Everything (except the science) You Need for Successful Proposals

April 12, 2017

Faculty Research Development Office (FRDO)
A Unit of the UNM Office of Research
PROPOSAL PLANNING & EDITING SUPPORT

The FRDO and the FRSO network provide a number of services highlighted below relative to proposal planning, editing, and preparation. If you would like to request this kind of support, please click the button below. The Office of the Vice President for Research also provides faculty on-campus access to external review services provided by Hanover. More details concerning that resource are below.

Submit a Request for Proposal Support

Proposal Preparation and Editing Support

COORDINATE INTERDISCIPLINARY PROPOSALS

CAYUSE SUPPORT

EDITING & FORMATTING

COMMUNICATING WITH COLLABORATORS

BUDGET PREPARATION

SOLICITATION ANALYSIS
# Faculty Research Development Network Directory

## Faculty Research Development Office Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
<th>Phone</th>
<th>Office of the VP for Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Jo Daniel, Ph.D.</td>
<td>Director</td>
<td><a href="mailto:mjdanl@unm.edu">mjdanl@unm.edu</a></td>
<td>(505) 277-0168</td>
<td>Office of the VP for Research</td>
</tr>
<tr>
<td>Monica Fishel</td>
<td>Faculty Research Support Officer</td>
<td><a href="mailto:mlfishel@unm.edu">mlfishel@unm.edu</a></td>
<td>(505) 277-8114</td>
<td>Office of the VP for Research</td>
</tr>
<tr>
<td>Carman Melendrez, Ph.D.</td>
<td>Faculty Research Scholar</td>
<td><a href="mailto:carmanmelendrez@unm.edu">carmanmelendrez@unm.edu</a></td>
<td>(505) 277-0700</td>
<td>Office of the VP for Research</td>
</tr>
<tr>
<td>Stephanie Tofighi</td>
<td>Faculty Research Support Officer</td>
<td><a href="mailto:scotofighi@unm.edu">scotofighi@unm.edu</a></td>
<td>(505) 277-7452</td>
<td>Office of the VP for Research</td>
</tr>
</tbody>
</table>

## College Embedded Faculty Support Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
<th>Phone</th>
<th>Office of the VP for Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Rendon de Gonzales</td>
<td>Faculty Research Support Officer</td>
<td><a href="mailto:rrendon1@unm.edu">rrendon1@unm.edu</a></td>
<td>(505) 277-1373</td>
<td>College of Arts &amp; Sciences Research</td>
</tr>
<tr>
<td>Jennifer Kavka</td>
<td>Faculty Research Support Officer</td>
<td><a href="mailto:jekavka@unm.edu">jekavka@unm.edu</a></td>
<td>(505) 277-5508</td>
<td>College of Arts &amp; Sciences Research</td>
</tr>
<tr>
<td>Isela Roeder</td>
<td>Faculty Research Support Officer</td>
<td><a href="mailto:iroeder@unm.edu">iroeder@unm.edu</a></td>
<td>(505) 277-5758</td>
<td>School of Engineering Research</td>
</tr>
<tr>
<td>Christine Marquez</td>
<td>Contract &amp; Grant Administrator</td>
<td><a href="mailto:cmarquez24@unm.edu">cmarquez24@unm.edu</a></td>
<td>(505) 277-6797</td>
<td>College of Education Research</td>
</tr>
<tr>
<td>Mary Woodruff</td>
<td>Contract &amp; Grant Administrator</td>
<td><a href="mailto:mwoodr01@unm.edu">mwoodr01@unm.edu</a></td>
<td>(505) 277-0071</td>
<td>School of Architecture+Planning Research</td>
</tr>
<tr>
<td>Elizabeth Nocella</td>
<td>Sr. Contract &amp; Grant Administrator</td>
<td><a href="mailto:enocella@unm.edu">enocella@unm.edu</a></td>
<td>(505) 277-2111</td>
<td>College of Fine Arts Research</td>
</tr>
</tbody>
</table>

