Vice President for Research Launches Research Development Initiative

Submitted by Ruth Landry

The Office of the Vice President for Research has established the Research Development Initiative in an effort to provide support to faculty, staff, and the administration in their efforts to increase external funding; to develop community and industry research partnerships; and to increase awareness of the impact and contributions of the university’s research enterprise for both internal and external stakeholders.

The mission of the Research Development Initiative (RDI) is to serve faculty, staff, and the administration in developing research opportunities for the University of Louisiana at Lafayette at various levels of impact including local, regional, state-wide, national and international sponsorship. The RDI will focus primarily on campus-wide and large, multi-disciplinary, collaborative proposals such as those required to establish university research centers or programs; however, assistance with proposal development will also be available to individual investigators and other academic units. Priority will be given to projects that demonstrate:

- Potential for long-term impact of furthering the institutions’ research mission;
- Potential for advancing the university strategic plan in research and economic development; and
- Potential for developing campus research opportunities such as partnering with industry, state and federal entities.

Leading this initiative under the Vice President will be Darlene Breaux, Research Program Specialist. Darlene, a Certified Research Administrator, joined the university family in October of 2011 with more than 20 years’ experience in research development and administration. Darlene spent five years at the University of Kentucky (UK) and 21 years at Mississippi State University (MSU) in research related positions. At MSU, she initiated proposal development services in engineering and in arts & sciences. She also served as Assistant to the Dean for Research in MSU’s College of Arts

(Continued on page 2)
Research Development Initiative (continued)

and Sciences, a project manager for a research center, and the business manager and lab administrator for a research laboratory. While at MSU she served as Co-PI and lead manager on several research, economic development, and facility building and renovation projects. Darlene has written and lead several projects throughout her career as well as worked with faculty to develop projects in engineering, physical and social sciences, health related fields, and the humanities. She has experience with projects ranging from $5,000 to $30,000,000. She brings with her several training seminars that she has developed over the years to help faculty become more intimately acquainted with the process and to understand what sponsors are expecting in a proposal. Her expertise will be useful in the development of teams to carry out effective research programs.

Through the RDI, Darlene will team with faculty, staff and administrators to develop research programs during the early stages or proposal development. She will work with involved university units to coordinate the development of responsive proposals to large, interdisciplinary funding opportunities. She will work with faculty to develop and expand ideas, and facilitate the formation of a collaborative team to carry out the project. During the proposal development process, the RDI will provide assistance via:

- the review, critique and edit of narratives;
- drafting or writing sections of proposals (ie: Data Management Plans, Mentoring Plans, etc.)
- the review of resource planning with the principal investigators,
- providing enhancing descriptive information regarding university resources and demographic data,
- serving as an advocate and consultant for the investigators; and
- advising interdisciplinary and multidisciplinary teams as they create competitive proposals.

The RDI, teaming with the Office of Research and Sponsored Programs, will provide training programs for faculty regarding proposal development, program management, the use of Fastlane and Grants.gov, and exploring funding opportunities. In addition, the RDI will assist in highlighting the accomplishments of our research and scholarship by describing the impacts of the university’s research enterprise. To do so, the RDI will work with university faculty as liaisons with the Office of Communications and Marketing to describe the results and impact of funded projects and university research initiatives for dissemination through media outlets, university publications and website, and other appropriate means.

To enlist the assistance of the Research Development Initiative as described, contact Darlene Breaux at 482-1965 or darlene.breaux@louisiana.edu.

Research Compliance Corner

Faculty using live vertebrate animals as educational resources in science classes must get approval from the Institutional Animal Care and Use Committee (IACUC) prior to obtaining the animals. This requirement was put in place to assure that live vertebrate animals utilized in research and educational activities receive quality care with the lowest possible level of stress. The purpose of the review is to ensure the welfare of the animals, that the number of animals used is low but still able to produce significant results, procedures are refined to reduce pain and distress in the animal, animal models are replaced with other systems where appropriate, and personnel are appropriately trained and qualified to work with the species. The committee understands the necessity of using live vertebrate animals in the educational process and will assist the faculty member with the application process in order to assure that the goal of the educational experience is met within the requirements of the Animal Welfare Act and Public Health Service Policy. Please allow 2 weeks for an application to be processed by the IACUC.

For more information, see the website or contact the coordinator, Dr. Robin Broussard at 482-1419 or robin.broussard@louisiana.edu or the chair, Ruth Landry at 482-1922 or rwl@louisiana.edu.
NSF Corner:
Changes in Application and Review Process for Biological Sciences Directorate

Submitted by Abby Patterson

On August 15, 2011, the National Science Foundation (NSF) released a Dear Colleague Letter regarding changes in the application and review process for the Biological Sciences Directorate (BIO). Due to the dramatic increase of proposals received over the last decade, BIO has introduced new procedures for the submission and review of regular proposals to their core programs within the Division of Molecular and Cellular Biosciences (MCB), Division of Environmental Biology (DEB), and Division of Integrative Organismal Systems (IOS).

