Sponsored Programs, Research & External Engagement

ANNUAL REPORT FISCAL YEAR 2017
Greetings! I hope you had an enjoyable summer and are feeling ready for an invigorating and productive fall semester. The Office of Research & Sponsored Programs (ORSP) has undergone a number of transitions recently. In March, we saw the departure of Mary Clem after five years of stellar service to St. Kate’s. I have assumed the position of Director, with Jon Okstad as Assistant Director. In June, ORSP merged Corporate and Foundation Relations (CFR)*, in an effort to improve efficiencies for faculty and staff looking for funding support, and to build more effective relationships with external partners. With this move, CFR Officer Martis joined our team, and we couldn’t be more thrilled. We have a new name to reflect these changes: Sponsored Programs, Research & External Engagement (SPREE).

What does this mean for you? Streamlined service! The combining of offices provides a singular gateway for funding requests. In addition to assisting you to prepare funding requests and manage awards, SPREE will work with you to identify and grow opportunities to partner with corporations and foundations to advance shared research interests, build student internship and employment pipelines, and negotiate equipment/facility use.

We are eager to share this annual report with you. St. Kate’s has a lot to be proud of in terms of advancing scholarship and program innovation. These advancements range from federal investments totaling $6 million for the CATIE Center to serve as a national experiential learning model and to build the behavioral health interpreting workforce to; $62,400 from the Mathematical Association of America for St. Kate’s to act as a regional host for the NSF-funded “statPREP” project, which aims to build faculty and student competencies in statistics and; to $7,575 from Ecumen, a nonprofit focused on dignity in aging, for nursing faculty to study workforce retention in local, long-term care settings.

These public and private investments reflect confidence in St. Kate’s varied strengths: our nationally recognized ASL interpreter training program, our dedication to building a strong STEM foundation for undergraduates, and our long-standing commitment to serving the underserved, both locally and nationally. These and other mission-aligned research projects and programs are highlighted in this report.

In addition to serving those with a history of submitting proposals and receiving awards, we are delighted to work with faculty and staff who are new to the grant world. Our team will support you with project ideation, research integrity adherence, funding search, proposal writing, budget development, grant submission, and post-award compliance and management. Our goal is to support and grow St. Kate’s research community and programming innovations.

We look forward to working with you during the 2017–18 academic year!

Kira Dahlk, MA
Director of Sponsored Programs, Research & External Engagement

*Note that this report reflects work undertaken prior to the merger. It is exclusive to ORSP activities covering FY17.
Mission

The Office of Research & Sponsored Programs* advances the mission of St. Catherine University by promoting:

- Research and scholarship
- Knowledge dissemination
- Academic program innovation
- Student scholarship, loan, internship, and research opportunities

ORSP serves as the administrative unit accountable for supporting faculty, staff, and students in readying research and innovation projects, acquiring extramural funding, and appropriately administering approximately $8 million in active sponsored projects.

ORSP also oversees research compliance pertinent to sponsor agreements and government regulations including committees, policies, systems, training, and tools that underscore the University’s commitment to the ethical conduct of research and scholarship.

The descriptions of select studies, projects, and initiatives highlighted in the pages of this report reflect the values of academic excellence, social justice, and community engagement that St. Kate’s so actively champions.

*We are in the process of revising our mission statement to reflect our new roles and responsibilities.

Staff

Kira Dahlk
Director

Jon Okstad
Assistant Director

Glenna Whitmill
Sponsored Programs Specialist

Sara Goldstein
Sponsored Programs Specialist

Anna Drennen
Sponsored Programs Specialist

Vivian Martis
Corporate & Foundation Relations Officer

Amy McKenna
IRB Coordinator

Back row, left to right: Glenna Whitmill, Anna Drennen, Amy McKenna, Jon Okstad
Front row, left to right: Vivian Martis, Kira Dahlk, Sara Goldstein
SPREE facilitates success of investigators and program directors through the delivery of project conceptualization, budget development, funder identification, strategy, and introductions, partner recruitment, proposal writing, e-submission, and federal research compliance services. In Fiscal Year 2017 ORSP supported procurement of grant/contracts totaling over $8.51 million in new awards.

