

Grants Quarterly Newsletter

This issue of the newsletter contains information on the following funding sources.....

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| Amgen Foundation: Science Education | NEH: Humanities Initiatives at Community Colleges | NSF: Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science |
| Agency for Healthcare Research and Quality: Health Services Research Projects | NEH-Mellon: Fellowships for Digital Publication | NSF: Innovative Technical Experiences for Students and Teachers |
| Amateur Chamber Music Players Foundation | New York Community Trust: Education Program Grant | NSF: Law & Social Sciences (LSS) |
| American Honda Foundation: Youth and Science Education | New York Community Trust: Community Development Grant | NSF: Linguistics |
| American Library Association - Diversity Research Grant | NIA: Academic Leadership Career Award | NSF: International Research Experiences for Students |
| American Nurses Foundation: Nursing Research Grants | NIH: Academic Research Enhancement Awards | NSF: Perception, Action & Cognition (PAC) |
| APA: Alexander Gralnick Research Investigator Prize | NIH: Research Career Development Program | NSF: Political Science |
| APA: High School Psychology Outreach Grants | NIH: Research Career Development Program | NSF: Re-entry to Active Research Program NSF: Science of Learning |
| APA: Kenneth B. and Mamie P. Clark Fund | NIH: Youth Violence Prevention Interventions that Incorporate Racism/Discrimination Prevention | NSF: Science of Science and Innovation Policy |
| APA: Marian R. Stuart Grant | NIH: Typical and Atypical Patterns of Language and Literacy | NSF: Science, Technology, and Society (NSF) Smart and Connected Health |
| APA: Visionary Grants | NIJ: Research and Evaluation on Violence Against Women | NSF: Sociology |
| CUNY: Community College Research Grant (C3RG) | NINR: Obesity and Asthma Awareness and Self-Management | NSF: Social Psychology |
| DoE: Science Undergraduate Laboratory Internships | NSF: Cognitive Neuroscience (CogNeuro) NSF: Cultivating Cultures for Ethical STEM (CCE STEM) | Russel Sage Foundation Project and Presidential Awards |
| Four Way Books: Levis Prize in Poetry | NSF: Advancing Informal STEM Learning (AISL) | Skaggs Foundation: Environment and Ecology Program |
| Grant Foundation: Research Grants | NSF: Algebra and Number Theory Programs | Spencer Foundation: Small Research Grants |
| Fulbright Global Scholar Award - Research Award | NSF: Computer Science for All: R | Tinker Foundation |
| Fulbright Global Scholar Award - Teaching Award | NSF: Core Research | UMEZ: Arts Engagement Grant |
| W.M. Keck Foundation: Research Program | NSF: Cultivating Cultures for Ethical Stem | USDA: Women and Minorities in STEM Program |
| Gladys Kriebel Delmas Foundation: Humanities Program | NSF: Developmental Sciences | Whiting Foundation: Creative Nonfiction Grants |
| Josiah Macy Jr. Foundation: Board Grants | NSF: Discovery Research PreK-12 Program | |
| Kress Foundation: History of Art Grant | NSF: Economics | |
| Lilly Fellows Program: Regional Conferences or Workshops | NSF: Research Experiences for Teachers (RET) in Engineering and Computer Science | |
| National Academies of Science: NRC Research Associateships | NSF: Faculty Early Career Development Program | |
| National Hispanic Business Group: Education Fund | | |
| NEA: Challenge Grant | | |
| NEH: Awards for Faculty at Hispanic-Serving | | |

With Another Shutdown Deadline on the Horizon, Congress Seeks Another Resolution

Congressional leaders recently clinched a two-year deal to lift strict budget caps on defense and domestic spending, likely putting an end to a series of short-term spending bills and shutdowns that have defined Washington the past few months. The agreement would increase defense spending this year by \$80 billion with an additional \$63 billion in domestic spending over the next two years, federal spending would increase by as much as 300 billion.

The Bipartisan Budget Act of 2018 will keep federal agencies open until **March 23rd of this year**. This will give time for the House and Senate Appropriations panels to craft a massive \$1.3 trillion omnibus spending bill that will fund federal agencies until September 30, 2018.



Although the new agreement sets the overall amount of money, the federal government has agreed to spend; it does not specify allocations for each individual agency. The new deal “sets the overall size of the pie, but does not establish the size of the slices that each agency gets.” The actual amounts to be spent on individual programs and agencies like Pell Grants, the National Institutes of Health (NIH), the National Science Foundation, and the Department of Education have not yet been determined, but the measure makes it clear that spending will increase for NIH and federal student financial aid. The Bipartisan Budget Act earmarks an additional \$4 billion for programs that aid college affordability but includes no provisions around those students under Deferred Action for Childhood Arrivals.

Between now and March 23rd, Congress needs to make critical decisions regarding the appropriation each agency will receive. If they do not succeed by the deadline, the government will either again close its doors, or they will need to pass another continuing resolution. A federal shutdown will not affect BMCC's federally sponsored programs. The college has made arrangements with the Research Foundation to ensure that employees assigned to these programs will not experience any disruption in payroll throughout these proceedings.

NEH Increases Award Amount for Fellowships



**NATIONAL
ENDOWMENT
FOR THE
HUMANITIES**

The National Endowment for the Humanities (NEH) has increased the monthly stipend awarded through its fellowships program to \$5,000

a month, for a maximum stipend award of \$60,000 for a twelve-month fellowship project. NEH Fellowships support advanced research in the humanities toward the production of articles, books, digital materials, archaeological site reports, translations, editions, or other scholarly resources in the humanities.

The program accepts applications from individual researchers, teachers, and writers to pursue full-time, continuous humanities research projects for a period of six to twelve months. All successful applicants will receive a \$5,000-a-month stipend—an increase of \$800 a month over previous years—for a minimum stipend of \$30,000 for a six-month project, and a maximum award of \$60,000 for a twelve-month research period. The increased stipend also applies to NEH-Mellon Fellowships for Digital Publication, a fellowship program sponsored jointly by NEH and The Andrew W. Mellon Foundation to support individual scholars pursuing interpretive research projects that require digital expression and digital publication.

NEH awards approximately 80 NEH Fellowships and 10 NEH-Mellon Fellowships for Digital Publication a year. Information regarding the application process for NEH Fellowships and the NEH-Mellon Fellowships for Digital Publication in the succeeding pages.

Jack Kent Cooke Foundation Invites Applications to Young Scholars Program

The Jack Kent Cooke Foundation is dedicated to advancing the education of exceptionally promising students who



have financial need. To that end, the foundation offers the largest educational scholarships in the U.S., comprehensive counseling, and other support services to students from middle school to graduate school.

As part of this mission, the Cooke Foundation is accepting applications from outstanding seventh-grade students with financial need for its annual Young Scholars Program. From eighth grade through their senior year of high school, Cooke Young Scholars are provided with a personal academic and college counselor, funding for academic and enrichment programs in the summer and during the school year, internship and study-abroad opportunities, and educational resources (including books and technology). In addition, Young Scholars often go on to receive Cooke College Scholarships worth up to \$40,000 a year.

Up to fifty students will be selected to begin the Young Scholars Program when they start eighth grade in September. To be eligible, applicants must have earned mostly As in school since sixth grade, with no grades of C in English, math, science, or social studies, and live and attend high school in the United States or one of its territories.

To be eligible, applicants must currently be in seventh grade; reside in and plan to attend high school in the U.S. or one of its territories; have earned mostly As (with no Cs in core academic subjects) during sixth and seventh grade; have a family adjusted gross income of less than \$95,000; and be willing to participate in multi-week residential summer programs, including two required Cooke scholar programs after eighth grade and their junior year of high school. For complete program guidelines, consult the program website at: <http://www.jkcf.org/>

Changes to the Research Foundation's Fringe Benefit Rates

The Research Foundation maintains its own fringe benefits program for its employees, which is comparable to those of other academic and non-profit institutions.

The cost of providing benefits to employees is included in grants as a direct charge. The actual cost of a benefits package will vary for each employee depending on whether they waive all or part of the benefits available to them. These rates will change from year to year. Please be mindful that effective February 2, 2018, the following changes will be in effect for all grant-sponsored activities during the 2017-18 academic year:



	38% (as of 7/1/17)
Full-time employees	Reduced to 36% (Effective 2/18/18)
	Reduced to 35% (Effective 7/1/18)
Part-time employees	9% (as of 7-1-17)
	Reduced to 8% (Effective 2/18/18)
Release Time Faculty	51% (remains unchanged)
	26% (as of 7/1/17)
Summer Salary	Increased to 28% (Effective 6-1-18)

Principal Investigators must factor these new rates when finalizing their budgets for the new fiscal year.

New Research Foundation Website



On Friday, December 1, 2017, RFCUNY previewed a fully functional redesigned website that improves access to the content and resources users need to accomplish their tasks. Effective Friday, March 23rd the RFCUNY’s old homepage will be decommissioned and replaced by the new website. Please note the new URL (<https://www.rfcuny.org/RFWwebsite2/>) and make sure it is bookmarked on your browser.

Research Foundation Releases New Contract Manager System



The CUNY Research Foundation unveiled its new (online) Contract Manager system, for submitting Independent Contractor Agreements (ICA), Memorandum of Understanding (MOU)

and subaward requests. The new system;

- Streamlines the review process and creates transparency with a real-time audit trail;

- Works as a repository to quickly store and make all required documentation available as well as a copy of the fully executed agreement;
- Seamlessly integrates with the e-Payment system to fulfill all aspects of the request. A contract, once fully executed, will be waiting in the e-Payment system for invoice details.

The Contract Manager home page provides links to illustrative videos that assist users in getting started. The new system will reduce the time needed to process an agreement and is an improvement over the paper system, which is being phased out effective March 1, 2018. If you have any questions, please feel free to contact the Sponsored Programs Office at your earliest convenience.

Researching Grant Opportunities



Two Search Engines Available to Faculty and Staff

The CUNY Research Foundation recently announces that it has purchased a full, CUNY-wide subscription of the funding opportunity database **GrantForward**. It is seen as a complementary service to RFCUNY’s longstanding Pivot license. Both systems can be used in tandem to as different research funding needs arise among faculty and staff.

GrantForward publishes easily understood ‘Welcome Guides’ for using the service as a researcher, providing comprehensive walk-throughs that explain core functionality and advanced features.

The Research Foundation’s Office has created three quick guides for CUNY researchers and administrators to choose Grant Forward or Pivot (or both); depending on the type of funding they want to explore. These can be easily posted to your Office websites, or disseminated to staff/faculty as desired.

New Awards

Award: \$ 1.3 Million

Sponsor: U.S. Department of Education

Department: BMCC Early Childhood Center

PI: Cecilia Scott Croff

The BMCC Early Childhood Center was awarded \$1.3 million by the U.S. Department of Education under the CCAMPIS (Childcare Access Means Parents in School) initiative. The grant will allow the center to provide a broad array of support services aimed at improving persistence, retention and graduation rates among low-income parents.



Nationally recognized as a model for on-campus childcare programs, the Early Childhood Center serves preschoolers seven days a week and children up to age 12 on the weekends. In addition to childcare, the center provides a varied program of educational and development activities, including music, art, dance and literacy. More than \$9.2 million in CCAMPIS grants were awarded to 58 colleges in 28 states this year. BMCC was one of only six grantees in New York State and one of only two within CUNY to receive CCAMPIS funding.

Award: \$95,160

Sponsor: New York State Education Department

Department: Educational Opportunity Center

PIs: Anthony Watson, Carmel Paleski and Tanya Brown

The Manhattan Educational Opportunity Center has received additional funding for their High School Equivalency Test Administration Program. Funds support the Center's computer and paper-



based testing, in English or Spanish, for students throughout NYC and upstate NY. Funding is intended to also support tutoring, pre-testing, prep classes and childcare referrals.