DEB and IOS will both implement an annual cycle of preliminary and full proposals beginning in January 2012. Preliminary proposals will be accepted in January. Following review by a panel of outside experts, each applicant will be notified of a binding decision to invite or Not Invite submission of a full proposal. Please note that each investigator is limited to submitting two preliminary proposals a year to either Division, whether as a PI, co-PI or lead senior investigator of a subaward.

All proposals submitted to DEB or IOS in response to the core program solicitations, and to the Research at Undergraduate Institutions (RUI) and Long-term Research in Environmental Biology (LTREB) solicitations, must pass the preliminary proposal stage. The only exceptions are LTREB Renewals.

What does this mean for your NSF BIO proposal?
If you plan to submit a proposal to a core program, submission of a preliminary proposal is required to be eligible for an invitation to submit a full proposal. Proposals submitted from PIs that were not invited to do so will be returned without review. Also, each investigator is limited to submitting two preliminary proposals per year to either of the BIO Divisions as a PI, co-PI, or subaward lead investigator.

How will this affect RAPID, EAGER, and other special solicitations?
According to NSF’s Dear Colleague Letter, “RAPIDs, EAGERs, conferences/workshops and supplemental funding requests will continue to be accepted at any time by IOS and DEB programs. Proposals submitted in response to special solicitations (e.g. BREAD, CAREER, CNH, EEID) will remain unaffected by these new review procedures.”

Are there plans to implement similar processes in other Directorates of NSF?
No other Directorates of NSF have instituted this change at this time, and based on an exchange with the NSF Policy office, there are no plans to institute such changes in other Directorates at this time.

Need to know more?
Check out the following resources available on NSF’s website:

Full text of the Dear Colleague Letter is available at:

Full details and information on upcoming webinars are available on each Division’s website:

A set of Frequently Asked Questions (FAQs) about these changes can be found at:
Project Credit: What Does It Mean and Why Does it Matter
Submitted by Abby Patterson

What Does “Project Credit” Mean?
Project Credit is a percentage used to capture participation in sponsored projects at the investigator level. At the proposal stage, investigators collaborating together on a proposal should agree to the project credit to be allocated among the principal investigator (PI) and co-principal investigators (Co-PI) based on their relative contributions to the project as specified in the proposal. The Project Credit for all investigators should be recorded on the Internal Proposal Approval Form, and when added together, the total Project Credit for all investigators must equal 100%. Project Credit is not necessarily equal to the effort listed in the proposal for each investigator. In considering the percentage of Project Credit to be allocated to each investigator, the following factors should be considered:

- The overall responsibility of each investigator for the activities included in the proposal.
- The expenses in the budget reserved for the activities of each investigator (student support, equipment, supplies, etc).
- The effort (both requested and shown as cost share) to be expended by each investigator.

If the Project Credit is not agreed to by investigators, ORSP will use a default allocation as follows:

<table>
<thead>
<tr>
<th>PI with One (1) Co-PI</th>
<th>Default % Project Credit for PI</th>
<th>Default % Project Credit for each Co-PI</th>
</tr>
</thead>
<tbody>
<tr>
<td>67%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>PI with Two (2) Co-PI</td>
<td>50%</td>
<td>25%</td>
</tr>
<tr>
<td>PI with Three (3) Co-PI</td>
<td>40%</td>
<td>20%</td>
</tr>
<tr>
<td>PI with Four (4) Co-PI</td>
<td>30%</td>
<td>17.5%</td>
</tr>
<tr>
<td>PI with Five (5) Co-PI</td>
<td>30%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Why Does Project Credit Matter?
Project Credit is used for internal reporting and will serve as the basis for the possible distribution of indirect costs. Though ORSP has been collecting and recording Project Credit for the last few years, this information will become meaningful as the administration looks to incentivize participation in sponsored research activities at the investigator, department, and college level. In addition, Project Credit provides a mechanism to recognize the contributions of those faculty participating in sponsored research projects who are not serving as the principal investigator. So, before you route that next proposal and sign the Internal Proposal Approval Form as a Co-PI on a project, take a few extra minutes to discuss the Project Credit with your colleagues. In the near future, this information could lead to additional funds to support and enhance research capabilities for you, your department, and your college.

