



Volume 3, Number 1: October 2014

## How are we doing?

As we have now moved into the new academic year, I have been thinking about WVU's desire to move up to the "very high research productivity" designation – and the role of CEHS is helping to achieve this goal.

For the 2013-14 academic year (July 1 – June 30), a total of \$2.9 million dollars in grant proposals were submitted to federal and state funding agencies and private philanthropic foundations by CEHS faculty (as either Principal Investigators or Co-PIs). While we do not yet know how successful these proposals will turn out to be, in terms of being awarded funding, this dollar figure provides us with one benchmark for determining our productivity. It also provides us with a basis for comparison with other colleges of education/human services that are located at research institutions, including those categorized as either "very high" or "high" research productivity.

Obviously, such comparisons are tricky to make and difficult to interpret. In some ways, WVU is a unique institution – a land grant, flagship university in a small rural state. But, of course, WVU shares characteristics with many large, diverse higher education institutions that are striving to improve their research profile. And, comparing colleges of education (and human services!) across institutions is also challenging because the ways in which such colleges are organized, the respective institutional missions, and the mix of faculty expertise varies quite dramatically. Nonetheless, such comparisons can be useful to provide us a picture of "where we stand" in our research mission.

With this in mind, I worked with my Research Office graduate assistant, Lisa Meyer, to determine extramural funding support at other colleges of education located at "very high" and "high" research institutions. To do so, we scanned websites at these institutions to determine if such data are reported (unfortunately, there does not appear to be any single database that captures total research funding at individual US colleges of education/human services). Alas, we were unable to discover very much information in our exhaustive search. However, here are a few institutions that reported funded research support for their colleges of education:

<b>Institution</b>	<b>Year</b>	<b>Total Awarded</b>	<b>Category</b>
Arizona State University	FY12	\$20,930,000	Very High Research
Drexel University	FY13	\$1,135,981	High Research
Florida Atlantic University	FY12	\$ 794,251	High Research
George Mason University	FY11	\$7,072,188	High Research
Iowa State University	FY13	\$ 255,000	Very High Research
Kansas State University	FY13	\$4,478,790	High Research
New Mexico State University	FY13	\$2,102,760	High Research
Temple University	FY13	\$9,000,000	High Research
Texas A&M University	FY13	\$14,083,263	Very High Research
UC-Santa Barbara	FY13	\$2,856,668	Very High Research
University of Houston	FY13	\$1,178,866	Very High Research
University of Illinois	FY13	\$7,942,505	Very High Research
University of Kansas	FY13	\$29,843,667	Very High Research
University of Kentucky	FY12	\$1,075,539	Very High Research
University of Michigan	FY12	\$4,672,725	Very High Research
University of New Mexico	FY12	\$4,203,243	Very High Research
West Virginia University	FY14	\$2,900,426 <sup>#</sup>	*High Research

\*Over the past 3 fiscal years, the WVU College of Education and Human Services has averaged \$3,275,611 in externally funded grant proposals submitted. See tables, below, for a look at FY14 grant proposals.

<sup>#</sup>This is the amount proposed – total award dollars not yet available for FY14.

## CEHS Grants Productivity: July 1, 2013 – June 30, 2014

### GRANT PROPOSALS SUBMITTED TO EXTERNAL ENTITIES

<b>CEHS Faculty PI</b>			<b>CEHS Faculty Co-PI or non-PI</b>			<b>ROW TOTAL</b>	
<b>Type</b>	<b>New</b>	<b>Re-new</b>	<b>Total</b>	<b>New</b>	<b>Re-new</b>		<b>Total</b>
Research	6	1	7	3	0	3	10
Service	1	1	2	0	0	0	2
Training & Instruction	6	1	7	2	0	2	9
Other	3	0	3	0	0	0	3
<b>TOTAL</b>	16	3	19	5	0	5	24
<b>GRAND TOTAL = 24 PROPOSALS SUBMITTED</b>							

### GRANT PROPOSALS SUBMITTED, TOTAL DOLLARS

<b>CEHS Faculty PI</b>			<b>CEHS Faculty Co-PI or non-PI</b>			<b>ROW TOTAL</b>
<b>Type</b>	<b>New</b>	<b>Re-new</b>	<b>Total</b>	<b>New</b>	<b>Re-</b>	

					new		
Research	812,003	16,127	828,130	1,426,892	0	1,496,892	2,255,022
Service	7,488	207,132	214,620	0	0	0	214,620
Training & Instruction	248,748	17,936	266,684	133,100	0	133,100	399,784
Other	31,000	0	31,000	0	0	0	31,000
<b>COLUMN TOTAL</b>	1,099,239	241,195	<b>1,340,434</b>	1,559,992	0	<b>1,559,992</b>	<b>\$ 2,900,426</b>
<b>GRAND TOTAL = \$2,900,426.<sup>00</sup></b>							

