

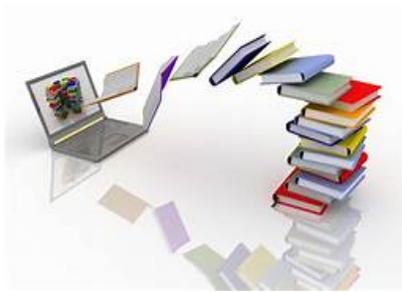
Grants Quarterly Newsletter

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

- Amgen Foundation: Science Education
- Amgen Foundation: Science Education
- APA: Kenneth B. and Mamie P. Clark Fund
- APA: Marian R. Stuart Grant
- Amateur Chamber Music Players Foundation:
- American Honda Foundation: Institutional Grants for Youth and Science Education
- Cleveland H. Dodge Foundation Grant
- (DoL) Nat'l Health Emergency Dislocated Worker Grants
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- (FDA/NSF) Scholar-In-Residence
- Fulbright Global Scholar Award: *Research Awards*
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- William T. Grant Foundation: Research Grants
- Henry Luce Foundation: Higher Education Grants
- (HRSA) Nursing Workforce Diversity (NWD) Program
- (IMLS) Laura Bush 21st Century Librarian Program
- Josiah Macy Jr. Foundation: Board Grants
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- Lilly Fellows: Regional Conferences or Workshops
- Morris Family Foundation Grant
- National Hispanic Business Group: Education Fund
- (NEA) Our Town
- (NEA) Urban Grants
- (NEA) Literature Fellowships
- (NEH) Collaborative Research Grants
- (NEH) Media Projects: Development Grants
- (NEH) Fellowships
- (NEH) Humanities Connections
- (NEH) Humanities Initiatives at Community Colleges
- (NEH) Media Projects: Production Grants
- (NEH) Humanities Initiatives at HSIs
- (NEH) Humanities Open Book Program
- (NEH) Summer Stipends
- (NIA) Diversity, Recruitment & Retention in Aging Research
- (NEH) Scholarly Editions and Translations Grants
- (NEH) Landmarks of American History and Culture
- (NIGMS) Bridges to the Baccalaureate Program (R25)
- (NIH) Academic Research Enhancement Awards (AREA)
- (NIH) Director's Early Independence Award
- (NIH) Research Career Development Program
- (NSF) Educating the Future STEM Workforce Program
- (NSF) Advancing Informal STEM Learning (AISL)
- (NSF) Advanced Technological Education
- (NSF) ADVANCE: Increasing the Participation and Advancement of Women in Science & Engineering Careers
- (NSF) Algebra and Number Theory Programs
- (NSF) Workshops in the Mathematical Sciences
- (NSF) Cognitive Neuroscience
- (NSF) Core Research
- (NSF) Cultivating Cultures for Ethical STEM
- (NSF) Decision, Risk, and Management Science
- (NSF) Developmental Sciences
- (NSF) Discovery Research PreK-12 Program
- (NSF) Faculty Early Career Development Program
- (NSF) Economics

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New York Doubles Down on Open Educational Resources ¹



Officials at the City University and State University of New York had a narrow focus for how to spend the more or less out-of-the-blue \$8 million investment that New York State decided to make in open educational resources: get more professors to create more OER-driven courses serving more students.



CUNY's primary goal was "delivering the numbers we thought the state would scrutinize," says Greg Gosselin, its interim university dean for libraries and information systems. Deliver they did: SUNY and CUNY, respectively, re-engineered roughly 3,700 and 1,500 course sections that served roughly 56,000 and 40,000 students. By using OER instead of traditional textbooks, students in the sections were estimated to have saved about \$12 million.

They were rewarded last week in the form of another \$8 million from Gov. Andrew Cuomo and state legislators. The two university systems have no intention of taking their foot off the pedal in terms of growth, as together they aim to more than double, to 260,000, the number of enrollments in OER-driven courses. But officials at CUNY and SUNY fully recognize that they can't be sure that the government dollars will continue to flow. So while continuing to pursue growth, much of their plan for the second year of funding involves finding ways to be more strategic about the funds' impact and building a sustainable infrastructure for the future.

The state budget allocated \$4 million each for SUNY and CUNY. The two university systems plan to continue to ensure OER's long-term viability on their dozens of campuses. Much of SUNY's focus in the year ahead will be trying to shift from OER adoption to "open pedagogy," in which faculty members don't just use existing open content but take the next step toward involving their students in modifying it, "so they're involved deeply in the content."

CUNY's attention in 2018-19 will focus on building support for OER for the future. CUNY (like SUNY) aims to bring instructors together by discipline and to encourage its faculties at its two-year and four-year colleges to work on transfer pathways within disciplines. Borough of Manhattan Community College and John Jay College of Criminal Justice both have criminal justice programs, and Gosselin described as "unprecedented" "having the two faculty groups agreeing to adopt OER," with implications including aligning learning outcomes across the two programs.

¹ Doug Lederman, Inside Higher Education, May 23, 2018

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- (NSF) Faculty Early Career Development Program
- (NSF) Foundations Program
- (NSF) Innovative Technology Experiences for Students & Teachers (ITEST)
- (NSF) International Research Experiences for Students
- (NSF) Improving Undergraduate STEM Education (IUSE)
- (NSF) Law & Social Sciences (LSS)
- (NSF) Linguistics
- (NSF) Mathematical Biology Program (NSF)
- (NSF) Mathematical Sciences Infrastructure Program
- (NSF) Perception, Action & Cognition (PAC)
- (NSF) Political Science
- (NSF) Probability Program
- (NSF) Re-entry to Active Research Program (RARE)
- (NSF) Research Experiences for Teachers (RET) in Engineering and Computer Science
- (NSF) Science of Learning
- (NSF) Science of Science and Innovation Policy
- (NSF) Science, Technology, and Society (STS)
- (NSF) Smart and Connected Health
- (NSF) Sociology
- (NSF) Social Psychology
- (NSF) Statistics Program
- (NSF) STEM + Computing K-12 Education Program
- Russell Sage Foundation Presidential Awards
- Sloan Research Fellowships
- Soros Fellowships for New Americans
- Spencer Foundation: Small Research Grants
- Tinker Foundation: Institutional Grants
- (UMMZ) Upper Manhattan Empowerment Zone: Arts Engagement Grant
- (USDA) Higher Education Multicultural Scholars Program

BMCC remains a leader in the use of Open Education Resources (OER) with the Library Department under the leadership of Kathleen Dreyer and Jean Amaral having received grants from both, CUNY Central and the Institute of Library and Museums Services (IMLS). The latter as part of a regional consortium headed by the Northern Virginia Community College system, aimed at evaluating the impact of OER. Under a five-year grant from the U.S. Department of Education, Professors Jean Richard and Annie Han of the Mathematics Department with support from Ms. Ruru Rusmin (of the e-Learning Center) are also expanding the use of OER in the mathematics courses at BMCC and New York City College of Technology. In addition, four BMCC faculty: Claire Wladis (Mathematics), Mohammad Azhar (CIS), Elsa Merle Edwards-Green (Social Science) and Gary Welz (Mathematics) received funding under the CUNY Collaborative Open Educational Resources in STEM (COERS) Program.

Community Colleges Score Big in Final Appropriations Bill ²

The FY 18 omnibus appropriations bill passed by Congress in March of this year increases funding for nearly every program of significance to community colleges, many by substantial amounts. The stunningly positive news contained in this legislation reinforces the fact that broad budget decisions directly impact the programs on which community colleges and their students rely. The



current deal increased those caps by \$63 billion, or 13%, for non-defense discretionary programs. Defense programs received slightly higher increases.