Award: \$5,619

Space Telescope Science

Sponsor: Institute/Association of Universities for Research in Astronomy/NASA

Department: Science

PI: Kathleen Ford

Prof. Saavik Ford, of the Science Department, received funding from the Space Telescope Science Institute/AURA titled "The Cluster Population of UGC 2885." In partnership with four other colleges including University of Alabama, University of Western Ontario, University of Toledo, and University of Louisville, the project proposes to conduct *"multi-wavelength observations of this galaxy to quantify the stellar cluster population in and around an extreme size and mass disk."*



Award: \$50,000

Sponsor: Capital One Foundation

Department: Office of Workforce Development and Continuing Education

PIs: Sunil Gupta, Jose Flores and Marina Abramov

A recent report by JP Morgan concluded that the current skills gap shortage in NYC is threatening not only the City's sustained



economic growth but severely limiting opportunities for advancement among struggling New Yorkers. There are at present, over a million middle-skill jobs in New York with the potential for career growth, and the opportunity for struggling families to achieve economic

security. BMCC's Office of Workforce Development and Continuing Education will develop and create an Information Technology (IT) training program that will form a career path for young adults and incumbent workers in occupations with the greatest projected growth through 2020. The Higher Education Real Opportunities (HERO) initiative is an integrated model based on best practices in workforce development, which will deliver middle-to-high skills training and college credit in occupational tracks that are in high demand (in this pilot Computer Network Support Specialist). A critical feature of the project involves the creation of a non-credit to credit CUNY-wide Apprenticeship Program in IT. A unique approach to address these sometimes-competing priorities is to create a Registered Apprenticeship (RA) Program, which will provide on-the-job training coupled with classroom instruction.

Funding Opportunities

Amgen Foundation: Science Education

Deadline: Open

Scope: The Amgen Foundation seeks to advance excellence in science education to inspire the next generation of innovators, and invest in strengthening communities. The Amgen Foundation carefully considers each grant application it receives, seeking out diverse organizations whose philosophies, objectives and approaches align with the Foundation goals and mission. The Foundation awards grants to local, regional, and international nonprofit organizations that are replicable, scalable and designed to have a lasting and meaningful effect in our communities. Grants should reflect Amgen's dedication to impacting lives in inspiring and innovative ways. Amgen Foundation grants range from \$10,000 to multi-million dollar commitments. The Amgen Foundation has established grant-making partnerships with qualified intermediary partners to manage donations to organizations chartered outside of the United States. Each year, the Foundation receives hundreds of grant proposals. While it is not possible for every organization to receive funding, those that are in alignment with the Foundation's guidelines and programmatic vision outlined below are given careful consideration. We welcome your ideas. The Science Education program is committed to raising the value of science literacy on a national and local level. The areas given priority consideration within science education are:

- Teacher quality and professional development in math and science: Comprehensive programs that enhance the quality of math and science teachers entering the classroom, and support teachers with meaningful professional-development opportunities that have a positive impact on student achievement.

- Pivotal hands-on science experience: Support programs that provide students and teachers with opportunities for hands-on, inquiry-based learning experiences that significantly impact students' excitement about science and scientific careers.

The Skaggs Foundation's focus is to fund programs that enhance civic engagement by supporting science and education based initiatives, environmental programs, social services, as well as culture and arts in an effort to strengthen and enrich communities.

Website: <http://www.amgen.com/responsibility/grants-and-giving/amgen-foundation-grants/amgen-foundation-grant-guidelines/>

Agency for Healthcare Research and Quality: Health Services Research Projects

Deadline: June 5, 2018

Scope: The Research Project Grant (R01) is an award made by AHRQ to an institution or organization to support a discrete, specified health services research project. The research plan proposed by the applicant must be related to the mission and portfolio priority research interests of AHRQ. The AHRQ mission is to produce evidence to make health care safer, higher quality, more accessible, equitable and affordable, and to work with HHS and other partners to make sure that the evidence is understood and used. Within the mission, AHRQ's specific priority areas of focus are: (a) Improve health care quality by accelerating implementation of Patient Centered Outcomes Research (PCOR); (b) Make health care safer; (c) Increase accessibility by evaluating expansions of insurance coverage; and (d) Improve health care affordability, efficiency and cost transparency. Eligibility: Applications may be submitted by: (a) a public or non-profit private institution, such as a university, college, or a faith-based or community-based organization; (b) a unit of local or State government; (c) an eligible agency of the Federal government; (d) an Indian/Native American Tribal Government or Tribally Designated Organization. Funding: The total costs (direct and indirect costs) awarded to a grant under this FOA will not exceed \$400,000 annually for the entire project period. The scope of the proposed project should determine the project period. The maximum period for an application submitted under this FOA is 5 years.

Website: <http://grants.nih.gov/grants/guide/pa-files/PA-14-291.html>

American Psychological Foundation: Alexander Gralnick Research Investigator Prize

Deadline: April 13, 2018

Scope: The \$20,000 grant supports exceptional individuals working in the area of serious mental illness, including but not limited to schizophrenia, bipolar disorder and paranoia (delusional disorder). The American Psychological Foundation provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come. The APF Alexander

Gralnick Research Investigator Prize recognizes exceptional individuals working in the area of serious mental illness, including but not limited to schizophrenia, bipolar disorder, and paranoia (delusional disorder). The prize was established to honor the late Alexander Gralnick, MD, and to reflect the breadth of his accomplishments and contributions in the field of serious mental illness. Dr. Gralnick was a Life Fellow of the American Psychiatric Association, and he received the American Psychiatric Association's Distinguished Service Award and the Service to the Mentally Ill Award of the World Association for Psychosocial Rehabilitation. The prize aims to carry on Dr. Gralnick's legacy by facilitating research by doctoral-level investigators in the area of serious mental illness. The project's goals are to:

- Encourage psychologists to assume a leadership role for psychology in the area of serious mental illness.
- Encourage the training of future psychologists to become leaders in this field.
- Advance understanding and treatment for those affected by such illnesses.

Nominees must have a doctoral degree and a record of significant research productivity in the area of mental illness and demonstrated research productivity in serious mental illness for a minimum of eight years. APF encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability and sexual orientation.

Website: <http://www.apa.org/apf/funding/gralnick.aspx>

American Psychological Foundation: High School Psychology Outreach Grants

Deadline: April 13, 2018

Scope: The purpose of these grants is to support innovative programs that support networking, professional development and educational outreach opportunities for high school psychology teachers and students. The following types of opportunities will be considered for funding: The development of regional or statewide networks of high school psychology teachers. Specifically, these grants are meant to support the development or continuation of regional or statewide teaching workshops or conferences for high school psychology teachers. Programs that bring together high school psychology teachers and students from at least three schools for a psychology fair, psychology bowl or other innovative opportunity. APF is particularly interested in proposals that could lead to the formation of a new network or program. However, APF will consider all funding requests to support regional or statewide networks for teachers (e.g., teaching workshops or conferences) or educational outreach opportunities for teachers and students (e.g., psychology fairs, psychology bowls). Previous APF High School Psychology Teacher Network awardees may apply for up to three years of funding to continue support of a local network.

Website: www.apa.org/apf/funding/psychology-teacher-network.aspx

American Psychological Foundation: Kenneth B. and Mamie P. Clark Fund

Deadline: June 15, 2018

Scope: The American Psychological Foundation is accepting applications for its Kenneth B. and Mamie P. Clark Fund. A single grant of \$10,000 will be awarded to an early-career psychologist whose research and demonstration activities promote the understanding of the relationship between self-identity and academic achievement, with an emphasis on children in grades K-8.

Applicants must be an early-career psychologist (no more than ten years postdoctoral) and have received IRB approval before funding can be awarded if human participants are involved.

Website: <http://www.apa.org/apf/funding/clark-fund.aspx>

American Psychological Foundation: Marian R. Stuart Grant

Deadline: July 1, 2018

Scope: The Marian R. Stuart Grant will further the research, practice, or education of an early career psychologist on the connection between mental and physical health, particularly for work that contributes to public health. Examples include but are not limited to research-based programs that teach medical doctors counseling skills; research-based programs on the effect of behavior on health; and research-based programs on psychologists' role in medical settings for the benefit of patients. Evaluation Criteria:

- Quality, viability and potential impact of the proposed project.
- Originality, innovation and contribution to the field.
- Applicant's demonstrated competence and capability to execute the proposed work.
- Allocation of resources and criticality of funding for execution of work (particularly if part of a larger funded effort).

Up to \$20,000 to further the research, practice, or education of an early career psychologist on the connection between mental and physical health, particularly for work that contributes to public health.

Website: <http://www.apa.org/apf/funding/stuart-grant.aspx>

American Psychological Foundation: Visionary Grants

Deadline: April 1, 2018

Scope: The APF Visionary Grants seek to seed innovation through supporting research, education and intervention projects and programs that use psychology to solve social problems in the following priority areas:

- Applying psychology to at-risk, vulnerable populations (e.g. serious mental illness, returning military, those who are incarcerated or economically disadvantaged),
- Preventing violence,
- Understanding the connection between behavior and health (e.g. wellness, diabetes, obesity),

- Understanding and eliminating stigma and prejudice (e.g. race, gender, sexual orientation, religion, age, disability and socioeconomic status).

Preference will be given to pilot projects that, if successful, would be strong candidates for support from major federal and foundation funding agencies, and demonstration projects that promise to generalize broadly to similar settings in other geographical areas and/or to other settings. Up to \$20,000 to seed innovation through supporting research, education, and intervention projects and programs. Applicants must be a graduate student or early career researcher and affiliated with a nonprofit charitable, educational or scientific institution.

Website: www.grantforward.com/sponsor/detail/american-psychological-foundation-232

Amateur Chamber Music Players Foundation: Chamber Music Workshops

Deadline: April 13, 2018 and September 1, 2018

Scope: Chamber music workshops for adult amateurs are a priority of ACMP. Grants are awarded to subsidize coaches' salaries, to reduce registration fees, and/or to allow for scholarships. Please note that this is a competitive grant. Ongoing support for workshops that have previously received funding is not guaranteed - each request is reviewed on its own merits. Please provide a detailed description of outreach and activities in the application, with particular attention to who will attend the workshop, how they are reached, and what they will accomplish by attending. ACMP requires grant recipients to submit a report, including a financial statement indicating how the grant was used. Awards are disbursed following receipt of this detailed account.

Website: www.grantforward.com/sponsor/detail/amateur-chamber-music-players-foundation-86

American Honda Foundation: Institutional Grants for Youth and Science Education

Deadline(s): August 1, 2018

Scope: The Foundation's mission is to help meet the needs of American society in the areas of youth and scientific education by awarding grants to nonprofits, while strategically assisting communities in deriving long-term benefits. The American Honda Foundation engages in grant making that reflects the basic tenets, beliefs and philosophies of Honda companies, which are characterized by the following qualities: imaginative, creative, youthful, forward-thinking, scientific, humanistic and innovative. The Foundation supports youth education with a specific focus on the STEM (science, technology, engineering and mathematics) subjects in addition to the environment. Grants range from \$20,000 to \$75,000 over one-year.

Website: www.honda.com/community/applying-for-a-grant

American Library Association: Diversity Research Grant

Deadline: April 13, 2018

Scope: About the Diversity Research Grant The ALA Office for Diversity, Literacy, and Outreach Services sponsors this grant program which began in 2002 to address critical gaps

in the knowledge of equity, diversity, and inclusion issues within library and information science. The Diversity Research Grant consists of a one-time \$2500 award to support a one-year original research project and complimentary registration for one conference in conjunction with a presentation of findings at ALA Annual Conference or the ALA Midwinter Meeting. This award is given out on an annual basis. Grants should not be sought for work leading toward the completion of a degree, thesis or dissertation. The principal investigator submitting a proposal must be a current member of the American Library Association, it is not required that all project personnel hold membership. If you are not presently a member of ALA but wish to submit a proposal please visit the Membership Website for more information on the benefits of joining ALA. You will be required to supply your membership ID number with your proposal.

Website: www.ala.org/awardsgrants/diversity-research-grant

American Nurses Foundation: Nursing Research Grants

Deadline: May 1, 2018

Scope: The purpose of the American Nurses Foundation (Foundation) Nursing Research Grants (NRG) Program is to encourage the research career development of all nurses. Each year, through the NRG Program, the Foundation provides funds to beginning and experienced nurse researchers to conduct studies that contribute toward the advancement of nursing science and the enhancement of patient outcomes. Awards are given in all areas of nursing, including healthy patient outcomes, health care policy development, critical care, gerontology, women's health, child health, community and family intervention, and leadership. Many past grant recipients have gone on to receive subsequent funding and expanded their programs of research based on findings from their Foundation funded

studies. **Eligibility:** In all award categories, the principal investigator must be a licensed registered nurse who has obtained at least one degree, either a baccalaureate degree or higher, in nursing. Beginning and experienced nurse researchers are encouraged to apply. However, it should be noted that some awards specify the level of researcher eligible to apply. Co-investigators may be non-nurses as long as the proposal is a nursing research project. Grants range from \$5,000 to \$30,000.

