

Grant Proposal Application Guidelines for Rollins Faculty

Critchfield and Ashforth Research, Individual Development, Course Development, and Cornell Research Grants

GENERAL INFORMATION

Critchfield and Ashforth Research, Individual Development, Course Development, and Cornell Research Grants are awarded on a competitive basis. The Professional Standards Committee will review only those proposals received by the published application deadlines. The committee will advise the Dean of Faculty to distribute funds in a manner that permits the support of as many projects as possible. Funds are limited and rationed (see below). It is anticipated that the results of research funded by these grants will lead to a publication (professional journal or book), a performance (music or theater), an exhibit (art), or the presentation of a paper at a national or regional professional meeting. Collaboration with students is permitted. Grants involving students will be given equal weighting with those involving only the faculty member.

Jack B. Critchfield Research Grants

These grants are awarded exclusively for research projects.

Ashforth Research Grants

These grants are awarded exclusively for study in the British Isles, with priority given to study in England. Ashforth Grants for study in Ireland are prohibited.

Individual Development and Course Development Grants

These grants are awarded for workshops, symposia, seminars, structured study projects, conferences, and the development of material for new courses.

Cornell Research Grants

Faculty do not formerly apply for a Cornell Research Grant separately from the application for an Individual Development or Course Development Grant. Cornell Research Grants are incorporated into the application process for Individual Development and Course Development Grants. The Dean of Faculty determines which grant awards from among the awards for Individual Development and Course Development grants will carry this designation.

OVERVIEW OF THE APPLICATION PROCESS

I. Review of Grant Proposals

Please remember that while your proposal will be reviewed in a spirit of collegiality, there is no discipline specific review. The Professional Standards Committee is composed of members of the general faculty. Your objectives must be well conceived, clearly stated, and written in a language that can be understood by a general audience.

In addition, proposals which support department activities should be accompanied by a statement from the department head or director, or from the appropriate dean. This statement is particularly important when supplies, space, and supporting personnel for the research project relate to departmental activities and budget support.

Applicants are encouraged to review the Grant Rubric that will be used to make decisions and allocate funds. The Rubric is available on the same website as the application forms.

II. Deadlines

- A. Faculty members planning sabbatical during the academic year following that of the application deadline are invited to submit grant proposals early to assist in sabbatical activity planning. The application deadline for early proposals is the last Friday of September.
- B. The deadline for faculty members not using the grant for a sabbatical period is the third Friday of January.

III. Submission of AFAR, Mid-Year Progress Report and/or Final Report

Grant applications will only be considered from faculty member who have filed their most recent AFAR with the Dean of Faculty's office.

Following the receipt of a Grant Award, recipients are required to file a report on his or her accomplishments with the Dean of the Faculty. (Mid-year Report is due on the first day of Spring semester; Final Report is due by August 15 of the year following receipt of the grant). We recognize that you may not have completed your work, but we want to know what progress you made or are in the process of making. A specific accounting of expenditures will be part of this report. Your application and report are considered to be matters of public record. If you do not wish either to be made public, explain why in the application.

Future funding for your research is contingent upon completion and transmission of a Mid-Year Progress Report and/or Final Report to the Dean of the Faculty using the form provided on this webpage.

