’ Awareness of STEM College Readiness Standards (November 11)
- Mary Margaret Capraro – RGK Foundation: Preparing Elementary Mathematics Specialists (PEMS) Through an Online Graduate Program
- L. Quentin Dixon – Foundation for Child Development: Language and Literacy Development of Afro-Latino Children (November 15)
• Jean Madsen: Develop and Test an Instrument Assessing School Principals’ Ability to Lead Demographically Diverse Student Populations

• Fred Nafukho and Fred Bonner – NSF: LSAMP Educational Research Project: Career Behavior Enhancement Strategies Among Under-Represented Students in STEM in collaboration with Felecia Nave at PVAMU (submitted October 8)

• Mary Shaw – Hillcrest Hospital (Waco): Examining Patient/Nurse Perceptions of Compassionate Nursing Care

5. QUICK TURN-AROUND FUNDING OPPORTUNITIES

November 15th Deadline: NSF’s REESE (Research and Evaluation on Education in Science and Engineering) program “advances research at the frontiers of STEM learning, education, and evaluation and provides foundational knowledge to improve STEM teaching and learning at all ages and in all settings.[ . . . ] REESE projects focus primarily on building theory and knowledge about STEM education across learning contexts and ages. [ . . . ] The primary outcomes of REESE projects will be research findings, methods and theoretical perspectives about STEM education.” A&M may submit more than one proposal. Estimated 23 to 40 awards

• Pathways Projects: 5-10 awards; maximum $250,000 with two year duration. “Small scale studies that include proof-of-concept and feasibility studies.”

• Synthesis Projects: 5-10 awards; maximum $250,000 with two year duration. “Synthesis and/or meta-analysis of existing knowledge on a topic of critical importance to STEM learning, education and/or evaluation, or for the diffusion of research-based knowledge.”

• Empirical Projects: 10-15 awards; maximum $1,500,000 with three year duration. “Design and conduct of research and evaluation projects including the collection of new empirical data or the use of secondary analyses from existing state, national, international or other databases.”

• Large Empirical Projects: 3-5 awards; maximum $2,500,000 with five year duration. “May involve teams of multi-disciplinary experts working on conceptually related problems, longitudinal studies of a large sample of participants, randomized controlled trials of an intervention whose efficacy has been established in more limited conditions, group randomized designs, replication studies, and studies focused on scale-up or national initiatives.”

Research Strands
1. National STEM education policies
2. Implementation, diffusion and use of research-based knowledge and specific innovations and reforms
3. STEM learning in formal and informal settings
4. Cyberlearning and learning techniques
5. Methods, models and measures for research and evaluation
6. Cognitive underpinnings of STEM learning
7. Neural bases of STEM learning


Example Results from a Completed NSF-Funded REESE Three Year Study: Using a Complex Systems Approach to Study Educational Policy: “Researchers at Northwestern University’s McCormick School of Engineering and Applied Science and School of Education and Social Policy argue in an article published Oct. 1 in the journal Science that [treating education as a complex system and using computer modeling and network analysis to provide a comprehensive look at the outcomes of policy choices] can help integrate insights and better inform educational policy. By breaking down policies into simple rules and computationally modeling them under different conditions, professors Uri Wilensky and Luis Amaral have found a promising new way to understand policy issues such as
school choice and student tracking. [...] In one modeling scenario, they allowed for schools with a greater ability to increase student test scores to enter the district and found that when students valued a school’s test scores much more than its geographic proximity, it could constrain improvement in the district. That is because it made it more difficult for new schools to survive. ‘The schools that initially look very good get swamped, and they get overwhelmed and tend to close,’ Wilensky said.” Dr. Wilensky is a professor of Learning Science and Electrical Engineering; his colleague Dr. Amaral is a professor of Chemical and Biological Engineering. 

www.northwestern.edu/newscenter/stories/2010/10/education-policy.html (note: this URL may work only when typed directly into a browser).

November 16th deadline: U.S. Department of Education Fulbright-Hays Faculty Research Abroad Fellowship Program. Applicant research must focus on one or more specified geographic areas. Competitive preference priorities (5 extra points) awarded for projects focusing on a list of seventy-eight languages. Range of fellowship awards is $25,000 - $115,000. Estimated number of awards: 22. URL: www2.ed.gov/programs/iegpsf/apply.html

6. PROJECT TEAM FORMING

Title: Promoting Research and Innovation in Methodologies for Evaluation (PRIME)

Synopsis: The PRIME “program seeks to support research on evaluation with special emphasis on exploring innovative new approaches for determining the impacts and usefulness of evaluations of STEM education projects and programs; building on and expanding the theoretical foundations for evaluating STEM education and workforce development initiatives, including translating and adapting approaches from other fields; and growing the capacity and infrastructure of the evaluation field. Two types of proposals will be supported by the program: Exploratory Projects that include proof-of-concept and feasibility studies and more extensive Full-Scale Projects.”

