Funding Opportunities Bulletin
April 2013

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SOCIAL SCIENCES
MULTIPLE DISCIPLINES

Please note that many of the opportunities listed are EXPECTED to be funded in FY13.

BUSINESS
See also opportunities listed under MULTIPLE DISCIPLINES

Dissertation Award
W.E. Upjohn Institute for Employment Research
Due date: Jul 05, 2013

The institute invites submissions for its annual prize for the best Ph.D. dissertation on employment-related issues. The institute supports and conducts policy-relevant research on issues related to employment, unemployment, and social insurance programs. The dissertation award furthers this mission. The dissertation may come from any academic discipline, but it must have a substantial policy thrust. Dissertations will be evaluated by a panel of economists using the following criteria: policy relevance, technical quality of the research, and presentation.

http://www.upjohninst.org/grantsawards.html

APPAM Ph.D. Dissertation Award
Association for Public Policy Analysis and Management (APPAM)
Due date: Jul 06, 2013

APPAM seeks to recognize emergent scholars in the field of public policy and management by presenting an award for the best Ph.D. dissertation in public policy and management. Any dissertation that has been completed in the academic years 2010-2011 or 2011-2012 and granted a degree in that period is eligible for consideration. No dissertation that has been completed prior to May 1, 2010, will be accepted. No previously submitted dissertations will be considered.
Dissertations from any discipline are acceptable as long as they deal substantively with public policy issues and are nominated by a faculty member of a public policy program that is an institutional member of APPAM. (The faculty member need not be the major advisor or supervisor of the student's dissertation, but can nominate the dissertation based on the belief that it makes a strong contribution to policy analysis.)

http://www.appam.org.awards/phd-dissertation-award/

**Economics of Markets and Development**  
United States Department of Agriculture (USDA)  
Due date: **Jul 07, 2013**

The Economics of Markets and Development Program seeks to generate knowledge that will maintain and develop domestic and international markets and enhance economic efficiency and equity in United States agribusiness sector; assist with new product development and insertion in the value chain for value-added plant, animal and bio-based products; and enhance understanding of market failure and help develop strategies to reduce externalities. Applicants must address at least one of the following: 1. Enhance understanding of the changes in agricultural input- and output-market structure and conduct, and in turn, its effectiveness in the development of competitive markets at home and abroad. 2. Develop new models and theories to enhance understanding of changes in domestic and foreign consumer tastes and preferences to help promote the development of new agricultural genetic materials, and agribusiness products and technology. 3. Enhance understanding of causes and impacts of market failure and develop strategies to incorporate the externalities in agricultural resource and product markets. CFDA 10.310

http://www.nifa.usda.gov/funding/rfas/afri.html

**Innovation in Auditing and Assurance Education Award**  
American Accounting Association (AAA) - Auditing Section  
Due date: **Jul 15, 2013**

The purpose of this award is to encourage innovation and improvement in auditing and assurance education. The award will recognize a significant activity, concept, or materials. The criteria used to judge the submissions include, but are not necessarily limited to innovation, educational benefits, and adaptability by other educational institutions or to other situations. Nominations may include, for instance, a set of teaching materials, a creative instructional strategy, or an insightful teaching approach. The innovation should have been implemented so that evidence of its success can be evaluated.

http://aaahq.org/awards/AUDInnovation.htm
**Michael R. Losey Human Resource Research Award**  
Society for Human Resource Management (SHRM)  
**Due date: Jul 16, 2013**

The Society for Human Resource Management (SHRM) and its affiliates, the SHRM Foundation and the HR Certification Institute, established an endowment fund in honor of retired SHRM President and CEO, Michael R. Losey, SPHR, CAE. This research fund has been established by the three Boards to honor Mr. Losey and his contributions to the society and the HR field. This award acknowledges significant past research accomplishments and continuing contributions by an HR researcher to the human resource management field through empirical research and its application to practice.

