

C N U POTENTIAL FOR DISCOVERY AND CREATIVITY

Issue #4 Spring 2013



The Water Issue...A magazine dedicated to showcasing the scholarly activity of our faculty and students.



Convocation of Scholars Luncheon

The Office of Sponsored Programs hosted a Convocation of Scholars Luncheon held in the Boardroom of the David Student Union on February 4, 2013. Over 40 people attended to listen to guest speaker David Alberg from the National Oceanic and Atmospheric Administration (NOAA) Sanctuary System. David brought 4 other representatives from NOAA who provided insight into opportunities for collaboration within and outside of CNU. The event celebrated CNU faculty research through presentations by Dr.'s Christopher Loy, Kip Redick and Jessica Thompson on their research involving water. More on the theme of water on page 5.

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Dr. Bobbye Bartels

Message from the Associate Provost

04 April 2013

Dear Colleagues:

About a year ago you would have read my letter in the inaugural issue of the Office of Sponsored Programs (OSP) newsletter and now you are reading my “swan song” as I move to the next stage in my life – retirement. When I came to CNU 19 years ago, I never expected I would move into administration and at some point the Office of Sponsored Programs would report to me. I am proud of the advances in sponsored programs in the last three years.

CNU now has in place policies that protect students and faculty and make stronger research proposals to granting agencies. Principal investigators receive training on post award procedures, faculty regularly receive notification of grant opportunities in their field of research, grant budgets are consistently monitored and funds are spent appropriately within the guidelines of the Commonwealth of Virginia and the granting agency, proposers receive valuable guidance on proposal development, and OSP has supported faculty attendance at NSF, NIH and other grant training on and off campus. The first interdisciplinary proposal was submitted through collaboration from faculty in the departments of philosophy and religious studies, psychology, and organismal and environmental biology, which is in line with my belief that interdisciplinary is the future direction for grants, contracts and curriculum. Additionally, the Offices of Sponsored Programs and University Development have developed a synergy that has resulted in funding for grants and faculty research tools.

Positive results are evident in statistics comparing the 2011-2012 fiscal year with the first 9-months of the 2012-2013 fiscal year. The number of proposals submitted in the first 9 months of 12-13 equals the number of proposals for the entire 11-12 fiscal year and thus it appears that proposal submissions for 12-13 will exceed 11-12. The dollars awarded in the first 9-months of 12-13 increased when compared to the entire 11-12 year: College of Arts and Humanities increased 62.5%, College of Social Sciences increased 115%, and the College of Behavioral and Natural Sciences increased 8%. These funding levels are likely to increase further since currently there is over \$2,000,000 in submitted proposals that await funding approval.

Message from the Associate Provost—Continued from Page 2

The amount of grant/contract activity is one measure of university quality and CNU is moving in the right direction on that measure; however, there are two downsides to the grants funding picture at CNU: availability of funding and assessing indirect costs (F&A) to grants. The availability of funding opportunities affects all universities, not just CNU. At the present time it is unclear how sequestration and the federal budget will affect the ability of federal agencies like the National Science Foundation, the National Endowment for Humanities, and the National Institutes of Health to fund grant proposals. Furthermore there is evidence that the fiscal recession has affected the amount of funding available from private funding sources. On the bright side, the latest economic indicators look positive and may avert a decrease in funding opportunities.

Assessing indirect costs (F&A) to grants is a problem at CNU. Yes, grant funding at CNU is increasing, but collecting indirect costs is decreasing. Many of the awarded grants do not allow or limit the amount of indirect costs that can be charged to the grant, and faculty are not applying for enough grants that do support indirect costs. Without the indirect costs, CNU cannot maintain two staff people in the Office of Sponsored Programs and one staff person in the Business Office and will not have faculty development funds. Without grants that collect indirect costs, CNU will not be able to sustain the excellent forward movement achieved in the last two years.

I'm leaving CNU confident that OSP is on the right path. I wish CNU and OSP much success in the future; fortunately, Christopher Newport University has the faculty and staff that can make it happen.

