



OFFICE OF GRANT RESOURCES

All About Grants

Together we can achieve the extraordinary

Volume II, Issue I

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University Research Grants 2008 Apply for the University Research Grant (URG) Now through Friday, February 1

1. The new process, designed to encourage sponsored research, requires awardees to submit a sponsored research grant proposal during the 08-09 academic year.
2. URG Awarded faculty will receive either money, which could be used for course "buy out," travel, supplies and/or equipment OR student support via the assignment of a Graduate Assistant (GA) who can assist with teaching and/or research endeavors.
3. \$7,000 award limit (may be used to buy out up to 2 courses; up to 2k for travel)
4. GAs with more than 18 SCH of graduate coursework in PI's discipline could potentially teach one assigned undergraduate course and assist with other courses, resulting in one course reduction.
5. There will now be non-LBV GA monies to hire Graduate Assistants who are NOT Laredo students.
6. Any monies that are awarded and not used for course "buy out" will be deposited in an account and can be used for other research-related expenditures such as travel, equipment, supplies, etc.
7. Faculty will be afforded the option of "buying out" their time in the summer, as opposed to only during the Fall/Spring terms. To pursue this option, PIs must include fringe benefits in the budget.

For applications go to: <http://www.tamtu.edu/gradschool/UniversityResearchCouncil.shtml>
The Office of Graduate Studies and Research
Contact information:
Virginia Morales 3020, vmorales@tamtu.edu
Dr. Jeffrey Brown 2596, jbrown@tamtu.edu

OGR Spring Seminars February 25-28, 2008

Monday, Feb. 25	Tuesday, Feb. 26	Wednesday, Feb. 27	Thursday, Feb. 28
Dr. Patrick Mensah Program Director Centers of Research Excellence in Science and Technology (CREST) <i>Tips on Writing a CREST Proposal</i> 9-10 am, WHTC-226	Guest Speaker: Dr. Craig Kinsley from the University of Richmond <i>Acquiring Funding for Research in the Life Sciences: Goals and Objectives for Going from Good Ideas to Good Support</i> 10-11 am, WHTC-116	Dr. Elizabeth Albro, Education Research Analyst Institute of Education Sciences (IES) <i>Preparing Education Research Applications for IES</i> 9-10 am, WHTC-104	National Endowment for the Humanities (NEH) <i>NEH Funding Opportunities for Research and Education</i> 9-10 am, WHTC-226
<i>Finding Funding with SPIN</i> 2-3 pm, LBVSC-202		<i>Finding Funding with SPIN</i> 2-3 pm, LBVSC-202	<i>Proposal Development Seminar</i> 2-3 pm, WHTC-103

Why Proposals Are Rejected

University of Michigan Proposal Writer's Guide by Don Thackrey

Assuming that funds are available, geographical distribution is not a criterion, and political considerations are not present, the success of a proposal will depend both on the quality of the project itself and the quality of its presentation in the proposal. Different reviewers, of course, will weigh merits and defects differently, but the following list of short-comings of 605 proposals rejected by the National Institutes of Health is worth pondering. The list is derived from an article by Dr. Ernest M. Allen (Chief of the Division of Research Grants, National Institutes of Health) that appeared in *Science*, Vol. 132. (The percentages total more than 100 because more than one item may have been cited for a particular proposal.)

Problem (58 percent)

1. The problem is not of sufficient importance or is unlikely to produce any new or useful information. (33.1%)
2. The proposed research is based on a hypothesis that rests on insufficient evidence, is doubtful, or is unsound. (8.9%)
3. The problem is more complex than the investigator appears to realize. (8.1%)
4. The problem has only local significance, or is one of production or control, or fails to fall clearly within the general field of health-related research. (4.8%)
5. The problem is scientifically premature, and warrants, at most, only a pilot study. (3.1%)
6. The research as proposed is overly involved, with too many elements under simultaneous investigation. (3.0%)
7. The description of the nature of the research and its significance leaves the proposal nebulous and diffuse without a clear aim. (2.6%)

Investigator (55 percent)

1. The investigator does not have adequate experience or training for this research. (32.6%)
2. The investigator appears to be unfamiliar with recent pertinent literature or methods. (13.7%)
3. The investigator's previously published work in this field does not inspire confidence. (12.6%)
4. The investigator proposes to rely too heavily on insufficiently experienced associates. (5.0%)
5. The investigator is spread too thin and will be more productive if concentrating on fewer projects. (3.8%)
6. The investigator needs more liaison with colleagues in this field or in collateral fields. (1.7%)

Approach (73 percent)

1. The proposed tests, or methods, or scientific procedures are unsuited to the stated objective. (34.7%)
2. The description of the approach is too nebulous, diffuse, and lacking in clarity to permit adequate evaluation. (28.8%)
3. The overall design of the study has not been carefully thought out. (14.7%)
4. The statistical aspects of the approach have not been given sufficient consideration. (8.1%)
5. The approach lacks scientific imagination. (7.4%)
6. Controls are either inadequate or inadequately described. (6.8%)
7. The material the investigator proposes to use is not suited to the objective of the study or is difficult to obtain. (3.8%)
8. The number of observations is unsuitable. (2.5%)
9. The equipment contemplated is outmoded or otherwise unsuitable. (1.0%)