## The learning brain

NIH-funded study provides a neural explanation for why some skills are easier to learn than others:

<http://www.nih.gov/news/health/aug2014/ninds-27.htm>

## We need more replication in education research, not more novel findings

A study published in the most recent edition of the *Educational Researcher* presents information that will surprise few educational researchers. Less than one percent of articles published in the top education research journals are replication studies. Replicating important findings is, of course, critical for improving the usefulness of the research literature for both policymakers and practitioners. The study analyzes the publication history of 100 education journals having the highest five-year impact factors. Only 0.13 percent of published articles were replications. The study's publication has led to much *tsk-tsking* in the editorial pages of major newspapers: *Bad* education researchers! Read the study online:

<http://edr.sagepub.com/content/early/2014/07/23/0013189X14545513.full.pdf+html?ijkey=w5mrNxPVD8zSg&keytype=ref&siteid=spedr>

## Funding Opportunities & Deadlines

**Award:** Mary Jurich Nickliss Prize

**Sponsor:** The Organization of American Historians

**Subject:** Humanities

**Additional Information:** Award for the “most original” or “best” book in U.S. women’s and/or gender history – a path-breaking work that challenges and/or changes widely accepted scholarly interpretations of the field. The book must be published during the calendar year preceding that in which the award is given. The award will be presented at the 2015 OAH Annual meeting in St. Louis. The winner will receive a \$1,000 cash award and a plaque.

**Contact:** Organization of American Historians; [http:// www.oah.org/programs/awards/mary-jurich-nickliss-prize](http://www.oah.org/programs/awards/mary-jurich-nickliss-prize)

**Deadline: November 1, 2014**

**Award:** Scholarly and creative non-fiction essay award

**Sponsor:** IMPACT: The Journal of the Center for Interdisciplinary Teaching & Learning

**Subject: Education**

**Additional Information:** Essays must be between 500 and 5,000 words on any aspect of interdisciplinary teaching or research. Essays should be readable to a general, educated audience, and they should follow the documentation style most prevalent in the authors’ disciplinary field. The author of the winning essay will receive a \$250 award and publication in the journal.

**Contact:** Megan Sullivan, the Center for Interdisciplinary Thinking and Learning; (617)353-0180; [msullivan@bu.edu](mailto:msullivan@bu.edu); <http://sites.bu.edu/impact>

**Deadline: December 1, 2014**

**Award: Logan Wright Distinguished Research Award**

**Sponsor:** American Psychological Association (APA)

**Additional Information:** This award recognizes excellence and significant contributions in establishing the scientific base of pediatric psychology. The importance of this research award becomes more evident as the field moves from an intuitive to an empirical base. Nominations can be made for one particularly significant contribution or a series of contributions that are available for scrutiny and documentation. Self-nominations will not be considered since this award represents recognition of scholarly contributions by one's peers. The nominees and the award recipient need not be Society of Pediatric Psychology (SPP) members

**Requirements:** New Faculty/New Investigator; Ph.D./M.D./Other Professional

**Contact:** <http://www.apadivisions.org/division-54/awards/wright/index.aspx>

**Deadline: December 1, 2014**

**Award:** Outstanding Practice and Outstanding Dissertation

**Sponsor:** Jon C. Dalton Institute on College Student Values

**Subject: Academic Affairs**

**Additional Information:** Both an outstanding practice and an outstanding doctoral dissertation relevant to the field of college student character and values development – Both awards will be presented at the 25th annual conference, February 5-7, in Tallahassee, Fla. Dissertation entrants must have completed their dissertation and had their degree conferred between September 1, 2013 and August 31, 2014. Nominations for the Best Practices Award must provide evidence of a program or practice that has contributed significantly to the field of

college student character and values development. Winners of both awards receive complimentary conference registration, recognition, and a \$500 award.

**Contact:** Jon C. Dalton Institute on College Student Values; (850) 644-1180; values@admin.fsu.edu; <http://student-values.fsu.edu/Annual-Awards>

**Deadline: October 24, 2014**

**Award:** Scholarly and creative non-fiction essay award

**Sponsor:** IMPACT: The Journal of the Center for Interdisciplinary Teaching & Learning

**Subject:** Education

**Additional Information:** Essays must be between 500 and 5,000 words on any aspect of interdisciplinary teaching or research. Essays should be readable to a general, educated audience, and they should follow the documentation style most prevalent in the authors' disciplinary field. The author of the winning essay will receive a \$250 award and publication in the journal.