Farewell,

Bobbye

Bobbye Hoffman Bartels
Associate Provost



Note: The Office of Sponsored Programs wishes Dr. Bartels the best in her future endeavors and thanks her for all her support of this office in the past. We will miss you!

New Environmental Safety Office

By Danna Maloney

Environmental Health and Safety (EHS) partners with various University Officials, departments, and personnel to ensure and promote the health and safety of employees and the environment, and compliance with applicable local, state, and federal regulations, guidelines, and best practices. This mission is accomplished by providing technical support, establishing policies, procedures, and plan documents, monitoring compliance with regulations, keeping administration appraised of University compliance status, and ensuring continuous improvement of CNU's health and safety programs for employees, students, and visitors.

The main objective of EHS is to reduce the number and severity of workplace illnesses and injuries on campus by reducing or eliminating hazards through hazard assessment and development of controls to reduce or eliminate exposure to hazards, providing training and education, conducting investigations, inspections, and audits, implementing preventative and corrective actions, and facilitating emergency management. EHS supports departmental efforts to recognize, evaluate and control hazards, and to integrate health and safety considerations into daily operations and planning.

EHS assists institutional committees in research and instructional activities, and plans to lead the establishment of a two new committees, a Laboratory Safety Committee (LSC) and an Institutional Biosafety Committee (IBC). The purpose of the committees are to provide oversight on research and instructional activities involving hazardous materials (chemicals) and processes, and bio-hazardous materials, respectively.

EHS serves as liaison to external regulatory authorities and reports to the Senior Associate Vice President for Administration and Finance.

Danna Maloney is the new Environmental Health and Safety Manager and can be reached at 594-8112, or danna.maloney@cnu.edu.



More about CNU's second Scholarly Activity Luncheon's Theme

By Anne Pascucci

Topic specific conversations, such as water, at Christopher Newport University build upon the strengths of a liberal arts institution with multiple areas of excellence located in a prime area surrounded by a variety of aquatic habitats. The various disciplines are elemental components of the conversation. Included are the obvious research areas such as organismal and environmental studies, wetland studies, biology, chemistry, geography and the other standards of science. This conversation expands to researching and documenting other impacts humankind imposes on the world. Added to core research objectives are maritime history, literature and other forms of art such as performance, music and visual. These elements provide context and texture for environmental changes and the humankind's role and response to these changes. Economic, public policy, legal and business models reacting to, and preparing for, changes as well as evaluating current environmental/aquatic conditions are areas equally relevant to the topic. Statistical analysis, educational forums, restoration efforts, public perception and environmental/aquatic event tracking and evaluation stem from the above mentioned disciplines.

While this list of disciplines is not exhaustive, it does illustrate the multidisciplinary approaches that may be used to ascertain the status of the world; through geographic analysis, examination of biological communities, art and other cultural documentation. In contrast, current and future changes are already being monitored and the effects felt. Collaboration, such as suggested here, may help predict and even prevent undesirable events. Evaluating change around a topic (i.e. Water) from multiple disciplinary perspectives garners a deeper understanding of the changes in the short and long term.

Creating teams that integrate various disciplines within CNU can help facilitate the synergy necessary for success. The discovery of how many disciplines create innovative approaches to historical, current, and future questions around our environment is a model for other research areas. In addition to reaching higher education and other institutional researchers from around the world, this concept has the opportunity to inform and engage K-12 students and faculty who would benefit from the multidisciplinary approach to the myriad of topics that fall under the umbrella of environmental/aquatic studies.