Website: www.anfonline.org/MainCategory/NursingResearchGrant.aspx

(CUNY) Community College Research Grant (C³RG)

Deadline: April 13, 2018

Scope: The Office of Research is committed to supporting research excellence at CUNY community colleges. Since 2006, the Community College Research Grant Program has funded collaborative, interdisciplinary, and undergraduate research projects resulting in faculty and student development. For the 2017-2018 competition, the program will accept proposals from faculty across all disciplines for awards of up to \$10,000. Proposals may be submitted by

individual faculty or collaborative teams. We encourage applications that involve undergraduate students.

Website: <http://www2.cuny.edu/research/faculty-resources/internal-funding/community-college-research-grant-program/>

(DoE) Science Undergraduate Laboratory Internships

Deadline: May 30, 2018

Scope: The Science Undergraduate Laboratory Internship (SULI) program encourages undergraduate students to pursue science, technology, engineering, and mathematics (STEM) careers by providing research experiences at the Department of Energy (DOE) laboratories. Selected students participate as interns appointed at one of 17 participating DOE laboratories/facilities. They perform research, under the guidance of laboratory staff scientists or engineers, on projects supporting the DOE mission. The SULI program is sponsored and managed by the DoE Office of Sciences, Office of Workforce Development for Teachers and Scientists (WDTs) in collaboration with the DOE laboratories/facilities. Applications for the SULI program are solicited annually for three separate internship terms. Internship appointments are 10 weeks in duration for the Summer Term (May through August) or 16 weeks in duration for the Fall (August through December) and Spring (January through May) Terms.

Website: <https://science.energy.gov/wdts/suli/>

Four Way Books: Levis Prize in Poetry

Deadline: March 31, 2018

Scope: A prize of \$1,000 and publication by Four Way Books is given annually to a U.S. poet for a poetry collection. The winner will also be invited to participate in a reading in New York City. Dorianne Laux will judge. Submit a poetry manuscript of 48 to 100 pages with a \$30 entry fee.

Website: <https://fourwaybooks.com/site/>

Fulbright Global Scholar Award: Research Awards

Deadline: August 1, 2018

Scope: Scholars may engage in collaborative research or combine teaching and research activities in their area of specialization. Activities may also include consulting on curriculum, program and faculty development and conducting workshops. Applicants with a teaching/research project may determine the percentage of the grant dedicated to each activity and should define this in the project proposal. The activities can be conducted in the same academic year or over the course of two consecutive years and may consist of one multi-country trip, two or three single country trips or two dual-country trips. In addition to being a prestigious academic exchange program, the Fulbright Program is designed to expand and strengthen relationships between the people of the United States and citizens of other nations and to promote international understanding and cooperation. To support this mission, Fulbright Scholars will be asked to give public talks, mentor students, and otherwise engage with the host community, in addition to their primary research or teaching activities. Monthly benefits will follow the rates for Core Fulbright U.S. Scholar grants in each proposed country.

Dependent benefits are not available under the Fulbright Global Scholar Award. Final grant amounts will be determined prior to the start of the 2018-19 academic year and are subject to the availability of congressionally appropriated funds.

Website: www.cies.org/program/fulbright-global-scholar-award

Fulbright Global Scholar Award: Teaching Awards

Deadline: August 1, 2018

Scope: The Fulbright Global Scholar Award allows U.S. academics and professionals to engage in multi-country, trans-regional projects. U.S. scholars will be able to propose research or combined teaching/research activity in two to three countries with flexible schedule options; trips can be conducted within one academic year or spread over two consecutive years. Scholars may engage in collaborative research or combine teaching and research activities in their area of specialization. Activities may also include consulting on curriculum, program and faculty development and conducting workshops. Applicants with a teaching/research project may determine the percentage of the grant dedicated to each activity and should define this in the project proposal. The activities can be conducted in the same academic year or over the course of two consecutive years and may consist of one multi-country trip, two or three single country trips or two dual-country trips. In addition to being a prestigious academic exchange program, the Fulbright Program is designed to expand and strengthen relationships between the people of the United States and citizens of other nations and to promote international understanding and cooperation. To support this mission, Fulbright Scholars will be asked to give public talks, mentor students, and otherwise engage with the host community, in addition to their primary research or teaching activities. Monthly benefits will follow the rates for Core Fulbright U.S. Scholar grants in each proposed country. Dependent benefits are not available under the Fulbright Global Scholar Award. Final grant amounts will be determined prior to the start of the 2018-19 academic year and are subject to the availability of congressionally appropriated funds.

Website: www.cies.org/program/fulbright-global-scholar-award

William T. Grant Foundation: Research Grants

Deadline: May 2, 2018 and August 1, 2018

Scope: The Foundation supports high-quality research that is relevant to policies and practices that affect the lives of young people ages 5 to 25 in the United States. Research is funded that increases the understanding of programs, policies, and practices that reduce inequality in youth outcomes, and research that identifies, builds, and tests strategies to improve the use of research evidence in ways that benefit youth. Eligibility: Nonprofit organizations. Funding: Research grants on reducing inequality typically range from \$100,000 to \$600,000 and cover two to three years of support. Improving the use of research evidence grants will range from \$100,000 to \$1,000,000 and cover two to four years of support. Officers' Research grants cover budgets up to \$50,000.

Website: <http://wtgrantfoundation.org/grants/research-grants>

Josiah Macy Jr. Foundation: Board Grants**Deadline:** Open**Scope:** The Josiah Macy Foundation is primarily focused on domestic health professional education. The foundation's funding priorities are:

- Improve education for the care of underserved populations, with an emphasis on primary care.
- Demonstrate or encourage inter-professional education and teamwork among healthcare professionals.
- Provide new curriculum content for health professional education, including patient safety, quality improvement, systems performance and professionalism.
- Develop new models for clinical education, including graduate medical education reform.
- Increase faculty skills in health professions education with a special emphasis on the career development of underrepresented minorities.

Board grants are generally one to three years in duration and are selected three times each year at its board meetings. Grants are made only to tax-exempt institutions or agencies no grants are made directly to individuals. The Foundation does not consider requests for general undesignated support, endowments, equipment, construction or renovation projects, capital campaigns and activities conducted outside the United States and its territories.

Website: <http://www.macyfoundation.org/apply>**W.M. Keck Foundation: Research Program****Deadline:** May 1, 2018 and August 15, 2018

Scope: The Research Program seeks to benefit humanity by supporting projects in two specific areas (1) medical research and (2) science and engineering, that are distinctive and novel in their approach, question the prevailing paradigm, or have the potential to break open new territory in their field. Past grants have been awarded to major universities, independent research institutions, and medical schools to support pioneering biological and physical science research and engineering, including the development of promising new technologies, instrumentation or methodologies. Historically, grants range from \$500,000 to \$5 million and are typically \$2 million or less. The average size and duration of grants varies by project and program area. Research grants range from \$500,000 to \$5 million, and are typically \$2 million or less. Undergraduate Education grants range from \$200,000 to \$1 million, but are typically under \$500,000. Duration of grants ranges from one to five years.

Website: <http://www.wmkeck.org/>**Samuel H. Kress Foundation: History of Art Grant****Deadline:** March 30, 2018

Scope: The History of Art program supports scholarly projects that will enhance the appreciation and understanding of European art and architecture. Grants are awarded to projects that create and disseminate specialized knowledge,

including archival projects, development and dissemination of scholarly databases, documentation projects, museum exhibitions and publications, photographic campaigns, scholarly catalogues and publications, and technical and scientific studies. Grants are also awarded for activities that permit art historians to share their expertise through international exchanges, professional meetings, conferences, symposia, consultations, the presentation of research, and other professional events.

Website: www.grantforward.com/sponsor/detail/samuel-h-kress-foundation-1883**Lilly Fellows: Regional Conferences or Workshops****Deadline:** September 15, 2018

Scope: Regional Collaboration and Conferences Grants represent a flexible category of programs that encourage examination of topics of special significance to faculty, administrators, and students at a particular institution or group of institutions, or matters of special intellectual concern to faculty and others in Christian higher education. The focus, character, and constituency of the conference, collaboration, or workshop may vary to suit the needs of the applicant, within the general guidelines listed above. Previous successful conferences, collaborations, and workshops have focused on issues facing schools in a particular region, topics of current debate among faculty at a particular school, student life issues, graduate student matters, various theological or denominational traditions in higher education, an array of topics in liberal and professional education, and issues of civic and public concern to the Christian intellectual community. Funding is available for up to two Regional Collaborations or Conferences taking place in the 2016-2017 academic year at \$12,500 each. It is expected that in many cases the host institution or group of institutions may also contribute to funding the conference. Institutions that have already received a grant in this category will not be eligible in the same category again for three years. Regional Conferences or Workshops represent a flexible category of programs, priority is given to applications that connect representatives from campuses within a particular geographical region.

Website: <http://www.lillyfellows.org/GrantsPrizes/RegionalConferences.aspx>**The Morris Family Foundation Grant****Deadline:** October 9, 2018 (Early applications encouraged).

Scope: The mission of the Morris Family Foundation is to support the growth of innovative, effective educational practices. We support education in its broadest definition; i.e., the transmission of information. We support projects centered on learners across the lifespan. Projects may take place in traditional school-based settings, or may take the form of vocational education, distance learning or the transmission of cultural information. We are particularly interested in supporting underserved populations and creative uses of technology. We envision a way for educators to free themselves from traditional funding streams, which are generally averse to risk. We seek to provide one-time seed

grants to innovative projects which may not otherwise get off the ground. Ideally, grantees will assist in building an infrastructure to support an ongoing project. The Foundation will assist grantees in securing future funding, if necessary. The Morris Family Foundation believes that a good idea + good people + good leadership leads to positive change. Grants to multiple organizations are often made in a single cycle. The most important consideration is that the size of your request is in line with the project you are proposing.

Website: <http://themorrisfamilyfoundation.com/process/>

National Academies of Science: NRC Research Associateship Programs

Deadline: May 1, 2018

Scope: The NRC Research Associateship Programs (RAP) promote excellence in scientific and technological research conducted by the U.S. government through the administration of programs offering graduate, postdoctoral, and senior level research opportunities at sponsoring federal laboratories and affiliated institutions. In the NRC Research Associateship Programs, prospective applicants select a research project or projects from among a large group of Research Opportunities available through this website. Prior to completing an application, prospective applicants should contact the Research Adviser listed with the selected Research Opportunity(ies) to assure that funding will be available if the application is recommended by NRC Research Associateship Programs panels. Once a host laboratory and Research Adviser are identified, an application is submitted through the NRC Research Associateship Programs online application system. Reviews are conducted four times each year, and review results are available to applicants six to eight weeks following the application deadline. Prospective applicants should carefully read the details and eligibility of the program to which they are applying. Some laboratories have citizenship restrictions (open only to U.S. citizens and permanent residents), and some laboratories have Research Opportunities that are not open to senior applicants. When searching for Research Opportunities, applicants may limit their search to only those laboratories which match their eligibility criteria. Applicants should note application deadlines, as not all laboratories participate in all reviews.

Website: http://sites.nationalacademies.org/PGA/RAP/PGA_183445

National Hispanic Business Group: Education Fund

Deadline:

Scope: The National Hispanic Business Group (NHBG) strongly believes in the idea of providing young adults with an opportunity to achieve personal fulfillment and success through higher education. Through its Education Fund, the NHBG encourages and motivates students interested in attending college in pursuit of a business degrees. Since its inception in 1993, the Education Fund has provided over a quarter of a million in scholarships to assist Hispanic college students complete their education. With over a third of the Hispanic population in the U.S. less than 18 years of age,

helping to provide opportunities to young adults interested in achieving a higher education is a critical component for shaping the next generation of business and community leaders. Through our Education Fund, the NHBG gives back to the community by providing financial assistance to Hispanic students enrolled in an accredited College or University on a full time basis and in pursuit of an undergraduate business degree. To be eligible to apply for the NHBG scholarship a student must meet the following criteria:

- Be of Hispanic-Latino heritage.
- Be a U.S. citizen or a permanent U.S. resident.
- Live within the Tri-State Region.
- Attend an accredited college/university on a full-time basis.
- Have a minimum grade point average of 3.0 on a 4.0.
- Have a demonstrated need for financial assistance

Website: <http://www.nhbg.org/education-fund/>

(NEA) Challenge America

Deadline: April 12, 2018.