APPLICATION GUIDELINES

I. Eligibility

- A. Full-time faculty with continuing contracts are eligible for Critchfield and Ashforth Research, Individual Development, Course Development, and Cornell Research Grants.
- B. Proposals will be judged on the completeness of the application, the quality of the project, the perceived value of the work, the likelihood that the applicant can and will complete the research, the faculty member's record of scholarship.
- C. The committee will not fund proposals that have the following characteristics:
 1. Lack clearly stated goals and methodology.
 2. Lack a clear, detailed budget and rationale for all requested funds.
 3. Applicant has received funding for three previous years for any of the grants named above.
- D. The committee will not review proposals:
 1. Submitted after the application deadline.
 2. With missing information, e.g., no vita, no budget, required number of copies.
 3. With budget exceeding \$5,000.
 4. From faculty members who have not submitted a Mid-Year Progress Report and/or Final Report on the outcomes of previous grant awards.
 5. From faculty members who have not submitted an AFAR for the previous year.
- E. All proposals deemed acceptable by the committee will be at least partially funded. If there is insufficient money to support fully all acceptable proposals, it will not necessarily be the case that each applicant will receive an equal percentage of the funds requested. Some proposals, for example, may receive 100 percent of what is requested, some at 75 percent and some at 50 percent. If full funding of all acceptable proposals is financially impossible, those meeting the following criteria will likely receive a higher percentage of requested funds.
 1. Proposals submitted by untenured or tenure-track faculty.
 2. Proposals submitted by faculty who will be on leave during the period of the grant.
 3. Proposals by faculty members who have not received more than one Critchfield, Ashforth, Individual, Course, or Cornell Research Grant within the past three years.
 4. Proposals that require full or a high level of funding.
 5. Proposals with exceptional merit.

II. Permitted Expenditures

Expenditures must be justified in terms of their relationship to the project. The budget parameters for current college rates for travel, the current minimum wage, and current status on faculty stipends is available from the Finance Department.

Additional funding parameters include:

- A. Funding for equipment or permanent items not available through operating funds. This does not include computing hardware. The equipment or items will revert to the College when the project is completed.
- B. Student assistants with compensation at the current minimum hourly wage up to a maximum of \$1600 during the summer and \$540 for one term during the academic year.
- C. Travel (automobile travel will be funded at the current indexed rate per mile).
- D. Costs associated with publication process.
- E. Further traditional research activities, including per diem for a maximum of 30 days, normally no more than \$100 per diem, if funds are available. Per Diem covers costs of housing, meals, and local travel.
- F. Grants may be funded for a maximum of \$5000, if the budget and number of proposals permits. The average award, however, has been approximately \$2000.

- G. Funding is awarded for research or development undertaken during the fiscal year (June-June) following the grant award decision.

III. Excluded Expenditures

- A. Faculty stipends
- B. Funding for conferences and meetings which can be supported by faculty travel grants.
- C. Per Diem expenses for longer than 30 days.
- D. Computer hardware.
- E. Travel for support staff.
- F. Support for travel or research expenses that are not clearly justified.
- G. Car rental expenses in excess of the per diem.
- H. Funding for student help beyond one semester.
- I. Faculty stipends.

GRANT APPLICATION FORM

Check the Grant Award you are seeking.

- Individual Development/Course Development Grant
 Critchfield Research Grant
 Ashforth Research Grant

Applicant Information:

Principal Researcher:	Paul Stephenson
Academic Rank:	Associate Professor
Department:	Biology
Office Phone Number:	407 646-2481
E-Mail Address:	PStephenson@rollins.edu

Grant Proposal:

Short Title of Grant Proposal:	Developing a New Course in Marine Botany
Proposed Start Date:	June 1, 2008
Proposed End Date:	May 1, 2009

Description of Grant Proposal:

Objectives of grant proposal: Please list objectives that are clear, specific, concrete, and measurable.	<p>1) The primary objective of this grant is to create a 300 level course in Marine Botany. The goal of the course is to provide students with a fundamental knowledge of the marine algae of the southeastern United States and the Caribbean as well as the marine algae of the Pacific (specifically the Hawaiian Islands). The course will also cover plants typically encountered in coastal/intertidal zones (e.g. saltmarsh plants, mangroves, and seagrasses). Students will become familiar with identifying these species, their scientific classification, and their lifecycles. Beyond the typical "survey" of these species, students will learn about the ecosystems in which these species are found and what is characteristic about these habitats. Throughout the course reference will be made to the role that evolution has played in adapting these unique organisms to their environment. Finally, the course will include information about threats to marine ecosystems in general (e.g. global warming) and threats to particular species in local habitats (e.g. Florida Bay and the Indian River Lagoon).</p> <p>2) Currently, the most recent comprehensive text on the topic is <u>Marine Botany 2 ed.</u> by Clinton Dawes, published in 1998. Clearly, there is a need to find text and A/V materials that are up to date with current information. Since the Dawes text is the only comprehensive source, I anticipate that I will be using multiple texts on various topics to create a course that includes comprehensive coverage of the subject. A brief survey of the Olin Library and the Biology Department has led to the creation of the following bibliography which will be used to create the course content. Since so much material is currently available at no cost, I anticipate the need for funds to purchase texts and video materials will be very low. It is likely that much of this material will be incorporated in a booklet that will be printed by the Rollins publishing center for distribution in class. Jim Small, in the Biology Department, has volunteered to help</p>
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	<p>me with creating a working outline for the course and the self-designed portions of the course booklet may form the nucleus of a full marine botany textbook co-authored by Jim and myself.</p> <p><u>A short bibliography of relevant texts for a 300 level course in Marine Botany</u></p> <p>Abbott, Isabella A. (2004) Marine green and brown algae of the Hawaiian Islands. Honolulu, Bishop Museum Press</p> <p>Abbott, Isabella A. (1999) Marine red algae of the Hawaiian Islands. Honolulu, Bishop Museum Press</p> <p>Bertness, Mark D. (2001) Marine community ecology. Sinauer Associates</p> <p>Dawes, Clinton J. (1998) Marine botany. New York, Wiley and Sons</p> <p>Kaiser, Michel J. (2005) Marine ecology: processes, systems, and impacts. Oxford University Press.</p> <p>Little, Diane S. (2003) South pacific reef plants: a diver's guide to the plant life of south pacific coral reefs. Offshore Graphics Inc.</p> <p>Little, Diane S. & Little, Mark M. (2000) Caribbean reef plants. Offshore Graphics Inc.</p> <p>Little, Diane S., Little, Mark M., Bucher, Katina E., Norris, James N. (1989) Marine plants of the Caribbean. Smithsonian Institute.</p> <p>Mann, Kenneth H. (2006) Dynamics of marine ecosystems: biological-physical interactions in the oceans. Blackwell Publishing.</p> <p>Porter, James W. (2002) The everglades, Florida bay, and coral reefs of the Florida Keys: an ecosystem source book. CRC Press.</p> <p>Reynolds, Colin S. (2006) Ecology of phytoplankton. Cambridge University Press</p> <p>Schneider, Craig W. & Searles, Richard B. (1991) Seaweeds of the southeastern United States. Duke University Press</p> <p>Thomas, David N. (2002) Seaweeds. Smithsonian Institution Press.</p> <p>3) Field experience is going to be a significant component of the course. Currently, both our Marine Biology and regular Biology Majors can fulfill their "field" requirement for their major by participating in trips to Hawaii and/or Barbados. During these 12-14 day trips students conduct intensive field studies, collecting and identifying marine plants and animals. My expertise in field collecting and identifying is very limited. Though I am familiar with all the major groups of marine plants and algae, I am in no way proficient at locating them in the field or identifying them at the species level. The best way to gain this expertise is to visit the sites and do the collecting. Katie Patterson-Sutherland, Fiona Harper, and Jim Small are all willing to teach me the three basic requirements 1) where to find the species 2) how to collect the species, and 3) how to identify the species!</p> <p>Consequently, I will require funding to travel to Hawaii with the Marine Bio. students and instructors during their field experience in December of 2008. I will also need funding to travel with Jim Small to the Keys. Both of these trips will enable me to gain expertise in finding and identifying typical Pacific and Caribbean marine algal species. It's probable that I will need to travel to Barbados as well but that field experience is not scheduled during the upcoming fiscal year. I plan to ask for support to travel to Barbados with the Marine Biology class during a.y. 2009-2010.</p>
<p>Describe how this project relates to your current expertise.</p>	<p>As a Plant Biologist I am frequently called upon to teach not only strictly botanical topics but also within the related fields of mycology (fungi) and</p>

