**NIH Changes Resubmission Policy**

**Background of previous Resubmission Policy:**
In 2009, NIH revised its resubmission policy by limiting the number of resubmission applications from two (2) to one (1). The policy specified that if the resubmission application was not funded, the application had to be substantially different in content and scope in order to be eligible for submission as a new application.

**New Resubmission Policy:**
**On April 17, 2014,** NIH announced a change to its 2009 resubmission policy. While the new policy still allows a single resubmission per application, ideas that were unsuccessfully submitted as a resubmission (A1) may now be presented in a new grant application (A0) without having to substantially redesign the content and scope of the project.

**Benefit and Impact of New Resubmission Policy:**
The resubmission of an idea as new means the application will be considered without an association to a previous submission; that the applicant will not provide an introduction to spell out how the application has changed or respond to previous reviews; and reviewers will be instructed to review it as a new idea even if they have seen it in prior cycles. While there may not be major changes to the research direction of these previously reviewed ideas, NIH expects that applicants will nevertheless take advantage of previous reviewers’ comments to strengthen the applications for each submission.

NIH recognized that it may see an increase in the number of applications per the new policy but emphasized the new policy does not address the fact that NIH funding is still tight—that it will not be able to fund any more projects because of the policy. However, NIH states it will closely monitor the impact and benefit of the new policy.

To view the policy in its entirety:
To view frequently asked questions:
In general, federal sponsored awards provide for reimbursement of actual, allowable costs incurred and are subject to Federal cost principles. The cost principles establish standards for the allowability of costs, provide detailed guidance on the cost accounting treatment of costs as direct or indirect (F&A) costs, and set forth allowability and allocability principles for selected items of cost.

The federal cost principles provide a four-prong test to determine the allowability of costs. The test is as follows:

**Reasonability (Including Necessity):**
A cost may be considered reasonable if the nature of the goods or services acquired or applied and the associated dollar amount reflect the action that a prudent person would have taken under the circumstances prevailing when the decision to incur the cost was made. The cost principles elaborate on this concept and address considerations such as whether the cost is of a type generally necessary for the organization's operations or the grant's performance, whether the recipient complied with its established organizational policies in incurring the cost or charge, and whether the individuals responsible for the expenditure acted with due prudence in carrying out their responsibilities to the Federal government and the public at large as well as to the organization.

**Allocability:**
A cost is allocable to a specific grant, function, department, or other component, known as a cost objective, if the goods or services involved are chargeable or assignable to that cost objective in accordance with the relative benefits received or other equitable relationship. A cost is allocable to a grant if it is incurred solely in order to advance work under the grant; it benefits both the grant and other work of the institution, including other grant-supported projects; or it is necessary to the overall operation of the organization and is deemed to be assignable, at least in part, to the grant. A cost is allocable as a direct cost to a grant if it is incurred solely in order to advance work under the grant or meets the criteria for closely related projects determination (See Cost Considerations—Allocation of Costs and Closely Related Work).

**Consistency:**
Grantees must be consistent in assigning costs to cost objectives. Costs may be charged as either direct costs or F&A costs, depending on their identifiable benefit to a particular project or program, but all costs must be treated consistently for all work of the organization under similar circumstances, regardless of the source of funding.

**Conformance:**
This test of allowability – conformance with limitations and exclusions as contained in the terms and conditions of award, including those in the cost principles – varies by the type of activity, the type of recipient, and other characteristics of individual awards. Cost Considerations—Allowability of Costs/Activities provides information common to most NIH grants and, where appropriate, specifies some of the distinctions if there is a different treatment based on the type of grant or grantee. IIB contains additional information on allowability of costs for particular types of grants, grantees, and activities.

The four-prong test applies regardless of whether the particular category of costs is one specified in the cost principles or one governed by other terms and conditions of an award. The test also applies regardless of treatment as a direct cost or an F&A cost. The fact that a proposed cost is awarded as requested by an applicant does not indicate a determination of allowability. Thus, when in doubt, the four-prong test should be used to determine allowability of costs. Please note each element (reasonableness, allocability, consistency, and conformance) of the four-prong test must be satisfactorily met to confirm allowability of costs.

R-A-C-C is the acronym used to assist individuals to remember the elements of the four-prong test.