http://www.shrm.org/about/awards/Pages/loseyaward.aspx

**i6 Challenge**  
United States Department of Commerce (DOC)  
**Due date: Jul 20, 2013**

EDA solicits competitive applications to encourage and reward innovative, ground-breaking ideas that greatly expand innovation, commercialization and new enterprise formation across the United States. The i6 Challenge will award applicants submitting the best strategies to create Proof of Concept Centers that greatly increase innovation within their organizations, create processes to commercialize or implement innovation, and build networks that can utilize that innovation and entrepreneurship for local economic development. EDA expects to fund proposals that create or grow innovative Proof of Concept Centers that in turn will develop the applicant's organizational infrastructure to consistently and regularly create high-growth entrepreneurial ventures based on new ideas, innovation, research and development, and contribute to economic growth here in the United States. Applicants are required to leverage regional strengths, capabilities, and competitive advantages. All applications should avoid any duplication of existing efforts, or supplanting existing or budgeted efforts. Funding for the i6 Challenge will reward Proof of Concept centers that bring a culture of innovation and high-growth entrepreneurship to distressed regions

http://www07.grants.gov/search/search.do?sessionid=pZkqP7LCr5sw58P336zqVL2Jq2CxydHmvy4SHclHSJ5T3d8KQL1Yp!579898676?oppId=175993&mode=VIEW
EDUCATION
See also opportunities listed under MULTIPLE DISCIPLINES

EducationUSA Advising Program
US Department of State
Due Date: July 6, 2013

The goal of this program is to increase international student mobility between the United States and other countries by providing support to EducationUSA, the network of overseas educational advising centers affiliated with the U.S. Department of State. EducationUSA centers operate in a wide variety of organizational settings around the world, including public affairs sections of U.S. embassies and consulates, Fulbright commissions, binational centers, foreign universities, and U.S. non-government organizations. The support of the Bureau of Educational and Cultural Affairs (ECA) for these centers varies by center and region and ranges from support for educational resources and adviser professional development to, in a limited number of locations, support for office operations. In addition, all EducationUSA centers receive specialized, highly tailored guidance from ECA-supported Regional Educational Advising Coordinators (REACs) and country coordinators who are based in strategic locations around the world. CFDA 19.432

http://www.grants.gov/search/search.do?mode=VIEW&oppId=173275

Design of an Impact Evaluation of School-Wide Positive Behavior Supports
United States Department of Education (ED)
Due date: Jul 13, 2013

The U.S. Department of Education intends to issue a Request for Proposal (RFP) for a requirement of services for design work for an impact evaluation of School-Wide Positive Behavior Supports (SWPBS).

https://www.fbo.gov/?s=opportunity&mode=form&id=0bf21f8f60cb02a396aab92293e14993&tab=core&cview=1

Upward Bound Math/Science Programs
United States Department of Education (ED)
Due date: Jul 20, 2013

The Upward Bound Math/Science program allows the United States Department of Education to fund specialized Upward Bound math and science centers. The centers are designed to strengthen the math and science skills of participating students. The goal of the program is to help students recognize and develop their potential to excel in the fields of math and science and encourages them to pursue postsecondary degrees in math and science. Program services include summer programs in intensive math and science training; year-round counseling and advisement; exposure to university faculty who do research in math and science; computer training; and
participant-conducted scientific research under the guidance of faculty member or graduate student serving as the participant's mentor. Program participants must be eligible for Upward Bound (low-income, first-generation) and must have completed eighth grade. CFDA 84.047M

http://www.grants.gov/search/search.do;jsessionid=3DJPijVJhtDVzpQdmvDhc5GddLSQJpVsKsJF8Nhcb1dcL18pL!1228510361?oppId=178373&mode=VIEW

National Center for Development of Coursework and Training Modules To Improve Services and Results for Children With Disabilities
United States Department of Education (ED)
Due date: Jul 30, 2013

The purposes of this program are to (1) help address State-identified needs for highly qualified personnel--in special education, related services, early intervention, and regular education--to work with children, including infants and toddlers, with disabilities; and (2) ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined, through evidence-based research and experience, to be successful in serving those children. The purpose of this priority is to fund a cooperative agreement to support the establishment and operation of a National Center for Development of Coursework and Training Modules to Improve Services and Results for Children with Disabilities. The projects funded under this program must make positive efforts to employ and advance in employment qualified individuals with disabilities. CFDA 84.325

http://www.grants.gov/search/search.do;jsessionid=GyFyPgx52XBx05cG122SGXj6n8cZ29hv0v1grNlYtB8xNhRmws!884034953?oppId=178113&mode=VIEW
ENGINEERING & COMPUTER SCIENCE
See also opportunities listed under MULTIPLE DISCIPLINES