[View Full Department Faculty Research Support Contact List]
FY 17 Requests Submitted to FRDO Network

Research Support Requests

<table>
<thead>
<tr>
<th>Month</th>
<th>Number of Requests</th>
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<tbody>
<tr>
<td>July '16</td>
<td>90</td>
</tr>
<tr>
<td>August '16</td>
<td>70</td>
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<tr>
<td>September '16</td>
<td>80</td>
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<tr>
<td>October '16</td>
<td>90</td>
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<tr>
<td>November '16</td>
<td>70</td>
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<tr>
<td>December '16</td>
<td>70</td>
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<tr>
<td>January '17</td>
<td>60</td>
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<tr>
<td>February '17</td>
<td>70</td>
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<tr>
<td>March '17</td>
<td>80</td>
</tr>
<tr>
<td>April '17</td>
<td>10</td>
</tr>
</tbody>
</table>
Department Faculty Research Support

Find proposal support specific to your own department
<table>
<thead>
<tr>
<th>Session</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Stephanie Tofighi</td>
</tr>
<tr>
<td>Education Plan</td>
<td>Amy Chen</td>
</tr>
<tr>
<td>Broader Impacts</td>
<td>Tim Schroeder</td>
</tr>
<tr>
<td>Data Management Plan</td>
<td>Karl Benedict &amp; Jon Wheeler</td>
</tr>
<tr>
<td>Break</td>
<td>UNM Catering</td>
</tr>
<tr>
<td>Evaluation Plan Panel</td>
<td>Moderator – Beth Tigges</td>
</tr>
<tr>
<td></td>
<td>Panelists – Tom Dauphinee, Elizabeth Yakes Jimenez, Ricardo Maestes, Kristen Denman</td>
</tr>
<tr>
<td>OSP Submission Process</td>
<td>Chris Saxton</td>
</tr>
<tr>
<td>Overview of Other Early Career Funding</td>
<td>Stephanie Tofighi</td>
</tr>
</tbody>
</table>
Steve Cabaniss

Chair of the Department of Chemistry and Chemical Biology
CAREER Awards in Chemistry and Chemical Biology

Yang Qin
“Bottom-Up Approaches for Precisely Nano-structuring Hybrid Organic/Inorganic Multi-Component Composites”

Ramesh Giri
“Development of Cross-Couplings with Base Metals and Organic Electron Donors”

Terefe Habteyes
“Near-Field Imaging for Nanoscale Visualization of Exciton-Plasmon Energy Transfer”
Jose Manuel Cerrato
Civil Engineering

Sang Eon Han
Chemical & Biological Engineering

Anna Skripka
Mathematics & Statistics
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Proposal title, employment status</td>
</tr>
<tr>
<td>Background</td>
<td>PhD &amp; postdoc advisers and areas, awards, hiring</td>
</tr>
<tr>
<td>Research plans</td>
<td>1-2 paragraphs on why they are significant</td>
</tr>
<tr>
<td>Role in Dept</td>
<td>Classroom teaching, advising, collaboration(s)</td>
</tr>
<tr>
<td>Support</td>
<td>Facilities available for research (UNM, elsewhere)</td>
</tr>
<tr>
<td></td>
<td>Mentor(s)</td>
</tr>
<tr>
<td>Progress to date</td>
<td>Research progress</td>
</tr>
<tr>
<td></td>
<td>Teaching performance</td>
</tr>
<tr>
<td></td>
<td>Outreach activities</td>
</tr>
<tr>
<td>Due Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>D - 5 days</td>
<td>NSF has your proposal</td>
</tr>
<tr>
<td>D - 2 weeks</td>
<td>OSP should have your final proposal</td>
</tr>
<tr>
<td>D - 3 weeks</td>
<td>Chair must have your draft proposal &amp; cv</td>
</tr>
<tr>
<td></td>
<td>Proof-reading of proposal by reader(s)</td>
</tr>
<tr>
<td>D - 5 weeks</td>
<td>Chair would like your draft proposal and cv</td>
</tr>
<tr>
<td>D - 5 weeks</td>
<td>Polished draft to readers</td>
</tr>
<tr>
<td>D - 2 months</td>
<td>Inform your chair of required resources</td>
</tr>
<tr>
<td></td>
<td>Rough draft to readers</td>
</tr>
<tr>
<td>D - 6 months</td>
<td>Select readers to advise on proposal</td>
</tr>
<tr>
<td></td>
<td>(Chair should know who they are)</td>
</tr>
</tbody>
</table>
Proposal Support from CTE