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The allowability of costs for non-federal sponsored awards is determined by the sponsor and institutional policies and guidelines. Where appropriate, the federal cost principles may be applied in the absence of a sponsor or institutional policy/guideline.
Post-Award Notes - Tips for Sponsored Award Closeout

TIPS for Sponsored Award Closeout:

The closeout process is a critical part in the life cycle of a sponsored award. Preparation for closeout should begin upon the receipt of the 90 day notice from Grants and Contracts Accounting (GCA). These three months allow the Department and/or the PI time to forecast final expenses and to propose any adjusting entries. Listed below are some items to consider:

- Will the project be completed on time? Is a no-cost extension needed?
- Are all expenditures charged to the grant allowable, allocable, reasonable and consistent with the terms of the agreement?
- Have all expenses been processed and paid?
- If expenses were charged in error, has a cost transfer been initiated?
- Were all cost share commitments met?
- Have all technical or progress reports been submitted?

Contact gca@american.edu for additional guidance.

Cayuse 424, AU’s system to system proposal routing and submission software, has recently been upgraded to version 6. The new version expands the number of supported web browsers from two, Mozilla Firefox and Internet Explore, to four with the addition of Google Chrome and Apple’s Safari. This increased web browser support now allows proposal reviewers and approvers the ability to utilize devices such as IPads and IPhones to access Cayuse424 when away from a computer.

Because Cayuse 424 runs entirely in a Web browser, navigating to it for the first time may trigger the browser to present a security warning, prompting you to accept a certificate. This is safe. Accept the certificate permanently, and you will proceed to the login screen.

Detailed instructions for configuring your web browser of choice can be found at the links below.

Chrome Settings, Firefox Settings, Internet Explorer Settings, Safari Settings
Research Matters

OSP SPOTLIGHT

Each month, OSP Monthly highlights a specific American University faculty/staff member for their contributions in providing cutting-edge research or a research related program that serves to create and advance knowledge, and enrich the resources of our educational community while answering and accelerating challenging issues we face today. This month, we are featuring Stephen MacAvoy, Assistant Professor in the Department of Environmental Science.

Q&A with Stephen MacAvoy

Q: Please tell us about your research interests: The origin and fate of nutrients in aquatic systems. Lately I’ve been interested in what controls the geochemistry of the Anacostia and determining the importance of different nutrient sources there. My lab is also investigating the effectiveness of green roofs at removing nutrients and suspended solids, both of which are urban pollutants that significantly degrade freshwater. Other areas of research include deep-sea nutrient flow around hydrocarbon seeps and modeling the relationship between nutrient incorporation and metabolism.

Q: In your own words, what is the main purpose/importance of your research: Human activity has, and will continue to have, such a large impact on natural systems that is extremely important to understand those impacts. In a nutshell, my work is attempting to understand the experiments nature is doing all the time and discovering how human activity is affecting those natural experiments. My laboratory is determining the importance human derived nutrients in the urban rivers as well as how organisms move nutrients within more pristine systems. We are also quantifying the amount of nitrogen, suspended solids and other pollutants that are running off Washington DC buildings and how green roofs can reduce runoff pollution. Ultimately we would like to contribute to reducing sources of urban water pollution. Lessons learned in Washington DC could be applied to other urban areas, particularly with the green roof research.

Q: What type of research is your project primarily focused on?: My funding for the past several years has been from the US Geological Survey and US Fish and Wildlife Foundation to examine the urban water projects I mentioned earlier; Nutrients and pollution sources in the Anacostia plus evaluating the effectiveness of green roofs for mitigating pollution.

Q: What are some of the ways to learn and find out about your research?: Results of my work are communicated the traditional way; research papers and conferences. My students learn about my work because I bring it into the classroom (I often bring my data to class and have the student work on the same kinds of research problems I’m working on).