Pavement Structural Evaluation at the Network Level
United States Department of Transportation (DOT)
Due date: Jul 02, 2013

Current State Highway Agencies (SHAs) Pavement Management Systems are primarily based on surface condition data and surface cracking is mainly used as an indicator of the pavement structural condition. However, with effective pavement preservation activities that intervene early to preserve and extend the life of pavements and increasingly thicker long-life pavements, the surface cracks can no longer be relied on as a reliable indicator of structural condition or "health" of the pavement structure. This is because most preservation treatments correct surface cracks but do not correct bottom-up fatigue cracking, instead concealing them, while the bottom-initiated cracks continue to develop. In addition, the prevalence of top-down cracking in thicker pavements also makes it difficult to distinguish bottom-up fatigue cracking which is the common indicator of structural deterioration. The scope of this project is focused on traffic speed continuous deflection (or other pavement response that can be reliably related to pavement structural condition) devices for pavement structural evaluation at the network level for use in pavement management application and decision making. The objective of this project is to assess, evaluate and validate the capability of the RWD and the TSD (and any other traffic speed continuous deflection (or other pavement response that can be reliably related to pavement structural condition) devices that may have been developed since these efforts) for pavement structural evaluation at the network level for use in pavement management application and decision making. Develop analysis methodologies for enabling their use in pavement management. In this process, the following aspects shall be considered: - The information desired is a reliable measure of the structural condition of the pavement layer as it deteriorates over time under traffic and environmental loading. In this case, the pavement layer is used to refer to all bound layers above the unbound base layer. While the base and subgrade may undergo seasonal changes, they don't generally deteriorate, at least not the way the bound layers do and their performance is accounted for in pavement design. - The measure should be robust enough in capturing the structural condition or deterioration of the pavement layer notwithstanding the seasonal and spatial variation in base and subgrade layers. If available devices do not have the capability meet the stated objective, the contractor shall develop recommendations to further develop promising device(s) and/or technologies.

https://www.fbo.gov/index?s=opportunity&mode=form&id=deb24f6a48bd411ea2d32a404964b35f&tab=core&tabmode=list&=

Computational and Data-Enabled Science and Engineering (CDS&E) in Engineering
National Science Foundation (NSF)
Due date: Jul 03, 2013

Computational and Data-Enabled Science and Engineering (CDS&E) is a NSF-wide cross-disciplinary activity that coordinates relevant disciplinary and interdisciplinary programs at the
intersection of mathematics and statistics, computer and computational science, and the core science and engineering disciplines. It is dedicated to the development and use of advanced computational methods, information processing, data mining and analysis, and advanced cyberinfrastructure to enable and execute transformative scientific discovery and engineering innovation, and to the education of experts and non-experts in computation, including workforce development and training. The CDS&E in engineering (CDS&E-ENG) program recognizes the importance of engineering in CDS&E and vice-versa. Many natural and built engineering processes, devices and/or systems require high fidelity simulations over disparate scales that can be interrogated, analysed, modeled, optimized or controlled, and even integrated with experiments or physical facilities. This program accepts proposals that confront and embrace the host of research challenges presented to the science and engineering communities by the ever-expanding role of computational modeling and simulation on the one hand, and experimental and/or observational data on the other. The goal of the program is to promote the creation, development, and utilization of the next generation of theories, algorithms, methods, tools, and cyberinfrastructure in science and engineering applications. The CDS&E-ENG program will support fundamental research that will address the aforementioned computational and data-related challenges in science and engineering. Proposals are expected to be relevant to engineering and to have cross-cutting and integrative themes. In fiscal year 2012, this program will be co-funded by the NSF Office of Cyberinfrastructure.

