

RESEARCH AND SPONSORED PROGRAMS FUNDING EXPRESS

Appalachian
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NEH Grant will Help Teachers use Blue Ridge Parkway to Teach American History

The National Endowment for the Humanities has awarded \$189,917 to Appalachian State University and Dr. Neva Specht, an Associate Professor of History, to continue a project that shows teachers ways to use the Blue Ridge Parkway to teach American history.

According to the NEH, these “workshops enable teachers to make connections between the best scholarship about historical sites and their classroom materials.”

Two week-long workshops will be held in July 2010. Each week will accommodate up to 40 teachers, each of whom will receive a \$1,200 stipend. Teachers will be responsible for their room and board and travel to and from Boone.

This is the second year that Appalachian has received NEH funding for the workshop titled *Not Just a Scenic Road: The Blue Ridge Parkway and Its History: A K-12 Landmarks of American History and Culture Workshop*.

“Without the generous support of the National Endowment for the Humanities, these workshops would not be possible,” said Specht.

During the summer of 2008, 70 public school teachers from across the United States traveled the Parkway and learned how to use its historic landmarks to teach about the Great Depression, Roosevelt’s New Deal policies, travel and tourism and economic development. Participants came from 14 different states including Nevada, California and New York.

Teachers participating in the 2010 workshop will take day trips to points along the Parkway from Doughton Park in Alleghany and Wilkes counties to Mount Mitchell in Yancey County.

Tim Silver, a professor in Appalachian’s Department of History and author of *Mount Mitchell & the Black Mountains: An Environmental History of the Highest Peaks in Eastern America* will lead the trip to Mount Mitchell. Ian Firth, a retired professor from the College of Environment and Design at the University of Georgia, will lecture on the construction and landscape of the Parkway. Firth is the author of *Preserving the Blue Ridge Parkway Experience* and *The Blue Ridge Parkway Historic Resource Study*.

The project has also been designated a NEH *We the People* project. The *We the People* initiative encourages and strengthens the teaching, study and understanding of American history and culture through the support of projects that explore significant events and themes in our nation’s history and culture and that advance knowledge of the principles that define America.

Teachers have until March 2, 2010 to apply for the workshop. To learn more about the workshop, visit <http://www.history.appstate.edu/NEH/NEH.html>.



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Appalachian's Department of Geology Receives \$43,495 NSF Award to Purchase Specialized Microscopy System

A \$43,495 grant from the National Science Foundation (NSF) will be used to purchase a cathodoluminescence (CL) microscopy system for Appalachian State University's Department of Geology.



Dr. Sarah Carmichael, an Assistant Professor in the department, noted that the microscope will enable faculty and students to identify features that otherwise remain invisible through traditional light microscopy or scanning electron microscopy. Carmichael co-wrote the grant with Dr. Cynthia Liutkus, also an Assistant Professor in the Department of Geology.

The new equipment should be in operation by spring semester 2010. It will be housed in the Department of Geology's Optical Petrography Lab and will be used primarily by faculty and students from the Departments of Geology and Chemistry.

It will also be available to researchers from other academic institutions in western North Carolina, East Tennessee and southwest Virginia. Until now, there was no CL microscopy system available within a four-hour radius of the university.

Because the CL microscopy system requires minimal sample preparation, is easy to use and has a colorful visual output, it will be used as a teaching tool in a variety of undergraduate classes in the Geology and Chemistry departments.

Undergraduates conducting independent research in mineralogy, petrology, sedimentology, paleontology, structural geology and forensic science will also use this microscope.

Other professors who will use the new microscope include Libby Puckett, an Assistant Professor in the Department of Chemistry; Professor Richard Abbott, Associate Professor Steve Hageman, Instructor Crystal Wilson and Technician Anthony Love from the Department of Geology; and Assistant Professors Yongli Gao and Arpita Nandi in the Department of Geosciences at East Tennessee State University.

Research Development Officer Spotlight



Megan Johnson joined Appalachian State University's faculty in 2004. As Research Development Officer (RDO) for the Carol G. Belk Library & Information Commons, Megan encourages library faculty to apply for funding in the area of their own research or in any area that supports the library goals, such as digitization, information literacy or programming.