Workshop: Everything (except the science) You Need for Successful Proposals
FRDO & ADVANCE @ UNM
April 12, 2017

Amy P. Chen, Ph.D
Associate Director
Center for Teaching Excellence
UNM Center for Teaching & Learning (CTL)

- Center for Teaching Excellence
  support for faculty & others with a classroom instructional role
  (formerly Office of Support for Effective Teaching)
- Center for Academic Program Support
  undergrad course support
- Graduate Resource Center
  upper-division undergrad & grad students support
CTE Core Functions & Initiatives

- Get set/Reset: teaching tools, research support, faculty life
- Success in the Classroom Conference
- Course Design Institute: backward design, active learning, formative & summative assessment, equity-minded teaching
- Workshops (now via remote conferencing!): metacognition, engagement/motivation, iClickers, ed policies, multiple choice tests, rubrics, discussion, scientific teaching, active learning, undergrad research in curriculum, inclusive classroom
- Teaching Fellows Program
- Graduate Teaching Academy
- Teaching Consultation: individual/departmental, peer observation
CTE Core Functions & Initiatives

With Faculty Senate Teaching Enhancement Committee:

• Teaching Awards
• Teaching Allocation Grant
• Learning Studio Classroom allocation
CTE – Others

- Grant proposals: we go after them ourselves and provide consultations to others on campus
- Course redesign/realignment efforts on campus
- High impact teaching practices
- Online/hybrid best practices
- …

Do you have teaching-related needs? Get in touch with us!
CTE Support for NSF Proposals

NSF Broader Impact Categories

- Advance discovery & understanding while promoting teaching, training, and learning ("teaching")
- Broaden participation of under-represented groups
- Enhance infrastructure for research & education
- Broaden dissemination to enhance scientific & technological understanding
- Benefits to society
CTE Support for NSF Proposals

Successful NSF CAREER Education Component:

- built upon solid education “intellectual merit”
- demonstrate integration of research and education
- “outside of typical box” expected in your field

Excerpt from 2015, 2016 NSF CAREER Program Webinar

CTE can help!
Teaching in BI

**NSF BIO/DEB proposals**

![Bar chart showing the relative percentage of BIAs by activity.](chart)


**Iowa State University proposals**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of activities</th>
<th>Proposals with at least one activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disseminating</td>
<td>167</td>
<td>36%</td>
</tr>
<tr>
<td>Teaching</td>
<td>96</td>
<td>21%</td>
</tr>
<tr>
<td>Training</td>
<td>94</td>
<td>21%</td>
</tr>
<tr>
<td>Facilitating</td>
<td>51</td>
<td>11%</td>
</tr>
<tr>
<td>Researching</td>
<td>50</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>458</strong></td>
<td><strong>87</strong></td>
</tr>
</tbody>
</table>