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=504770

Research and Evaluation on Education in Science and Engineering (REESE)
National Science Foundation (NSF)
Due date: Jul 17, 2013

The REESE program unifies the Research and Evaluation on Education in Science and Engineering (REESE) and Fostering Interdisciplinary Research on Education (FIRE) solicitations. The goals of the REESE program are: (1) to catalyze discovery and innovation at the frontiers of STEM learning and education; (2) to stimulate the field to produce high quality and robust research results through the progress of theory, method, analysis, and human resources; and (3) to coordinate and transform advances in research on learning and education. REESE supports research that seeks transformative and novel answers to foundational questions about what STEM concepts can be learned by whom, when, how, and where. The initial benefits of REESE proposals are primarily up-stream. They ought to have the potential to advance the relevant research literatures. REESE pursues its mission by developing a research portfolio focusing on core scientific questions of STEM learning and education. REESE-supported research is often multi- and inter-disciplinary, drawing on the expertise of STEM content experts, STEM education researchers and evaluators, cognitive and social scientists, and experts from other areas of practice and scholarship. REESE projects may focus on any age range and any setting, including schools, homes, museums, and science centers. REESE projects should employ research designs and methodologies that are appropriate to the goals of the research. Proposals should have a strong connection to a STEM content area and should indicate who the direct audiences are for the results (e.g., other communities of researchers, materials developers, teacher-educators, policy analysts, or policymakers) and whom the eventual beneficiaries of the
research are, however indirectly and long-term.

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13667

**Air Emissions and Energy Initiative**  
United States Department of Transportation (DOT)  
**Due date: Jul 09, 2013**

In this Request for Proposals (RFP) the Maritime Administration Office of Environment is soliciting proposals for projects that demonstrate criteria pollutant emissions or carbon emissions reductions from marine vessels through repowering, re-engining or installation of other pollution reduction technologies, or the use of alternative fuel/energy. Over the past several years, the Maritime Administration (MARAD) has been partnering with other government agencies, industry, and academia on efforts to reduce vessel and port air emissions and greenhouse gases as well as support the use of alternative fuels and energy sources. Several MARAD efforts are underway to address emissions reductions, specifically through development of planning and modeling tools and in-situ testing of alternative fuels. MARAD recognizes the limited Federal funding opportunities specific to the maritime sector for emission reduction projects and will enter into up to three cooperative agreements with funding to assist in offsetting costs. MARAD is seeking to provide cost share funding through cooperative agreements for US-flagged vessels that operate on inland or coastal waterways. Eligible applicants include vessel owners, operators, or sponsors. Awardees must demonstrate a reduction of emissions of nitrogen oxides (NOx), sulfur oxides (SOx), particulate matter (PM), or carbon through an approved emissions testing scheme. Data collected under the cooperative agreement, including that related to costs, emissions, and fuel consumption must be made available to MARAD and can be used publically. Shore side equipment upgrade or shore power projects are not eligible for funding. MARAD will use the results and data to support further air emissions reduction research and demonstration projects and to demonstrate the public benefit of future incentives to improve vessel related environmental stewardship. Projects that will be funded under the RFP include engine repowers, retrofits, the use of alternative fuels, or the use of alternative technologies such as hybrid engines and other emissions reduction technologies. MARAD will not fund more than 75% of the total cost of the project.

http://www.grants.gov/search/search.do?mode=VIEW&oppId=169653

**Waste Heat Utilization, Water Treatment, and Water Resource Expansion to Reduce Power Sector Water Use**  
Electric Power Research Institute (EPRI)  
**Due date: Jul 24, 2013**