Megan also serves on the library's Internal Grants and Research Committee whose mission is to develop initiatives that encourage and support a high level of library faculty scholarship. A goal of the committee is to increase awareness of external funding sources available to the library. The committee also seeks to increase the library faculty's understanding of the external funding process and promote the resources available to them through the Office of Research and Sponsored Programs.

To help support research on grants, for faculty and for undergraduates, the library maintains a [Research Guide for Grants and Funding](#) that complements the work of the Office of Research and Sponsored Programs.

Megan can be contacted at johnsnm@appstate.edu or ext. 2823.

News of Note...



From the Grants Resource Center's GrantWeek for September 28

ARRA Recipients Beg Clarification, Feds Try to Comply

Individuals manning the FederalReporting.gov service desk were scrambling during the week of September 21, 2009 to respond to American Recovery and Reinvestment Act (ARRA) awardees preparing their October quarterly reports. Heeding Office of Management and Budget (OMB) warnings to register early and assemble their data well in advance of the October 10 deadline, many awardees began pre-populating the version 1.0 templates (billed as "validation versions") posted to FederalReporting.gov on August 11. But as recently as September 27, the templates continued to be updated, and it was unclear - even to the help desk and senior OMB administrators - whether the data entered in earlier versions would be submittable, or whether awardees would be required to start from scratch using the latest version.

The Recovery Accountability and Transparency Board, which calls the shots on FederalReporting.gov, has told the Council on Governmental Relations that the system will accept data entered into older versions of the template. But since the full list of agency codes, program source codes (Treasury Account Symbols), and National Taxonomy of Exempt Entity (NTEE) codes were not available on the earlier versions, data pre-populated in an older version will need to be transferred to the newest version (1.4 for grants and 1.3 for contracts) in many cases.

An updated [user guide](#) is available, but the OMB [frequently-asked questions](#) list does not reflect the reporting templates issue. New information has been posted to provide answers other questions, including how state colleges and universities should report ARRA awards they receive from their states. OMB says these institutions "should generally be treated as a sub-recipient when receiving ARRA funds from a state agency. The application of this rule may vary [...] so the recipient should contact the applicable federal agency for this determination."

Contacting the awarding agency is the best course of action for just about every ARRA question right now. The shakeup created by the recovery's new funding mechanisms and new compliance and reporting processes is leveling the federal grantmaking ground in some important ways. Agencies and applicants have been forced into close, nearly chummy, contact to manage mutual uncertainty, and federal rulemakers, agency leaders, and institutions at every level of grant-saviness have reached a common conclusion: the development of ARRA best practices is a moving target.

From the Grants Resource Center's GrantWeek for October 5

STEM Education and Workforce Development

In August 2009, the National Science Board convened a multidisciplinary, multi-agency [panel](#) of experts to determine what combination of federal policies, priorities, and funding is needed to create a new generation of U.S. STEM innovators. Even before considering the panel's conclusions, which will be presented in an early-2010 white paper, campuses should note the use of the word "innovators" and mark the fact that this characterization has become a line that can divide high-quality *funded* grant proposals and high-quality *declined* grant proposals.

Seeking research and sponsored programs funding under these terms requires a significant shift in perspective for No Child Left Behind-era educators, who were prescribed an adaptive approach to public education and workforce development. The Department of Education's [What Works Clearinghouse](#), launched just after No Child Left Behind was signed into law in 2002, remains a well-used and robust repository of guidance on developing data-driven education programs, including those focused on math and science. But in the current competitiveness and innovation marketplace, the finite field of what works has been bought out by the vaster realm of what could be. Education secretary Arne Duncan, who was the keynote speaker at the STEM innovation panel's meeting, delivered a September 24, 2009 [address](#) on the reauthorization of the Elementary and Secondary Education Act. That speech gives direction on how higher education, as the mid-point in the workforce development pipeline, can coordinate best with elementary and secondary educators.

Proposal Development Bulletin

When researching a prospective sponsor to ascertain whether there is a good fit between your proposed project and the funding agency's interests, it's always a good idea to review the sponsor's awards history as part of the background research process.

Conducting this review will help you determine the competition you will be facing; see what projects have been funded in your area; find out how much funding has been awarded; and, identify funded proposals that may help you with the development of your proposal.