New Awards, Fiscal Year 2017*

<table>
<thead>
<tr>
<th>P.I./P.D.*</th>
<th>Department</th>
<th>Funder</th>
<th>Purpose</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric Agrimson</td>
<td>Math &amp; Physics</td>
<td>NASA—University of Minnesota</td>
<td>MN Space grant '16-17 Base</td>
<td>$31,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NASA—University of Minnesota</td>
<td>MN Space grant '16-17 Augmentation-Eclipse</td>
<td>$22,380</td>
</tr>
<tr>
<td>Monica Brown</td>
<td>Math &amp; Physics</td>
<td>National Science Foundation</td>
<td>StatPREP Workshop &amp; Hub</td>
<td>$62,400</td>
</tr>
<tr>
<td>Joan Demeuless</td>
<td>Access &amp; Success</td>
<td>Great Lakes</td>
<td>Great Lakes Emergency Dash Grants</td>
<td>$140,069</td>
</tr>
<tr>
<td>Laura Gilchrist</td>
<td>Physical Therapy</td>
<td>Children’s Hospital</td>
<td>Pediatric Cancer Neuropathy Research</td>
<td>$61,865</td>
</tr>
<tr>
<td>Catherine Graeve</td>
<td>Nursing</td>
<td>Ecumen</td>
<td>Nursing Home Staff Retention</td>
<td>$7,575</td>
</tr>
<tr>
<td>Molly Hazleton</td>
<td>Sister’s Project</td>
<td>Hilton Foundation</td>
<td>Hilton Project Phase II</td>
<td>$419,507</td>
</tr>
<tr>
<td>Mary Hearst</td>
<td>Public Health</td>
<td>Better Way Foundation</td>
<td>Serving the Whole Child, Phase II</td>
<td>$1,116,073</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NIH—University of Minnesota</td>
<td>Improving High School Breakfast Environments</td>
<td>$7,500</td>
</tr>
<tr>
<td>Mary Jacobs</td>
<td>Sales Innovation</td>
<td>3M</td>
<td>Sales for Social Impact</td>
<td>$25,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Daughters of Charity</td>
<td>ENAB Project</td>
<td>$75,000</td>
</tr>
<tr>
<td>Amy Jauman</td>
<td>College for Adults</td>
<td>Pittsburgh Conference</td>
<td>Purchase of Diode Array Detector</td>
<td>$10,000</td>
</tr>
<tr>
<td>Annalis Jordan</td>
<td>Chemistry</td>
<td>Bush Foundation</td>
<td>Teacher Effectiveness Initiative</td>
<td>$5,000</td>
</tr>
<tr>
<td>Suzanne Kaback</td>
<td>Education</td>
<td>Pittsburgh Conference</td>
<td>Consulting Contract</td>
<td>$14,040</td>
</tr>
<tr>
<td>Caroline Krafft</td>
<td>Economics</td>
<td>Economic Research Forum</td>
<td>Consulting Contract, Continuation</td>
<td>$82,800</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Middle East &amp; North Africa Education</td>
<td>$50,020</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Flagship Research Support</td>
<td>$7,500</td>
</tr>
<tr>
<td>Kevin Mackin</td>
<td>Education</td>
<td>Bush Foundation</td>
<td>Twin Cities Teacher Collaborative</td>
<td>$9,500</td>
</tr>
<tr>
<td>Penelope Movers</td>
<td>School of Health</td>
<td>BHS &amp; PHS **</td>
<td>CareForce Innovation: Center Seed Money</td>
<td>$50,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CareForce Innovation Start-Up Funds</td>
<td>$16,667</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Informatics Project</td>
<td>$46,326</td>
</tr>
<tr>
<td>Sharon Radd</td>
<td>MAOL</td>
<td>MN Job Skills Partnership</td>
<td>Equity Assistance Center Contract</td>
<td>$28,980</td>
</tr>
<tr>
<td>Kathleen Spehar</td>
<td>The O’Shaughnessy</td>
<td>Arts Midwest</td>
<td>Arts Midwest—Sharon Isbin</td>
<td>$2,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Joyce Foundation</td>
<td>Chatterjea &amp; Ananya Dance</td>
<td>$50,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MN State Arts Board</td>
<td>Operating Support 2016-17</td>
<td>$40,451</td>
</tr>
<tr>
<td></td>
<td></td>
<td>National Endowment for the Arts</td>
<td>Women of Substance - Schneider &amp; Isbin</td>
<td>$13,500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New England Foundation for the Arts</td>
<td>Camille Brown, Dance</td>
<td>$4,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New England Foundation for the Arts</td>
<td>Sara Juli, Dance</td>
<td>$4,000</td>
</tr>
<tr>
<td>Laurie Swabey</td>
<td>CATIE Center</td>
<td>Department of Education</td>
<td>ASL Graduation to Certification (GTC)</td>
<td>$4,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Department of Education</td>
<td>ASL Behavioral Health</td>
<td>$1,999,027</td>
</tr>
<tr>
<td>Holly Willis</td>
<td>Nutrition &amp; Exercise</td>
<td>Produce for Better Health</td>
<td>Grocery Store Training</td>
<td>$1,942</td>
</tr>
</tbody>
</table>