Q: What inspired you to enter your field of research initially?: As a kid, I was tromping around mountains and coasts with my family. I’d been spending part of my summers on the Atlantic coast and had traveled across the country camping twice by the time I was 12. Those experiences etched into me a love of nature and a fierce desire to preserve it. So that is why I have been interested in environmental science as a profession. I became interested in nutrient movement through systems because it offered a chance to tease out hidden ways the systems functioned. I’ve always like the discovery aspect of research and figuring out what nature was doing seemed very important to me.
UPCOMING INFORMATION SESSIONS & TRAINING SCHEDULE

Meet the Experts in NIH Peer Review (webinar)
The Office of Sponsored Programs (OSP) invites AU researchers to join us and the National Institutes of Health (NIH) in a Meet the Experts in NIH Peer Review webinar, which will stream live from the Center for Scientific Review (CSR) at NIH.

The webinar will include presentations that will provide insights into the application submission and peer review processes. AU faculty researchers will have an opportunity to send questions to NIH presenters, who will address them at the end of the webinar. The presentations are:

- The Review of Your NIH Grant Application Begins Here
- What You Need to Know about Application Receipt and Referral
- How Your Application Is Reviewed
- Jumpstart Your Career with CSR’s Early Career Reviewer Program

The webinar will be held on May, 9th at 3pm in Mary Graydon Center, Room 245 and will run for about 1 hour and 45 minutes.

Participants can email questions for the speakers to AskExperts@csr.nih.gov during the presentations. As many questions as possible will be answered during the last 30 minutes of the webinar.

Please RSVP by sending an e-mail to ospevents@american.edu and reference NIH webinar in subject line.

The OMB Uniform Guidance: Key Issues for Universities

The new OMB uniform guidance was released on December 26, 2013. The guidance, or Omni-Circular, consolidates eight OMB circulars into a single document and changes some fundamental concepts underlying the management of sponsored programs.

The Office of Sponsored Programs (OSP), in conjunction with Grant and Contract Accounting (GCA), will host a webinar sponsored by NCURA to disseminate vital information that universities need to understand regarding the new guidance, and how it will affect our current policies and business practices: Conflict of Interest, Subrecipient Monitoring, Fringe Benefits and other financial and non-financial administrative matters.

The new guidance is the single most significant change in research regulations in the last 50 years. Thus, OSP and GCA strongly encourage all central and unit-level pre- and post-award research professionals at AU to attend this webinar to get a general overview of the scope of impending changes to federal regulations that will influence the content of research-related work with AU faculty.

Details of the webinar are found below:
When: May 14, 2014, 1:00 - 3:30 pm
Where: Mary Graydon Center 4 and 5

Please RSVP by sending an e-mail to ospevents@american.edu and reference OMB webinar in subject line. Please provide your name, job title, and academic unit.

The final guidance will be located in Title 2 of the Code of Federal Regulations (CFR) Chapter I, and Chapter II, Parts 200, 215, 220, 225, and 230. In the meantime, click here for an overview of the OMB Uniform Grant Guidance.
Research Administration Certification (RAC) Program

RAC is a training and certification program designed to assist AU departmental and school/college level staff with research administration and management responsibilities. This 8-session program provides vital information to enable participants to effectively manage sponsored awards.

The final instructor led session for the academic year was held on April 24th. However, online versions of previous sessions are available via ASuccessfuU. ASuccessfuU can be accessed by logging in to the myau portal and choosing ASuccessfuU form the Work at AU menu option.
To be eligible to receive the RAC Certificate of Completion all eight sessions must be completed before May 23, 2014.

RAC Graduation Reception—Save the Date!

Date: June 10, 2014
Time: 10:00—12:00pm
Location: Butler Board Room
*More information to come soon.
National Endowment for the Humanities - Bridging Cultures through Film
NEH’s Division of Public Programs supports activities that engage millions of Americans in understanding significant humanities works and ideas. The Bridging Cultures through Film: International Topics program supports films that examine international themes and subjects in the humanities. The films are meant to spark Americans’ engagement with the broader world by exploring countries and cultures outside of the United States.

*Deadline: June 11, 2014*

American Academy of Religion - Collaborative Research Grants
Collaborative grants are intended to stimulate cooperative research among scholars who have a focus on a clearly identified research project. They may also be used for interdisciplinary work with scholars outside the field of religion, especially when such work shows promise of continuing beyond the year funded. Collaborative project proposals are expected to describe plans for having the results of the research published. Grants can provide funds for networking and communication. Funds may also be used to support small research conferences. Conference proposals will be considered only if they are designed primarily to advance research.