Other (16 percent)

1. The requirements for equipment or personnel are unrealistic. (10.1%)
2. It appears that other responsibilities would prevent devotion of sufficient time and attention to this research. (3.0%)
3. The institutional setting is unfavorable. (2.3%)
4. Research grants to the investigator, now in force, are adequate in scope and amount to cover the proposed research. (1.5%)

Forecast of Funding Opportunities

NSF Advanced Learning Technologies (ALT)

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=12834

Through the Advanced Learning Technologies (ALT) program, the CISE and EHR Directorates of NSF support research that (1) enables radical improvements in learning through innovative computer and information technologies, and (2) advances research in computer science, information technology, learning, and cognitive science through the unique challenges posed by learning environments and learning technology platforms. Integrative research approaches that build across disciplines and establish tight linkages among theory, experiment, and design are strongly encouraged. Technology goals may include systems for tutoring or assessment, modeling and sensing of cognitive or emotional states, context awareness, natural language interfaces, collaboration, knowledge management, and non-traditional goals that redefine the roles of technology in learning. Educational foci for ALT projects must include an area of Science, Technology, Engineering, or Mathematics (STEM), or general cross-cutting skills directly relevant to STEM.

Due Date: April 25, 2008

Department of Education - Professional Development for Arts Educators-Arts in Education

<http://www.ed.gov/programs/artsedprofdev/index.html>

This program supports the implementation of high-quality professional development model programs in elementary and secondary education for music, dance, drama, and visual arts educators.

Due Date: March 10, 2008

Department of Education – Institute of Education Sciences IES – Unsolicited Applications

<http://ies.ed.gov/funding/>

A prospectus may be submitted at any time during the fiscal year. **However, to be assured consideration for funding in FY 2008 (ending September 30, 2008), the prospectus must be received by 8:00 pm Eastern time on February 29, 2008.**

IES announces its interest in considering unsolicited applications for research, evaluation, statistics, and dissemination projects that would make significant contributions to the mission of the Institute. The Institute's mission is to conduct and support rigorous education statistics, research, and evaluation in order to provide reliable information about the condition of education, education practices that improve academic achievement, and the effectiveness of federal and other education programs. Unsolicited applications are defined as those that are *not* eligible for funding under the Institute's current grant competitions.

United States Department of Agriculture, CSREES Program

http://www.csrees.usda.gov/funding/rfas/pdfs/08_nri.doc

CSREES requests applications for the NRI Program for FY 2008 to support (1) high-priority fundamental and mission-linked research of importance in the biological, environmental, physical, and social sciences relevant to agriculture, food, the environment, and rural communities and (2) competitively awarded research, extension, and education grants addressing key issues of national and regional importance to agriculture, forestry, and related topics. In FY 2008, CSREES anticipates that approximately \$190 million will be available for support of this program. Of this amount, no more than 22 percent will be made available to fund integrated projects. The remaining funds will be used to fund research projects.

Due Dates: Varies based on the program – Please refer to Table #5 of the guidelines:

http://www.csrees.usda.gov/funding/rfas/pdfs/08_nri.doc

Office of Grant Resources

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The Office of Grant Resources has purchased a subscription for InfoEd's SPINPlus, a funding opportunity database. **Sponsored Programs Information Network (SPIN)** provides up-to-date information on current national and international government and private funding sources, including fellowships, research grants, publication support, sabbatical support, curriculum development, and more.

Accessing Spin Step-by-Step Using Quick Search

1. Log on to www.infoed.org.
2. Click on the "SPIN" button in the upper right-hand corner of your screen.
3. Go to "Quick Search" and type a word or phrase into the textbox .
4. Click on the "Search" button near the bottom of the text box. The SPIN Search results page will appear.

5. View the results. Select the program(s) you are interested in by clicking inside the box provided to the left of your funding opportunity.

6. Click on "Build" on the bottom of the page to view more details of the program(s) you have selected.

7. To begin a new search, click twice on your "Back" arrow in the upper left-hand side of your screen.

**For off-campus access to SPIN
or for further help, call Linda
at 3025.**

Grant Resources Support Assistant Linda Garay



Anne, Linda and Cristina

Please welcome Linda Garay as the Grant Resources Support Assistant for the Office of Grant Resources (OGR) in the Office of Graduate Studies and Research. Linda earned an Associate in Arts from Laredo Community College and is currently pursuing a Bachelor of Arts Degree in Business Administration Management at TAMIU. She will be responsible for administrative duties in OGR. She will also be assisting the OGR staff with the identification of grant opportunities and the submission of grant applications.

[http://www.tamiu.edu/
gradschool/grant/](http://www.tamiu.edu/gradschool/grant/)