The legislation caps a tumultuous FY 18 budget process that required five (5) temporary bills to keep the government open since the beginning of the fiscal year last. Although the budget deal also provides additional funds FY 2018-19, stark partisan differences between the parties (as well as divisions within the Republican party in itself), may dash those expectations in an election year. The Department of Education saw its funding increased to \$70.9 billion, \$3.9 billion (5.8%) more than last year. In addition, Pell Grants were increased by \$175 to a maximum award of \$6,095. In sharp contrast, the Department of Labor (DOL) received only a modest 1.6% bump. Most other ED programs of interest to community colleges also fared very well, as outlined in the table to the right.

| Program | FY 17 Final | FY 18 Final | Dollar Increase | % Increase |
|-------------------------------|-------------|-------------|-----------------|------------|
| Perkins CTE State Grants | 1,118 | 1,193 | 75 | 6.7 |
| Adult Basic Education | 596 | 631 | 35 | 5.9 |
| SEOG Grants | 733 | 840 | 107 | 14.6 |
| Federal Work Study | 990 | 1,130 | 140 | 14.1 |
| Strengthening Institutions | 87 | 99 | 12 | 14.3 |
| HBCUs | 245 | 280 | 35 | 14.3 |
| Asian Amer. & Pac. Islander | 3 | 4 | 1 | 14.3 |
| Hispanic-Serving Institutions | 117 | 134 | 17 | 14.3 |
| International Education | 72 | 72 | 0 | 0 |
| TRIO | 950 | 1,010 | 60 | 6.3 |
| CCAMPIS | 15 | 50 | 35 | 230.4 |
| WIOA Adult | 816 | 846 | 30 | 3.7 |
| WIOA Dislocated Worker | 1,242 | 1,262 | 20 | 1.6 |
| WIOA Youth | 873 | 903 | 30 | 3.4 |
| Apprenticeship Grants | 95 | 145 | 50 | 52.6 |

* Dollar figures are in millions

New Law Regarding the Use of Contractors

- Employee
- Freelancer



On May 15th of last year, the new FIFA law (Freelance Isn't Free Act) took effect. The law establishes and enhances protections for freelance workers, specifically the right to:

- A written contract
- Timely and full payment
- Protection from retaliation

The law establishes penalties for violations of these rights, including statutory damages, double damages, injunctive relief, and attorney's fees. This directly affects many of our grant-sponsored programs. Please note that under the current law, **you may not engage the services of a consultant or freelance contractor without a Memorandum of Understanding (MOU) or a fully executed**

² Baime, David, Senior Vice President, Government Relations & Policy Analysis, American Association of Community Colleges (AACC) Newsletter, March 26, 2018

Independent Contract Agreement (ICA). Failure to comply with the new law could result in as much as \$25,000 in penalties assessed against the college. To avoid such penalties please make sure your ICA or MOU requests are forwarded to the Research Foundation at least four weeks in advance. Until the agreement is fully executed, do not authorize any work to be performed by an outside party without a fully executed contract or MOU in place. The RF's Legal Affairs department has indicated they will no longer accept last minute requests for contracts. If you plan to use the services of an outside consultant, please contact our office at your earliest convenience. You may find more information on FIFA at: <https://www.freelancersunion.org/plain/>

New Awards



PSC CUNY Awards for Academic Year 2018-19

Congratulations to the following PSC CUNY 49 award recipients

| Faculty Member | Department | Award | Amount | Project Title |
|------------------------|------------------------|-------|-------------|-------------------------------------------------------------------------------------------------------------------------|
| Jamal Ali | Science | TRADA | \$ 3,500.00 | Gender differences in the optical properties and imaging of gray matter In human brain |
| David Allen | Mathematics | TRADA | \$ 3,499.52 | Presheaves of Quasitoric Manifolds and Cohomological Rigidity |
| Upali Aparajita | Science | TRADA | \$ 3,500.00 | Multishell nanorobots for sampling, detecting and treating cancerous cells. |
| David Bahr | English | TRADA | \$ 3,499.52 | Surrogate Selves: Re-experiencing the Past Through Other People's Lives |
| Shoba Bandi-Rao | Education | TRADA | \$ 3,495.60 | Reviewing by Ear: Helping English Language Learners Revise their Essays |
| Tracy Bealer | English | TRADA | \$ 3,499.52 | "What's the opposite of phallic?": Language, Loss, and Creative Mourning in Y: The Last Man |
| C. Ray Borck | Social Sciences | TRADB | \$ 4,530.00 | "More aggressive than ever" : Biomedicalization, Discursive Testosterone, and Masculine Embodiment |
| Rachel Corkle | Modern Languages | TRADA | \$ 3,499.52 | The Fragility of Virility in 1830s France |
| Maria Donoso Macaya | Modern Languages | TRADB | \$ 5,989.20 | South-to-North Photographic Displacements: Susan Meiselas, Chile from within (1990) and Chile desde adentro (2015) |
| Bertie Ferdman | Speech Comm. & Theatre | TRADA | \$ 3,499.52 | Curating Dramaturgies |
| Miguel Fiolhais | Science | TRADA | \$ 3,499.52 | Study of the top quark Yukawa coupling at the Large Hadron Collider |
| Sarah Haviland | Music and Art | TRADA | \$ 3,500.00 | Avian Habitat: A Sculptural Bird-Figure Installation |
| Candido Hernandez | Computer Info. Sys. | TRADB | \$ 5,973.40 | Use of Technology for critical thinking and decision making among first generation immigrant students at BMCC |
| Orlando Justo | Business Management | TRADB | \$ 5,990.00 | Trade Openness and Growth: Evidence from the Transitional Economies of Eastern Europe |
| Kwasi Konadu | Ethnic Studies | TRADB | \$ 5,942.00 | A People's History of Jamaica in the World |
| Barys Korzun | Science | TRADA | \$ 3,500.00 | Preparation and Study of Flash-Evaporated Thin Films of Compounds of the Cu-Fe-S System for Optoelectronic Applications |
| Levent Kurt | Science | TRADA | \$ 3,499.52 | Navigating the Sky with Projective Geometries and Octonionic Algebra |
| Leigh La Berge | English | TRADB | \$ 5,530.00 | Wages Against Artwork: Socially Engaged Art and the Decomodification of Labor |
| Cynthia Lam | English | TRADA | \$ 2,150.00 | Geographies of Home: Re-membering the Body in the Construction of Latina Subjectivity |
| Stephanie Laudone | Social Sciences | TRADA | \$ 3,499.52 | Intensive Mothering and Vaccine Choice: Reclaiming the Lifeworld from the System |
| Jun Liang | Science | TRADA | \$ 3,500.00 | Developing a novel genetic model of healthy aging with Chloride intracellular channel protein (CLIC) |
| Laurie Lomask | Modern Languages | TRADA | \$ 1,812.08 | Oral Histories of the Caribbean Diaspora in NYC |
| Sarah Madole | Music and Art | TRADA | \$ 3,500.00 | The Sarcophagi of Ancient Arles and Social Experience among Romans and Christians |
| Sophie Marinez | Modern Languages | TRADB | \$ 6,000.00 | The 1937 Massacre in the Dominican Republic: An Internal Conflict |
| Shari Rothfarb Mekonen | Media Arts & Tech. | TRADA | \$ 3,500.00 | Heroes (working title) |