*Deadline: August 1, 2014*

American Philosophical Society - Franklin Research Grants
Since 1933, the American Philosophical Society has awarded small grants to scholars in order to support the cost of research leading to publication in all areas of knowledge. In 2012–2013 the Franklin Research Grants program awarded $435,000 to 85 scholars, and the Society expects to make a similar number of awards in this year’s competition. The Franklin program is particularly designed to help meet the costs of travel to libraries and archives for research purposes; the purchase of microfilm, photocopies, or equivalent research materials; the costs associated with fieldwork; or laboratory research expenses.

*Deadline: October 1, 2014*

National Archives - Literacy and Engagement with Historical Records
The National Historical Publications and Records Commission seeks projects that explore ways to improve digital literacy and encourage citizen engagement with historical records. The Literacy and Engagement grant program offers support for projects that will result in archives reaching audiences through digital literacy programs and workshops, new tools and applications, and citizen engagement in archival processes.

*Deadline: Draft due by October 1, 2014 (optional); Final proposal due December 4, 2014*
National Science Foundation – Social, Behavioral, and Economic Sciences (SBE)
The Economics program supports research designed to improve the understanding of the processes and institutions of the U.S. economy and of the world system of which it is a part. This program also strengthens both empirical and theoretical economic analysis as well as the methods for rigorous research on economic behavior. It supports research in almost every area of economics, including econometrics, economic history, environmental economics, finance, industrial organization, international economics, labor economics, macroeconomics, mathematical economics, and public finance.

**Deadline: August 18, 2014**

US Dept. of Health and Human Services - Effect of Racial and Ethnic Discrimination/Bias on Health Care Delivery (R03)
This funding opportunity announcement (FOA) encourages the submission of research project grant applications from institutions/organizations that proposed to: (1) improve the measurement of racial/ethnic discrimination in health care delivery systems through improved instrumentation, data collection, and statistical/analytical techniques; (2) to enhance understanding of the influence of racial/ethnic discrimination in health care delivery and its association with disparities in disease incidence, treatment, and outcomes among disadvantaged racial/ethnic minority groups; and (3) to reduce the prevalence of racial/ethnic health disparities through the development of interventions to reduce the influence of racial/ethnic discrimination on health care delivery systems in the United States (U.S.). This R03 grant mechanism supports pilot or feasibility studies and developmental research projects with the intention of obtaining sufficient preliminary data for a subsequent Investigator-initiated Research Project Grant (R01) application.

**Deadline: June 16, 2014**

William T. Grant Foundation - Reducing Inequality
Inequality by economic, race/ethnic, linguistic, and immigrant origin status is pervasive in the United States, and in many ways it has become more extreme in recent decades. The Foundation funds research to inform programs, policies, and practices to reduce inequality in youth outcomes. Some studies may examine approaches that improve outcomes for all youth, but can reduce gaps if applied to those who need them most. Others may identify programs, policies, and practices aimed at elevating the most disadvantaged young people. The Foundation also encourages descriptive studies meant to clarify the leverage points or mechanisms that should be addressed in future work. In addition, they are interested in studies that improve the measurement of inequality in ways that will enhance the work of researchers, practitioners, or policymakers.

**Deadline: May 6, 2014 and August 5, 2014**

National Institutes of Health - Social and Behavioral Research on the Elderly in Disasters
This FOA encourages applications from institutions or organizations that propose to conduct research in the behavioral and social sciences on the consequences of natural and man-made disasters for the health and well-being of the elderly, with an ultimate goal of preventing or mitigating harmful consequences. Disasters include weather-related events, earthquakes, tsunamis, large-scale attacks on civilian populations, technological catastrophes, and pandemics.

**Deadline: June 5, 2014**
Institute of Education Sciences, US Dept. of Education - Social and Behavioral Context for Academic Learning

The Social and Behavioral Context for Academic Learning (Social/Behavioral) topic supports research on social skills, attitudes, and behaviors (i.e., social/behavioral competencies) to improve student achievement and progress through the education system. Through this topic, the Institute is interested in understanding ways to support the development of social/behavioral competencies such as social skills (e.g., responsibility, cooperation), learning strategies (e.g., goal-setting, self-regulated learning), dispositions or attitudes (e.g., motivation, academic self-concept), and behaviors (e.g., constructive participation, attendance) that research suggests may help students succeed in school and work (for examples, see Farrington et al., 2012 and Rosen et al., 2010).