	<p>phycology (algae). I have a working knowledge of the major marine algal groups, but the last time I studied them extensively was 25 years ago in the Bahamas when I was an undergraduate! Obviously, it will take some effort to become proficient in field identification and collection of both Caribbean and Pacific algal species.</p>
<p>Describe the relationship of this project to your long term professional goals.</p>	<p>Currently my teaching responsibilities require me to teach General Biology (Bio 120), Genetics (Bio 308), and parts of Molecular Biology (Bio 341) as well as several non-majors biology courses and RCC classes. Most of my colleagues have 2 or more upper level courses for Bio Majors that they teach on a rotating basis. It's been frustrating for me that the only upper level majors' course that I teach regularly is genetics. I have been looking for a new upper level majors' course and Marine Botany seems a promising choice.</p>
<p>Describe why this project is important.</p>	<p>This course will serve as an elective for both Marine Biology majors and regular Biology Majors. It will compliment the existing Marine Biology program and provide a valuable field experience for Marine Biology Majors and Biology Majors. A solid understanding of Marine algae is essential to students of marine biology. Although several existing courses provide some coverage of Marine Botany. None of our current courses address the topic in detail. This course fills a gap in our current coverage of the topic.</p>
<p>Describe the expected outcome(s) for this project (publication, performance, exhibit, paper)</p>	<p>This grant will lead to the development of a semester long course in Marine Botany. The course will include a major field component and compliment the existing courses in the Marine Biology major. In addition, this project will provide me with expertise needed to participate in the annual field experiences in Barbados and Hawaii on a rotating basis with Katie Patterson-Sutherland, and Fiona Harper. The establishment of a rotating group of faculty will help alleviate the burden of having the same two faculty members called upon each year to lead a 14 day field trip during the winter holiday.</p>
<p>Describe the contribution this project will make to Rollins College.</p>	<p>This course will enhance the Marine Biology program at Rollins. The Marine Biology major is an appealing major for many students and helps recruitment to Rollins.</p>

Proposed Budget:

(Please review Permitted Expenditures section and provide as much detail as possible. Be specific about what costs will be incurred for travel, telephone, staff support, photocopying, etc. This budget will be for one year only).

<u>Item</u>	<u>Justification</u>	<u>Amount</u>
Equipment/Supplies		\$
Personnel Support	\$100 per diem (14 days in Hawaii)	\$1,400
Travel	Airfare to Hawaii (based on last year's cost for faculty and students + 10%) Car travel to Summerland Key (\$0.45/mile) ~399 miles-one way	\$1,317.94 \$359.10
Other	Lodging at Coconut Island (Hawaiian Institute of Marine Biology) Lodging Honolulu Airport Hotel Lodging Summerland Key/Key West (Travel Lodge: 2 days, 2 rooms) Classroom fee Boat Fee Boat driver Fee Snorkeling rental	\$420.34 \$81.17 \$836 \$20 \$7.50 \$2.29 \$139.76

TOTAL	\$4,584.10
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Previous Funding from Rollins College:

1. Have you received previous funding for a Critchfield/Ashforth Research, Individual Development, Course Development, or Cornell Research Grant?	YES X	NO
<i>If yes, list all grants received:</i> Critchfield Grants: 2002, 2004, 2006		
2. Have you applied for other grants from Rollins this year?	YES	NO X
<i>If yes, list all grants applied for, grants awarded, and amounts to be received:</i>		
3. Have you received any other grants or funding from Rollins during the previous five years?	YES X	NO
<i>If yes, list all grants awarded and amounts received over the last five years:</i> Galapagos Seminar 2005		

Other Support for Current Proposal

1. Have you applied for or been granted any external or other internal sources of funding for this proposal?	YES	NO X
<i>If yes, clearly identify all other requests which duplicate this proposal, indicating the periods and amounts of all support requested and/or received, along with the status of the support.</i>		
<i>If you are requesting funds for a second or third year of support for one project, attach a progress report.</i>		

Attach to this application:

Abbreviated Vita (3 pages maximum) listing all papers published and/or presented that are related to this project. If this is a new area for you, list your most recent publications/ presentations.