| | | | | | |
|-------------------|---------------|------------------------|-------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Micah | Miller | Mathematics | TRADA | \$ 3,499.52 | A Dold-Kan Correspondence for Infinity Cosimplicial Chain Complexes and Multicomplexes |
| Soniya | Munshi | Social Sciences | TRADA | \$ 3,499.52 | Mapping Safety Apparatuses: Gendered Violence, Immigrant Victim-Survivors and the Carceral State |
| Abel | Navarro | Science | TRADA | \$ 3,500.00 | Seaweed And Their Hydrogels As Adsorbents Of Pharmaceutical Products From Contaminated Waters |
| Maria | Pagan Rivera | Social Sciences | TRADA | \$ 3,499.52 | Sin Papeles (Without Papers): Generational Transmissions of Trauma in an Undocumented Immigrant Family Living in NYC |
| Khushmand | Rajendran | Social Sciences | TRADB | \$ 4,480.00 | Moderators of the impact of Medications and School-based services on children's behavioral problems between early childhood and adolescence |
| Robert | Reed | Music and Art | TRADA | \$ 3,500.00 | Performances (Lecture/Recitals) and Master-classes of Bach's Six Suites for Solo Violoncello, BWV 10 |
| Lisa | Sarti | Modern Languages | TRADB | \$ 5,997.00 | Screens of Painted Canvas: Panoramas and the Birth of Cinematography |
| Roderick | Snipes | Business Management | TRADA | \$ 3,499.52 | Age as Determining Factor in Youth Entrepreneurship Education Outcomes |
| Jill | Strauss | Speech Comm. & Theatre | TRADB | \$ 6,000.00 | On, Off, or Under the Pedestal: Reconfiguring Memorials to Change the Conversation |
| Francisca | Suarez-Coalla | Modern Languages | TRADA | \$ 3,499.52 | Literature's footprint on the city of Oviedo, Spain (La huella de la literatura en la ciudad de Oviedo, España) |
| Janice | Summers | Nursing | TRADA | \$ 3,500.00 | Faculty Advisement and Helpfulness and the Retention of First-Semester Associate Degree Nursing Students |
| Hao | Tang | Computer Info. Sys. | TRADB | \$ 5,999.52 | Semantic 3D Modeling with Prior Knowledge of Indoor Structure |
| Jane | Tezapsidis | Science | TRADA | \$ 3,500.00 | Forskolin induces apoptosis in SH-SY5Y neuroblastoma Cells |
| Valerie | Thiers-Thiam | Modern Languages | TRADA | \$ 3,499.52 | Reaching out to Armenian Mothers and Grandmothers - Transgenerational Trauma and Resilience |
| Yan | Yang | Music and Art | TRADA | \$ 3,500.00 | The Influence of 19th century Yamato-e Revivalists (Fukko Yamato-e) on Yamato-e's Pictorial Style |
| Hasan | Yumak | Science | TRADA | \$ 3,499.52 | Correlation between Math Skills and General Chemistry Course Grades |
| Wladis | Claire | Mathematics | ENH C | \$11,363.75 | Validating an elementary algebra concept inventory. |
| Fernandez Romero, | Jose | Science | ENH C | \$11,944.00 | Targeting HIV Entry with a Novel Bispecific Neutralizing Agent |

Congratulations to the following Community College Research Grant (C³RG) recipients:



- K. Saavik Ford/D. Barry McKernan (Science Department - \$9,966)
Searching for Dying Stars on Gas Disks Around Massive Black Holes.
- Khushmand Rajendran (Social Sciences - \$7,750)
Patterns of School and Community-based services used by children with varying levels of Inattention/Hyperactivity-Impulsivity.
- Jun Liang (Science Department - \$10,000)
Novel Mechanism of Chloride Intracellular Channel Protein (CLIC) Regulated Healthy Aging.

NSF Unveils New Submission Portal



The National Science Foundation (NSF) announced that effective April 30, 2018, proposers will now be able to prepare and submit full, research non-collaborative proposals in Research.gov. The initial release of this new Research.gov capability will run in parallel with existing FastLane proposal preparation and submission capabilities, so proposers can choose to prepare and submit full, research non-collaborative proposals in Research.gov or in FastLane.

Reminder: Changes to the Research Foundation's Fringe Benefit Rates



Please be mindful that effective **June 1, 2018** the Research Foundations' summer salary fringe benefit rate for faculty will *increase* from 26.0% to 28.0%. In addition, the fringe benefit rate for full-time employees will be

reduced from 36.0% to 35.0% effective July 1, 2018. Principal Investigators must factor these new rates when finalizing their budgets for the new fiscal year.

| | |
|-----------------------|-------------------------------------|
| Full-time employees | Reduced to 35% (Effective 7/1/18) |
| Part-time employees | 8% |
| Release Time Faculty | 51% (remains unchanged) |
| Faculty Summer Salary | Increased to 28% (Effective 6-1-18) |

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/>

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 and Mamie 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>

**Amateur Chamber Music Players Foundation:
Chamber Music Workshops**

Deadline: 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: 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

Cleveland H. Dodge Foundation Grant

Deadline: September 15, 2018

Scope: It is the policy of the Foundation to give priority to institutions and agencies in New York City with programmatic activities in the following categories: 1. those which help underprivileged youth build good character and sound values; 2. those with innovative programs that focus on early childhood education; 3. those supported by both the Founder and his descendants that continue to perform effective services; Consideration is also given to specific institutions which do not fit into the above categories but have been supported consistently by the Foundation over a long period of time. The Foundation makes grants only to established institutions. It does not: 1. Support individuals through scholarship or other aid. 2. Support institutions dealing mainly with medical research, health care or health care training. 3. Generally support independent schools, colleges and universities excepting those that the Foundation has consistently supported over a long period of time, or to match gifts made

under matching gift plans; 4. Make loans; 5. Manage programs or projects; 6. Make grants to endowment.

Website: <http://www.chdodgefoundation.org/grants.shtml>

**(DoL) National Health Emergency Dislocated Worker
Demonstration Grants**

Deadline: July 31, 2018.

Scope: The Labor Department's Employment and Training Administration seeks applications for the National Health Emergency (NHE) Dislocated Worker Demonstration Grants. Funds: \$21 million for seven awards of up to \$5 million. Eligibility: State workforce agencies, outlying areas or Native American tribal governments. Areas: DOL said the primary goals of the NHE demonstration grants are to:

- test innovative approaches to address the economic and workforce-related impacts of the opioid epidemic; provide training and support activities to the following eligible participants, who may or may not have a history of opioid use but are located in communities that have been hard-hit by the opioid crisis:
- dislocated workers (including displaced homemakers), new entrants in the workforce and incumbent workers and;
- provide training that builds the skilled workforce in professions that could impact the causes and treatment of the opioid crisis, including treatment, mental health and pain management.

Website: www.grants.gov; FON# TEGL-12-17

**(DOJ) Research and Evaluation on Promising Reentry
Initiatives**

Deadline: August 6, 2018

Scope: The Justice Department's National Institute of Justice seeks applications for the FY2018 Research and Evaluation on Promising Reentry Initiatives to reduce violent crime and protect public safety personnel. Funds: \$5 million total for up to three awards. The maximum project period is three years. Areas: DOJ said its primary goal is to support the rigorous examination of innovative reentry initiatives. Proposals should include process, outcome/impact and cost studies. Preferred outcome measures should include reductions in recidivism and criminal behavior, and related reentry outcomes (e.g., housing stability, employment). For an initiative to be considered for evaluation under this solicitation, one of its overall goals must be recidivism reduction. **Website:** www.grants.gov; FON# NIJ-2018-14380

(FDA/NSF) Scholar-In-Residence

Deadline: Open

Scope: The National Science Foundation seeks applications for the Scholar-In-Residence at FDA announcement to enable investigators in science, engineering and computer science to develop research collaborations within the intramural research environment at the Food and Drug Administration. Funds: \$750,000 for an estimated five to 10 awards. The average award size and duration will vary depending on the availability of funds and the quality of proposals. Areas: NSF said the solicitation features three flexible mechanisms for support of research at FDA: Principal

Investigators at FDA, Postdoctoral Researchers at FDA and Graduate Students at FDA. Funding supports research and collaborations with investigators in the intramural FDA laboratory research program, including opportunities for Principal Investigators and graduate students to conduct engineering and scientific research on topics contributing to public health, and to gain experience related to emerging medical device technologies in a research setting, both individually and in collaborative teams.

Website: www.nsf.gov/pubs/2018/nsf18556/nsf18556.htm

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.