Teaching in BI

NSF – wide

<table>
<thead>
<tr>
<th>BI criteria</th>
<th>Search terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance discovery and understanding while promoting teaching, training, and learning</td>
<td>&quot;curriculum&quot; OR &quot;doctoral student&quot; OR &quot;educational material&quot; OR &quot;elementary school&quot; OR &quot;GK-12&quot; OR &quot;GK12&quot; OR &quot;graduate student&quot; OR &quot;high school&quot; OR &quot;IGERT&quot; OR &quot;K-12&quot; OR &quot;K12&quot; OR &quot;K-16&quot; OR &quot;K16&quot; OR &quot;masters student&quot; OR &quot;mentoring&quot; OR &quot;middle school&quot; OR &quot;MS student&quot; OR &quot;PhD student&quot; OR &quot;post doc&quot; OR &quot;postdoc&quot; OR &quot;RET&quot; OR &quot;REU&quot; OR &quot;student assessment&quot; OR &quot;student evaluation&quot; OR &quot;teacher&quot; OR &quot;undergraduate student&quot;</td>
</tr>
<tr>
<td>Broaden participation of underrepresented groups</td>
<td>&quot;african american&quot; OR &quot;AGEP&quot; OR &quot;alaska native&quot; OR &quot;blacks&quot; OR &quot;community college&quot; OR &quot;disabilit&quot; OR &quot;female&quot; OR &quot;HBCU&quot; OR &quot;hispanic&quot; OR &quot;HSI&quot; OR &quot;latin&quot; OR &quot;LSAMP&quot; OR &quot;minorit&quot; OR &quot;MSI&quot; OR &quot;native alaska&quot; OR &quot;native american&quot; OR &quot;native hawaiian&quot; OR &quot;OEDG&quot; OR &quot;pacific islander&quot; OR &quot;TCU&quot; OR &quot;two-year college&quot; OR &quot;underrepresented group&quot; OR &quot;women&quot;</td>
</tr>
<tr>
<td>Enhance infrastructure for research and education</td>
<td>&quot;collaboration&quot; OR &quot;education platform&quot; OR &quot;equipment&quot; OR &quot;industry&quot; OR &quot;information tool&quot; OR &quot;infrastructure&quot; OR &quot;instrumentation&quot; OR &quot;interdisciplinary&quot; OR &quot;international&quot; OR &quot;multidisciplinary&quot; OR &quot;multi-user facil&quot; OR &quot;partnership&quot; OR &quot;partner institution&quot; OR &quot;research center&quot; OR &quot;research platform&quot; OR &quot;technology&quot; OR &quot;technologies&quot; OR &quot;technology center&quot; OR &quot;transdisciplinary&quot;</td>
</tr>
<tr>
<td>Broad dissemination to enhance scientific and technological understanding</td>
<td>&quot;blog&quot; OR &quot;blogs&quot; OR &quot;broader community&quot; OR &quot;broad audience&quot; OR &quot;citizen science&quot; OR &quot;database&quot; OR &quot;dissemination&quot; OR &quot;diverse media&quot; OR &quot;DLESE&quot; OR &quot;exhibits&quot; OR &quot;informal science education&quot; OR &quot;knowledge transfer&quot; OR &quot;libraries&quot; OR &quot;library&quot; OR &quot;museum&quot; OR &quot;nature center&quot; OR &quot;public accessibility&quot; OR &quot;public engagement&quot; OR &quot;public outreach&quot; OR &quot;radio show&quot; OR &quot;science center&quot;</td>
</tr>
<tr>
<td>Benefits to society</td>
<td>&quot;decision maker&quot; OR &quot;econom&quot; OR &quot;environmental management&quot; OR &quot;environmental policy&quot; OR &quot;federal agencies&quot; OR &quot;hazard&quot; OR &quot;local agencies&quot; OR &quot;national interest&quot; OR &quot;policy analysis&quot; OR &quot;policy maker&quot; OR &quot;policy tool&quot; OR &quot;public health&quot; OR &quot;public participation&quot; OR &quot;public policy&quot; OR &quot;public safety&quot; OR &quot;public service&quot; OR &quot;public welfare&quot; OR &quot;risk assessment&quot; OR &quot;societal impact&quot; OR &quot;stakeholder&quot; OR &quot;state agencies&quot;</td>
</tr>
</tbody>
</table>

Lawrence & Patino, EAR to the Ground NSF 16-013, (2015); ESWN
## Teaching in BI

Table 2. Projects among Divisions within the Geosciences Directorate (GEO), and among Directorates, that mention in the project description at least one of the search-terms that describe each BI criterion. Numbers reported for each criterion are all percentages, reflecting the annual average (2007-2012) with standard deviation in parentheses. The top number is the % of awarded projects that mention the BI criteria, the middle number is the % of declined projects that mention the BI criteria, and the bottom number is the success rate (%) of projects that mention the BI criteria (i.e., the % that result in awards). * The EHR Directorate is unique in that the IM criteria use very similar terms to the BI criteria because its mission is directly concerned with education.