Most federal agencies maintain awards made databases that allow you to find awards using a variety of search options. In addition to creating annual reports containing awards made information, tax-exempt organizations and nonexempt charitable trusts like foundations also use the Internal Revenue Service (IRS) Forms 990 and 990-PF for financial reporting purposes. These IRS forms include a section where grant awards are identified.

For a comprehensive listing of awards made reports, databases and web sites, point your browser to http://www.orsp.appstate.edu/development/awards_history.html.

For additional information on the Office of Proposal Development, contact [Dr. Pollyanne Frantz](#) (x 7789).

Research and Sponsored Programs Report

The Office of Research and Sponsored Programs staff spent time over the summer re-designing the [ORSP website](#).

I would like to call your attention to a few features in the section [Budget Development and Guidance](#).

First, a new addition to the budget section is a [Time and Effort Calculator](#).

Using this calculator, you can determine the value of your time (salary, fringe benefits and F&A) based upon the percentage of your time spent on a project.

This tool is particularly helpful when you are estimating what personnel costs might be for a specific grant or contract and do not want to complete the entire budget template.

Second, we have described the process for how [Facilities and Administrative \(F&A\) Costs](#) are distributed to departments, colleges, institutes, and divisions.

Please take a moment to view the [F&A distribution chart](#) (pdf document), that describes what percentages of collected overhead funds are distributed to whom.

The F&A Costs distribution occurs on an annual basis after the fiscal year has ended. Generally speaking, these funds are placed into a separate account and made available by mid-fall.

For additional information on Research and Sponsored Programs, contact [Ms. Susan McCracken](#) (x 3066).

Dear Research Protections

Dear Research Compliance,

I heard about a new training requirement in the Responsible Conduct of Research for students supported by the National Science Foundation (NSF).

What is it?

Faculty Member

Dear Faculty Member,

Effective January 4, 2010, the NSF will require that institutions have a plan to provide appropriate training and oversight in the Responsible Conduct of Research (RCR) to students and post-doctoral researchers supported by NSF funds.

The [Office of Research Integrity website](#) defines the phrase "Responsible Conduct of Research" as a broad range of commonly accepted ethical professional research practices.

To meet this new requirement, Appalachian has established an [RCR website](#) which will continue to be updated to include resources on RCR.

Regards,

Office of Research Protections (our new name!)

For additional information on Research Protections, contact [Ms. Julie Taubman](#) (x 7981).

Post-Award Update

Summer Effort Reports Due Now!

EPA employees who worked on grants this summer should have received Time & Effort Certification Reports.

The report asks you to verify your effort on externally funded projects as a percentage of your whole effort for the period.

Effort Certification is part of Appalachian's federal compliance process, as required by OMB Circular A-21. Reports are generated from Banner HR each semester, and completed reports are kept on file in Special Funds for the record retention period required by each sponsor.

If you did not receive your Effort Report, please call Amy @ x6419.

For additional information on Post-Award services, contact [Ms. Amy Roberts](#) (x 6419).

Helpful Hints

Budget Tip of the Month

Facilities and Administrative (F&A) costs are an important part of sponsored programs. But what are F&A costs and what do they mean to your budget?

Sometimes referred to as "indirect costs" or "overhead," F&A covers expenses associated with conducting the project, which cannot readily be assigned to any one specific project.

Included in Appalachian's federally negotiated indirect rate of 32.4% are such items as office space, your office computer, utilities, general office supplies (paper, paper clips, etc.), library services, and salaries and benefits for administrative or clerical support staff.

For additional information on Budgets, contact [Ms. Charlotte Smith](#) (x 2694).



Getting More from [Community of Science \(COS\)](#)

You have built a successful search query in the Funding Opportunities database. Now, you open a funding opportunity record that looks interesting. And, then you open the URL for more information within the record. Do you know how to find your way back to your original search results?

Try using tabs to view individual records or URLs. You will be able to see the information you were seeking without losing track of your search results. And, saving the search before following links ensures that you will always be able to run a real-time query.

When opening a record or URL, right click with your mouse and select "Open Link in New Tab." The link is now open as a new tab at the top of your browser.

For additional information on COS, contact [Ms. Heather Young](#) (x 8123).