**Contact:** Megan Sullivan, the Center for Interdisciplinary Thinking and Learning; (617)353-0180; msullivan@bu.edu; <http://sites.bu.edu/impact>

**Deadline: December 1, 2014**

**Award:** Suicide research grants program

**Sponsor:** American Foundation for Suicide Prevention

<https://www.afsp.org/research/research-grant-information/information-for-prospective-grant-applicants>

**Deadline: November 15, 2014**

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## Fellowship Opportunity

The National Science Foundation (NSF) East Asia and Pacific Summer Institutes (EAPSI) Fellowship Program provides U.S. graduate students in science and engineering with an opportunity to spend 8 weeks (10 weeks for Japan) during the summer conducting research at one of the seven host locations in East Asia and Pacific: Australia, China, Japan, Korea, New Zealand, Singapore, and Taiwan. The program is a collaboration between NSF and counterpart agencies in each host location.

EAPSI is open to graduate students who are U.S. citizens or permanent residents and are enrolled in a research-oriented Masters or Ph.D. program in science or engineering. Applicants must propose a research project in a field of science, engineering or STEM education supported by NSF, including Engineering; Computer and Information Science and Engineering; Mathematical and Physical Sciences (Mathematics, Physics, Astronomy, Chemistry, Materials Science); Biological Sciences; Geosciences; Social, Behavioral, and Economic Sciences; **Education (STEM)**; and **Multidisciplinary Research** in these fields. Applicants identify and contact host researchers on their own, prior to submitting their EAPSI proposal; lists of prospective host institutions are available at the end of each Handbook.

NSF provides EAPSI Fellows with a \$5,000 stipend and round trip airplane ticket to the host location. Our foreign counterparts provide in-country living expenses and accommodations (arrangements vary by host location). Please see [www.nsf.gov/eapsi](http://www.nsf.gov/eapsi) for additional information for the Program Solicitation (NSF 13-593); host location-specific Handbooks; How to Apply Guide; and Helpful Tips Applicants. Application submission deadline for Summer 2015 is **November 13, 2014**.

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## Federal Funding for Basic Research at Universities and Colleges Essentially Unchanged in FY 2012

NSF 14-318 | September 2014 |

According to the latest data from the National Science Foundation (NSF), federal funding for basic research performed at universities and colleges decreased 0.3% between FY 2011 and FY 2012. Nonetheless, universities and colleges received 50.8% of the \$31.0 billion total in federal obligations for basic research and accounted for 11.4% of total research and development obligations in FY 2012. Basic research at universities and colleges is estimated to increase to 11.8% of total R&D obligations in FY 2013 and is projected to grow to 12.5% in FY 2014 ([table 1](#)).

TABLE 1. Federal obligations for research and development and R&D plant, by character of work and basic research performer: FYs 2011–14  
(Dollars in millions)

Character of work	2011	2012	2013 preliminary	2014 projected
<b>All R&amp;D and R&amp;D plant</b>	139,662	140,636	134,546	134,042
<b>R&amp;D</b>	135,491	138,485	132,436	130,847
<b>Research</b>	58,024	61,947	61,617	64,199
<b>Basic research</b>	29,314	30,959	31,191	32,541
<b>Performer</b>				
<b>Intramural<sup>a</sup></b>	4,870	5,579	6,002	5,791
<b>Industry</b>	1,727	2,155	2,134	2,490
<b>FFRDCs</b>	3,595	4,081	4,001	4,358
<b>colleges</b>				
<b>Universities and</b>	15,771	15,730	15,565	16,324
<b>Other nonprofits</b>	3,067	3,123	3,214	3,300
<b>State and local</b>	76	80	81	83

<b>governments</b>				
<b>Foreign</b>	209	210	194	195
<b>Applied research</b>	28,710	30,988	30,426	31,658
<b>Development</b>	77,467	76,538	70,819	66,647
<b>R&amp;D plant</b>	4,171	2,151	2,111	3,196

FFRDCs = federally funded research and development centers.

<sup>a</sup> Intramural activities cover costs associated with the administration of intramural and extramural programs by federal personnel as well as actual intramural performance.

SOURCE: National Science Foundation, National Center for Science and Engineering Statistics, Survey of Federal Funds for Research and Development,

[http://www.nsf.gov/statistics/infbrief/nsf14318/?WT.mc\\_id=USNSF\\_178](http://www.nsf.gov/statistics/infbrief/nsf14318/?WT.mc_id=USNSF_178)

## Call for Papers

*Journal of Education and Human Development*

ISSN: 2334-296X (Print) 2334-2978 (Online)

The [Journal of Education and Human Development](#) is a peer-reviewed international journal. The journal publishes research manuscripts in the fields of education and human development which would be of interest to an international readership. The aim of the journal is to publish high quality manuscripts that are of international significance in terms of design and/or findings by encouraging the collaboration with international teams of researchers to create special issues on these topics. The journal strives to strengthen connections between research and practice, so enhancing professional development and improving practice within the field of education and human development. Papers accepted for publication are double-blind refereed to ensure academic integrity.