Scope: The National Endowment for the Arts seeks applications for the Challenge America announcement to offer support primarily to small and mid-sized organizations for projects that extend the reach of the arts to underserved populations—those whose opportunities to experience the arts are limited by geography, ethnicity, economics or disability. Funds: \$10,000 per award. A 1:1 match is required. Eligibility: Nonprofit organizations and state, local and Native American tribal governments. Areas: NEA said the involvement of experienced artists and arts professionals is essential. Grants are available only for the Guest Artist project type, which refers to an arts event or events that will feature one or more guest artists. The guest artist is engaged specifically for the proposed project and is not considered a resident artist, regular company member or individual currently serving on the artistic staff of the organization.

Website: <https://research.usc.edu/challenge-america/>

(NEH) Faculty at Hispanic-Serving Institutions

Deadline: April 11, 2018

Scope: PLEASE NOTE: Updated guidelines will be posted on the NEH website at least two months in advanced of the deadline. This program supports individual faculty or staff members at Hispanic-Serving Institutions pursuing research of value to humanities scholars, students, or general audiences. Awards are designed to be flexible, allowing applicants to define the audience, type of research, award periods, and administrative arrangements that best fit their projects. Awards can be used for a wide range of projects that are based on humanities research. Eligible projects include pursuing research in primary and secondary materials and producing articles, monographs, books, digital materials, archaeological site reports, translations, editions, or other scholarly resources; conducting basic research leading to the improvement of an existing undergraduate course; or

conducting basic research related to the goals and interests of the institution. Common to all applications, regardless of their outcome, must be humanities research supporting the goals of the project.

Website: www.neh.gov/grants/research/awards-faculty-hispanic-serving-institutions

(NEH) Humanities Initiatives at Community Colleges

Deadline: June 26, 2018

Scope: PLEASE NOTE: Updated guidelines will be posted on the NEH website at least two months in advanced of the deadline. The humanities can play a vital role at community colleges by expanding students' intellectual horizons and by increasing their capacity to read, write, and think analytically. By effecting these changes, the humanities can help prepare students for careers and for lives as engaged citizens.

Humanities Initiatives at Community Colleges support community colleges' commitment to educating students on a variety of educational and career paths. The program funds curricular and faculty development projects that help strengthen humanities programs and/or incorporate humanistic approaches in fields outside the humanities.

Each project must be organized around a core topic or set of themes, drawn from subjects such as history, philosophy, and literature. Each project must also incorporate a broader institutional vision for the humanities at a community college. NEH Humanities Initiatives may:

- develop bridge programs for at-risk and nontraditional students;
- integrate substantial humanities content or texts in required or developmental courses that focus on close reading, analytical writing, and/or effective speaking;
- support new humanities programs (which may include but are not limited to new humanities minors, first-year seminars, and capstone courses) and enhance existing ones;
- infuse humanistic learning into professional training (in such fields as business, law, engineering, technology, hospitality, and nursing and medicine);
- create or improve curricular pathways towards graduation and/or transfer to four-year institutions;
- create opportunities for faculty members to study together, in order to improve their capacity to teach the humanities; and
- support collaborative projects in the humanities between the applicant institution and another institution, such as a college or university, a school or school system, a museum or library, or a historical or cultural society.

Applicants are encouraged to draw on the knowledge of outside scholars who would contribute expertise and fresh insights to the project.

Website: www.neh.gov/grants/education/humanities-initiatives-community-colleges

(NEH) Mellon Fellowships for Digital Publication

Deadline: April 11, 2018

Scope: Through NEH-Mellon Fellowships for Digital Publication, the National Endowment for the Humanities and The Andrew W. Mellon Foundation jointly support individual scholars pursuing interpretive research projects that require digital expression and digital publication. To be eligible for this special opportunity, an applicant's plans for digital publication must be essential to the project's research goals. That is, the project must be conceived as digital because the nature of the research and the topics being addressed demand presentation beyond traditional print publication. Successful projects will likely incorporate visual, audio, and/or other multimedia materials or flexible reading pathways that could not be included in traditionally published books, as well as an active distribution plan. All projects must be interpretive. That is, projects must advance a scholarly argument through digital means and tools. Stand-alone databases and other projects that lack an interpretive argument are not eligible. Applications submitted for this special opportunity will be evaluated separately from other NEH Fellowships applications, but, like applications submitted to the NEH Fellowships program, will be held to the highest standards of scholarship. Applicants interested in conducting research and writing leading to traditional print or e-reader publications should apply to the NEH Fellowships program.

In its first two competitions the NEH-Mellon Fellowships for Digital Publications program received an average of 86 applications per year. The program made an average of eight awards per year, for a funding ratio of 9 percent. The number of applications to an NEH grant program can vary widely from year to year, as can the funding ratio. Information about the average number of applications and awards in recent competitions is meant only to provide historical context for the current competition.

Website: <https://www.neh.gov/grants/research/fellowships>.

New York Community Trust: Education Program Grant

Deadline: May 2, 2018

Scope: To ensure New York City's public schools prepare students for success in college and the workforce, and for participating in public life as creative and responsible citizens, the Trust supports projects that:

- Build and mobilize public will for greater equity and quality in the school system through policy research, education advocacy, and grassroots organizing,
- Increase accountability and transparency of schools and the school system to parents and students in low-income communities of color and immigrant communities,
- Expand innovative strategies for improving middle and high schools in the areas of principal instructional leadership, positive school cultures, and student leadership and academic supports

Please note: Because our focus is on system-wide improvement, The Trust DOES NOT fund individual public or private schools, charter schools, or programs that involve

limited numbers of students. Its grants usually range from \$5,000 to \$200,000; an average grant is around \$80,000.

Website: <http://www.nycommunitytrust.org/GrantSeekers/GuidelinesforGrantSeekers/tabid/1008/Default.aspx#2782199-education>

New York Community Trust: Community Development Grant

Deadline: May 2, 2018

Scope: To build and sustain strong communities and create economic opportunities for residents of low-income neighborhoods. We support a mix of citywide and local community development activities as well as citywide technical assistance, policy research, and advocacy. We will give priority to projects that promote community participation. Grants are made to projects that:

- Preserve affordable housing in low-income neighborhoods
- Promote strategies for job creation and linking low-income residents to jobs.
- Develop new sources of capital and innovative community development tools.
- Enhance the capacity of community development organizations to function effectively.
- Monitor and document the effects of community and economic development policies on poor communities.

The Trust grants usually range from \$5,000 to \$200,000; an average grant is around \$80,000. Often, a grant from The Trust cannot fully support a project, so they will want to know where the rest of the money will come from.

Website: <http://www.nycommunitytrust.org/GrantSeekers/GuidelinesforGrantSeekers/tabid/1008/Default.aspx#2782199-education>

(NIH) Academic Research Enhancement Awards (AREA)

Deadline: June 25, 2018 and October 25, 2018

Scope: The objectives of the AREA program are to provide support for meritorious research, to strengthen the research environment of schools that have not been major recipients of NIH support, and to expose available undergraduate and/or graduate students in such environments to meritorious research. The AREA program will enable qualified scientists to receive support for small-scale research projects. Eligibility: Institutions of higher education. Funding: Applicants may request up to \$300,000 in direct costs for the entire project period of up to 3 years.

Website: <https://grants.nih.gov/grants/guide/pa-files/PA-18-504.html>

(NIH) Research Career Development Program

Deadline: September 7, 2018

Scope: The overall goal of the NIH Research Career Development program is to help ensure that a diverse pool of highly trained scientists is available in appropriate scientific disciplines to address the Nation's biomedical, behavioral, and clinical research needs. In addition to this opportunity,

NIH Institutes and Centers (ICs) support a variety of other mentored career development programs designed to foster the transition of new investigators to research independence. These other programs may be more suitable for particular candidates. NIH also supports non-mentored career development programs for independent investigators. More information about Career programs may be found at the NIH Extramural Training Mechanisms website. The objectives of the NIH Academic Leadership Career Award (K07) are to increase the pool of individuals with academic and research expertise in a specific area of biomedical research and to enhance the educational or research capacity at the grantee institution. The K 07 Leadership Award: provides support for senior investigators who are interested in improving the curricula and enhancing the health-related research capacity within an academic institution. Candidates for K07 awards from the National Institute on Aging (NIA) must have (1) acknowledged scientific expertise and leadership skills and (2) sufficient research or clinical training or teaching experience in aging and geriatric research to implement a program to advance a field of aging research within the sponsoring institution. This project does not require cost sharing as defined in the NIH Grants Policy Statement, with the average award at \$125,000. In addition to paying 25% to 50% of the Academic Leader's salary, the funds may be used to provide pilot funding for research by junior faculty, curriculum development in the area of aging being expanded, travel of junior faculty to other sites to learn techniques or to develop collaborations, guest faculty to work with the junior faculty on particular research skills or for any additional activity that helps build the research area at the institution. It is strongly recommended that prospective applicants contact the NIA Training Officer early in the planning phase of application preparation to discuss research areas of interest and award provisions. Such contact will help ensure that applications are appropriate for assignment to the National Institute on Aging.

Website: <https://www.nia.nih.gov/research/grants-funding/k07-nia-academic-leadership-career-award>.

(NIH) Typical and Atypical Patterns of Language and Literacy in Dual Language Learners

Deadline: June 5, 2018

Scope: The National Institute on Deafness and Other Communication Disorders (NIDCD) and the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) seek (R01) research project grant applications for the Typical and Atypical Patterns of Language and Literacy in Dual Language Learners announcement to inform our understanding of the typical and atypical patterns of language and literacy development of dual language learners (DLLs) in the United States. The number of awards depends on appropriations and the submission of a sufficient number of quality applications. The maximum project period is five years. NIDCD/NICHD said examples of potential applications include but are not limited to: identification of appropriate comparison groups for dual-language learners;

markers of language disorders that apply across diverse language learning contexts; patterns of language development affected by modality (e.g., sign, print); methods of differentiating typical and atypical (impaired) language and literacy in DLLs; and relationship of divergent patterns of dual-language acquisition (e.g., language loss, attrition and incomplete acquisition) to language and literacy outcomes.

Website: <https://grants.nih.gov/grants/guide/pa-files/PA-18-328.html>

NIH: Youth Violence Prevention Interventions that Incorporate Racism/Discrimination Prevention

Deadline: April 25, 2018 (letter of intent) and May 25, 2018 (proposal submission)

Scope: The purpose of this initiative is to support research to develop and test youth violence prevention interventions that incorporate R/D prevention strategies for one or more health disparity populations in the US. NIH-designated health disparity populations include Blacks/African Americans, Hispanics/Latinos, American Indians/Alaska Natives, Asians, Native Hawaiians and Other Pacific Islanders, socioeconomically disadvantaged populations, underserved rural populations, and sexual and gender minorities. The target age range includes middle school to high school-aged youth, corresponding to an approximate age range of 11 to 18. Research under this initiative may involve examination of (a) the combination of existing violence prevention and R/D prevention interventions, (b) the addition of newly developed R/D prevention elements into existing violence prevention interventions, or (c) the development of new, fully integrated violence and R/D prevention interventions. Relevant pilot data are required, but it is not expected that all intervention elements will have been pilot tested as an integrated intervention. R/D prevention components are expected to reduce the incidence, frequency, or intensity of interpersonal R/D and/or structural R/D. R/D may be related to race/ethnicity and/or other statuses among youth from health disparity populations, such as gender, sexual/gender minority status, disability status, social class, religion, national origin, immigration status, limited English proficiency, or physical characteristics. Projects are expected to use an approach that encompasses multiple domains (e.g., biological, behavioral, socio-cultural, environmental, physical environment, or health system) and multiple levels (e.g., individual, interpersonal, community, societal) to address youth violence Interventions may be delivered in any variety of settings, such as schools, hospitals, community organizations, faith-based organizations, or juvenile justice settings. It is expected that projects will involve collaborations from a variety of relevant organizations or groups, including but not limited to academic institutions, health service providers and systems, state and local public health agencies, school systems, school-based student or parent associations, community-based organizations, and faith-based organizations. It is also expected the interventions developed will have potential for sustainability in the intervention setting after the project is over as well as scalability to be implemented in other settings.