TOTAL: $8,513,222

*Principal Investigator or Principal Director
Fostering a Community of Research

**Funding Sources**
Well-crafted plans and aligned budgets submitted to appropriate funding sources translate into new awards. The vast majority of the sponsored programs came from federal opportunities, with Corporate/Foundations as the next largest category. In particular, two grants from the Department of Education, totaling approximately $6 million, supported an outstanding year.

The graph above demonstrates an increase in revenue generated to enrich student learning and professional training since FY12.

*ORSP managed proposals only; not all-inclusive of institutional proposals.

*Sponsorship plans and aligned budgets submitted to appropriate funding sources translate into new awards.

**Sponsored Program Student Support**
Sponsored program revenue supports students and provides scholarships, loans, and funded research experiences in collaboration with faculty mentors. For example, the Minnesota Space Grant Consortium, supported by NASA, involves students in aerospace research, including an undergraduate research team conducting stratospheric ballooning experiments during the total solar eclipse in August 2017. In addition, eight MPH students were able to conduct their 200 hour practicums abroad, with travel completely funded by grants. Students traveled to either Rwanda, Uganda, Ecuador, Haiti, Bolivia, India, or Zambia.

The graph above demonstrates an increase in revenue generated to enrich student learning and professional training since FY12.

*A major grant from the National Institutes of Health that provided student scholarships to recruit and retain students in STEM ended in 2017, which explains the decrease in scholarship funding in FY2017.

**ORSP managed proposals only; not all-inclusive of institutional proposals.

The Summer Scholars Program, also partially funded by grant dollars, consists of 12 student–faculty teams conducting research across a broad range of disciplines. Topics from this year ranged from Assessing Consumer Knowledge of Added Sugars to Synthesis and Characterization of 2D Tin Sulfide Nanosheets to Exploring the Effect of Exercise on Mood and Trust.

The graph above demonstrates an increase in revenue generated to enrich student learning and professional training since FY12.
Grantee Highlights

Monica Brown, M.S., Assistant Professor of Mathematics

Monica Brown was awarded $62,400 from the National Science Foundation for Professional Development Emphasizing Data-Centered Resources and Pedagogies for Instructors of Undergraduate Introductory Statistics (StatPREP). StatPREP responds to the Improving Undergraduate STEM Education’s (IUSE) call for projects that “improve the preparation of undergraduate students so they can succeed as productive members of the future STEM workforce, regardless of career path, and be engaged members of a STEM–literate society by fostering the widespread use of data–centered resources and pedagogies in introductory statistics courses via an extended professional development program designed to equip faculty to innovate statistics education.”