Speaker David Alberg from NOAA



Provost Padilla with Opening Remarks

Environmentalism, Territoriality, and Indigeneity in East Asia

By Christopher Loy, Dept. of Sociology, Social Work and Anthropology

Based on multi-sited fieldwork in Japan and archival work, my research investigates how indigenous groups deploy contemporary discourses regarding the environment, rights, and statist modes of territoriality in an effort to reclaim and govern their ancestral territories. I have been conducting research with the Ainu, a people indigenous to the island of Hokkaido. The Ainu have been working since the 1970s to reclaim areas in Hokkaido and the Kuril Islands in which they can collect natural materials for traditional cultural productions, hunt and fish without the restrictions of the Japanese state, develop economically in ways that are culturally meaningful, and to preserve these lands from the degradations of Japanese urban and industrial development. To do this, they have had to find ways to make pre-colonial Hokkaido relevant to post-industrial Japan. My research shows how, in concert with international organizations like the UN, IUCN, and the UNESCO Natural Heritage Program, the Ainu have positioned themselves, through national legislation as well as through the development of international standards contouring the relationship between states and their indigenous populations, as the stewards of the natural environment of Hokkaido and the Kuril Islands. I am presently working with the thesis that indigenous peoples are emerging as a potent political entity that invokes sovereignty based on contemporary regimes of human rights and an ethos that promotes a more environmentally responsible mode of natural resource management.



Christopher Loy presenting at the February 2013 Scholarly Luncheon

Faculty Research—Kip Redick

By Kip Redick, Department of Philosophy and Religious Studies

I have been taking CNU students out into the wilderness along the Appalachian Trail for 11 years. In addition, CNU students have accompanied me to Mount Rainier, the Highlands of Scotland, and along the Camino de Santiago in Spain. Nearly 200 students have participated in these journeys wherein we seek to understand the interrelation between a long distance hike and environments such as those found along the Appalachian Mountains. These classes focus on how hiking on the Appalachian Trail might be a spiritual journey. A core aspect of this experiential and ethnographic inquiry interprets the journey as deeply influenced by environmental constituents. The flora, fauna and geological constituents contextualize spiritual meaning, communicating interrelationships between the human and extra human spheres of living. In addition, the spiritual aspect of the inquiry frames the journey as liminal, between experiencing the environment as instrumental, as a resource that provides for daily needs, and as aesthetic, whereby we view the environment in relation to scenic beauty. In his essay titled "Poetically Man Dwells," Martin Heidegger writes, "our dwelling today is harassed by work, made insecure by the hunt for gain and success, bewitched by the entertainment and recreation industry." He is pointing to the contemporary situation that has disconnected us from finding meaning in the natural world. Our orientation has been to exploit the natural world for its resources, all in seeking selfish gain rather than living in balance. These classes give students an experience wherein balance comes into focus. The health of an ecosystem depends on a delicate balance where the constituents share resources. We are harassed partly because we fail to understand the value of the constituents of our ecosystem.

One important reading for the class is a short essay by Aldo Leopold titled "Thinking Like a Mountain," part of his book *A Sand County Almanac*. Here Leopold, who has a scientific rather than a humanistic leaning, describes a spiritual awakening, a point in his life when the interrelations of the ecosystem became real. The awakening does not happen in a laboratory or in a classroom but out in "rimrock" country in America's Southwest. After shooting a wolf and seeing her life end, the "fierce green fire dying in her eyes," he suddenly understands the ecosystem from the perspective of the mountain. This is a highly poetic and spiritual vision of nature. My students are opened to such spiritual and poetic encounters on the Appalachian Trail.

Some important encounters involve the various creeks and rivers that we drink from and along which we walk and in some cases in which we swim. We start in Dennis Cove, Tennessee, camping on Laurel Creek, whose waters flow into the Watauga River, the Holston River, the Tennessee River, the Ohio River, the Mississippi River and end up in the Gulf of Mexico. In the Grayson Highlands of Virginia we hike along and swim in Big Wilson Creek, which flows into the New River, which is a tributary to the Kanawha River, Ohio River, Mississippi River and ends in the Gulf of Mexico. We talk about the connections between the habitat and the waterways, between our interaction with the ecosystem and our responsibility for carefully monitoring that interaction. Meditating on the flow of these streams from Appalachian Mountains to the Gulf of Mexico infuses us with an experiential knowledge of potential impacts that humans may intentionally or unintentionally have on an ecosystem. We must filter or treat our water and all of it comes from springs and creeks. Walking with full backpacks all day long creates a tremendous thirst. As we draw water from various sources we identify with the local flora and fauna, which depend on these

Continued on Page 8

Faculty Research—Kip Redick's essay (continued)

sources for life. We ponder our need to treat this water, which can carry organisms that make humans very sick. In many cases these organisms are the result of irresponsible human practices. Here is another lesson in the effects of impacts on an ecosystem.