Projects should include outcome measures of actual violent behavior at the individual, setting, or community level. Outcomes that are limited only to changes in attitudes or behavioral intentions are not sufficient. Specific Areas of Research Interest Violence prevention targets of interest include but are not limited to the following: - fighting, bullying, and other school-based violence - electronic aggression - dating violence (including physical and sexual violence) - family violence - violent behavior in juvenile justice settings R/D prevention targets of interest include but are not limited to the following: - hate crimes, - teacher/classroom practices - school disciplinary practices - law enforcement practices - criminal justice practices - behavior of neighborhood businesses and services - local media messages.

Website: <https://grants.nih.gov/grants/guide/rfa-files/RFA-MD-18-005.html>

(NIJ) Research and Evaluation on Violence Against Women

Deadline: April 12, 2018

Scope: NIJ seeks to fund multiple projects on criminal justice responses across major violence against women content areas including intimate partner and dating violence, sexual violence, stalking, and violence against American Indians and Alaska Natives. Although proposals broadly related to violence against women topics are acceptable under this solicitation, NIJ has outlined the following priority areas:

- Investigation and/or prosecution of the crimes of intimate partner violence, teen dating violence, sexual violence, or stalking pertaining to case flow and attrition, decision-making, training, case management, and coordination with criminal justice systems and community-based entities;
- Programs or interventions aimed at enhancing law enforcement, prosecutorial, or judicial responses to intimate partner violence, teen dating violence, sexual violence, or stalking; and/or programs or interventions aimed at enhancing victim engagement with the criminal justice system;
- Research and evaluation of policies, procedures, protocols, trainings, or interventions that address officer safety when responding to domestic violence/intimate partner violence calls and incidents;
- Use of technology including digital devices/evidence in the investigation, prosecution, and/or court-based decision-making, including offender management, pertaining to the crimes of intimate partner violence, teen dating violence, sexual violence, or stalking.

Website: www.nij.gov/funding/Documents/solicitations/NIJ-2018-13702.pdf

(NINR) Obesity/Asthma: Awareness & Self-Management

Deadline: June 5, 2018

Scope: The National Institute of Nursing Research seeks (R01) research project grant applications for the Obesity and Asthma: Awareness and Self-Management announcement to

encourage research that examines the relationship between asthma, obesity and self-management. Funds: The number of awards depends on appropriations and the submission of a sufficient number of quality applications. The maximum project period is five years. Eligibility: Colleges and Universities; for-profit organizations, including small businesses; nonprofit organizations; state, local, special district and Native American tribal governments; and independent school districts; among others. Areas: NINR said examples of approaches include but are not limited to the following: test interventions that promote health behaviors for individuals with chronic conditions especially when other family also have chronic conditions and are at risk of exacerbation of their illness; identifying novel technologies or other approaches for individuals, families and communities to use that promote health behaviors and accessing /imparting/acting on health information and self-management; and determining and testing effective methods for dissemination of interventions into practice and methods to sustain these interventions in the community.

Website: <https://grants.nih.gov/grants/guide/pa-files/PA-18-379.html>

(NSF) Cognitive Neuroscience (CogNeuro)

Deadline: August 13, 2018

Scope: The National Science Foundation announces the area of Cognitive Neuroscience within the Division of Behavioral and Cognitive Sciences in the Directorate for Social, Behavioral, and Economic Sciences. Cognitive neuroscience is an interdisciplinary field of research to understand the neural basis of human cognition. The cognitive neuroscience program therefore seeks to fund highly innovative proposals that employ brain-based measurements in order to advance our understanding of the neural systems that mediate cognitive processes. Human cognitive science encompasses a wide range of topics, including attention, learning, memory, decision-making, language, social cognition, and emotions. Proposals will be considered that investigate a particular cognitive process using human brain data. The Cognitive Neuroscience Program seeks highly innovative proposals aimed at advancing a rigorous understanding of the neural mechanisms of human cognition. Central research topics for consideration by the program include attention, learning, memory, decision-making, language, social cognition, and emotions. Proposals with animal models are appropriate only if they include a comparative element with human subjects. Proposals focused on behavioral, clinical or molecular mechanisms will not be considered for this program. Additionally, proposals directed at understanding low-level sensorimotor processes or restricted to model-based simulations of neural data will not be considered, unless they are embedded in a cognitive question related to one of the central research topics listed above. Investigators are highly encouraged to contact the program director before submitting a proposal regarding the appropriateness of their project for the Cognitive Neuroscience Program. Currently, the average

award size is \$175K per year (including both direct and indirect costs) and the average duration is 3 years. Declined proposals are ineligible for resubmission until a minimum of one year has passed since their initial submission. This moratorium allows investigators the time required to digest the results of the merit review and revise their proposal accordingly.

Website: https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5316

(NSF) Cultivating Cultures for Ethical Stem

Deadline: April 17, 2018

Scope: Cultivating Cultures for Ethical STEM (CCE STEM) funds research projects that identify (1) factors that are effective in the formation of ethical STEM researchers and (2) approaches to developing those factors in all the fields of science and engineering that NSF supports. CCE STEM solicits proposals for research that explores the following: 'What constitutes responsible conduct for research (RCR), and which cultural and institutional contexts promote ethical STEM research and practice and why?' Factors one might consider include: honor codes, professional ethics codes and licensing requirements, an ethic of service and/or service learning, life-long learning requirements, curricula or memberships in organizations (e.g. Engineers without Borders) that stress responsible conduct for research, institutions that serve under-represented groups, institutions where academic and research integrity are cultivated at multiple levels, institutions that cultivate ethics across the curriculum, or programs that promote group work, or do not grade. Do certain labs have a 'culture of academic integrity'? What practices contribute to the establishment and maintenance of ethical cultures and how these practices can be transferred, extended to, and integrated into other research and learning settings. Funding: \$3,150,000 for 6-8 awards. The maximum amount for 5-year awards is \$600,000 and the maximum amount for 3-year awards is \$400,000 (including indirect costs).

Website: www.nsf.gov/funding/pgm_summ.jsp?pims_id=505027NSF-DOC

(NSF) Advancing Informal STEM Learning (AISL)

Deadline: November 7, 2018

Scope: The Advancing Informal STEM Learning (AISL) program seeks to advance new approaches to and evidence-based understanding of the design and development of STEM learning opportunities for the public in informal environments; provide multiple pathways for broadening access to and engagement in STEM learning experiences; advance innovative research on and assessment of STEM learning in informal environments; and engage the public of all ages in learning STEM. The program supports six types of projects: (1) Pilots and Feasibility Studies, (2) Research in Service to Practice, (3) Innovations in Development, (4) Broad Implementation, (5) Literature Reviews, and (6) Conferences.

Website: www.nsf.gov/funding/pgm_summ.jsp?pims_id=504793

(NSF) Algebra and Number Theory Programs

Deadline: October 12, 2018

Scope: The Algebra and Number Theory program supports research in algebra, algebraic and arithmetic geometry, number theory, and representation theory. Principal Investigators should carefully read the program solicitation "Conferences and Workshops in the Mathematical Sciences" (link below) to obtain important information regarding the substance of proposals for conferences, workshops, summer/winter schools, and similar activities. For conference proposals with budgets not exceeding \$50,000, which in accordance with NSF policy can be reviewed internally at NSF, the following target dates are in effect: For an event that will take place at some time prior to October 1 during a given year, the proposal should be submitted in October of the previous year. For an event that will occur in the period October 1 through December 31 of a given year, the proposal should be submitted in May of that year. A conference proposal with a budget exceeding \$50,000 should be submitted seven months before the event is scheduled to take place for external review.

Website: www.nsf.gov/funding/pgm_summ.jsp?pims_id=5431

(NSF) Computer Science for All: Researcher Practitioner Partnerships

Deadline: May 9, 2018

Scope: This program aims to provide all U.S. students the opportunity to participate in computer science (CS) and computational thinking (CT) education in their schools at the preK-12 levels. With this solicitation, the National Science Foundation (NSF) focuses on researcher-practitioner partnerships (RPPs) that foster the research and development needed to bring CS and CT to all schools. Specifically, this solicitation aims to provide high school teachers with the preparation, professional development (PD) and ongoing support that they need to teach rigorous computer science courses; preK-8 teachers with the instructional materials and preparation they need to integrate CS and CT into their teaching; and schools and districts the resources needed to define and evaluate multi-grade pathways in CS and CT.

Website: www.nsf.gov/pubs/2018/nsf18537/nsf18537.htm

(NSF) Core Research

Deadline: September 13, 2018

Scope: The EHR Core Research (ECR) program of fundamental research in STEM education provides funding in critical research areas that are essential, broad and enduring. EHR seeks proposals that will help synthesize, build and/or expand research foundations in the following focal areas: STEM learning, STEM learning environments, STEM workforce development, and broadening participation in STEM. The ECR program is distinguished by its emphasis on

the accumulation of robust evidence to inform efforts to (a) understand, (b) build theory to explain, and (c) suggest interventions (and innovations) to address persistent challenges in STEM interest, education, learning, and participation. The program supports advances in fundamental research on STEM learning and education by fostering efforts to develop foundational knowledge in STEM learning and learning contexts, both formal and informal, from childhood through adulthood, for all groups, and from the earliest developmental stages of life through participation in the workforce, resulting in increased public understanding of science and engineering. The ECR program will fund fundamental research on: human learning in STEM; learning in STEM learning environments, workforce development, and research on broadening participation in STEM.

Website: www.nsf.gov/funding/pgm_summ.jsp?pims_id=503214

(NSF) Cultivating Cultures for Ethical STEM

Deadline: April 17, 2018 and February 22, 2019

Scope: Cultivating Cultures for Ethical STEM (CCE STEM) funds research projects that identify (1) factors that are effective in the formation of ethical STEM researchers and (2) approaches to developing those factors in all the fields of science and engineering that NSF supports. CCE STEM solicits proposals for research that explores the following: 'What constitutes responsible conduct for research (RCR), and which cultural and institutional contexts promote ethical STEM research and practice and why?' Factors one might consider include: honor codes, professional ethics codes and licensing requirements, an ethic of service and/or service learning, life-long learning requirements, curricula or memberships in organizations that stress responsible conduct for research, institutions that serve under-represented groups, institutions where academic and research integrity are cultivated at multiple levels, institutions that cultivate ethics across the curriculum, or programs that promote group work, or do not grade. Do certain labs have a 'culture of academic integrity'?

Successful proposals typically have a comparative dimension, either between or within institutional settings that differ along these or among other factors, and they specify plans for developing interventions that promote the effectiveness of identified factors. CCE STEM research projects will use basic research to produce knowledge about what constitutes or promotes responsible or irresponsible conduct of research, and how to best instill students with this knowledge. In some cases, projects will include the development of interventions to ensure responsible research conduct.

Proposals for awards from minority-serving institutions, women's colleges, and institutions primarily serving persons with disabilities are strongly encouraged. Proposals including international collaborations are encouraged when those efforts enhance the merit of the proposed work by incorporating unique resources, expertise, facilities or sites of

international partners. The U.S. team's international counterparts generally should have support or obtain funding through other sources.