The journal is published by the [American Research Institute for Policy Development](#) that serves as a focal point for academicians, professionals, graduate and undergraduate students, fellows, and associates pursuing research throughout the world.

Interested contributors are highly encouraged to submit their manuscripts/papers to the executive editor via e-mail at [editor@aripd.org](mailto:editor@aripd.org). Please indicate the name of the journal (Journal of Education and Human Development) in the cover letter or simply put 'Journal of Education and Human Development' in the subject box during submission via e-mail.

The journal is Abstracted/Indexed in CrossRef, CrossCheck, Cabell's, Ulrich's, Griffith Research Online, Google Scholar, Education.edu, Informatics, Universe Digital Library, Standard Periodical

Directory, Gale, Open J-Gate, EBSCO, Journal Seek, DRJI, ProQuest, BASE, InfoBase Index, OCLC, IBSS, Academic Journal Databases, Scientific Index.

E-Publication First™ is a feature offered through our journal platform. It allows PDF version of manuscripts that have been peer reviewed and accepted, to be hosted online prior to their inclusion in a final printed journal. Readers can freely access or cite the article. The accepted papers are published online within one week after the completion of all necessary publishing steps.

Each paper published in Journal of Education and Human Development is assigned a DOI® number, which appears beneath the author's affiliation in the published paper. Click [HERE](#) to know what is DOI (Digital Object Identifier)? Click [HERE](#) to retrieve Digital Object Identifiers (DOIs) for journal articles, books, and chapters.

JEHD is inviting papers for October 2014 issue (Vol. 3 No. 3). The online publication date is October 31, 2014. Submission Deadline: September 30, 2014.

You may view the [complete list of the journals](#) of the institute.

For any additional information, please contact with the executive editor at [editor@aripd.org](mailto:editor@aripd.org)

Dr. Kathleen M. Everling,  
University of Texas at Tyler, USA.  
Editor-in-Chief, *Journal of Education and Human Development*

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## Graduate Assistant Support

As mentioned at the Faculty Assembly, faculty members are invited to utilize the services of the Research Office Graduate Assistant, Lisa Meyer. For faculty members who are working on external grant proposals and need additional (and often last-minute) assistance, Lisa is available to help with a variety of proposal preparation tasks. These include library work, writing and editing, and data analysis, among other tasks. Lisa is on campus Wednesdays and Thursdays during the Fall 2014 semester, but can also work virtually to assist you.

To request some of Lisa's time, email [M Cecil Smith](#).

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## Time Management

Looking for some advice on how to manage your time and be more productive? Here's a video from the Vanderbilt University Research Office (60 mins.) that provides some helpful tips: The



basics of time management to help faculty and students get a handle on the time they have is presented to increase meaningful productivity. Prioritizing tasks, effective goal setting, and creating space for productivity are discussed.

<https://www.youtube.com/watch?v=dTQ8SWNDkr0>

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## **Faculty Focus**

Christie Zachary will be contacting you in the coming weeks to schedule a brief interview so that you may be featured as part of the CEHS “Faculty Focus” (see the College website). We want to widely promote the work of our faculty members, so we hope you will be willing to talk with Christie about your research and teaching achievements.

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## **Don’t Panic**

If you missed the Pivot grants database workshop and the grant budget preparation workshop, no worries! We will offer these workshops again soon, pending sufficient demand.

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## **Faculty Interviews**

You may recall that, just after I came on board last year, I sent out a faculty online survey to gather information from each of you regarding your research interests and current scholarly activities. I’m pleased that many of you responded to my query. This year, in an effort to more carefully target funding opportunities (for teaching, research and scholarly activities, and service), I will be arranging brief interviews with all CEHS faculty to learn more about your scholarly interests, discuss funding opportunities, and assess your interest in obtaining external funding. The interviews (to be conducted either by Lisa Meyers, Research Office GA, or myself) will be brief at scheduled at your convenience. Thanks in advance for your cooperation and assistance!

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## **Institutional Review Board**

If you continue to experience problems with the WVU+kc research administration system to upload IRB materials for human subjects approval, please notify Jonathan Young at the Office of Sponsored Programs ([jonathan.young@mail.wvu.edu](mailto:jonathan.young@mail.wvu.edu)). Thanks!

Also, Associate Dean Smith is now serving on the IRB.

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## **Good advice for graduate students**

On preparation as a social science investigator: “Don’t be a one-trick pony, but don’t be a jack-of-all-trades.”

-J. Harris, NIH program officer

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