EPRI is seeking innovative and energy efficient water treatment ideas and technologies which will enable thermoelectric power plants to reduce their freshwater consumption needs (Figure 1) through the reuse of major water streams internal to the power plants and the reclamation of degraded and non-traditional water streams external to the plants. EPRI is also seeking "out of
the box" and breakthrough cooling and waste heat utilization ideas and technologies with high potential to dramatically reduce water consumption and withdrawal. Selected responses may be funded or cofunded by EPRI and its collaboration sponsors. This is a 2nd round of solicitation released by EPRI's Technology Innovation Water Conservation Program. EPRI seeks innovative technologies to treat major streams of water for water resource expansion and to significantly reduce cooling water consumption and/or withdrawal at electric power generating stations. Examples of areas of primary interest include, but are not limited to, the following: A. Water Treatment Technologies 1. Degraded and nontraditional water sources: a. Technologies which enable cost effective utilization of municipal wastewater effluent and brackish water. 2. Process cooling applications: a. Moisture recovery from cooling tower (more than 20%) or boiler flue gas b. Post treatment of blowdown water from evaporative cooling tower operations to enable reuse on site, preferably for cooling system make-up water. c. Pre-treatment and side stream treatment in order to increase the cycles of concentration in the cooling system. d. Technologies which leverage existing processes and infrastructure - such as waste heat. 3. General plant water and wastewater systems (Note: "The Key Measures of Merit" are not all applicable to ideas in this category as they may be funded at different funding levels by other EPRI programs.): a. Including regenerative waste, plant process streams and low volume wastewater and plant sumps and collection systems. b. Cost effective tritium separation technologies for light water reactor nuclear power plants; c. Treatment of flue gas desulfurization (FGD) wastewater for removal of contaminants of concern for onsite reuse and/or compliance with environmental discharge limits; d. Zero liquids discharge (ZLD) processes, including more cost effective: concentrate management (concentrating, sorting, disposal), re-use of RO reject and/or water from demineralization processes. e. Please note that power plant water quality requirements (e.g. cooling tower chemistry criteria) defy a generic prescription; there exists wide variability among plants and among water streams within each plant. However, the common goal to manage water resources effectively is shared among all power providers. The chief objectives of developing above water treatment technologies are to achieve significant reductions in cost, energy usage, and/or operating issues such as scaling, corrosion and fouling. B. Advanced cooling technologies 1. More efficient and compact dry cooling solutions: a. Reduced steam condensation temperature from 30°C to 10°C above the ambient temperature. b. Improved air side heat transfer coefficient by three times from 50 W/m²/K to 150 W/m²/K without significant increase of ACC size and fan power consumption c. Alternative dry cooling solutions to further reduce steam condensation temperature 2. Less water consumption from wet cooling systems: a. Less evaporative loss in cooling towers (> 20%) b. More efficient and compact liquid cooled heat exchangers or condensers c. More efficient once-through cooling designs (meeting EPA Clean Water Act Section 316 requirements) 3. More efficient hybrid dry and wet cooling systems 4. Heat driven chillers (COP > 1.2) to reduce steam condensation temperature in hot days resulting in improved power production (New cooling concepts taking advantage of waste heat utilization, and the adoption of advanced cooling systems used in other industries are also of primary interest.) EPRI is interested in all types of generation including fossil, nuclear, solar, biomass, geothermal, and various combined cycles. Responses may address technologies that are applicable to a group of generation types or specific to one. For instance, specific water treatment technologies may be more or less applicable to cooling systems of a specific metallurgy. Responses should clearly articulate and quantify the benefit(s) from deployment of the technology or concept at power plant(s).
Failure-Resistant Systems (FRS)
National Science Foundation (NSF)
Due date: Jul 26, 2013

The National Science Foundation (NSF) and the Semiconductor Research Corporation (SRC) have agreed to embark on a new collaborative research program to address compelling research challenges in failure resistant systems that are of paramount importance to industry, academia, and society at large. New approaches in the design of electronic circuits and systems are needed for products and services that continue to operate correctly in the presence of transient, permanent, or systematic failures. From large information processing systems supporting communications and computation, to small embedded systems targeting medical and automotive applications, whole industries are facing the challenge of improving the reliability of systems. Increasing miniaturization and integrated circuit fabrication processes are creating a tension between reliability and efficiency. Higher rates of faults, variation, and degradation due to aging in integrated circuits are forcing systems engineers to assume that devices and circuits may not always perform as designed. More and more, systems are constructed using IP blocks (3rd party Intellectual Property) from different sources, contributing further to unpredictable behavior. Thus behavior under adverse conditions may not be fully known in deployed systems. Current techniques for ensuring reliability, such as voltage and clock rate margins, replication, and disk-based check-pointing will not be able to satisfy the competing requirements for future integrated circuits. These techniques typically operate only at one level of the system stack, yet layers from devices to applications all contribute to system reliability. Such single-layer techniques must be used under worst-case assumptions about the other layers in the stack. This potentially leads to inefficiencies that will make these techniques impractical in future fabrication processes. A system-level cross-layer approach to reliability, encompassing failure mechanisms of both digital and analog components, has the potential to deliver high reliability with significantly lower power and performance overheads than current single-layer techniques. By distributing reliability across the system design stack, cross-layer approaches can take advantage of the information available at each level, including even application-level knowledge, to efficiently tolerate errors, aging, and variation. This will allow handling of different physical effects at the most efficient stack layer, and can be adapted to varying application needs, operating environments, and changing hardware state. Fundamental new advances in techniques for designing and developing systems resilient to failure could have a significant impact on multiple industries and boost their competitiveness on a global scale, helping to transform market segments and translate research results into practice. CFDA 47.041, 47.070