Caroline Krafft, Ph.D., Assistant Professor of Economics

Caroline Krafft was awarded funds totaling $125,590 over 2015–18 from the Economic Research Forum (ERF) in Cairo, Egypt, for a variety of labor and human development research projects in the Middle East and North Africa (MENA). ERF is a regional network dedicated to promoting high quality economic research to contribute to sustainable development in Arab countries, Iran and Turkey. Funds are supporting collaborative undergraduate research on refugees, employment, entrepreneurship, housing, and marriage in the Middle East and North Africa. Funds also support project management for the 2016 round of the Jordan Labor Market Panel Survey. Additionally, Krafft was awarded $50,025 in funds from the World Bank for a project entitled Middle East and North Africa (MENA) Education Flagship Research Support. Although the MENA region has made substantial progress in increasing education enrollments, learning and education quality are ongoing problems. Funds are supporting collaborative research on education issues throughout the region. The objective of the project is to highlight the ongoing and new challenges in MENA, identify key constraints to learning, and provide detailed insights into improving learning in the region.

Joan Demeules, M.A., Director of Access and Success

Joan Demeules, Associate Director of Counseling and Student Development and Director of Access and Success, was awarded $140,069 from Great Lakes Community Investments to provide students at–risk of not completing their schooling due to a financial crisis with emergency grants. Administered by Access and Success, all undergraduate students – not just student parents – meeting income guidelines are eligible for the grants. Emergency grants are a proven retention strategy, enabling students to stabilize their finances so they can concentrate on their education. Access and Success staff are social workers experienced in working with students in financial crisis, and the program has been successfully distributing a small pool of emergency grants for nearly two decades.

Sharon Radd, Ed.D., Assistant Professor, MAOL

Sharon Radd has been contracted to serve as a part–time state Technical Assistance Specialist with the Midwest and Plains Equity Assistance Center (MAP EAC), located at Indiana University–Purdue University–Indianapolis (IUPUI). The MAP Center is one of four federally selected EACs funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act to promote educational equity and equal opportunity in the areas of race, gender, national origin, and religion. As the Cadre IV TA Specialist, Sharon is based in the Twin Cities, and provides technical assistance to public school districts and state education agencies in Minnesota, Wisconsin, and Iowa to help them advance their educational equity and inclusion goals. Funding will vary annually for up to five years, totaling $28,980 for the initial 2016–17 contract year.
Through these partnerships, the following will be provided:

- High-quality early childhood Montessori education, academic experiences for St. Catherine students, and interprofessional team-based monitoring and early intervention for children who need additional support
- Early childhood screening with referral and follow up if needed, enhanced one on one family resource interventions, and parent enrichment and social events with resources
- Interprofessional education and culturally-responsive/multicultural trainings for all partners

*Serving the Whole Child* will evaluate the intervention effectiveness through child, parent, team member, and partnership expertise.

The achievement/opportunity gap in the Twin Cities is even more dramatic than what is observed in national data. Despite being among the highest ranking states in educational outcomes, the disparities are also among the highest in the nation. *Serving the Whole Child* has built strong partnerships, established relationships with affiliate sites, and developed working protocols for assessment. The combination of faculty expertise and student community outreach at St. Catherine University and the commitment of Montessori Centers of Minnesota to provide high-quality Montessori education in typically underrepresented communities, *Serving the Whole Child* is in an ideal position to support lasting change for individuals and the community at large.
The CATIE Center

The CATIE Center is committed to promoting excellence in interpreting education. Their education and research efforts involve Deaf and hearing faculty, staff, students, stakeholders and innovative partners both locally and nationally. In 2016, St. Catherine University’s CATIE Center was awarded two U.S. Department of Education Rehabilitation Services Administration (RSA) grants totaling $6 million to advance interpreter education nationwide.