Calendar of Events

TITLE: Avenues of Funding
DATE: 10/20/09
TIME: 9:30am – 11:00am
LOCATION: Hubbard Center Classroom, Anne Belk Hall, room 1028
ACTION: [Click here to register.](#)

TITLE: Dept. Research Administrator Training
DATES: 10/30/09
TIME: 10:30am – 11:30am
LOCATION: IG Greer, room 224
ACTION: Please join us.

TITLE: Export Controls 101
DATE: 11/4/09
TIME: 3:30pm – 5:00pm
LOCATION: Hubbard Center Classroom, Anne Belk Hall, room 1028
ACTION: [Click here to register.](#)

TITLE: First Friday Series: Sleep Deprivation, Sleep Choice and Morning vs. Evening Effects on High-level Decision Making with Dr. David Dickinson
DATE: 11/6/09
TIME: 12:00pm – 1:00pm
LOCATION: Belk Library, room 421
ACTION: [Click here to register.](#)

TITLE: Building a Budget
DATE: 11/12/09
TIME: 1:00pm–3:00pm
LOCATION: Academic Affairs Conference Room
ACTION: Contact [Lisa Bingham](#) to register.

TITLE: Research Café: International Research at Appalachian State University with Jeff Bortz (History), Betty Coffey (Management), Suzi Mills (Music) and Gary Moorman (Language, Reading & Exceptionalities)
DATE: 11/16/09
TIME: 12:00pm – 1:00pm
LOCATION: Belk Library, room 421
ACTION: [Click here to register.](#)

TITLE: Avenues of Funding
DATE: 11/16/09
TIME: 2:00pm–3:30pm
LOCATION: Hubbard Center Classroom, Anne Belk Hall, room 1028
ACTION: [Click here to register.](#)

What topics would you like to see covered in ORSP workshops?

Please send suggestions to [Ms. Heather Young](#).

Visit us at www.orsp.appstate.edu

News from Other Funding Avenues

Advancement

Have you ever asked, "What role do I play in fundraising?"

Ever wonder why some universities raise more money than others? Of course there are many reasons, but one major reason is the active involvement of the faculty in the process.

The Office of Corporate and Foundation Relations can represent your Case statement (explains your needs and the impact a gift/grant will have) to potential funders, but nothing is more effective than a committed, passionate faculty member telling a donor how his gift will make a difference in a student's education. You tell the story, and we will ask for the gift. Working together as a team is the most effective approach for successful fundraising.

For additional information on Advancement, contact [Mr. John Krumrine](#) (x 6734).

Federal Agenda

Completing work on the FY2010 spending bills has become a major focus of both chambers in recent weeks. The Senate must complete its work on the six remaining bills yet to be voted on in its chamber, and both the House and Senate appropriators must reconcile differences between their versions of each bill during conference negotiations.

A continuing resolution passed the House on September 25th and has since been approved in the Senate as well.

While most programs will be funded at FY09 levels under the continuing resolution, the measure does provide a boost in funding for the Veterans Health Administration and the Census Bureau.

For additional information on the Federal Agenda, contact [Ms. Meredith Whitfield](#) (x 7636).

Continued Stories

News of Note continued from Page 3

STEM Education and Workforce Development continued

Under Duncan, the Department of Education invites states to set their own educational standards, provided they foster national student achievement, high school graduation, and postsecondary success goals. When solutions are identified by groups of states, districts, parents, and partners (including universities), the department says it intends to exercise more deference than before, to counter the No Child Left Behind byproduct of public resentment of standards that are perceived as either too high or too low to be fair and effective. The Education Department's ARRA [Race to the Top Fund](#) competition will open late this year; institutions that have participated in the development of their states' proposals are already positioned well, and institutions that have not been part of the planning still have the opportunity to carve themselves a role. States are under too much federal pressure to justify, as they might have before, invitation-only conversations on STEM education reform.

Duncan says he's also convinced that "the best solutions begin with parents and teachers working together in the home and the classroom." So in proposals to programs such as the National Science Foundation (NSF)'s [Discovery Research K-12](#), [Math and Science Partnership](#), and [Graduate STEM Fellows](#) programs, which support higher education-K12 linkages, the inclusion of a parental component in the project plan adds a layer of national relevance that could break a tie between a pair of equally-sound proposals.

[Click here](#) for the full article.