Website: www.nsf.gov/funding/pgm_summ.jsp?pims_id=505027

(NSF) Developmental Sciences

Deadline: July 16, 2018

Scope: The Developmental Sciences project supports basic research that increases our understanding of cognitive, linguistic, social, cultural, and biological processes related to human development across the lifespan. Research supported by this program will add to our knowledge of the underlying developmental processes that support social, cognitive, and behavioral functioning, thereby illuminating ways for individuals to live productive lives as members of society. DS supports research that addresses developmental processes within the domains of cognitive, social, emotional, and motor development across the lifespan by working with any appropriate populations for the topics of interest including infants, children, adolescents, adults, and non-human animals. The program also supports research-investigating factors that affect developmental change including family, peers, school, community, culture, media, physical, genetic, and epigenetic influences. Additional priorities include research that: incorporates multidisciplinary, multi-method, microgenetic, and longitudinal approaches; develops new methods, models, and theories for studying development; includes participants from a range of ethnicities, socioeconomic backgrounds, and cultures; and integrates different processes (e.g., memory, emotion, perception, cognition), levels of analysis (e.g., behavioral, social, neural), and time scales. The budgets and durations of supported projects vary widely and are greatly influenced by the nature of the project. Investigators should focus on innovative, potentially transformative research plans and then develop a budget to support those activities, rather than starting with a budget number and working up to that value. While there are no specific rules about budget limitations, a typical project funded through the DS program is approximately 3 years in duration with a total budget, including both direct and indirect costs, between \$100,000 and \$200,000 per year. Applicants are urged to explore the NSF awards database for the DS program to review examples of awards that have been made. The DS program also accepts proposals for workshops and small conferences. These typically have total budgets, including direct and indirect costs, of approximately \$35,000. In addition to consulting the NSF awards database, it is often useful for interested applicants to submit a one-page summary page so the Program Director can advise the investigator on the fit of the project for DS prior to preparation of a full proposal. New Investigators are encouraged to solicit assistance in the preparation of their proposals via consultation with senior researchers in their area.

Website: https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=8671

(NSF) Discovery Research PreK-12 Program

Deadline: November 14, 2018

Scope: The Discovery Research PreK-12 program (DRK-12) seeks to significantly enhance the learning and teaching of science, technology, engineering, mathematics and computer science (STEM) by preK-12 students and teachers, through research and development of STEM education innovations and approaches. Projects in the DRK-12 program build on fundamental research in STEM education and prior research and development efforts that provide theoretical and empirical justification for proposed projects. Projects should result in research-informed and field-tested outcomes and products that inform teaching and learning. Teachers and students who participate in DRK-12 studies are expected to enhance their understanding and use of STEM content, practices and skills. The DRK-12 program invites proposals that address immediate challenges that are facing preK-12 STEM education as well as those that anticipate radically different structures and functions of preK-12 teaching and learning. The DRK-12 program has three major research and development strands: (1) Assessment; (2) Learning; and (3) Teaching. The program recognizes the synergy among the three strands and that there is some overlap and interdependence among them. However, proposals should identify a clear focus of the proposed research efforts (i.e., assessment, learning, or teaching) consistent with the proposal's main objectives and research questions. The program supports six types of projects: (1) Exploratory, (2) Design and Development, (3) Impact, (4) Implementation and Improvement, (5) Syntheses, and (6) Conferences. All six types of projects apply the three DRK-12 program strands.

Website: www.nsf.gov/funding/pgm_summ.jsp?pims_id=500047

(NSF) Economics

Deadline: August 20, 2018

Scope: 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. The Economics program welcomes proposals for individual or multi-investigator research projects, doctoral dissertation improvement awards, conferences, symposia, experimental research, data collection and dissemination, computer equipment and other instrumentation, and research experience for undergraduates. The program places a high priority on interdisciplinary research. Investigators are encouraged to submit proposals of joint interest to the Economics Program and other NSF programs and NSF initiative areas. The program places a high priority on

broadening participation and encourages proposals from junior faculty, women, other underrepresented minorities, Research Undergraduate Institutions, and EPSCoR states. The program also funds conferences and interdisciplinary research that strengthens links among economic, the other social sciences as well as math and statistics.

Website: www.nsf.gov/funding/pgm_summ.jsp?pims_id=5437

(NSF) Faculty Early Career Development Program

Deadline: July 18, 2018

Scope: The Faculty Early Career Development (CAREER) Program is a Foundation-wide activity that offers the National Science Foundation's most prestigious awards in support of early-career faculty who have the potential to serve as academic role models in research and education and to lead advances in the mission of their department or organization. Activities pursued by early-career faculty should build a firm foundation for a lifetime of leadership in integrating education and research. NSF encourages submission of CAREER proposals from early-career faculty at all CAREER-eligible organizations and especially encourages women, members of underrepresented minority groups, and persons with disabilities to apply. Each year NSF selects nominees for the Presidential Early Career Awards for Scientists and Engineers (PECASE) from among the most meritorious recent CAREER awardees. Selection for this award is based on two important criteria: 1) innovative research at the frontiers of science and technology that is relevant to the mission of NSF, and 2) community service demonstrated through scientific leadership, education, or community outreach. These awards foster innovative developments in science and technology, increase awareness of careers in science and engineering, give recognition to the scientific missions of the participating agencies, enhance connections between fundamental research and national goals, and highlight the importance of science and technology for the Nation's future. Individuals cannot apply for PECASE. These awards are initiated by the participating federal agencies. At NSF, up to twenty nominees for this award are selected each year from among the PECASE-eligible CAREER awardees most likely to become the leaders of academic research and education in the twenty-first century. The White House Office of Science and Technology Policy makes the final selection and announcement of the awardees.

Website: www.nsf.gov/funding/pgm_summ.jsp?pims_id=503214

(NSF) Innovative Technology Experiences for Students and Teachers (ITEST)

Deadline: August 8, 2018

Scope: As the nation continues to expand the horizon of opportunities and possibilities through advances in science, technology, engineering and mathematics (STEM), the need for a more diverse and well-prepared STEM workforce is also expanding [1]. The challenge of preparing citizens for the expanding workforce and the changing workplace

environments calls for new innovations in STEM education [2]. ITEST is a research and development program that supports projects to promote PreK-12 student interests and capacities to participate in the STEM and information and communications technology (ICT) workforce of the future. The ITEST program supports research on the design, development, implementation, and selective spread of innovative strategies for engaging students in technology-rich experiences that: (1) increase student awareness of STEM occupations; (2) motivate students to pursue appropriate education pathways to STEM occupations; or (3) develop disciplinary-based knowledge and practices, or promote critical thinking, reasoning skills, or communication skills needed for entering STEM workforce sectors. ITEST projects may adopt an interdisciplinary focus that includes multiple STEM disciplines, focus on a single discipline, or focus on one or more sub-disciplines. The ITEST program supports projects that provide evidence for factors, instructional designs, and practices in formal and informal learning environments that broaden participation of students from underrepresented groups in STEM fields and related education and workforce domains. Projects that actively engage business and industry partners to ensure that PreK-12 experiences foster the knowledge and skill-sets needed for emerging STEM occupations are strongly encouraged.

Website: www.nsf.gov/funding/pgm_summ.jsp?pims_id=5467

(NSF) International Research Experiences for Students

Deadline: September 11, 2018

Scope: The International Research Experiences for Students (IRES) program supports international research and research-related activities for U.S. science and engineering students. The IRES program contributes to development of a diverse, globally-engaged workforce with world-class skills. IRES focuses on active research participation by undergraduate or graduate students in high quality international research, education and professional development experiences in NSF-funded research areas. The overarching, long-term goal of the IRES program is to enhance U.S. leadership in research and education and to strengthen economic competitiveness through training the next generation of research leaders. This solicitation features three mechanisms; proposers are required to select one of the following tracks to submit their proposal.

Track I focuses on the development of world-class research skills in international cohort experiences. **Track II** is dedicated to targeted, intensive learning and training opportunities that leverage international knowledge at the frontiers of research. **Track III** calls for U.S. institutional partnerships and coalitions to develop and evaluate innovative models for high-impact, large-scale international research and professional development experiences for graduate students, as individuals or groups.

(1) IRES - Track I: IRES Sites (IS) projects engage a group of undergraduate and/or graduate students in active

high quality collaborative research at an international site with mentorship from researchers at a host lab. IRES Sites must be organized around a coherent intellectual theme that may involve a single discipline or multiple NSF disciplines.

(2) IRES - Track II: Advanced Studies Institutes (ASI) are intensive short courses with related activities that engage advanced graduate students in active learning and research at the frontiers of knowledge. ASIs typically range in length from ten to twenty-one days and must be held outside the United States. ASIs must have a compelling rationale for their international location and should involve distinguished active researchers in the target field from the U.S. and abroad. ASIs should enable students to develop skills and broaden professional networks, leveraging international participation and complementary resources (expertise, facilities, data, field site, etc.) for mutual benefit.

(3) IRES - Track III: New Concepts in International Graduate Experience (IGE) projects propose, implement, and evaluate creative ideas for catalyzing the development of globally engaged U.S. scientists and engineers at the graduate student level. The IGE IRES track invites professional societies and organizations in the U.S. directly associated with science and engineering education or research activities to propose innovative large-scale programs to provide high-quality international research and/or research-related professional development experiences for U.S. graduate students as individuals or groups. The proposed experiences should enhance transferable skills and expand professional networks. Graduate students recruited from a broad, diverse applicant pool should travel to non-U.S. locations for periods of several weeks to a semester for immersive experiences under the mentorship of appropriate collaborators in the U.S. and foreign locations. The proposed international professional development model may focus on research or research-related activities in any NSF-funded area(s). Proposals that utilize, leverage and potentially expand existing global networks are encouraged.

Website: www.nsf.gov/pubs/2018/nsf18505/nsf18505.htm

(NSF) Law & Social Sciences (LSS)

Deadline: August 1, 2018

Scope: The Law & Social Sciences Program considers proposals that address social scientific studies of law and law-like systems of rules. The Program is inherently interdisciplinary and multi-methodological. Successful proposals describe research that advances scientific theory and understanding of the connections between law or legal processes and human behavior. Social scientific studies of law often approach law as dynamic, made in multiple arenas, with the participation of multiple actors. Fields of study include many disciplines, and often address problems including though not limited to: Crime, Violence and Punishment, Economic Issues, Governance, Legal Decision Making, Legal Mobilization and Conceptions of Justice, Litigation and the Legal Profession LSS provides the following modes of support: Standard Research Grants and Grants for Collaborative Research, Doctoral Dissertation Research

Improvement Grants, Interdisciplinary Postdoctoral Fellowships, Workshop and Conference Awards. LSS also participates in a number of specialized funding opportunities through NSF's crosscutting activities: Faculty Early Career Development (CAREER), Research Experiences for Undergraduates (REU), Research at Undergraduate Institutions (RUI), Grants for Rapid Response Research (RAPID) and Early-concept Grants for Exploratory Research.

Website: www.nsf.gov/funding/pgm_summ.jsp?pims_id=504727

(NSF) Linguistics

Deadline: July 16, 2018

Scope: The Linguistics Program supports basic science in the domain of human language, encompassing investigations of the grammatical properties of individual human languages, and of natural language in general. Research areas include syntax, semantics, morphology, phonetics, and phonology. The program encourages projects that are interdisciplinary in methodological or theoretical perspective, and that address questions that cross disciplinary boundaries, such as (but not limited to):

- What are the psychological processes involved in the production, perception, and comprehension of language?
- What are the computational properties of language and/or the language processor that make fluent production, incremental comprehension or rapid learning possible?
- How do the acoustic and physiological properties of speech inform our theories of language and/or language processing?
- What role does human neurobiology play in shaping the various components of our linguistic capacities?
- How does language develop in children?
- What social and cultural factors underlie language variation and change?

The Linguistics Program does not make awards to support clinical research projects, nor does it support work to develop or assess pedagogical methods or tools for language instruction. The Linguistics Program accepts proposals for a variety of project types: research proposals from scholars with PhDs or equivalent degrees, proposals for Doctoral Dissertation Research Improvement (DDR) awards, and CAREER proposals. NSF will also consider proposals for workshops, conferences, and training activities. Proposals for will be held less than one year after submission may be returned without review.

Website: www.nsf.gov/funding/pgm_summ.jsp?pims_id=5408

(NSF) Perception, Action & Cognition (PAC)

Deadline: May 15, 2018 to June 15, 2018

Scope: The PAC program funds theoretically motivated research on a wide-range of topic areas related to typical human behavior with particular focus on perceptual, motor, and cognitive processes and their interactions. Central research topics for consideration by the program include (but

are not limited to) vision, audition, haptics, attention, memory, written and spoken language, spatial cognition, motor control, categorization, reasoning, and concept formation. Of particular interest are emerging areas, such as the interaction of sleep or emotion with cognitive or perceptual processes, epigenetics of cognition, computational models of cognition, and cross-modal and multimodal processing. The program welcomes a wide range of perspectives, such as individual differences, symbolic and neural-inspired computation, ecological approaches, genetics and epigenetics, nonlinear dynamics and complex systems, and a variety of methodologies spanning the range of experimentation and modeling. The PAC program is open to co-review of proposals submitted to other programs both within the Social, Behavioral, and Economic Sciences Directorate and across other directorates. Note: Proposals may be returned without review if the major focus is 1) the organization of neural activity or brain networks; 2) understanding clinical populations; or 3) non-human animals without a clear and direct impact on our understanding of human perception, action, or cognition. Investigators are encouraged to send the program director a one-page summary of the proposed research before submitting a proposal, in order to determine its appropriateness for the PAC program.