The CATIE Center was selected as the only winner in the RSA’s $4 million competition to establish an Experiential Learning Model Demonstration Center to increase the certified interpreter workforce by minimizing the current gap between graduation and certification. The number of graduates who pass the national Registry of Interpreters for the Deaf (RID) interpreter certification examination is declining. In 2015, only 19% passed. With this funding, the CATIE Center will investigate, pilot, evaluate, and disseminate evidence-based practices to decrease the time between graduation and certification and to increase certification pass rates. Programming will include pre and post assessments, service-learning, communities of practice, intensive summer learning (both face to face and online), mentoring and an internship.

The CATIE Center also received $2 million to address a critical need to increase the number and diversity of credentialed interpreters who specialize in working in behavioral health settings. Currently there are only seventy-six interpreters in the United States with a behavioral health credential.

The project will:

- Develop introductory webinars and online courses on topics in mental health interpreting, interpreting in settings impacted by chemical dependency, addiction and recovery, and domestic and sexual violence. The webinars and online courses will serve as a gateway to further training in these specialized areas.

- Support interpreters working towards the Qualified Mental Health Interpreter (QMHI) credential by increasing available practicum opportunities, expanding communities of practice, and offering professional development planning for program participants.

- Build a partnership with the Alabama Department of Mental Health, Office of Deaf Services’ Mental Health Interpreter Training Institute to increase the number of credentialed behavioral health interpreters.
Internal Grant Programs

GHR Innovative Scholarship Grants

Penelope Moyers, Ed.D., Associate Provost and Dean of the Henrietta Schmoll School of Health and The Graduate College, is the principal investigator of the Academic Excellence $18 million grant from the GHR Foundation to advance growth and innovation in healthcare education in three key pillars: global health, primary care, and senior living.

Founded by Gerald and Henrietta Rauenhorst in 1965, the GHR Foundation is a prominent philanthropy foundation fostering transformative change in global development, education, and health worldwide. GHR Foundation applies entrepreneurial creativity and universal catholic values to foster hope and opportunity where it is needed most. The Foundation seeks transformational change in health, education, and global development, and partners with the world’s experts to achieve it. This results in a powerful exchange of ideas and a community of thought leaders providing locally-driven solutions. Despite global challenges, GHR meets each task with entrepreneurial optimism because it has seen the impact of strategic, thoughtful change.

Moyers, in turn, is making funding available to the broader St. Kate’s community to promote research focused on innovative approaches to addressing the social determinants of health, including socioeconomic status, education, the built environment, employment, social support networks, and access to health care. Through St. Kate’s Innovative Scholarship Grants, faculty in any discipline, college, or school may apply for up to $15,000 to support research related to one of three key GHR grant pillars. The first round of applications opened in August 2017, with additional annual funding opportunities expected through at least 2020. Competitive proposals will demonstrate plans for leveraging the Innovative Scholarship Grant to seed externally-funded support for additional research related to the GHR grant pillars. Priority will be given to proposals that include inter-professional work across schools, colleges, and departments and that engage students in research.

Academic Professional Development Committee (APDC) Grants

SPREE serves as the University’s sponsored programs administration, which includes administering the majority of the University’s internally funded grant awards, including APDC research & scholarly activities, curriculum development, arts & humanities creative projects, as well as travel awards. Award application, selection, and management procedures are designed as a training mechanism and source for early stage pilot funding, helping faculty develop capacity to subsequently secure larger, external awards to advance their scholarship. SPREE facilitates the APDC faculty committee, which informs development of grant guidelines, reviews submitted proposals, and advises award decisions for curriculum development, research and scholarly activities, and arts and humanities creative projects.