My class also practices the important land use ethic called "Leave No Trace," a phrase that came out of the U. S. Forest Service as a consciousness raising and practice altering attempt to communicate to hikers minimum-impact messages. After years of attempts by wilderness managers to balance protecting public lands and creating positive experiences for visitors to those environments, this ethic seems to be the answer. "Leave No Trace" principles are *plan ahead and prepare; camp and travel on durable surfaces; pack it in, pack it out; properly dispose of what you can't pack out; leave what you find; minimize use and impact of fire; respect wildlife; and be considerate of other visitors*. When my class practices this teaching they learn new ways of relating to wilderness. Practicing "Leave No Trace" means treading lightly and being conscious of one's every action. Even footprints in some instances are intrusions into the wild and may not be repaired for years. Tracks in desert climates may last a century. The Oregon Trail, though not traveled for a century and a half, is still evident in places. Lifting rocks and moving dead logs disrupts lived in places. Fire pits are not natural to the wilderness and the rocks used to ring those pits will be marked for some time. A journey into the wilderness is a visit to another's dwelling place. It is like entering a friend's home and spending time in his company. The visitor who marked, scratched, dented, or damaged another's dwelling did not practice sound manners. Leaving no trace is what we would have visitors to our own homes practice. "Leave No Trace" is both practical and spiritual.

These are but a few of the learning opportunities we have out on the Appalachian Trail. One of my students writes more about balance.



Kip Redick

Student Reflection

By Mary Ragan, student of Dr. Kip Redick

Balance was something I focused on as our class set out to hike on the Appalachian Trail. I became aware of the difficulty of interjecting my imperfect, unbalanced self into this environment and of forming a relationship with this wilderness place. As time went on I found it easier to be comfortable apart from civilization and came closer to that balance between myself and the environment of the trail. Concepts of balance learned on the trail can be applied to life off of the trail as well. For example, in life there should be a balance of caring what others think and not caring what others think. It is important to respect others' thoughts and opinions, but it is also extremely important to not be governed by the thoughts and opinions of others, to strike the balance between independence and dependence.

The whole trip into the wild represented a move toward independence for me as I embarked on an adventurous journey, something that I had never done before. Yet, while hiking on the trail I had a difficult time being very independent. I wanted to be able to hike my own hike and not worry about being behind, but I often could not allow myself to do this and felt trapped into the desire to keep up and be included. One cannot be balanced when caught up in trying to please others because it cannot result in true happiness or satisfaction. The trail helps to teach this lesson by providing both a challenging and accepting environment. The wilderness helps hikers focus less on appearance, time and energy shifts to other more important things such as relationships and the natural world.

Lastly, there is an important balance gained on the trail between hardship and enjoyment. It is completely the hikers' choice to push themselves and to persevere. There is pleasure found in the struggle to hike up a mountain. It is difficult at times to get up and carry the 45-pound pack and to be thirsty and hot or cold. But this hardship is balanced well with the enjoyment and satisfaction of pushing the body, of enjoying nature and God's creation, of having no guilt in eating, of getting to relax at camp and getting to know others and form relationships.

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Student Reflection (Continued from Page 9)

By Mary Ragan, student of Dr. Kip Redick

I also saw the concept of communities materialize as we made our journey on the trail. We seemed to quickly bond as a group. In the group and on the trail I was comfortable in wearing the same clothes everyday and not showering for days because that formed the experience for me. It all meshed together and created a great balanced and content feeling of happiness and excitement. I think that caring what others think has hindered me in the past and has been something I have gradually moved away from. Being on the trail allowed me to get an even better taste of the freedom of independence and to desire it even more.

I enjoyed the balance I experienced of hardship and enjoyment. It was so difficult sometimes but the accomplishment and satisfaction of it just felt so good. There were such great rewards, benefits and lessons learned from the difficulties and hardships we faced. There was a sort of liberation for me in taking this class as I paid for it and the supplies on my own and took advantage of what was in front of me.