Website: https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5686

(NSF) Political Science

Deadline: August 15, 2018

Scope: The Political Science Program supports scientific research that advances knowledge and understanding of citizenship, government, and politics. Research proposals are expected to be theoretically motivated, conceptually precise, methodologically rigorous, and empirically oriented. Substantive areas include, but are not limited to, American government and politics, comparative government and politics, international relations, political behavior, political economy, and political institutions. In recent years, program awards have supported research projects on bargaining processes; campaigns and elections, electoral choice, and electoral systems; citizen support in emerging and established democracies; democratization, political change, and regime transitions; domestic and international conflict; international political economy; party activism; political psychology and political tolerance. The Program also has supported research experiences for undergraduate students and infrastructural activities, including methodological innovations, in the discipline.

Website: www.nsf.gov/funding/pgm_summ.jsp?pims_id=5418

(NSF) Re-entry to Active Research Program (RARE)

Deadline: Ongoing.

Scope: National Science Foundation seeks applications for the Re-entry to Active Research (RARE) Program to catalyze the advancement along the academic tenure track of highly meritorious individuals who are returning from a hiatus from active research. Funds: \$1.2 million for up to four awards. The

maximum project period is three years. Eligibility: Colleges and universities. Areas: NSF said the RARE program includes two tracks to catalyze the advancement of investigators along the academic tenure system after a research hiatus, either to a tenure-track position or to a higher-tenured academic rank: Track 1-re-engages investigators in a competitive funding opportunity with accommodations for a gap in record that is a result of the research hiatus; and Track 2 - retrains investigators for whom the research hiatus has led to the need for new or updated techniques, such that retraining is required to return the investigator to competitive research activity.

Website: www.nsf.gov/pubs/2018/nsf18525/nsf18525.htm?WT.mc_id=USNSF_25&WT.mc_ev=click

(NSF) Research Experiences for Teachers (RET) in Engineering and Computer Science

Deadline: September 19, 2018

Scope: NSF's Directorate for Engineering (ENG) and the Directorate for Computer and Information Science and Engineering (CISE) have joined to support the Research Experiences for Teachers (RET) in Engineering and Computer Science program. This program supports active long-term collaborative partnerships between K-12 Science, Technology, Engineering, Computer and Information Science, and Mathematics (STEM) in-service and pre-service teachers, full-time community college faculty, and university faculty and students to enhance the scientific disciplinary knowledge and capacity of the STEM teachers and/or community college faculty through participation in authentic summer research experiences with engineering and computer science faculty researchers. The research projects and experiences all revolve around a focused research area related to engineering and/or computer science that will provide a common cohort experience to the participating educators. The K-12 STEM teachers and/or full-time community college faculty also translate their research experiences and new scientific knowledge into their classroom activities and curricula. The university team will include faculty, graduate and undergraduate students as well as industrial advisors. Involvement of graduate students in support of academic-year classroom activities is particularly encouraged. Partnerships with inner city, rural or other high needs schools are especially encouraged, as is participation by underrepresented minorities, women, veterans, and persons with disabilities. As part of the long-term partnership arrangements, university undergraduate/graduate students will partner with pre-college/community college faculty in their classrooms during the academic year to support the integration of the RET curricular materials into classroom activities. This announcement features two mechanisms for support of in-service and pre-service K-12 STEM teachers and full-time community college faculty: (1) RET supplements to ongoing ENG and CISE awards and (2) new RET Site awards. RET supplements may be included outside this solicitation in proposals for new or renewed ENG and CISE grants or as supplements to ongoing ENG and CISE-

funded projects. RET in Engineering and Computer Science Sites, through this solicitation, are based on independent proposals from engineering and/or computer and/or information science departments, schools or colleges to initiate and conduct research participation projects for K-12 STEM teachers and/or full-time community college faculty.

Website: www.nsf.gov/pubs/2017/nsf17575/nsf17575.htm

(NSF) Science of Learning

Deadline: July 11, 2018

Scope: The Science of Learning program supports potentially transformative basic research to advance the science of learning. The goals of the SL Program are to develop basic theoretical insights and fundamental knowledge about learning principles, processes and constraints. Projects that are integrative and/or interdisciplinary may be especially valuable in moving basic understanding of learning forward but research with a single discipline or methodology is also appropriate if it addresses basic scientific questions in learning. The possibility of developing connections between proposed research and specific scientific, technological, educational, and workforce challenges will be considered as valuable broader impacts, but are not necessarily central to the intellectual merit of proposed research. The program will support research addressing learning in a wide range of domains at one or more levels of analysis including: molecular/cellular mechanisms; brain systems; cognitive affective, and behavioral processes; and social/cultural influences. The program supports a variety of methods including: experiments, field studies, surveys, secondary-data analyses, and modeling. Examples of general research questions within scope of the Science of Learning program include:

- How does learning transfer from one context to another or from one domain to another? How is learning generalized from specific experiences? What is the basis for robust learning that is resilient against potential interference from new experiences? How is learning consolidated and reconsolidated from transient experience to stable memory?
- How does the structure of the learning environment impact rate and efficacy of learning? For example, how do timing, content, learning context, developmental time point and type of engagement (e.g., active learning, group learning) impact learning processes and outcomes?
- How can we integrate research findings and insights across levels of analysis, relating understanding of cellular and molecular mechanisms of learning in the neurons to circuit and systems-level computations of learning in the brain, to cognitive, affective, social, and behavioral processes of learning?
- What concepts, tools, or questions will provide the most productive linkages of across levels of analysis?

- How can insights from biological learners contribute and derive new theoretic perspectives to computational learning systems, neuromorphic engineering, materials science, and nanotechnology, Biological and non-biological systems and social systems can all display learning.
- What can integration across these different domains contribute to a general understanding of learning?

Website: www.nsf.gov/funding/pgm_summ.jsp?pims_id=5567

(NSF) Science of Science and Innovation Policy

Deadline: September 10, 2018

Scope: The Science of Science & Innovation Policy (SciSIP) program supports research designed to advance the scientific basis of science and innovation policy. The program funds research to develop models, analytical tools, data and metrics that can be applied in the science policy decision making process and concern the use and allocation of scarce scientific resources. For example, research proposals may develop behavioral and analytical conceptualizations, frameworks or models that have applications across the broad array of science and innovation policy challenges. Proposals also may develop methodologies to analyze science, technology and innovation data, and to usefully convey that information to a variety of audiences. Proposals that create and improve science, engineering and innovation data, including the design of new metrics and indicators, particularly proposals that demonstrate the viability of collecting and analyzing data on knowledge generation and innovation in organizations, are encouraged. The SciSIP program welcomes individual or multi-investigator research projects, doctoral dissertation research improvement grants, experimental research, and data collection and dissemination. The SciSIP program also places a high priority on interdisciplinary research and on broadening participation. It encourages proposals from junior faculty, women, and underrepresented minorities, Research Undergraduate Institutions (RUI), and EPSCoR. SciSIP also supports additional types of proposals.

Website: www.nsf.gov/funding/pgm_summ.jsp?pims_id=501084

(NSF) Science, Technology, and Society (STS)

Deadline: August 3, 2018

Scope: The STS program draws from a variety of disciplines: anthropology, communication studies, history, philosophy, political science, and sociology to address the broad spectrum of STS research areas, topics, and approaches. Within this tradition, the STS program supports the NSF mission by welcoming proposals that provide an STS approach to NSF research-focused Big Ideas. (a) Harnessing the Data Revolution for 21st Century Science and Engineering; (b) Navigating the New Arctic; (c) The Quantum Leap: Leading the Next Quantum Revolution; (d) Work at the Human-Technology Frontier: Shaping the Future; (e) Understanding the Rules of Life: Predicting Phenotype; (f)

Windows on the Universe: The Era of Multi-Messenger Astrophysics. Funding: \$6.2 million for about 40 awards.

Website: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5324

(NSF) Smart and Connected Health

Deadline: May 22, 2018 and December 11, 2018

Scope: The goal of the interagency Smart and Connected Health (SCH): Connecting Data, People and Systems program is to accelerate the development and integration of innovative computer and information science and engineering approaches to support the transformation of health and medicine. Approaches that partner technology-based solutions with biomedical and biobehavioral research are supported by multiple agencies of the federal government including the National Science Foundation (NSF) and the National Institutes of Health (NIH). The purpose of this program is to develop next-generation multidisciplinary science that encourages existing and new research communities to focus on breakthrough ideas in a variety of areas of value to health, such as networking, pervasive computing, advanced analytics, sensor integration, privacy and security, modeling of socio-behavioral and cognitive processes and system and process modeling. Effective solutions must satisfy a multitude of constraints arising from clinical/medical needs, barriers to change, heterogeneity of data, semantic mismatch and limitations of current cyberphysical systems and an aging population. Such solutions demand multidisciplinary teams to address issues ranging from fundamental science and engineering to public health practice. Funding: \$11-20 million for 8-16 awards.

Website: www.nsf.gov/funding/pgm_summ.jsp?pims_id=504739

(NSF) Sociology

Deadline: August 15, 2018

Scope: The Sociology Program supports basic research on all forms of human social organization, societies, institutions, groups and demography, and processes of individual and institutional change. The Program encourages theoretically focused empirical investigations aimed at improving the explanation of fundamental social processes. Included is research on organizations and organizational behavior, population dynamics, social movements, social groups, labor force participation, stratification and mobility, family, social networks, socialization, gender roles, and the sociology of science and technology. The Program supports both original data collections and secondary data analysis that use the full range of quantitative and qualitative methodological tools. Theoretically grounded projects that offer methodological innovations and improvements for data collection and analysis are also welcomed. The Sociology Program also funds doctoral dissertation research to defray direct costs associated with conducting research, for example, dataset acquisition, additional statistical or methodological training, meeting with scholars associated with original datasets, and fieldwork away from the student's home campus. Projects are

evaluated using the two Foundation-wide criteria, intrinsic merit and broader impacts. In assessing the intrinsic merit of proposed research, four components are key to securing support from the Sociology Program: (1) the issues investigated must be theoretically grounded; (2) the research should be based on empirical observation or be subject to empirical validation or illustration; (3) the research design must be appropriate to the questions asked; and (4) the proposed research must advance our understanding of social processes, structures and methods.

Website: www.nsf.gov/funding/pgm_summ.jsp?pims_id=5369

(NSF) Social Psychology

Deadline: July 16, 2018

Scope: The Social Psychology Program at NSF supports basic research on human social behavior, including cultural differences and development over the life span. Among the many research topics supported are: attitude formation and change, social cognition, personality processes, interpersonal relations and group processes, the self, emotion, social comparison and social influence, and the psychophysiological and neurophysiological bases of social behavior. The scientific merit of a proposal depends on four important factors: (1) The problems investigated must be theoretically grounded. (2) The research should be based on empirical observation or be subject to empirical validation. (3) The research design must be appropriate to the questions asked. (4) The proposed research must advance basic understanding of social behavior.

Website: www.nsf.gov/funding/pgm_summ.jsp?pims_id=5712

Russell Sage Foundation Presidential Awards

Deadline: May 24, 2018 and August 20, 2018 (letter of inquiry)

Scope: The Russell Sage Foundation funds research projects in four principal programs: (1) Behavioral Economics; (2) The Future of Work; (3) Race, Ethnicity, and Immigration; and (4) Social Inequality. Funding: Any requests above \$50,000, up to a maximum of \$150,000 (including overhead) are processed as Project Award applications. Any requests up to \$35,000 are processed as Presidential Award applications and cannot include any overhead/indirect costs. Applications should limit budget requests to no more than a two-year period.