Funding Agency: NSF
Letter of Intent: not applicable
Full Proposal Due Date: January 5, 2011
Funding Limits: not stated.
Estimated Number of Awards: 13 to 17: 10-12 full scale and 3-5 exploratory. (funds also allocated to conference and workshop projects, pending availability of funds)
NOTE: Dr. Nafukho has expressed interest in this opportunity and will be forming a project team. Contact him to discuss joining the project.

7. SPRING DEADLINES – START DEFINING YOUR PROJECT AND ASSEMBLING YOUR TEAM!

Title: Cyberlearning: Transforming Education (NOTE: no prior funding history: new program?)

Synopsis: “The goals of the Cyberlearning program are:

- To better understand how people learn with technology and how technology can be used productively to help people learn, through individual use and/or through collaborations mediated by technology;
- To better use technology for collecting, analyzing, sharing, and managing data to shed light on learning, promoting learning, and designing learning environments; and
- To design new technologies for these purposes, and advance understanding of how to use those technologies and integrate them into learning environments so that their potential is fulfilled.”

Funding Agency: NSF
Letter of Intent: required for Integration and Deployment projects ONLY
Full Proposal Due Date:
• January 17, 2011 for Exploration (EXP) projects. EXP projects explore the proof-of-concept or feasibility of a novel or innovative technology or use of such technology to promote learning. Projects should take into account what we know about how people learn. “Project teams should include, at a minimum, partners with expertise in how people learn, the targeted domain, the technology/technologies being investigated, how to engage and sustain the engagement of learners, and how to collect and analyze data that can inform about usability and effectiveness.”

• January 17, 2011 for Design and Implementation (DIP) projects. DIP “projects will conduct research in the everyday environments in which people spend their lives, e.g. schools, homes, museums, parks, and the workplace. “Innovations should take into account not only what is known about how people learn but also how to sustain engagement over long periods of time.” “As appropriate, the [project] team should include representatives of shareholder groups to help the team plan towards broader use and deployment and/or organizations that will help with technology transfer. The team should include teachers and/or mentors who would normally take on leadership responsibilities in targeted environments.”

Funding Limits: For EXP projects = up to $550,000 total over 2 or 3 years. For DIP projects = up to $2,500,000 and 5 years.
Estimated Number of Awards: 14 to 18 EXPs; 7 to 12 DIPS.

**Title:** Nutrition and Physical Activity Research to Promote Cardiovascular and Pulmonary Health (R01)

**Synopsis:** Application should “propose research on the roles of nutrition and physical activity in the development, prevention and management of cardiovascular diseases (CVD) or pulmonary diseases. In particular, the FOA aims to (1) improve knowledge of the contribution of diet and physical activity to these conditions and how sleep influences these relationships, (2) increase the evidence base for refining public health recommendations and clinical guidelines regarding these lifestyle behaviors, and (3) develop and test strategies to improve the adoption of these recommendations.”

**Funding Agency:** DHHS-NIH-National Heart, Lung and Blood Institute, National Center for Complementary and Alternative Medicine, National Institute of Nursing Research

**Letter of Intent:** not required

**Application Due Dates:** February 5, June 5 and October 5, 2011

**Earliest Anticipated Start Dates:** September 2011, April and July 2012

**Funding:** No dollar limit; 5 year maximum duration

**Estimated Number of Awards:** Contingent on availability of funds

**URL:** [http://grants.nih.gov/grants/guide/pa-files/PA-09-243.html](http://grants.nih.gov/grants/guide/pa-files/PA-09-243.html) (note: this URL may work only when typed directly into a browser)

**Title:** Improving Diet and Physical Activity Assessment (R21)

**Synopsis:** “. . .innovative research to enhance the quality of measurements of dietary intake and physical activity. Applications. . .may include development of novel assessment approaches; better methods to evaluate instruments; assessment tools for culturally diverse populations or various age groups, including children and older adults; improved technology or applications of existing technology; statistical methods to assess or correct for measurement errors or biases, methods to investigate the multidimensionality of diet and physical activity behavior through pattern analysis; or integrated measurement of diet and physical activity along with the environmental context of such behaviors.”