My hope and prayer is to carry those relaxing and balanced feelings and ways with me off of



the trail. The wilderness is captivating, healing, soothing, and in countless other ways wonderful and incredible. The secret to achieving a life of balance is really no secret at all: it is simply to imitate nature.

Mary Ragan and Arrenvy Bilinsky on the trail.

Faculty Research—Dr. Jessica Thompson

By Jessica Thompson, Department of Organismal and Environmental Biology

My research focuses on the effects of climate change on fishes that live in salt marshes of the Chesapeake Bay. While my research is biological, the implications of this work extend to our ability to manage coastal ecosystems in light of the increasing stresses on aquatic organisms brought about by climate change. These stresses include sea level rise and changes in water temperature, salinity, and pH. A solid biological understanding of the effects of these stressors on aquatic organisms is necessary to inform our management decisions, but our application of biological knowledge will require evaluating both the needs of biotic communities and the needs and goals of coastal communities. As such, decisions about conserving salt marshes, for example, rely not just on biology but also on fields as diverse as economics, political science, and sociology. These interdisciplinary discussions are well-fostered by events such as the recent luncheon hosted by CNU's Office of Sponsored Programs with a theme of "Water," which holds biological and cultural relevance in many arenas, particularly for those of us living in the Chesapeake Bay watershed.

At the luncheon, I had the opportunity to speak about my current laboratory and field-based research projects on mummichog, a species of fish that is common in our local salt marshes. In the lab, my students and I are investigating the effects of temperature and salinity on growth of mummichog. This information will be useful in determining whether growth rates of this fish will decrease as a result of increasing water temperature or changes in salinity of tidal rivers over the next several decades. Mummichog are important prey for a variety of predators, including wading birds, blue crabs, and fishes such as striped bass, and larger mummichog provide predators with more energy. Therefore, understanding the effect of environmental change on their growth rates will give coastal managers a better understanding of changes in estuarine food webs that may be expected with climate change. In the field, my students and I are investigating the influence of marsh size on growth rates, survival, and population size of mummichog living in both natural and created salt marshes. This information will allow managers to prioritize conservation of marshes of sufficient size to support healthy mummichog populations and to evaluate the effectiveness of creating marshes of different sizes to support salt marsh fishes. The laboratory project was funded by Jeffress Memorial Trust, and the field project was funded by Virginia Sea Grant. I hope, with the help of the excellent staff in CNU's Office of Sponsored Programs, to apply for additional grants that will allow me to continue researching the impacts of climate change on salt marsh fishes and investigating ways that we may mitigate these impacts.



Dr. Thompson presenting at the Convocation of Scholars Luncheon in February.

Responsible Conduct in Research (RCR) Ambassadors

The Office of Sponsored Programs is proud to announce the creation of the RCR Ambassador Program, which is a select group of faculty who have agreed to be available to other colleagues to discuss any ethical concerns that might arise with scholarship and teaching. They will also be able to steer you towards resources at CNU that will help you navigate through ensuring research compliance when working with animals or human volunteers, understanding the ethics of teaching and mentorship, and promoting best practices as we continue to grow as an academic institution and a community of scholars, both faculty and student.

The RCR Ambassadors are listed below in addition to their contact information. Please feel free to contact any of them with concerns you might have.



Russell Burke

Organismal & Environmental Biology
Forbes Hall Room 2065

Russell.burke@cnu.edu

4-7970



Betsy Jelinek

Philosophy & Religious Studies
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Noah Schwartz

Psychology
Forbes Hall Room 2037

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Drew Velkey

Psychology
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CNU is subscribed to COS-Pivot which will enable you to search for external funding opportunities, in addition to locating potential collaborators in your field. You can also set up funding alerts and have them emailed to you weekly.