<table>
<thead>
<tr>
<th>BI criteria</th>
<th>Division</th>
<th>Directorate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EAR</td>
<td>AGS</td>
</tr>
<tr>
<td>Advance discovery and understanding while promoting teaching, training, and learning</td>
<td>76 (2)</td>
<td>62 (3)</td>
</tr>
<tr>
<td>Broader participation of underrepresented groups</td>
<td>41 (2)</td>
<td>27 (4)</td>
</tr>
<tr>
<td>Enhance infrastructure for research and education</td>
<td>77 (3)</td>
<td>65 (5)</td>
</tr>
<tr>
<td>Broad dissemination to enhance scientific and technological understanding</td>
<td>31 (4)</td>
<td>43 (4)</td>
</tr>
<tr>
<td>Benefits to society</td>
<td>39 (2)</td>
<td>25 (2)</td>
</tr>
</tbody>
</table>

| Average number of projects:                   | 1444     | 705         | 1113 | 512 | 6352 | 5086 | 11233 | 3860 | 7906 | 4424 | 4458 |
| (Standard deviation)                          | (236)    | (95)        | (93) | (58) | (891) | (418) | (186) | (330) | (781) | (490) | (724) |

| Average success rate:                         | 35 (4)   | 49 (5)      | 43 (5) | 47 (7) | 30 (4) | 25 (4) | 27 (4) | 40 (4) | 34 (4) | 26 (4) | 25 (4) |
| (Standard deviation)                          | (4)      | (5)         | (5)   | (7)   | (4)    | (4)    | (4)    | (4)    | (4)    | (4)    | (4)    |
Teaching in BI

Suzi Lacono (Head, NSF OIA), 2016 Broader Impacts Summits
As an aside...

NSF COV comments:
“Relative weighting of IM & BI is not consistent across the section and variations in expectations of what constitute quality Bis are seen in individual reviews, panel summaries, and review analyses” [SEP]
“The broader impact criterion appears to be used by reviewers more as a tie-breaker rather than a more substantial and equally weighted criterion” [CBET]
“Most reviewers made an effort to report on both IM & BI. However, what constitutes BI & the relative weighting of these criteria in the review varies greatly” [PHY-A]

Recommended Actions:
• Give guidance to PDs, reviewers, and COV members
  • Describe the variability of the responses for their directorate or division
  • Add guidance for Pis for project reports regarding addressing BI
• Provide a template for review analysis
  • Assess BI in a separate section in the review analysis – may facilitate more in-depth analysis

Suzi Lacono (Head, NSF OIA), 2016 Broader Impacts Summits
- CTE has (or can help you find) pedagogical resources that you need
- CTE offers/coordinate “seed grants” (competitive) for BI related to undergraduate teaching (TAG, Teaching Fellows Program)
- CTE can connect you with those working on, or interested in, similar things on/off campus

Watch for our announcements through ALLFAC-L, or, subscribe to OSET-L in list.unm.edu; e-mail us suggestions, questions, & inquiries: cte@unm.edu; AmyPChen@unm.edu

“…Broader Impact 2.0 is an opportunity for the scientific community to make its case to those who actually fund our research. The NSF is under increasing pressure to substantiate that its $7 billion research portfolio serves the nation’s needs and long-term interest. Pressing this argument is especially important, given the funding climate that the NSF - & the entire scientific & engineering community – is likely to face in the coming years.” – Frodeman et al. 2013, BioSci Mag
Broader Impacts Resources

Examples of Broader Impacts

- Publications with undergraduate or minority student authors
- Community or workforce engagement
- K-12 education and outreach
- Undergraduate research experience
- Industry engagement
- Instances of improving societal well-being or public awareness
- Transformative discovery
- Data sharing