Meet The Staff:
Megan Bergeron
Pre-Award Administrator

Megan Bergeron joined the Office of Research and Sponsored Programs in August 2011 as a Pre-Award Research Specialist. She is primarily responsible for assisting researchers with identifying funding opportunities, preparing proposals and budgets, and submitting proposals. Megan earned her Bachelor’s degree in Biological Science from Louisiana State University. Wanting to hone her editing and writing skills, she studied English and Creative Writing as a graduate student at UL Lafayette. Her previous experience includes writing and editing for university publications such as Rougarou and The Southwestern Review. During her thesis research, Megan worked with notable faculty members of UL Lafayette such as Dr. Daniel Smith and Dr. Mary Ann Wilson as well as published author, Kate Bernheimer. Megan is a proud UL Lafayette alumna and is excited to be back at her alma mater.

Megan is the Pre-Award Administrator for the following Units:

- College of Arts
- College of Education
- College of Engineering
- College of Liberal Arts
- College of General Studies
- Americorps
- Continuing Education
- University Art Museum
- New Iberia Research Center
- Picard Center for Child Development
- Procurement Technical Assistance Center

Fringe Rate for FY 2011-12
35.44%
Changes to ORSP’s FundingNotice:

Submitted by Abby Patterson

Since January of 2009, ORSP has compiled and distributed issues of *FundingNotice* to faculty and staff email inboxes advertising funding opportunities available from federal, state, and private agencies. These emailed issues of *FundingNotice* will continue; however, since the beginning of this semester, a database on the ORSP website posting these opportunities has also become available.

While the PDF version of *FundingNotice* includes opportunities posted or disseminated by agencies over a given week, the website database allows users to view all open funding opportunities that were released in *FundingNotice* that are still open or active. A portion of the database search bar is pictured at left.

Users can select to view all active funding opportunities in the database by the sponsor type (all, federal, foundation, international, other, state) or by discipline categories. Opportunities that are applicable to multiple disciplines will appear under each category. Once a category is selected, opportunities will be listed most recent first. Opportunities are removed from the database on the deadline date so all funding opportunities in the database are active.

Both the most recent issues of the PDF formatted *FundingNotice* and the *FundingNotice* database can be found at: [http://orsp.ucs.louisiana.edu/?q=content/fundingnotice](http://orsp.ucs.louisiana.edu/?q=content/fundingnotice).

Program Spotlight: NEH Summer Stipends

Submitted by Ruth Landry

Overview: NEH Summer Stipends support individuals pursuing advanced research that is of value to humanities scholars, general audiences, or both. Recipients usually produce articles, monographs, books, digital materials, archaeological site reports, translations, editions, or other scholarly resources. Summer Stipends provide $6,000 for two consecutive months of full-time research and writing. Summer Stipends support projects at any stage of development.

Eligibility: Summer Stipends are awarded to individual scholars. Organizations are not eligible to apply. However, faculty members teaching full-time at colleges or universities must be nominated by their institutions to apply for a Summer Stipend. Each college and university in the United States may nominate two faculty members. Any faculty member is eligible for nomination.

Timeline & Internal Nomination Process: NEH typically posts the program guidelines in May with applications accepted through the end of September. Since the University can nominate only two individuals, ORSP solicits internal letters of intent from interested faculty. The announcement is typically posted in *FundingNotice* and on the ORSP website in May or early June with an internal deadline at the end of July or the first week in August. An ad hoc internal review committee is appointed by the Vice President for Research to review the submitted letters of intent and make recommendations for nominations. Nominees are notified in mid-August to allow time for submission by the end of September.

Recent Highlights: Dr. John Troutman of UL Lafayette’s Department of History and Geography was awarded the National Endowment for the Humanities (NEH) Summer Stipend for the summer of 2011. Please see his interview with Megan Bergeron, Pre-Award Administrator, about his Summer Stipend experience on pages 6 and 7 of this issue of *ResearchFocus*. In September of 2011, our nominees for the 2012 Summer Stipend competition submitted applications to NEH. UL Lafayette’s nominees for this cycle were Mark Rees, Associate Professor in the Department of Sociology and Anthropology, and Renate Dohmen, Assistant Professor in the Department of Visual Arts. We wish them success with their applications.

Interview with NEH Summer Stipend Recipient

Dr. John Troutman

Submitted by Megan Bergeron

Dr. John Troutman of UL Lafayette’s Department of History and Geography was awarded the National Endowment for the Humanities (NEH) Summer Stipend for the summer of 2011. Over the course of the summer, Troutman was able to conduct valuable research in Oahu, Hawaii, providing him with the resources he needs to complete his book. The anticipated work will explore the impact that the sounds and musical technologies of Hawaiian natives have made on the United States, uncovering and exploring our most significant musical traditions. An account of Troutman’s experience with the award and his research endeavors is featured below.

Megan: Could you please give a broad overview of your research interests?