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

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

William T. Grant Foundation: Research Grants

Deadline: 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>

Henry Luce Foundation: Higher Education Grants

Deadline: Open

Scope: Higher education has been a focus of the Foundation's grantmaking since the Foundation's very first grant in 1936 to Yenching University in Beijing. Over half of all grant monies awarded since the Foundation's establishment have been to higher education institutions. Through its grants to colleges and universities, the Luce Foundation aims to advance three goals: (1) To stimulate and support scholarship, especially projects that break new ground and that cross disciplinary and geographic boundaries; (2) To ensure that high-quality research, especially in the humanities and qualitative social sciences, informs policymaking and public discussion; (3) To prepare the next generation of diverse scholars and academic leaders. Most of the grantmaking in support of these goals takes place through the Foundation's thematic programs (such as American Art, Asia, Theology, or Clare Boothe Luce) or its special initiatives (like that on Religion in International Affairs). Funding: Grants in 2017 ranged from \$30,000 to \$200,000.

Website: <http://www.hluce.org/highedu.aspx>

(HRSA) Nursing Workforce Diversity (NWD) Program**Deadline:** August 8, 2018 (estimated)

Scope: The program increases access to high quality, culturally-aligned registered nurse providers that reflect the diversity of the communities in which they serve. We assist students from disadvantaged backgrounds to become registered nurses. We facilitate diploma or associate degree-registered nurses to become baccalaureate-prepared registered nurses, and prepare practicing registered nurses for advanced nursing education. NWD strengthens and expands the comprehensive use of evidence-based strategies shown to increase the recruitment, enrollment, retention, and graduation of students from disadvantaged backgrounds in schools of nursing. Eligible applicants include accredited schools of nursing, nursing centers, academic health centers, state or local governments, and other private or public non-profit entities.

Website: <https://bhw.hrsa.gov/fundingopportunities/default.aspx?id=71a65b17-a6c8-45cf-a944-99b0d256fcef>

(IMLS) Laura Bush 21st Century Librarian Program**Deadline:** September 1, 2017 estimated

Scope: The Institute of Museum and Library Services seeks applications for the Laura Bush 21st Century Librarian Program to support developing a diverse workforce of librarians to better meet the changing learning and information needs of the American public by enhancing the training and professional development of librarians, developing faculty and library leaders, and recruiting and educating the next generation of librarians. Funds: Planning Grants—up to \$50,000, National Forum Grants—up to \$100,000, Project Grants—up to \$1 million and Research Grants—up to \$500,000. Grant periods are one year for Planning Grants; one to two years for National Forum Grants; and one to three years for Project Grants and Research Grants, except for doctoral program projects, which may be one to four years. Eligibility: A library or a parent organization, such as a school district, a municipality, a state agency or an academic institution, that is responsible for the administration of a library. See the announcement for complete details. IMLS said all applications must designate one of the following project categories: community anchors, national digital platform or curating collections. **Website:** www.grants.gov; FON# LB21-FY18-1

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 outside the United States and its territories.

Website: <http://www.macyfoundation.org/apply>

W.M. Keck Foundation: Research Program**Deadline:** 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/>

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>

Henry Luce Foundation: Higher Education Grants

Deadline: Open

Scope: Higher education has been a focus of the Foundations grantmaking since the Foundations very first grant in 1936 to Yenching University in Beijing. Over half of all grant monies awarded since the Foundations establishment have been to higher education institutions. Through its grants to colleges and universities, the Luce Foundation aims to advance three goals:

- To stimulate and support scholarship, especially projects that break new ground and that cross-disciplinary and geographic boundaries
- To ensure that high-quality research, especially in the humanities and qualitative social sciences, informs policymaking and public discussion
- To prepare the next generation of diverse scholars and academic leaders

Most of the grantmaking in support of these goals takes place through the Foundations thematic programs, Asia, Theology, or Clare Boothe Luce or its special initiatives like that on Religion in International Affairs. More details about those programs guidelines and lists of previous grants, including to colleges and universities, can be found at the following website: <http://www.hluce.org/highedu.aspx>

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 Hispanic Business Group: Education Fund

Deadline: Open

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 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) Our Town

Deadline: August 9, 2018

Scope: An organization may submit as a lead applicant two applications to Our Town. A partnering organization may serve as a partner on as many applications as they like. You may apply to other National Endowment for the Arts funding opportunities, including Art Works and Challenge America, in addition to Our Town. In each case, the request must be for a distinctly different project, or a distinctly different phase of a project. If you have applied to the NEA in the past and were not recommended for funding, you may apply again to any funding opportunity, including Our Town. Description Our Town is the National Endowment for the Arts' creative place making grants program. These grants support projects that integrate arts, culture, and design activities into efforts that strengthen communities by advancing local economic, physical, and/or social outcomes. Successful Our Town projects ultimately lay the groundwork for systemic changes

that sustain the integration of arts, culture, and design into strategies for strengthening communities. Our Town offers support for projects in two areas: Place-Based Projects. Through arts engagement, cultural planning, design, and/or artist/creative industry support, these projects contribute to improved quality of life in local communities. These projects require a partnership between a nonprofit organization and a local government entity, with one of the partners being a cultural organization. Knowledge Building Projects. These projects build and disseminate knowledge about how to leverage arts, culture, and design as mechanisms for strengthening communities. These grants are available to arts service or design service organizations, and/or other national or regional membership, policy, or university-based organizations. These projects require a partnership that will facilitate the knowledge sharing and/or exchange. Matching grants range from \$25,000 to \$100,000, with a minimum cost share/match equal to the grant amount.

Website: <https://www.arts.gov/grants-organizations/our-town/introduction>

(NEA) Urban Grants

Deadline: September 30, 2018

Scope: NEAs Urban Grants support development of large local NEA affiliates representing pre-K-12 educators, higher education faculty, and education support professionals. This grant funding is intended for projects that increase membership recruitment and involvement, build Association capacity, issue organizing, and organizing and engage communities. Grants fund activities for twelve months from the date of the award. The grant amount is up to \$5,000. Up to twenty-five urban grants are awarded annually.

Website: <http://www.nea.org/grants/39362.htm>

(NEA) Literature Fellowships

Deadline: July 12, 2018

Scope: The National Endowment for the Arts seeks to sustain and nurture a multiplicity of American literary traditions, including, but not limited to: - Ensuring that literary presses and magazines, community-based centers, and national literary organizations complement the trade-publishing sector in the shaping of contemporary literature. Supporting organizations that nurture emerging and mid-career writers. - Supporting endeavors to provide America's readers with direct access to contemporary writers. - Supporting the use of new technology and innovative projects. In addition to offering Art Works grant opportunities for organizations, NEA offers fellowships to published creative writers and translators in the areas of prose and poetry. Amount per grant from \$10,000 to \$100,000.

Website: <https://www.arts.gov/grants-organizations/art-works/literature>

(NEH) Collaborative Research Grants

Deadline: December 5, 2018

Scope: Debate, exchange of ideas, and working together-all are basic activities that advance humanities knowledge and

foster rich scholarship that would not be possible by researchers working on their own. The Collaborative Research grant program encourages collaboration that proposes diverse approaches to topics, incorporates multiple points of view, and explores new avenues of inquiry that lead to publications and other resources for scholarly audiences and/or general audiences.

Collaborative Research grants support groups of two or more scholars engaging in significant and sustained research in the humanities. The program seeks to encourage interdisciplinary work, both within the humanities and beyond. Projects that include partnerships with researchers from the natural and social sciences are encouraged, but they must remain firmly rooted in the humanities and must employ humanistic methods. Eligible projects must propose tangible and sustainable outcomes such as co-authored or multi-authored books; born-digital publications; themed issues of peer-reviewed journals; and content-rich, open-access digital resources (for example, websites, databases, or tools). All project outcomes must be based on and must convey interpretive humanities research. All grantees are expected to disseminate the results of their work to scholarly audiences and/or general audiences. Collaborative Research offers three types of awards to address different sorts of projects and stages of development.