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=504754
Science and engineering research and education are increasingly digital and increasingly data-intensive. Digital data are not only the output of research but their analysis provide input to new hypotheses, enabling new scientific insights, driving innovation and informing education. Therein lies one of the major challenges of this scientific generation: how to develop, implement and support the new methods, management structures and technologies to store and manage the diversity, size, and complexity of current and future data sets and data streams. NSF's vision for a Cyberinfrastructure Framework for 21st Century Science and Engineering (CIF21) considers an integrated, scalable, and sustainable cyberinfrastructure as crucial for innovation in science and engineering (see http://www.nsf.gov/cif21). Data Infrastructure Building Blocks is an integral part of the CIF21 portfolio and seeks to provide support for the following research activities: 1. Conceptualization: Conceptualization awards are planning awards aimed at further developing disciplinary and interdisciplinary communities' understanding of their data storage and management requirements with the goal of developing an initial prototype. Any activity that brings the community together to address common problems, further refine requirements and avoid unnecessary and wasteful duplication of resources and efforts will be eligible for funding. Funded activities could include focused workshops, special sessions at professional meetings, focus groups, etc. The output of a conceptualization award will be design specifications for creating a sustainable data infrastructure that will be discoverable, searchable, accessible, and usable to the entire research and education community. 2. Implementation: Implementation awards will support development and implementation of technologies addressing a subset of elements of the data preservation and access lifecycle, including acquisition; documentation; security and integrity; storage; access, analysis and dissemination; migration; and deaccession. These data preservation and access technologies will enable science and engineering research, such that the scientific and engineering problems serve as use cases for data technology development. 3. Interoperability: Interoperability awards will develop frameworks that provide consistency or commonality of design across communities and implementation for data acquisition, management, preservation, sharing, dissemination, etc. This includes data and metadata format and content conventions, standardized constructs or protocols, taxonomies, or ontologies. The development of interoperability frameworks through community-based mechanisms provides a means for ensuring that existing conventions and practices are appropriately recognized and integrated, that implementation is made realistic and feasible, and, most importantly, that the real needs of the community are identified and met. The Office of CyberInfrastructure (OCI) is partnering with Directorates and Offices across the foundation to support DIBBs, a program to develop data infrastructure usable by multiple scientific disciplines, recognizing these disciplines may vary in their current state of development. The goal of DIBBs is to foster cross-community infrastructure development that solves common problems, while building blocks of data infrastructure that can support and provide data solutions to a broader range of scientific disciplines while reducing duplicative efforts. In particular, the Geosciences Directorate is interested in using DIBBs to support its EarthCube activities, seeking to develop data infrastructure building blocks needed across and beyond the geosciences community. Context and objectives for EarthCube can be found at EarthCube.ning.com. Math and Physical Sciences will use DIBBs in support of existing efforts to ensure disparate data are widely
interoperable; will consider proposals for efforts that are complementary to existing infrastructure; and will consider proposals that offer availability, accessibility, and broad usability to heterogeneous data sets. The Directorate for Social, Behavioral and Economic Sciences encourages SBE scientists to utilize DIBBS to follow-up on activities begun by SBE's other CIF21 initiatives: META-SSS (http://www.nsf.gov/pubs/2011/nsf11583/nsf11583.htm) and, together with the Directorate for Education and Human Resources, BCC-SBE/EHR (http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=504747&org=OCI). CFDA 47.080

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=504776

Please note that many of the opportunities below are EXPECTED to be funded in FY13.