Outreach and Broader Impacts Resources Available to UNM

- UNM STEM Collaborative Center
- UNM University Libraries
- New Mexico EPSCoR
- AFRL La Luz Academy
- UNM Engineering Outreach

frdo.unm.edu/?q=unm_broader_impacts
Data Management Planning & Broader Impacts

Jon Wheeler  jwheel01@unm.edu  | Karl Benedict  kbene@unm.edu  | rds@unm.edu
From the GPG:

- *increased public scientific literacy and public engagement with science and technology...* (II.C.2.d.i)

- *The Data Management Plan will be reviewed as an integral part of the proposal, considered under Intellectual Merit or Broader Impacts or both, as appropriate for the scientific community of relevance (II.C.2.j).*

Public Engagement

- Make data available in a timely manner, in diverse media and formats.
- Present research in formats useful to the public, policy makers, non-scientists.
Broader Impact Statement

- Societal Benefits of Research
  - Development of an informed and scientifically literate public
  - Data driven policy decisions
  - Documentation and characterization of research

- Educational & Outreach Activities that Benefit Society
  - Curriculum development and resources (learning objects)
  - Integrate research with education activities
  - Workforce development
NSF EPSCoR as an Example of Planning for Maximum Broader Impacts

- **Data Management Training** for project participants
- **Robust Documentation** through submission, review and support for researchers
- **Discovery and Access** through value-added data management platform/portal (with integration with DataONE & Data.gov)
  - [https://www.nmepscor.org/data_portal/browse-data](https://www.nmepscor.org/data_portal/browse-data)
- Long-term discovery and access through **UNM’s Institutional Repository**
  - [http://digitalrepository.unm.edu/energizenm/](http://digitalrepository.unm.edu/energizenm/)
We’re Here to Support You

- Data Management Plan Development
- IRB Protocol Data Security Plan Support
- Data management training & instruction
- Infrastructure support
- Data management, analysis, visualization, and preservation consultation

- http://libguides.unm.edu/data
- Contact Us:
  - Jon - jwheel01@unm.edu
  - Karl - kbene@unm.edu
- RDS@unm.edu
Break

• Thank you UNM OVPR for the coffee and cookies!
Evaluation Plan Panel

• Panelists
  • Elizabeth Yakes Jimenez – Research Associate Professor at Center for Education Policy Research (CEPR)
  • Tom Dauphinee – Associate Director of CEPR
  • Ricardo Maestes – Special Assistant to UNM VP for Research
  • Kristine Denman – Director of the New Mexico Statistical Analysis Center, Institute of Social Research (ISR)

• Moderator
  • Beth Tigges – Associate Professor in Pediatrics, College of Nursing
OSP Organization Chart

Office of Sponsored Projects

Elizabeth Metzger, CPA
University Controller

Julian Sandoval
Chief Financial Services Officer

Rosa Gonzalez-Rosenblatt
Director, Sponsored Projects

Michelle Huff
OUC- Legal Resource

Chris Saxton
Manager, Sponsored Projects

Rebecca Valdez
Award Management Supervisor, Fiscal Services

Monica Womble
Contracts Senior Sponsored Projects Officer

Timothy Wester
Contracts & Grant Administrator

Megan Crawford
Contracts & Grant Administrator

Jenney Cook
Sponsored Projects Specialist

Melissa Sanchez
Sponsored Projects Specialist

Megan Martinez
Sponsored Projects Specialist

Lindsay Stanich
Sponsored Projects Officer

Shawnee Martinez
Sponsored Projects Specialist

VACANT
Sponsored Projects Specialist

Hannah Clark
Sponsored Projects Officer

VACANT
Sponsored Projects Specialist

VACANT
Sponsored Projects Specialist

Tamara Andrade
Unit Administrator 2

Johana Garcia
Admin Assistant 3

Stephanie Sanchez
Admin Assistant 3

Dianna Martinez
Grants Coordinator

OSP Org Chart
OSP Proposal Submission Process

**PROPOSAL SUBMISSIONS**

We make sure that the proposal is complete and aligned with the RFP, UNM policies and State and Federal regulations and laws.