*Deadline: June 5, 2014*

Institute of Education Sciences, US Dept. of Education - Education Technology

The Education Technology topic supports research that applies advances in technology to education practice to improve student achievement and progress through the education system. Through this topic, the Institute is interested in the development and evaluation of education technology products intended for use in schools or through formal programs (e.g., after-school programs, distance learning programs, on-line programs) run by schools or state and local education agencies. These products are to have a strongly justified (theoretically, pedagogically, and empirically) scope and sequence of their content and a developmentally-appropriate user-interface for students.

*Deadline: June 5, 2014*

Institute of Education Sciences, US Dept. of Education - Education Research and Special Education Research Grant Programs

The Director of the Institute of Education Sciences (Institute) announces the Institute’s FY 2015 competitions for grants to support education research and special education research. The Director takes this action under the Education Sciences Reform Act of 2002. The Institute’s purpose in awarding these grants is to provide national leadership in expanding fundamental knowledge and understanding (1) of developmental and school readiness outcomes for infants and toddlers with or at risk for disability, and (2) of education outcomes for all students from early childhood education through post-secondary and adult education.

*Deadline: Intent to Apply: June 5, 2014; Full application: August 7, 2014*

Institute of Education Sciences, US Dept. of Education - Continuous Improvement in Education

Academic Institution – partnership requirement with State or local education agency

Under the Continuous Improvement in Education Research (Continuous Improvement) topic, the Institute will support well-established partnerships among research institutions and State or local education agencies to address a specific education issue or problem of high importance to the education agency. The Institute is very interested in projects that address three education issues: (1) school safety; (2) social skills, attitudes, and behaviors (sometimes called social-psychological, social-emotional, or psychological/behavioral skills) that contribute to student academic success; and (3) and implementation of the Common Core State Standards in English and mathematics. However, applications proposing research on other education issues will not be penalized in the review and selection process.

*Deadline: June 5, 2014*
The Spencer Foundation - **Philosophy in Educational Policy and Practice**
This initiative will make several awards of up to $40,000 for research projects in Philosophy as it relates to educational policy and practice. We encourage applicants to understand educational policy and practice in broad terms, including issues that directly relate to K-12 schools and higher education institutions, but also concerning policies that influence children's growth and development in the family and in other areas of social life including children's upbringings, educational issues in family life and in the workplace, the educational effects of welfare policy. We also encourage diverse kinds of philosophical research ranging from the highly abstract to the highly applied.

*Deadline: Rolling*

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**NATIONAL INSTITUTES OF HEALTH—NIH Funding Opportunities—Grants & Funding Page**

(Search by keywords to narrow down your search to locate funding opportunities)

⇒ **Academic Research Enhancement Award (AREA) Program**—The AREA program supports small-scale research projects in the biomedical and behavioral sciences conducted by faculty and students at education institutions that have not been major recipients of NIH research grant funds. These grants are intended to create a research opportunity for scientists and institutions otherwise unlikely to participate extensively in NIH programs. It is anticipated that investigators supported under AREA will:

- benefit from the opportunity to conduct independent research;
- that the grantee institution will benefit from a research environment strengthened through AREA grants and furthered by participation in the diverse extramural programs of the NIH;
- and that students at recipient institutions will benefit from exposure to and participation in scientific research in the biomedical and behavioral sciences.

The application should include plans to involve undergraduate or graduate students in the proposed research, however the AREA program is a research grant, not a training or fellowship program. The application should include plans to expose students to hands-on research and should not include training plans.

*Deadline: September 8, 2016*

You can view more information about the AREA program on the NIH [website here](#).

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**FEDERAL CONTRACTS**

**Federal Business Funding Opportunities**

(Search by keywords to narrow down your search to locate funding opportunities)
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- Proposal Submission in the Internet Age
- OSP Spotlight with Professor Ed Maguire
- GCA Topics: Audit Season Preview and Post Award ABCs: What is F&A?