Type 1: Convening Grants - up to \$50,000. Convening grants last one year and typically fund conferences and working group meetings to sharpen the chosen research topic and discuss and plan subsequent publication.

Type 2: Publication Grants - up to \$250,000 (no more than \$100,000 per year). Publication grants last one to three years and support the project toward completion of its publication goals. Publications can appear in traditional print or in digital form. Note that costs paid to publishers and subventions are not supported.

Type 3: Archaeology Grants - up to \$250,000 (no more than \$100,000 per year). Archaeology grants last one to three years and support projects that lead to publication.

Information about Preliminary Draft Proposals. Prospective applicants may submit a draft of their proposal for staff review (optional) no later than October 15, 2018.

(NEH) Media Projects: Development Grants

Deadline: August 8, 2018

Scope: The Media Projects program supports film, television, and radio projects that engage general audiences with humanities ideas in creative and appealing ways. All projects must be grounded in humanities scholarship in disciplines such as history, art history, film studies, literature, drama, religious studies, philosophy, or anthropology. Projects must also demonstrate an approach that is thoughtful, balanced, and analytical (rather than celebratory). The approach to the subject matter must go beyond the mere presentation of factual information to explore its larger significance and stimulate critical thinking. NEH is a national

funding agency, so the projects that we support must demonstrate the potential to attract a broad general audience.

Film and television projects may be single programs or a series addressing significant figures, events, or ideas. Programs must be intended for national distribution, via traditional carriage or online distribution. The Division of Public Programs welcomes projects that range in length from short-form to broadcast-length video.

The Division of Public Programs also encourages film and television projects that examine international themes and subjects in the humanities, in order to spark Americans' engagement with the broader world beyond the United States. These projects should demonstrate international collaboration by enlisting scholars based both in the United States and abroad, and/or by working with an international media team. The collaborations should bring broad cross-cultural perspectives to the proposed topics and should be intended primarily for U.S. public audiences.

Radio projects, including podcasts, may involve single programs, limited series, or segments within an ongoing series. They may also develop new humanities content to augment existing radio programming or add greater historical background or humanities analysis to the subjects of existing programs. Programs receiving production grants may be either broadcast or disseminated online. They may be intended for national or regional distribution.

NEH encourages projects that engage public audiences through multiple formats in the exploration of humanities ideas. Proposed projects might include complementary components to a film, television, or radio project. These components should deepen the audience's understanding of the subject in a supplementary manner: for example, book/film discussion programs, supplemental educational websites, or museum exhibitions.

Development grants enable media producers to collaborate with scholars to develop humanities content and to prepare programs for production. Grants should result in a script or a detailed treatment (for a radio or podcast project) and may yield a detailed plan for outreach and public engagement in collaboration with a partner organization or organizations.

Website: <https://www.neh.gov/grants/public/media-projects-development-grants>

(NEH) Humanities Connections

Deadline: September 18, 2018

Scope: Humanities Connections grants seek to expand the role of the humanities in the undergraduate curriculum at two- and four-year institutions, offering students in all academic fields new opportunities to develop the intellectual skills and habits of mind that the humanities cultivate. Grant projects focus on connecting the resources and perspectives of the humanities to students' broader educational and professional goals, regardless of their path of study. Through this new

grant program, NEH invites proposals that reflect innovative and imaginative approaches to preparing students for their roles as engaged citizens and productive professionals in a rapidly changing and interdependent world. Grants support the development and implementation of an integrated set of courses and student engagement activities focusing on significant humanities content. A common topic, theme, or compelling issue or question must link the courses and activities. The linked courses (a minimum of three) may fulfill general education or core curriculum requirements but could also be designed primarily for students in a particular major or course of study. The Humanities Connections program gives special encouragement to projects that foster collaboration between humanities faculty and their counterparts in the social and natural sciences and pre-service or professional programs in business, engineering, health sciences, law, computer science, and other non-humanities fields. Individuals are not eligible to apply. Successful applicants to the Humanities Connections program will receive grants of up to \$100,000. The grant period is between eighteen and thirty-six months and must start no later than September 2018.

Website: www.neh.gov/grants/education/humanities-connections

(NEH) Fellowships

Deadline: October 15, 2018

Scope: \$58,800 available for up to three awards from 4 to 9 months. The award is \$4,200 per month. Room and half-board at the Institute is \$1,200 per month and the remainder is stipend. Open to post-doctoral scholars who are U.S. citizens (or alien residents for at least three years). Applicants must have completed all requirements, except for the actual conferral of the degree, by the application deadline for the fellowship.

Website: <https://aiarfellowships.fluidreview.com/>

(NEH) Humanities Initiatives at Community Colleges

Deadline: July 19, 2018

Scope: 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) Media Projects: Production Grants

Deadline: August 8, 2018

Scope: Production Grants support the production and distribution of films, television programs, and radio programs that promise to engage a broad public audience. Awards last for one to three years and may range from \$100,000 to \$650,000. In rare circumstances, Chairman's Special Awards of up to \$1 million are available for projects that will reach an exceptionally large audience. Successful applicants will be awarded a grant in outright funds, matching funds, or a combination of the two, depending on the applicant's preference and the availability of funds.

Website: <http://www.neh.gov/grants/public/mediaprojects-production-grants>

(NEH) Humanities Initiatives at Hispanic-Serving Institutions

Deadline: July 19, 2018

Scope: NEH Humanities Initiatives at Hispanic-Serving Institutions are intended to strengthen the teaching and study of the humanities, in subjects such as history, philosophy, literature, religion, and the interpretation of the arts. These grants may be used to enhance existing humanities programs, resources, or courses, or to develop new ones. Applicants are encouraged to draw on the knowledge of outside scholars who would contribute expertise and fresh insights to the project. Each project must be organized around a core topic or set of themes. Successful applicants

for NEH Humanities Initiatives may be awarded up to \$100,000.

NEH Humanities Initiatives may 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;

- support curricular development that integrates humanities approaches with professional training (in such fields as business, law, science, technology, and nursing and medicine);
- integrate substantial humanities content or texts in required or developmental courses that focus on close reading, analytical writing, and/or effective speaking;
- develop or substantially enhance bridge programs for first-year, first-generation, at-risk, and/or nontraditional students;
- create opportunities for faculty members to study together, in order to improve their capacity to teach the humanities;
- help institutions create or enhance humanities resources for teaching, such as oral histories and historical or literary collections (projects incorporating podcasts, mapping tools, and other digital components are especially encouraged); 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.

Website: www.neh.gov/grants/education/humanities-initiatives-hispanic-serving-institutions

(NEH) Humanities Open Book Program

Deadline: September 26, 2018

Scope: The Humanities Open Book Program is designed to make outstanding out-of-print humanities books available to a wide audience. By taking advantage of low-cost "ebook" technology, the program will allow teachers, students, scholars, and the public to read humanities books that have long been out of print. Eligibility is limited to (a) U.S. nonprofit organizations with IRS tax-exempt status; and (b) state and local governmental agencies and federally recognized Indian tribal governments. Individuals are not eligible to apply. Awards are for one to three years and range from \$50,000 to \$100,000. Some projects will receive awards from the NEH, while others will receive awards from the Mellon Foundation.

Website: www.neh.gov/grants/odh/humanities-open-book-program

(NEH) Summer Stipends

Deadline: September 27, 2017

Scope: Summer Stipends support individuals pursuing advanced research that is of value to humanities scholars, general audiences, or both. Eligible projects usually result in articles, monographs, books, digital materials and

publications, archaeological site reports, translations, or editions. Projects must not result solely in the collection of data; instead, they must also incorporate analysis and interpretation. Summer Stipends support projects at any stage of development. Eligibility: The Summer Stipends program accepts applications only from individual researchers, teachers, and writers, whether they have an institutional affiliation or not. Applicants with college or university affiliations must, however, be nominated by their institutions. Summer Stipends provide \$6,000 for two consecutive months of full-time research and writing. Recipients must work full-time on their projects for these two months and may hold other research grants supporting the same project during this time. Summer Stipends normally support work carried out during the summer months, but arrangements can be made for other times of the year. Website: www.neh.gov/grants/research/summer-stipends

(NIA) Examining Diversity, Recruitment and Retention in Aging Research

Deadline: Letters of Intent are due 30 days prior to the application due date; proposals are due Sept. 25, 2018; Jan. 25, 2019; and May 25, 2019.