Provide technical assistance on policies, procedures, laws and guidelines

Review/Approve budgets

Assist with responding to sponsor requests for additional information: JIT Information, revised budgets, etc.

**WHAT ARE SOME OF THE THINGS WE REVIEW IN A PROPOSAL?**

- Budget accuracy and justification (Including Indirect Costs)
- Conflict of Interest
- Compliance
- Subawards/Consultants
- Intellectual Property
- Limited Submissions
- Principal Investigator Status

- PI submits draft of proposal and final non-technical documents to Cayuse SP for routing

- PI releases Fastlane record or other sponsor’s submission portal to OSP for review, edit, submit

- PI submits final drafts of technical documents to Cayuse SP and to sponsor’s portal

- PI authorizes OSP to submit proposal to sponsor
AWARD SETUPS

The process of managing sponsored projects is a shared responsibility between the PI, the department, the Office of Sponsored Projects and Contracts & Grants Accounting. Each has unique areas of primary responsibility.

Incoming funding is reviewed for terms and conditions then processed with Contract and Grant Accounting to setup an index and other internal mechanisms.

WHAT ARE SOME OF THE THINGS WE REVIEW IN AN INCOMING AWARD?

- Proposed Terms and Condition
- Project Dates
- Budget
- Cost Share and Program Income
- Billing, Invoicing and Payments
- Carry Forward

CONTRACT NEGOTIATIONS

Negotiated to adhere to UNM policies and State and Federal regulations. Compliance involves everyone!

COMPLIANCE

Compliance is vast and multi-faceted. Our aim is to make it an easy process for the PI's while still protecting our interests. We are the front line in protecting you by ensuring that your project is compliant with all internal and external requirements.
PI Post-Award Responsibilities

The eight fundamental responsibilities of the PI during the post-award phase include:

1. Executing the project as outlined in the funded proposal, using sound management techniques
2. Authorizing only those expenditures that are reasonable and necessary to accomplish the project goals and are consistent with the sponsor’s terms and conditions
3. Spending no more than the amount authorized by the sponsor for the budget period
4. Carrying out the project’s financial plan as presented in the funded proposal, or make changes to the plan following a prescribed set of policies and procedures
5. Reporting project progress to the sponsor as outlined in the terms of the award
6. Reviewing expenditures in a timely fashion to assure their appropriateness and correctness
7. Complying with all University policies and procedures related to project management and personnel practices
8. Complying with all applicable sponsor rules, regulations and/or terms and conditions of the award
Early Career Funding Opportunities

Several federal and non-federal agencies offer research opportunities specifically for early career investigators including non-tenure track postdoctoral research scientists and pre-tenured academic faculty, as well as academic faculty within their first 5 or 10 years postdoctoral career depending on the program. Below, please find links to pages including specific awards solicited from both federal and non-federal agencies.

- **Federal Agency Sponsors**
  - Department of Defense (includes all branches)
  - Department of Energy
  - Department of Justice
  - National Aeronautics and Space Administration (NASA)
  - National Institutes of Health
  - National Science Foundation
  - Other Federal Opportunities

- **Non-Federal Agency Sponsors**
  - American Parkinson Disease Association
  - American Psychological Foundation
  - Research Corporation for Science Advancement
  - Robert Wood Johnson Foundation
  - William T. Grant Foundation
  - Other Non-Federal Opportunities

http://frdo.unm.edu/?q=support_initiatives
What to do now...

• Contact your Program Manager
• Consider forming a peer review and/or finding a research mentor
• Plan your proposal time line
• Use UNM resources
  • http://frdo.unm.edu
  • @UNMFRDO
Try “Shut Up and Write”

• Quiet time scheduled at the ADVANCE work space in the Communications and Journalism Building

• Every other Friday starting 4/14 from 1:30-3:30

• Every other Tuesday starting 4/18 from 2:00-4:00