Department Approval Statement: Proposals requiring departmental approval (new course development, curriculum redesign, etc.) or support (supplies, space, supporting personnel, etc) should be accompanied by a statement from the department head, director, or appropriate dean that affirms support for the project. This statement is particularly important when the proposal involved the design of a new course or changes to the department's curriculum changes.

In curricular discussions within the Department of Biology, the desire has been stated to provide greater diversity in Botanical offerings that would attract the interest of students majoring in **Biology** as well as **Marine Biology**. Rather than return to the instruction of a general course – Plant Biology (our ‘old’ course was entitled ‘Plant Kingdom’ and was largely plant diversity) – our attention has focused on a constellation of courses including Plant Physiology, Plant Growth and Development, Medicinal Botany and Field Botany. The marine ecosystem is one in which the botany has largely been neglected and, as a department, we endorse the development of a Marine Botany course to complement our existing courses – one that will serve two audiences: **Biology** and **Marine Biology** majors. For the Biology majors, there is a ‘field/ecology’ requirement that is satisfied by many (but not all) by traveling to either the Caribbean or Hawaii for a three-week marine experience; for the Marine Biology majors, this is a required experience. For this combined pool of students, an **elective** in Marine Botany would be a logical choice that, by virtue of advising, would aid in the preparation for this experience.

S. Klemann, Ph.D.
Chair, Biology

K. Sutherland, Ph.D
Director, Marine Biology

Research Review Board Approval: If the proposed research involves human subjects or vertebrates, a letter of approval from the requisite board should be attached to this grant application (IRB for human subjects or IACUC for vertebrates).

Signature of Principal Researcher _____

Date _____

Send this application electronically to the Dean of the Faculty. In addition, make 10 hard copies of your application, including 10 copies of your vita and deliver them to the Dean of the Faculty by the application due date.

GRANT AWARD REPORT FORM

Critchfield/ Ashforth Research Grants Individual Development/Course Development Grants and Cornell Research Grants

Grant recipients are required to file a report on his or her accomplishments with the Dean of the Faculty. Your application and report are considered to be matters of public record. If you do not wish either to be made public, explain why in the application. Future funding for your research is contingent on completion and transmission of a progress report to the Dean of the Faculty by the dates listed below. Please use this form for mid-year progress and final grant reports.

Due Dates:

Mid-Year Progress Reports: *First day of Spring Semester following receipt of the grant.*

Final Grant Reports: *First day of Fall Semester of the year following receipt of the grant*

Grant Type Awarded:	
Principal Researcher:	
Title of Project/Research:	
Starting Date:	
Completion Date:	
Original Description of Approved Research/Project:	
Progress to Date:	

Progress to Date:

We recognize that you may not have completed your work, but we want to know what progress you made or are making. Complete the sections below as applicable.

Teaching How has this grant impacted your teaching?	
Scholarship Please list all refereed journal articles, other print publications, electronic publications, artistic performances/presentations, presentations at national and local meetings or competitions, or media appearances/interviews that are connected with the results of this grant.	
Academic Community What do you believe is the major contribution to the academic community from your grant award?	
Service Please describe how activities or results of this grant have contributed to service to the community (specify Rollins College, local, or beyond)	

Budget Activity:

Approved Budget:	
Itemized List of Expenditures:	
Anticipated Expenses:	
Anticipated Balance:	

Signature of Principal Researcher _____

Date _____

Send this report electronically to the Dean of the Faculty.