Scope: The National Institute on Aging seeks (R24) resource-related research project applications for the Examining Diversity, Recruitment and Retention in Aging Research announcement to encourage collaborative teams to target gaps in methods and outcomes regarding research participant recruitment and retention. Funds: An estimated \$3 million in FY2019 for one to three awards. The maximum project period is three years. Areas: NIA said collaborative teams will support the creation of a portfolio of timely and essential enabling resources designed to enhance the recruitment and retention of a large diverse community population for aging research. The primary activities that should be completed by the teams within the project period are: develop and evaluate innovative approaches to recruitment and retention; test new approaches and disseminate methods to the field; engage, educate and motivate community members to participate in research; facilitate their enrollment and demonstrate measurable success; incorporate community members and patient/volunteer liaisons into the recruitment infrastructure and enable them to be active partners in recruiting additional community members; and provide sustainable participants to active NIA-funded clinical research.

Website: www.grants.gov; FON# PAR-18-749

(NEH) Scholarly Editions and Translations Grants

Deadline: December 5, 2018

Scope: Scholarly Editions and Translations grants support the preparation of editions and translations of pre-existing texts of value to the humanities that are currently inaccessible or available only in inadequate editions or transcriptions. Typically, the texts and documents are significant literary, philosophical, and historical materials; but other types of work, such as musical notation, are also eligible.

Projects must be undertaken by at least one editor or translator and one other collaborating scholar. These grants support full-time or part-time activities for periods of one to three years. Applicants should demonstrate familiarity with the best practices recommended by the Association for Documentary Editing or the Modern Language Association Committee on Scholarly Editions. Translation projects should also explain the theory and method adopted for the particular work to be translated. Editions and translations produced with NEH support contain scholarly and critical apparatus appropriate to their subject matter and format. This usually means introductions and annotations that provide essential information about a text's form, transmission, and historical and intellectual context.

Proposals for editions of foreign language materials in the original language are eligible for funding, as well as proposals for editions of translated materials. Information about Preliminary Draft Proposals Prospective applicants may submit a draft of their proposal for staff review (submission of draft proposals is optional) no later than October 15.

Website: www.neh.gov/grants/research/scholarly-editions-and-translations-grants

(NEH) Landmarks of American History and Culture: Workshops for School Teachers

Deadline: February 14, 2019

Scope: The Landmarks of American History and Culture program supports a series of one-week workshops for a national audience of K-12 educators that enhance and strengthen humanities teaching at the K-12 level. Successful projects may receive up to \$170,000 in outright funds, matching funds, or a combination of the two. Federal matching funds are released on a one-to-one basis when a grantee secures funds from eligible nonfederal third parties

The program defines a landmark as a site of historic importance within the United States and its territories that offers educators a unique and compelling opportunity to deepen and expand their knowledge of the diverse histories, cultures, traditions, languages, and perspectives of the American people. Projects employ a place-based approach, teaching historic sites through critical interpretation in order to explore central themes in American history and government, as well as in literature, art, music, and related humanities subjects.

Each workshop accommodates thirty-six participants (NEH Summer Scholars) and is offered twice during the summer (for a total of seventy-two participants). Workshops may be hosted by institutions such as community colleges, universities, four-year colleges, learned societies, libraries or other repositories, centers for advanced study, cultural organizations, professional associations, and schools or school systems. Host institutions provide facilities and arrange for accommodations for participants, who receive a stipend. NEH expects host institutions to furnish facilities

conducive to scholarly engagement with topics and sites. Prospective applicants may submit a draft of their proposal for staff comments (optional) no later than January 15, 2018.

(NIGMS) Bridges to the Baccalaureate Program (R25)

Deadline: September 25, 2018

Scope: The NIH Research Education Program (R25) supports research education activities in the mission areas of the NIH. The over-arching goal of this National Institute of General Medical Sciences (NIGMS) R25 program is to support educational activities that enhance the diversity of the biomedical research workforce. To accomplish the stated over-arching goal, this FOA will support creative educational activities with a primary focus on Courses for Skills Development, Research Experiences, and Curriculum or Methods Development. A program application must include each activity, and describe how they will be synergized to make a comprehensive program. The Bridges to Baccalaureate Program is intended to provide these activities to community college students to increase transition to and completion of Bachelor's degree in biomedical sciences. This program requires partnerships between community colleges or other two-year post-secondary educational institutions granting the associate degree with colleges or universities that offer the baccalaureate degree. Additionally, recruitment and retention plans are required as part of the application.

Website: www.nigms.nih.gov/Research/mechanisms/Pages/bridgesbaccalaureate.aspx

(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.

(NIH) Director's Early Independence Award

Deadline: Letters of Intent, August 27, 2018

Full proposals, September 27, 2018

Scope: The National Institutes of Health seeks (DP5) Early Independence Award applications for the NIH Director's Early Independence Award to support exceptional investigators who wish to pursue independent research essentially directly after completion of their terminal doctoral/research degree or end of postgraduate clinical training. Funds: Approximately \$4 million for 10 awards in FY2019. The maximum project period is five years. Areas: NIH said this award supports investigators to accelerate their entry into an independent research career by forgoing the traditional postdoctoral training period. To be consistent with the updated NIH definition of Early Stage Investigators,

eligible clinical training includes clinical residency and clinical fellowship.

Website: www.grants.gov; FON# RFA-RM-18-010

<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. 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. 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, 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.

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

(NSF) Accelerating Discovery: Educating the Future STEM Workforce Program

Deadline: July 2, 2018.

Scope: The National Science Foundation seeks applications for the Accelerating Discovery: Educating the Future STEM Workforce Program to support education research and development projects focused on re- or upskilling the existing workforce; developing the skilled technical workforce; and/or preparing those at the undergraduate, graduate or postdoctoral fellow/early career levels. Funds: Recent awards have ranged from \$16,500 to \$2 million. Areas: NSF said projects should partner with industry, public and private sectors to define the needs of tomorrow's workforce and develop educational and learning strategies to meet those needs. Proposals should address near-, mid- and long-term challenges and opportunities facing the development of

STEM professionals or anticipate new structures and functions of the STEM learning and teaching enterprise. Proposers are encouraged to include approaches that have the potential to increase and diversify participation in STEM. All proposals should contribute to one or more of the six research Big Ideas. **Website:** www.grants.gov; PD-18-1998

(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) Advanced Technological Education

Deadline: October 4, 2018 for full proposals.

Scope: The National Science Foundation invites applications under its premier two-year college activity, the Advanced Technology Education program, which focuses on the education of technicians for high-tech fields critical for economic growth. Funding: approximately \$800,000 over three years. Eligibility: Two-year colleges must have a leadership role in all projects, which involve partnerships with two-year colleges, four-year colleges and universities, secondary schools, business, industry and government. Projects should respond to employers' needs for prepared technicians with adaptable skills. The program supports two major tracks: ATE projects and ATE centers. Projects include activities with national or regional focus that address: program improvement to increase the relevance of technician education to modern practices and the number of students prepared for the high-performance workplace; professional development of secondary school teachers and college faculty; curriculum and education materials development for national dissemination; teacher preparation; research on technician education; and institutional reform of technician education.