If you haven't already done so, we encourage all faculty to register for COS-Pivot at: <http://pivot.cos.com/register>

Please see additional information on Pivot at the OSP website at: <http://www.cnu.edu/sponpro/sources/pivot.asp>

COS-Pivot is offering webinars during the months of April and May especially geared for University Faculty, Researchers and Staff. The webinar will cover how to:

- 1) Navigate and manage the Pivot home page
- 2) Search COS Funding Opportunities via Quick Search and Advanced Search; make a COS Funding Opportunity active; track an opportunity; share it with others; save a search strategy; tag active and tracked records
- 3) Search COS Profiles via Quick Search and Advanced Search
- 4) COS Advisor; intelligent mapping of Profiles to Funding
- 5) Claim a COS Profile; edit and enrich a profile

Days and times offered:

Thurs, May 16, 2013 at 6:00 pm

Tues, June 4, 2013 at 2:00pm

Wed, May 22, 2013 at 9:00 am

Thurs, June 13, 2013 at 9:00 am

Wed, June 19, 2013 at 6:00 pm

Tues, June 25, 2013 at 9:00 am

To register for a webinar presented by COS or see previously recorded events, go to: <http://www.cnu.edu/sponpro/funding/pivot.asp> and click on the "Learn" tab.

***NEW* - COS Pivot YouTube Channel**

Videos are posted on a weekly basis - <http://www.youtube.com/proquestpivot>

Please contact the Office of Sponsored Programs at osp@cnu.edu if you have any questions or require assistance.

Thank you!

Post Award Corner...Some Maintenance Issues to Consider

By Laura Reid

1. Justifications: Occasionally, your research needs might require that you to step outside of the agreed upon parameters of the contract between you and the granting agency. For example, you have a grant budget that only allows for equipment, however, you discover that you require basic supplies to maintain the operation of the equipment. In this instance, I will ask you for a short justification. What I'm asking for is a very short paragraph as to why the supplies are required. In many cases this will keep us in compliance with audit requirements, however some sponsors may require prior approval.
2. Spreadsheets: In some instances, you will see colors on your spreadsheet. It's my goal to include text to explain the colors; some examples are below.
 - *Green- the charge has posted to Banner
 - *Red/Yellow – depending on text that accompanies, it would either alert to a problem that needs research, or something important that I want to flag for future consideration.
 - *Pink – charge has been approved, but has not posted to Banner
3. Vendor Payments: Andrea Moore, the supervisor for Accounts Payable, has informed me that all grant payments will be subject to State regulations. She cites the DOA's (Department of Accounts) CAPP (Commonwealth Accounting and Policies and Procedures) Manual: Topic # 20335, Under Approvals and Exceptions:

“All monetary travel reimbursements for meals, lodging, airfare, etc. funded solely from sponsored program funds are governed by the terms and conditions of the individual grant or contract. If the grant or contract is silent regarding these monetary reimbursements, the limitations in CAPP Topic Nos. 20335 and 20336 will apply. In all cases, administrative requirements cited in CAPP Topic Nos. 20335 and 20336 must be followed. “Sponsored Program” must be clearly stated on the reimbursement voucher. (See Definitions in this CAPP Topic No. 20335 and CAPP Topic No. 20336, Agency Travel Processing, for further guidance).”

For additional documentation or assistance, please feel free to contact Laura @ 4-7276 or laura.reid@cnu.edu



Laura Reid

Changes Pertaining to NSF Proposals

A revised version of the *NSF Proposal & Award Policies & Procedures Guide* (consisting of part 1, the *Grant Proposal Guide*, and part 2, the *Award and Administration Guide*) was issued on October 4, 2012, and is effective for proposals submitted on or after January 14, 2013.

An overview of changes in the Grant Proposal Guide can be accessed here:

http://www.nsf.gov/pubs/policydocs/pappguide/nsf13001/gpg_sigchanges.jsp

Proposal writers should pay special attention to the specific ways their projects' Intellectual Merit and Broader Impacts are to be addressed in the Project Summary and Project Description:

Chapter II.C.2.b, Project Summary, has been revised to omit language regarding the inclusion of separate headings to address the two merit review criteria. In lieu of this approach, FastLane has been modified to display three separate text boxes in which proposers must provide an Overview and address the "Intellectual Merit" and "Broader Impacts" of the proposed activity. Because FastLane will enable the criteria to be separately addressed (still within one page), proposers will no longer need to include separate headings. Proposals that do not separately address the overview and both merit review criteria within the one-page Project Summary will not be accepted or will be returned without review.