**APDC Travel Awards:** APDC provides travel awards for faculty to attend or present at conferences. Awards are $1,400 annually for faculty presenting at a conference and $800 annually for faculty attending a conference. Applications are due January 1 for the upcoming fiscal year.

**APDC Grants:** APDC grants include the following: faculty research and scholarly activities grants, curriculum development grants, and arts & humanities creative projects. There are two application rounds each year. The upcoming fall deadline is October 16, 2017 and the upcoming spring deadline is April 16, 2018.
**Academic Professional Development Committee (APDC) Grants**

In Fiscal Year 2017, a total of $92,565 in APDC funds were awarded to 24 scholars from a variety of departments. The chart below shows internal grant activity, with distribution percentages shown for departments receiving at least 1% of award funding.

APDC grants are not only a critical source of internal faculty support, but are a source for early stage pilot funding, helping faculty at any point in their research trajectory develop capacity to subsequently secure larger, external awards that advance their scholarship. Evidence from the last several years illustrates the importance of APDC funds as a launch pad for research/projects that in turn bring external dollars to the University. APDC grants have seeded projects across disciplines that have since grown with funding from sources ranging from the Fulbright Program to professional associations and NASA. Often, these larger external grants afford students the opportunity to engage with faculty on research projects, a key enhancement to their educational experience at St. Kate’s. They also provide a broader audience for faculty work, enhancing the University’s reputation. Between Fiscal Years 2015 and 2017, 43 APDC awards totaling $221,001 were made to support faculty research and creative project development. In that time, at least 18 APDC awardees – with internal grants totaling $94,911 – went on to expand their scholarship with external awards, which brought $937,790 in new grants/contracts to St. Kate’s.

**Carol Easley Denny Award**

This award funds up to $20,000 to promote excellence in teaching, research, and community service. The application deadline is February 12, 2018.

**3M STEM**

Student–faculty collaborative grants provide opportunities for student–faculty collaborative research in science, technology, engineering and mathematics (STEM). These grants help students develop laboratory and leadership skills for graduate school and professional careers, and help faculty advance their research or pilot new projects.
Research Integrity & Compliance

SPREE serves as the lead in the development of policies, systems, and training related to research integrity and is charged with oversight and support of research compliance at the University. We have been working in partnership with various University committees and offices this past year to revise and formalize a number of policies in this area, to ensure our community is compliant with federal research regulations, including:

- Research data management
- Sponsor reporting and sponsored programs administration
- Conflict of interest – personal, professional, and financial
- Protections of human subjects in research
- Collaborative research including teams with internal and external partners
- Data acquisition, management, sharing, and ownership
- Research misconduct and integrity

SPREE is also the administrative home for the Institutional Review Board (IRB), and is accountable for federal registrations, policy, IRB application and renewal infrastructure, as well as website, staffing, budget, and IRB review committee facilitation. SPREE administers Mentor IRB, the University’s research protocol management system used by faculty, students, academic advisers, and staff engaged in conducting human subjects research. In academic year 2016–17, 210 IRB applications were reviewed, 163 from students – reflecting a continued steady growth of human subjects research over recent years. As the research community grows, the IRB committee works to adapt more efficient processes to support the timely launch of studies.

![Number of IRB Applications Reviewed in Academic Year](chart)

We note that the Common Rule, the federal regulations for ethical conduct of human-subjects research first established in 1991, has been updated with new requirements, that will go into effect in 2018. SPREE is working to make sure these new requirements are accounted for and properly implemented within our IRB policies and processes.
WE’VE MERGED!
ORSP + CFR = SPREE

The Office of Research and Sponsored Programs (ORSP) has absorbed Corporate Foundation Relations (CFR) to make SPREE!

Call or visit our office today!

Sponsored Programs, Research & External Engagement (SPREE)
St. Catherine University
Derham Hall, Room 1
2004 Randolph Avenue
St. Paul, MN 55105

(651) 690–8822 | SPREE@stkate.edu | www.stkate.edu/spree