Website: www.nsf.gov/pubs/2017/nsf17568/nsf17568.htm

(NSF) ADVANCE: Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers

Deadline: December 12, 2018 - Letter of Intent
January 09, 2019 - Full Proposal

Scope: Despite significant increases in the proportion of women pursuing STEM doctoral degrees, women are

significantly underrepresented as faculty, particularly in upper ranks, and in academic administrative positions, in almost all STEM fields. The problems of recruitment, retention, and advancement that are the causes of this underrepresentation vary by discipline and across groups of women faculty. The ADVANCE program is designed to foster gender equity through a focus on the identification and elimination of organizational barriers that impede the full participation and advancement of all women faculty in academic institutions. Organizational barriers that inhibit equity may exist in areas such as policy, practice, culture, and organizational climate. The goals of the ADVANCE program are (1) to develop systemic approaches to increase the representation and advancement of women in academic STEM[1] careers; (2) to develop innovative and sustainable ways to promote gender equity that involve both men and women in the STEM academic workforce; and (3) to contribute to the research knowledge base on gender equity and the intersection of gender and other identities in STEM academic careers. There are three program tracks. All projects are expected to build on prior ADVANCE work and gender equity research and literature to broaden the implementation of organizational and systemic strategies to foster gender equity in STEM academic careers.

Website: <https://www.nsf.gov/pubs/2016/nsf16594/nsf16594.pdf>

(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) Conferences and Workshops in the Mathematical Sciences

Deadline: Open

Scope: Conferences, workshops, and related events (including seasonal schools and international travel by groups) support research and training activities of the

mathematical sciences community. Proposals for conferences, workshops, or conference-like activities may request funding of any amount and for durations of up to three years. Proposals under this solicitation must be submitted to the appropriate DMS programs in accordance with the lead-time requirements specified on the program web page. Funding: \$200,000 to \$4 million for 10-100 awards.

Website: http://www.nsf.gov/funding/pgm_summ.jsp?Pims_id=11701

(NSF) Cognitive Neuroscience (CogNeuro)

Deadline: August 13, 2018

Scope: NSF 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 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) 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: 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. 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 and institutions primarily serving persons with disabilities are strongly encouraged.

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

(NSF) Decision, Risk, and Management Science**Deadline:** August 20, 2018 and January 18, 2019

Scope: The Decision, Risk and Management Sciences program supports scientific research directed at increasing the understanding and effectiveness of decision making by individuals, groups, organizations, and society. Disciplinary and interdisciplinary research, doctoral dissertation research improvement grants (DDRIGs), and workshops are funded in the areas of judgment and decision making; decision analysis and decision aids; risk analysis, perception, and communication; societal and public policy decision making; management science and organizational design. The program also supports small grants that are time-critical (Rapid Response Research - RAPID) and small grants that are high-risk and of a potentially transformative nature (EARly-Concept Grants for Exploratory Research - EAGER).

Website: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5423

(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. 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. 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. 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 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 research in STEM education and prior 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 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 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) Foundations Program

Deadline: September 25, 2018,

Scope: The National Science Foundation seeks applications for the Foundations Program to support research in mathematical logic and the foundations of mathematics. Funds: Recent awards have ranged from \$16,700 to \$1.1 million. Areas: NSF said areas include proof theory, recursion theory, model theory, set theory and infinitary combinatorics.

Website: www.grants.gov; FON# PD-18-1268

(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) **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) **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) **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. 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) Improving Undergraduate STEM Education: Education and Human Resources (IUSE)

Deadline: October 1, 2018

Scope: The fields of science, technology, engineering, and mathematics (STEM) hold much promise as sectors of the economy where we can expect to see continuous vigorous growth in the coming decades. STEM job creation is expected to outpace non-STEM job creation significantly, according to the Commerce Department, reflecting the importance of STEM knowledge to the US economy.

The National Science Foundation (NSF) plays a leadership role in development and implementation of efforts to enhance and improve STEM education in the United States. Through the NSF Improving Undergraduate STEM Education (IUSE) initiative, the agency continues to make a substantial commitment to the highest caliber undergraduate STEM education through a Foundation-wide framework of investments. The IUSE: EHR program is a core NSF undergraduate STEM education program that seeks to improve the effectiveness of undergraduate STEM education for both majors and non-majors. The program is open to application from all institutions of higher education and associated organizations. NSF places high value on educating students to be leaders and innovators in emerging and rapidly changing STEM fields as well as educating a scientifically literate populace. In pursuit of this goal, IUSE: EHR supports projects that have the potential to improve student learning in STEM through development of new curricular materials and methods of instruction, and development of new assessment tools to measure student learning. In addition to innovative work at the frontier of STEM education, this program also encourages replications of research studies at different types of institutions and with different student bodies to produce deeper knowledge about the effectiveness and transferability of findings.

IUSE: EHR also seeks to support projects that have high potential for broader societal impacts, including improved diversity of students and instructors participating in STEM education, professional development for instructors to ensure adoption of new and effective pedagogical techniques that meet the changing needs of students, and projects that promote institutional partnerships for collaborative research and development. NSF especially welcomes proposals that will pair well with the efforts of INCLUDES (https://www.nsf.gov/news/special_reports/nsfincludes/index.jsp) to develop STEM talent from all sectors and groups in our society. Collaborations are encouraged between IUSE proposals and existing INCLUDES projects, provided the collaboration strengthens both projects.

The IUSE program recognizes and respects the variety of discipline-specific challenges and opportunities facing STEM faculty as they strive to incorporate results from educational research into classroom practice and work with education research colleagues and social science scholars to advance our understanding of effective teaching and learning. Toward these ends the program features two tracks: (1) Engaged

Student Learning and (2) Institutional and Community Transformation. Two tiers of projects exist within each track: i) Exploration and Design and (ii) Development and Implementation.

Website: www.nsf.gov/funding/pgm_summ.jsp?pims

(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) Mathematical Biology Program (NSF)

Deadline: August 20, 2018, through September 5, 2018.

Scope: The National Science Foundation seeks applications for the Mathematical Biology Program to support research in areas of applied and computational mathematics with relevance to the biological sciences. Funds: Recent awards have ranged from \$15,000 to \$2.4 million. Areas: NSF said topics of interest may include development of mathematical concepts and tools traditionally seen in other disciplinary programs within the Division of Mathematical Sciences (e.g., topology, probability, statistics, computational mathematics, etc.). **Website:** www.grants.gov; FON# PD-18-7334

(NSF) Mathematical Sciences Infrastructure Program

Deadline: December 17, 2018.

Scope: The National Science Foundation seeks applications for the Mathematical Sciences Infrastructure Program to support projects that positively influence the entire mathematical sciences research community, most often those cutting across multiple sub-disciplines. Funds: Recent awards have ranged from \$25,000 to \$3.4 million. Areas: NSF said activities include working research sessions, such as conferences and symposia, as well as larger initiatives focused on enhancing and developing the mathematical sciences at the national scale. In addition, the program will support a limited number of unsolicited training projects aimed at the undergraduate, graduate or postdoctoral levels that include a core mathematical sciences research component for trainees. **Website:** www.nsf.gov/funding/pgm_summ.jsp?pims_id=12756

(NSF) Perception, Action & Cognition (PAC)

Deadline: 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: 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) Probability Program

Deadline: September 10, 2018 through Sept. 25, 2018.