Chapter II.C.2.d, Project Description, has been revised to implement changes related to the Content and Results from Prior NSF Support sections recommended by the National Science Board (NSB). The Content instructions were updated to provide contextual information about proposal preparation and to include revised language related to broader impacts of the proposed activities from the ACRA and the Board's report. In the past, the Project Description needed to include a description of broader impacts as an integral part of the narrative. The Project Description must now contain, as a separate section within the narrative, a discussion of the broader impacts of the proposed activities. This section also was updated to indicate that Intellectual Merit and Broader Impact activities must be described in two separate sections in the summary of Results from Prior NSF Support.

The Chapter references above refer to sections of the Grant Proposal Guide.

Data Management Plans

NSF proposals must now include a data management plan. This is a separate, two-page document (maximum) with its own upload-section in FastLane. A description of data management plan requirements can be found on the NSF Dissemination and Sharing of Research Results Website:

<http://www.nsf.gov/bfa/dias/policy/dmp.jsp>

Proposals and Awards Since October 2012

Proposals:

Atkinson, R; US Fish & Wildlife; Biological & Physical Monitoring in Support of Habitat Restoration; \$36,000

Atkinson, R; NC Dept. of Parks & Rec; Dismal Park Vegetation Assessment; \$17,810

Atkinson, R; VIMS; Dendroecological Analysis of Maritime Forest at CBNERR; \$6,400

Cartwright, K; NIH; Executive Skills and Reading Comprehension Deficits: Profiles and Intervention; \$457,312

DeJong, A; Southwest Research Institute (Prime: NSF); GEM: Why does the Magnetosphere Enter a Steady Mode of Transport Instead of an Oscillatory Mode?; \$37,306.50

DeJong, A; National Institute of Aerospace to NASA; Space Radiation Environment, Measurement, Forecasting and Mitigation to Ensure Human Exploration Safety for Center for Space Radiation Safety; \$63,849.53

Finn, J; AV Geographic Alliance; Parallel Geographies Legacies of Slavery in VA & Bahia;; \$26,000

Finn, J; Christopher Reynolds Foundation; Food and Cuba's Revolution; \$35,615

Hall, T; NEA; Promotion of the Arts, NEA Research: Art Works FY 13; \$30,015

Heidemann, K; Spencer Foundation; Funding Education Opportunities from Below; \$10,000

Continued on Page 17

Proposals and Awards Since October 2012

Proposals (Cont.):

Hedlund, M/Lenhardt, S; Mathematical Association of America; Monster Math Club; \$6,000

Kidd, Q/Hall, T; Dominion Resources; Offshore Energy Research by CNU; \$50,000

Klein, G; Society for Analytical Chemists of Pittsburgh; Development of a Liquid Chromatography—Mass Spectrometry Method for the Separation and Detection of Estradiol and its Seven Products; \$10,000

Lambert, L; NSF; CNU Stem Majors: Learning, Teaching, Giving Back; \$912,665

Lasseter, B; NIH; Cross-Analysis of Heavy Metal and Cyanotoxin Contamination; \$140,372

Lasseter, B; Jeffress Foundation; Cross-Analysis of Heavy Metal and Cyanotoxin Contamination in Eastern Oysters; \$70,456

Mozzocca, A; NEA; Project Kolaborasiyon; \$16,443

Nichols, J; Mid Atlantic Arts; Independent Films; \$0

Rowley, S; NEH; An Edition of the Old English Translation of Bede's Historia Ecclesiastica; \$321,131

Sherwin, R; Bat Conservation International: Abandoned Mine Land Bat Research; \$31,953

Ward, E; NASA; Cooperative Agreement Between CNU and Langley Research Center Supplement; \$150,000.