**Funding Agency:** DHHS-NIH
Letter of Intent: January 16, 2011
Application Due Date: February 16, 2011
Earliest Anticipated Start Date: October 2011
Funding: $275,000 direct costs over a two year period; maximum of $200,000 in any one year
Estimated Number of Awards: depends on quantity and quality of applications received
URL: http://grants.nih.gov/grants/guide/pa-files/PAR-09-225.html (note: this URL may work only when typed directly into a browser)

Title: Transforming STEM Learning (TSL)
Synopsis: “explore the opportunities and challenges implied by innovative visions of the future for STEM learning. The TSL program invites interdisciplinary teams of STEM content specialists, experts in relevant technologies, STEM formal and informal education specialists, researchers with expertise in the learning sciences, and specialists in education research and evaluation methods to submit proposals for research projects that (1) Study efficacy of existing prototypes for innovations like virtual schools, special STEM schools, and educational programs that combine opportunities of formal and informal learning resources in their communities; or (2) Design and conduct exploratory development of new potentially transformative models for STEM learning environments.”
Funding Agency: NSF
Letter of Intent: not applicable
Full Proposal Due Date: March 11, 2011
Funding: Planning/pilot development projects – up to $500,000 for project duration of up to 2 years.
Large research projects – up to $2,000,000 for project duration of up to 4 years
Estimated Number of Awards: 15 – 5 large research projects and 10 planning and pilot development projects

Title: Perception, Action & Cognition
Synopsis: “Supports research on perception, action and cognition including the development of these capacities. Emphasis is on research strongly grounded in theory. Research topics include vision, audition, haptics, attention, memory, reasoning, written and spoken discourse, motor control, and developmental issues in all topic areas. The program encompasses a wide range of theoretical perspectives, such as symbolic computation, connectionism, ecological, nonlinear dynamics, and complex systems, and a variety of methodologies including both experimental studies and modeling. Research involving acquired or development deficits is appropriate if the results speak to basic issues of perception, action, and cognition.”
Funding Agency: NSF
Letter of Intent: ??
Full Proposal Due Date: March 11, 2011
Funding Limits: not stated. Previously funded projects appear to range from $13,503 to $400,000
Estimated Number of Awards: not stated.
URL: www.nsf.gov/funding/pgm_summ.jsp?pims_id=5686
DATE: October 6, 2010

TO: Members of the CEHD Council of Principal Investigators
CEHD Department Heads
Dean Douglas J. Palmer

FROM: EPSY Principal Investigators/Co-PI's (signatures below)

RE: Need for additional faculty in Research, Measurement, and Statistics (RMS) to meet CEHD goals in doctoral education, faculty research, and external funding.

The purpose of this memo is to formally request that additional faculty hires in the RMS program be given high priority in discussions regarding new faculty positions. We believe additional RMS faculty hires are essential if the college is to meet its goals in doctoral education, graduate student mentoring, faculty research, and external funding.

Doctoral education and graduate student mentoring: The college has prioritized providing doctoral students strong preparation in research skills as evidenced by previous task force reports and the development of a CEHD Graduate Certificate in Research Methods. RMS faculty provide the advanced coursework necessary to meet this goal. The courses offered by RMS faculty in the EPSY department are open to all doctoral students in the college and they complement and extend the research and statistics courses offered in other departments. RMS faculty are regularly sought out by CEHD doctoral students to provide methodological guidance on dissertations. In addition, RMS faculty recruit and mentor RMS doctoral students who then provide assistance to other CEHD graduate students through the EREL.

Faculty research and external funding: The university and college goal to elevate faculty research, and Dean Palmer's call to increase external funding for scholarship, require a robust RMS program. The research personnel investments made at the college-level are helpful but their potential will not be realized without sufficient numbers of RMS faculty. CEHD faculty cannot build programs of research that address the complex issues facing schools and communities, and we cannot successfully compete at the national level for external funding, without the full partnership of RMS faculty.

The number of RMS faculty has been reduced to a level that prevents the college from achieving these important doctoral education and faculty research goals. Over the past two years one senior RMS faculty member has moved to full-time administration (Willson), one senior faculty member has retired (McNamara), and one new assistant professor has left his position (Thoeemann). Only four faculty remain to support the college's education, research, and external funding priorities (Thompson, Hall, Kwok, Yoon). Without additional RMS faculty, the number and variety of advanced courses will be reduced, numbers of students in remaining courses will increase which could compromise the quality of individual preparation students receive, and the ability of the remaining few RMS faculty to collaborate with colleagues on research and grant proposals will be severely restricted.

Thank you for your thoughtful consideration of our request that new faculty hires in the RMS program be given high priority.

[Signatures]

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[Handwritten notes]