Scope: The National Science Foundation seeks applications for the Probability Program to support research in the theory and applications of probability. Funds: Recent awards have ranged from \$15,000 to \$2.1 million. Areas: NSF said

subfields include discrete probability, stochastic processes, limit theory, interacting particle systems, stochastic differential and partial differential equations, and Markov processes. Research in probability that involves applications to other areas of science and engineering is especially encouraged. **Website:** www.grants.gov; FON# PD-18-1263

(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. 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: 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 bio-behavioral research are supported by multiple agencies including NSF and 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. 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) 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

(NSF) Statistics Program

Deadline: Dec. 1, 2018 through Dec. 17, 2018

Scope: The National Science Foundation seeks applications for the Statistics Program to support research in statistical theory and methods, including research in statistical methods for applications to any domain of science and engineering. Funds: Recent awards have ranged from \$10,000 to \$932,000. Areas: NSF said statistical theory forms the base for statistical science, while the methods are used for stochastic modeling and the collection, analysis and interpretation of data. The methods characterize uncertainty in the data and facilitate advancement in science and engineering. The program encourages proposals ranging from single-investigator projects to interdisciplinary team projects. **Website:** www.grants.gov; FON# PD-18-1269

(NSF) STEM + Computing K–12 Education Program

Deadline: July 2, 2018.

Scope: The National Science Foundation seeks applications for the STEM + Computing K–12 Education Program to support research and development related to novel

approaches to pre-K–12 science, technology, engineering and mathematics (STEM) teaching and learning related to harnessing the data revolution, convergence research and the future of work at the human-technology frontier. Funds: \$15 million total. Recent awards have ranged from \$100,000 to \$7.8 million. Areas: NSF said research focuses on research and development of interdisciplinary and transdisciplinary approaches to the integration of computing within STEM teaching and learning for pre-K–12 students in both formal and informal settings; research on how students learn to think computationally to solve interdisciplinary problems in science and mathematics; and research and development that builds on evidence-based teacher preparation or professional development activities that enable teachers to provide excellent instruction on the integration of computation and STEM disciplines. Proposals should describe projects that are grounded in prior evidence and theory, are innovative or potentially transformative, and will generate and build knowledge about the integration of computing and one or more STEM disciplines at the pre-K–12 level. **Website:** www.grants.gov; FON# PD-18-005Y

Russell Sage Foundation Presidential Awards

Deadline: 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>

Sloan Research Fellowships

Deadline: September 17, 2018

Scope: The Sloan Research Fellowships seek to stimulate fundamental research by early-career scientists and scholars of outstanding promise. These two-year fellowships are awarded yearly to 126 researchers in recognition of distinguished performance and a unique potential to make substantial contributions to their field. Sloan Research fellowships total \$65,000. Candidates must hold a tenure track (or equivalent) position at a college, university, or other degree-granting institution. Tenure track faculty positions at the candidate's institution must include a yearly teaching requirement. Candidates must hold a Ph.D. (or equivalent) in chemistry, computational or evolutionary molecular biology, computer science, economics, mathematics, neuroscience, ocean sciences, physics, or a related field; Candidates' most recent Ph.D. (or equivalent) must have been awarded on or after September 1, 2012. Nominations for the 2019 Sloan Research Fellowships will open in summer 2018.

Website: <https://sloan.org/fellowships/>

Soros Fellowships for New Americans

Deadline: November 01, 2018

Scope: The Paul and Daisy Soros, Hungarian immigrants and American philanthropists, established their Fellowship program for New American immigrants and children of immigrants in December of 1997 with a charitable trust of fifty million dollars. They created the program as a way to give back to the country that had afforded their family such great opportunities.

Mr. and Mrs. Soros decided on a fellowship program because it allowed them to assist young New Americans at critical points in their educations, which they felt was an unmet need. They also wished to call attention to the extensive and diverse contributions of New Americans to the quality of life in the United States.

In 2010, Mr. and Mrs. Soros contributed an additional twenty-five million to the charitable trust that funds their Fellowships for New Americans.

The rigorous selection process is focused on identifying the most promising New Americans who are poised to make significant contributions to the nation through their work. In addition, the selection team looks for a commitment to the United States fundamental principles and ideals. The Fellows can study in any degree-granting program in any field at any university in the United States. Selection is based on merit the specific selection criteria emphasize creativity, originality, initiative and sustained accomplishment. Neither financial need nor distributive considerations are taken into account in the selection process. Each Fellows attends two weekend conferences of Fellows. The great majority continue to be involved with the program through regional dinners, service in the selection process for later classes, and through the Paul & Daisy Soros Fellows Association.

Website: <https://www.pdsoros.org/apply>

Spencer Foundation: Small Research Grants

Deadline: 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: 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. 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) Higher Ed. Multicultural Scholars Program

Deadline: June 20, 2018.

Scope: The Agriculture Department's National Institute of Food and Agriculture seeks applications for the FY2018 Higher Education Multicultural Scholars Program to conduct scholarship programs leading to either baccalaureate degrees within the food, agriculture, natural resources, and human sciences (FANH) or Doctor of Veterinary Medicine to meet national and international needs for training scientists and professionals in the FANH science fields. Funds: \$945,000 for awards of up to \$200,000. The maximum project period is five years. USDA's program priorities include: leadership development, incorporation of social sciences and enhancing impacts and global engagement. See the announcement for a list of potential activities.

Website: <https://nifa.usda.gov/program/higher-education-multicultural-scholars-program-msp>

Grant Writing Tips

The Myth that Agencies Fund Good Ideas³

An all too common "urban legend" among prospective but

³ Cronan, Michael, Academic Research Funding Strategies,

inexperienced grant applicants is the notion that agencies fund good ideas. This example of “putting the cart before the horse” is a challenge for those who support research development activities, or otherwise advise new faculty on research grant writing. Where this notion takes a foothold in the thinking of those seeking support, it can result in a frustrating experience for all involved, not to mention a wasteful commitment of time, resources, and personnel.

In this sixteenth-century analogy for doing things in the wrong order, you can think of the “cart” as the proposed research idea and the “horse” as the goals and objectives of the funding agency as defined in a solicitation. Having a good idea is a necessary but insufficient requirement for funding success. A good idea cannot stand alone, at least in the world of funded grants, without first being preceded by and intertwined with the mission objectives and investment priorities of the funding agency.

A good idea that does not offer value-added benefits and impact the agency mission or the field in a significant way will not be funded by a federal agency. In the world of writing research grants, the facts are simple: it is not about the research goals the applicant would like to address; rather, it is about the research goals the funding agency requires the applicant to identify in support of its mission.

Too often, those new to grant writing do not fully appreciate how tightly constrained federal funding agencies are in what they fund and why they fund it, or the very high degree of fidelity required of any successful proposal to meet all the research goals and objectives defined in the solicitation. A meticulous reading of the solicitation, an explication of text, if you will, is often the first casualty of unbridled enthusiasm neither bounded nor tempered by the constraints imposed on the proposal process by agency guidelines.

Understandably, those new to grant writing often feel exuberant at the prospect of seeing their ideas made real by funding from a federal agency, so much so that they become distracted and inattentive to the basic reality of successful grant writing: a funded grant is not so much about your good idea as it is about the value of your good idea to the funding agency. Unfortunately, human nature being what it is, it is often difficult for those who believe in the importance of their idea to make this necessary distinction. The longer the notion persists that a good idea largely untethered to an agency’s research goals is sufficient for funding, the more certain a declined proposal will result.

The reality of competitive grant writing is that money does not flow to good ideas unless they pay homage to the agency’s reasons for funding proposed research in the first place. Bottom line: there is a lot of strategic “market” planning done by those who are successful in obtaining external funding, not the least of which is how best to “pitch” a good idea to the funding agency so as to convince it of the value-added benefits the proposed research will bring to an agency’s goals. Making this strategic connection is key to

success in obtaining external funding, and critical to the success of research grant writers, particularly those new to the external funding arena.

Successful grantwriting has “zero tolerance” for violations of the fundamental principles of successful proposal writing. Submitting a proposal that pays little or no attention to the funding agency’s research goals is one of the most frequently punished mistakes made by those new to grant writing. Fortunately, in most cases, it is also one of the more easily identified and corrected mistakes. Colleagues, mentors, or research offices supporting those new to writing research grants can intervene and head off this error, thereby gaining researchers a reprieve from certain failure, i.e., a declined proposal.

Researching Grant Opportunities

Two Search Engines Available to Faculty and Staff

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.

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