John: I am interested in the relationship between music and history, particularly music by Native peoples. Historians have traditionally ignored the role of music in daily life, or considered music a mere reflection of society or politics. My work is based upon the contention that music can, in fact, work in extraordinarily political ways, and that it transforms rather than reflects society. In this vein, my first book, Indian Blues: American Indians and the Politics of Music, 1879-1934, demonstrated the ways in which American Indians utilized music and dance to resist and ultimately reverse federal policies of cultural assimilation and the liquidation of tribal lands in the late 19th and early 20th centuries. I am happy to report to the Research Office that in October of 2011, Indian Blues won the Western History Association’s prestigious W. Turrentine-Jackson Prize, a biennial award granted for “a first book on any aspect of the American West.” I think this sort of recognition is a sign that historians increasingly are taking music more seriously. At the same time, the prize complements the other research and publication accolades that UL Lafayette faculty are now earning at an ever-faster clip.

M: What was the title of your summer research project, and what did you plan to explore during this project?

J: The title of my summer research project shares the title of my second book project: “Kika Kila: The Hawaiian Guitar and the Indigenization of American Music.” The book is a history of the invention, development, and proliferation of the Kika Kila, or, Hawaiian guitar. We would recognize this instrument these days through its direct descendants—the dobro, slide guitar, steel guitar, or pedal steel. Most folks have heard of at least a couple of those instruments, but interestingly, very few people are aware of the fact that the instrument was invented by Native Hawaiians in the 1890s, in the midst of the U.S.-backed illegal overthrow of the Native Hawaiian government! So, my book will recover the history of the instrument in the midst of this political and imperial turmoil and trace its worldwide influence at the hands of Native Hawaiian guitarists as they began to tour the globe in the early 1900s. The book will even bring us to Louisiana, as I describe the ways in which the Native instrument transformed southern vernacular music, including the blues, country, and Cajun music traditions.

The summer research project enabled me to spend a few weeks working in several archives on the island of Oahu. While there, conducted extensive research in the archives of the Bishop Museum, the Kamehameha Schools archive, the Hawai’i State Archives, the Hawai’i State Library, BYU-Hawai’i, and UH-Manoa. I wasn’t sure exactly what I would find, but I knew that these archives would house important related primary documents that would detail the early history of the instrument and how it impacted Hawaiian music traditions.

M: Can you elaborate on the progress you have made during your summer research? What was your expected results/findings?

J: What I found exceeded all of my expectations. To a far greater extent than I had imagined, my archival work revealed that Native Hawaiians had developed an astonishingly widespread and popular guitar culture in the latter half of the 19th century. They took Spanish-style (what we would consider “regular”) guitars, imported to the islands by sailors and Latin American ranchers, and used the instrument to generate a “renaissance movement” of traditional Hawaiian songs—songs sung in their Native language. This movement, which really took off in the 1880s, seems to have served as a challenge to American missionaries who were working at the time to attack their cultural traditions. Over the course of the research I found hundreds of documents, newspaper articles, and photographs that reveal a remarkably rich musical culture on the islands that facilitated the development of the steel guitar. I also discovered letters from the family of the guitar’s primary innovator, a Native Hawaiian named Joseph Kekuku. The first two chapters of the book, which I also began to develop under the auspices of the NEH Summer Stipend, are based upon the research I conducted on Oahu. (Continued on page 7)
Interview with Dr. John Troutman (continued)

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**M:** What was your ultimate goal for your summer research, and do you believe your goals have been met? What do you believe are the benefits of your research?

**J:** Previous to this summer research, I had spent about four years on this Hawaiian guitar project working in various archives in New York, San Francisco, London, New Orleans, Nashville, Washington DC, and Los Angeles—but I had not yet had an opportunity to work in Hawai‘i! The primary goal of the summer research, then, was to gather the final materials that I needed to write the book from archives all over Oahu. The NEH, most importantly, provided the resources that enabled me to complete this crucial research component for the book. I am prepared now to write the book, which I think will reveal a compelling story about how music by Native peoples shaped and transformed this period of U.S. imperialism and settler-colonialism. At the same time, the book will completely upend, I believe, what we think we know about some of the United States’ most significant musical traditions, including those of the blues and country music. My work will make the case that some of the most popular mainland music of the 20th century developed to a large measure from the sounds and musical technologies of indigenous peoples.

**M:** Overall, how was your summer stipend experience?

**J:** The summer stipend experience was crucial to my book project and richly rewarding. I was honored to receive the award; the forthcoming book should serve as a tribute to my support from the NEH and from UL Lafayette.

The Office of Research and Sponsored Programs would like to thank Dr. Troutman for his time and participation in this interview. We look forward to his upcoming book and congratulate him on his award.

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**Office of Research & Sponsored Programs**

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