Website: <http://www.russellsage.org/how-to-apply/project-presidential-awards>

Skaggs Foundation: Environment & Ecology Program

Deadline: June 1, 2018

Scope: Supporting efforts that ennoble the performing arts, improve the environment and enrich historical understanding. The Skaggs Foundation Environment and Ecology program supports projects that protect threatened areas and species and collaborative organizations active in the field of ecological concern, including educational programs, especially those

directed at youth. Additional fields of interest include performing arts, historical preservation and special projects that do not fall into the above mentioned categories. Proposals are evaluated according to the following criteria:

- The stability and integrity of the sponsoring organization;
- The capabilities and experience in the field of the persons responsible for the realization of the proposal;
- The financial strength of the prospective grantee (based on an analysis of its annual reports and budget information), including an assessment of the group's ability to continue to grow and develop;
- Whether the proposal duplicates or works in conjunction with similar projects, and whether the project meets a demonstrated need; and
- Whether the project will receive continued support from the community.

Website: <http://rlch.org/funding/lj-and-mary-c-skaggs-foundation>

Spencer Foundation: Small Research Grants

Deadline: May 1, 2018 and August 1, 2018

Scope: The Small Research Grants program is intended to support education research projects with budgets of \$50,000 or less. In keeping with the Spencer Foundation's mission, this program aims to fund academic work that will contribute to the improvement of education, broadly conceived. Historically, the work funded through these grants has spanned a range of topics and disciplines, including education, psychology, sociology, economics, history, and anthropology, and they employ a wide range of research methods. The following examples of recently funded small grants illustrate the diversity of what the Foundation supports: (a) an experimental study of how college students use visual representations in solving math problems; (b) a study exploring the process of racial and rural identity formation among African American high-school students who attend de facto segregated schools in the rural South; (c) a mixed-methods study focusing on the different types of knowledge novice and experienced teachers draw on in teaching for reading comprehension. **Eligibility:** Principal Investigators (PIs) and Co-PIs applying for a research grant must have an earned doctorate in an academic discipline or professional field, or appropriate experience in an education research related profession. The PI must be affiliated with a college, university, school district, non-profit research facility, or non-profit cultural institution that is willing to serve as the fiscal agent if the grant is awarded. The Spencer Foundation does not award grants directly to individuals. Proposals are accepted from the U.S. and internationally, however all proposals must be submitted in English and budgets must be proposed in U.S. Dollars. **Funding:** Small Research Grant budgets are limited to \$50,000, and may not include indirect cost charges.

Website: <http://www.spencer.org/small-research-grants>.

Tinker Foundation: Institutional Grants

Deadline: September 15, 2018

Scope: The Foundation's Institutional Grants program has as its goal the creation of effective policy changes to improve the lives of Latin Americans. The Board of Directors has identified three program areas in which focused, expert research has the potential to make significant positive impact: (1) Democratic Governance; (2) Education; (3) Sustainable Resource Management. Projects should have a strong public policy component, offer innovative solutions to problems facing these regions, and incorporate new mechanisms for addressing these programmatic areas. Activities may include, but are not restricted to, research projects, workshops and conferences related to the Foundation's areas of interest. The Foundation encourages collaboration among organizations in the United States and Latin America and prefers to fund those institutions that are actively engaged with external stakeholders in addressing an issue of concern. Funding for general support may be considered on a limited basis. Potential applicants are encouraged to submit a brief letter of inquiry to ascertain the Foundation's interest prior to submitting a full proposal.

Website: <http://www.tinker.org/content/institutional-grants>

Upper Manhattan Empowerment Zone (UMEZ): Arts Engagement Grant

Deadline: March 13, 2018 and September 11, 2018

Scope: UMEZ Arts Engagement is a new grant program launched in December 2017 to enhance the diversity and frequency of arts and cultural presentations in Upper Manhattan. The program provides direct support for these activities to Upper Manhattans artists and nonprofit arts organizations under the guiding principle that support for artists of diverse disciplines, practices, cultural backgrounds, and career stages contributes to the vibrancy and sustainability of the communities in which they live and work. Upper Manhattan is home to a remarkable concentration of artists and arts organizations representing multiple art forms, traditions, and aesthetics including one of the largest concentrations of culturally-specific groups in the country. With this in mind, UMEZ Arts Engagement invites proposals from artists and arts organizations that are 1) based in Upper Manhattan and 2) presenting arts projects or programming in Upper Manhattan, making their work more widely available to the public. The program encourages effective and innovative approaches to engaging audiences that build on projects and programming with strong artistry at their core. Program funding is provided by the Cultural Investments Fund (CIF) of the Upper Manhattan Empowerment Zone (UMEZ). UMEZ Arts Engagement is administered by Lower Manhattan Cultural Council (LMCC). **How UMEZ Arts Engagement Works;** UMEZ Arts Engagement will award grants of \$1,000 to \$10,000 to support public-facing arts projects or programming taking place in Upper Manhattan. This area is defined as north of 98th Street on the east side of Fifth Avenue; and north of 110th Street on the west side. Funding is available for projects in the performing, literary, media, and

visual arts, ranging from folk/traditional forms to contemporary and socially-engaged artistic practices. LMCC encourages proposals that connect audiences to rich arts experiences as demonstrated by opportunities to attend and/or participate in arts events and programming including concerts, performances, public art, exhibitions, screenings, festivals, readings, and more. UMEZ Arts Engagement strongly supports the payment of artist fees, recognizing that in order for communities to benefit most from artistry, artists must thrive. The program is accompanied by technical assistance to applicants, and networking and promotional opportunities for funded projects. Competitive projects will demonstrate strong artistic merit, thoughtful project planning, and clear and feasible plans to reach the public.

Website: <https://lmcc.net/program/umez-arts-engagement/>

(USDA) Women and Minorities in Science, Technology, Engineering, and Mathematics Fields Program (WAMS)

Deadline: March 28, 2018

Scope: This program supports research and extension projects that have robust collaborations to increase the participation of women and underrepresented minorities from rural areas in science, technology, engineering, and mathematics fields that are relevant to USDA priorities identified by the Secretary: (i) Promotion of a safe, sufficient, and nutritious food supply for all Americans and for people around the world; (ii) Sustainable agricultural policies that foster economic viability for small and mid-sized farms and rural businesses, protect natural resources, and promote value-added agriculture; (iii) National leadership in climate change mitigation and adaptation; (iv) Building a modern workplace with a modern workforce; and (v) Support for 21st century rural communities. **Who Is Eligible to Apply:** 1862 Land-Grant Institutions, 1890 Land-Grant Institutions, 1994 Land-Grant Institutions, For-profit Organizations Other Than Small Businesses, Hispanic-Serving Institutions, Individuals, Native American Tribal Orgs, not Federally recognized Tribal Governments, Nonprofits with 501(c)(3) IRS status, other than Institutions of Higher Ed, Nonprofits without 501(c)(3) IRS status, other than Institutions of Higher Ed, Other or Additional Information (See below), Private Institutions of Higher Ed, Small Business, State Controlled Institutions of Higher Ed as contained in Section 7204 of the Food, Conservation, and Energy Act of 2008 (FCEA), applications may only be submitted by eligible applicants and may be a collaborative state, local, or regionally-based network or partnership of public or private entities. Eligible applicants are: (a) State agricultural experiment stations; (b) colleges and universities; (c) university research foundations; (d) other research institutions and organizations; (e) Federal agencies; (f) national laboratories; (g) private organizations or corporations; (h) individuals; or (i) any two or more of the entities described in subparagraphs (a) through (h).

Website: <https://nifa.usda.gov/program/women-and-minorities-science-technology-engineering-and-mathematics-fields-grant-program.>

(USDA) Women and Minorities in Science, Technology, Engineering, and Mathematics Fields Program

Deadline: March 28, 2018

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Website: <https://nifa.usda.gov/funding-opportunity/women-and-minorities-science-technology-engineering-and-mathematics-fields>

Whiting Foundation: Creative Nonfiction Grants

Deadline: May 1, 2018

Scope: Up to six grants of \$40,000 each are given annually for creative nonfiction works-in-progress to enable writers to complete their books. Creative nonfiction writers under contract with a publisher and at least two years into their contract are eligible. Submit up to three sample chapters of the book-in-progress, the original proposal to publishers that led to the contract, a signed contract, a statement of progress, a resume, and three letters of support by May 1. There is no entry fee.

Website: <https://www.whiting.org/>

Why Review Proposals for Funding Agencies ¹

Research offices can help new and junior faculty advance their research careers by making them aware of the possibilities and the processes of becoming a proposal reviewer at federal research agencies. There are at



¹ Reproduced with permission, Academic Research Funding Strategies, February 2018

least six compelling reasons to serve as an agency reviewer. Doing so helps faculty and staff:

1. Write more competitive proposals,
2. Stay abreast of cutting-edge directions in their disciplinary field,
3. Develop beneficial relationships with agency program officers,
4. Meet potential colleagues with similar research interests,
5. Become more broadly known among peer researchers, and
6. Perhaps most importantly, become familiar with the dynamics of the review process, the role program officers play in the review process, how and why proposals are ranked for funding, and the common characteristics of proposals that are ranked highly and those that are not.

Surprisingly, many faculty, particularly young faculty, are often unaware that funding agencies are continuously seeking reviewers. Even among those who do know this, a common misconception is that agency reviewers are all senior faculty well established in their research career and well known nationally. It is here that research offices can inform faculty about the process of becoming a reviewer by compiling available information about how to serve as a reviewer for various federal research agencies.

Some funding agencies' websites make it easier to locate this information than others do. Google can be helpful in this regard, if you pose the right question. The links below were found by asking Google a few general questions, e.g., "How to review proposals for NSF," or "How to serve as a reviewer for national endowment for humanities," and similar queries specific to particular agencies, such as NIH, USDA, U.S. Department of Education, etc. Also, keep in mind that you can ask a program officer how to volunteer as an agency reviewer. Always remember: *Timidity is never rewarded in the grants process.*

In summary, it cannot be overemphasized that long-term success in research requires that faculty, particularly new and junior faculty, understand how to organize and write a successful research narrative. By engaging in the review process with peers, faculty will have the opportunity to read examples of well-written proposals and many more opportunities to read examples of poorly written proposals. All of this will benefit, in turn, from a discussion of how well applicants have responded to the funding solicitation and how well they have addressed the core questions all proposals must answer about the proposed research (what do you propose, why do you propose it, why is it significant, how will you do it, how does it bring value-added benefits to the agency mission or advance the state of the field in some important way, etc.).

Finally, serving on a review panel will likely prove to be among the most helpful experiences available in terms of gaining a much more robust and nuanced understanding of how your own proposals will be reviewed and how to write

your proposals in a way that will lead your reviewers to recommend funding.

Researching Grant Opportunities

BMCC provides two comprehensive internet-based search engines for funding information. The **PIVOT-COS** database is a tool that provides global and local connections that strengthen research by exploring new avenues for funding and collaboration. **GrantForward** enables registered users to customize, and save and share searches and funding opportunities/alerts. Users may access information from anywhere when logged in to their accounts.

GrantForward is more useful to Arts and Humanities and faculty and provides more information on philanthropy funding whereas **PIVOT-COS** is better suited for the science faculty and those interested in international grants. If you have not yet done so, create your profile on **PIVOT-COS** and/or **GrantForward** by visiting the Sponsored Program Office's website at www.bmcc.cuny.edu/gra/index.jsp.

To assist you navigating through both of these search engines, refer to the Quick Start Guide on **PIVOT-COS** website or consult the online tutorials available at the bottom of the **GrantForward** homepage.

BMCC Welcomes New Grants Associate



The Office of sponsored programs is pleased to announce the appointment of Katherine Martes as Grants Associate in the Sponsored Programs Office overseeing the department's Human Resource functions. Katherine succeeds Helen Robinson who retired in December of 2017 after 25 years of service to the college.

Prior to her arrival to BMCC, Katherine served as Coordinator at CUNY's Advanced Science Research Center where she administered the Nano Science Initiative. She also worked in administrative roles at Columbia University from 2012 to 2014 where she received certification in the Administration of Sponsored Programs. Katherine received a BS in Business Administration from Fordham University, Rose Hill and is currently attending CUNY's School of Professional Studies working towards an MS in Business Management and Leadership.

John Montanez Dean	Cicely Acosta Asst. Director	Katherine Martes Grants Associate	Onika Duke Office Manager
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