Proposals and Awards Since October 2012

Awards:

Atkinson, R; US Fish & Wildlife; Biological & Physical Monitoring in Support of Habitat Restoration; \$36,000

Atkinson, R; VIMS; Dendroecological Analysis of Maritime Forest at CBNERR; \$6,400

Breese, S / Nichols, J; Mid Atlantic Arts Foundation; On Screen / In Person Film Program; Grant Agreement in Process \$2,400

DeJong, A; Southwest Research Institute (Prime: NSF); GEM: Why does the Magnetosphere Enter a Steady Mode of Transport Instead of an Oscillatory Mode?; \$37,306.50

Finn, J; Christopher Reynolds Foundation; Food and Cuba's Revolution; \$7,000

Hall, T; NEA; Promotion of the Arts, NEA Research: Art Works FY 13; \$20,000

Hedlund, M/Lenhardt, S; Mathematical Association of America; Monster Math Club; \$6,000

Kidd, Q/Hall, T; Dominion Resources; Offshore Energy Research by CNU; \$50,000

Sherwin, R; Bat Conservation International: Abandoned Mine Land Bat Research; \$31,953

Ward, E; NASA; Cooperative Agreement Between CNU and Langley Research Center Supplement; \$150,000

Current Grant Activities—USDA awarded 09/2012



Members of the Green Team from Left to Right: Lynn Shollen, Britta Wildasin, Ben Baker, Cuong Le, Chelsea Rublis, Haley Bergin, Laura Hancock, Lauren Ruane. Back row: Christopher Hanks

The US Department of Agriculture awarded a grant in the amount of \$84,756 to CNU under the direction of Drs. Ruane, Pollard and Shollen for the period 9/1/12—8/31/14, entitled, *Developing Direct Producer to Consumer Market Opportunities on a University Campus*.

According to Dr. Ruane, "This summer, we will continue to strengthen the relationship between CNU students and local farmers. Six interns have been selected to participate in this summer's paid farm internship. Chelsea Huber and Holly Clegg will be working at Batten Bay Farm, Kayla Leyden and Nicholas Chuck will be working at New Earth Farm, Emily Tolson will be working at Mattawoman Creek Farms, and Lindsey LeVie will be working at Broken Arrows Farms. In addition to working with and learning from local farmers, interns will participate in lectures and discussions related to sustainable agriculture. After completing this internship, students will graduate with Service Distinction.

Dr. Scott Pollard said, "For Spring 2013, the CNU Farmers Market held four regular markets on Thursdays, March 28-April 18 and a bonus market on April 25. With the help of the USDA grant, the market was able to advertise on the radio (WHRV), took out two ads in the local paper, *The Daily Press*, and bought signage to advertise the market both on-campus and off. As a result, we were able to attract many more people from the community to the market, many of whom came back week after week. We were also able to attract some brand new vendors--Brothers Farm, Mattawoman Creek Farm, Stuff Gourmet Food Truck, From the Hearth Pizza--that also improved our outreach. A very successful Spring market season."

Great Job Everyone!!!

Office of Sponsored Programs Updates:

OSP has moved!!!

During Spring Break, the Office of Sponsored Programs moved its offices from McMurran Hall to Forbes Hall, Rooms 1047 and 1048. Come on over and say hello to us! We are on the first floor of the Phase II section. We still have the same phone numbers; Anne at 4-7266 and Debbie at 4-7392.

What's New on the OSP website???

If you haven't been to the OSP website in a while, please revisit it again. In fact, it should be bookmarked as one of your favorites!!! The link is:

<http://sponsoredprograms.cnu.edu/>

We have added many helpful resources such as:

- * A link to the 2013 Summer Housing information has been posted:
<http://www.cnu.edu/reslife/current/index.asp>.
- * CNU Buildings, Assets, and Facilities Descriptions for your proposals:
<http://www.cnu.edu/sponpro/resources/index.asp>
- * Latest Newsletter with Post Award Corner and listing of proposal submitted and awards received:
<http://www.cnu.edu/sponpro/newsletters/index.asp>
- * Latest updates regarding NIH and NSF proposal submissions:
<http://www.cnu.edu/sponpro/preaward/index.asp>
- * Helpful Timeline for submitting a proposal– the first item CNU Proposal Information:
<http://cnu.edu/sponsoredprograms/resources/>