**FINE ARTS**  
See also opportunities listed under HUMANITES and MULTIPLE DISCIPLINES

**Documentary Fund**  
Sundance Institute  
**Due date: Jul 10, 2013**

Since its inception, the fund has supported more than 500 films in 61 countries. A committee of human rights experts and film professionals make recommendations from projects submitted by filmmakers from around the world. In funding such work, the fund encourages the diverse exchange of ideas that is crucial to fostering an open society and public dialogue about contemporary issues. The fund provides grants to filmmakers worldwide for projects that display: - Artful and innovative storytelling techniques - Global relevance - Contemporary human rights and pressing social justice issues - Potential for social engagement Applications are accepted in three funding categories: 1. Development funding is provided to projects that are between development and preproduction. There is no reel required with an application, but clips, teasers, trailers, or images are highly encouraged. A previous work sample is required. 2. Production/Post-production grants provide funds to filmmakers in various stages of the production and post-production process. Applications are required to include continuously edited material that is approximately 20 to 75 minutes for the project being proposed. The reel should convey the narrative and aesthetic visual for the final film. If available for consideration, longer cuts and fine cuts may be submitted. A previous sample work must also be included with the application. 3. Audience Engagement grants provide previously granted projects funding for strategic audience and community engagement campaigns. For filmmakers who have already received a grant from the Documentary Fund, there is an additional category for which they can apply for the same project. Audience Engagement grants support innovative outreach and engagement campaigns and cutting-edge multiplatform engagement strategies. The subject of the film should convey the general issue area that the film addresses. Although a film may fit into a number of subjects, applicants are asked to choose one that best represents their film. Below are the sponsor's six subject areas with a brief description: 1. Environmental Sustainability Films dealing with the environment, ecology, biodiversity, conservation, climate change, green jobs among others. 2. Institutional and Government Responsibility Projects seeking to highlight the institutional responsibility or promote greater transparency and accountability of corporations,
governments, foundations, religious and educational institutions and other powerful interests. 3. Democracy, Peace and Security, Human Rights Projects working to highlight and understand human dignity and the fundamental right to which a person is inherently entitled simply because she or he is a human being. Work that addresses peace and security and/or focuses on the right of people to assemble, advocate or participate in democratic practices, among others. 4. Vulnerable Populations, Tolerance and Social Inclusion Projects that address discrimination, persecution and the lives of people from diverse communities and points of view. Projects highlighting the lives of groups that are not well integrated into society because of ethnic, cultural, economic, geographic or health characteristics. 5. Economic Justice and Equity Subjects that encompass the moral principles that guide the design of our economic institutions and fairness through all segments of society. 6. Cultural activity and freedom of expression Films that highlight the existence of the arts and sport for community, access to knowledge and the pursuit of creative endeavors.

http://www.sundance.org/programs/documentary-fund/

HUMANITIES
See also opportunities listed under MULTIPLE DISCIPLINES

Malcolm H. Kerr Dissertation Awards
Middle East Studies Association
Due date: Jul 2, 2013

The MESA Dissertation Awards were established in 1982 to recognize exceptional achievement in research and writing for/of dissertations in Middle East studies. In 1984 the award was named for Malcolm H. Kerr to honor his significant contributions to Middle East studies. Awards are given in two categories: Social Sciences and Humanities.

http://www.mesa.arizona.edu/awards/malcolm-kerr-dissertation.html

Kluge Fellowship
Library of Congress (LOC)
Kluge Center, John W.
Due date: Jul 15, 2013

The Library of Congress invites qualified scholars to conduct research in the John W. Kluge Center using the Library of Congress collections and resources. Kluge Fellows will give one public presentation of their research and provide a final report on their research and its results. Two copies of any ultimate product of this research (book, article, film, website, etc.) should be sent to the Library of Congress. Kluge Fellows will also have opportunities to meet with Library specialists and curators, and on occasion with Members of Congress and Congressional staff. Established in 2000 through an endowment of $60 million from John W. Kluge, the Center is located in the splendid Jefferson Building of the Library of Congress. The Kluge Center furnishes attractive work and discussion space for Kluge Chair holders, for distinguished visiting
scholars, and for postdoctoral Fellows supported by other private foundation gifts. Residents have easy access to the Library's specialized staff and to the intellectual community of Washington. The Kluge Center especially encourages humanistic and social science research that makes use of the Library's large and varied collections. Interdisciplinary, cross-cultural, or multilingual research is particularly welcome. Among the collections available to researchers are the world's largest law library and outstanding multi-lingual collections of books and periodicals. Deep special collections of manuscripts, maps, music, films, recorded sound, prints and photographs are also available.

http://www.loc.gov/loc/kluge/fellowships/kluge.html

**INTERNATIONAL AREA STUDIES**
See also opportunities listed under HUMANITES and MULTIPLE DISCIPLINES

**Undergraduate International Studies and Foreign Language (UISFL) Program**
United States Department of Education (ED)
**Due date: Jul 01, 2013**

The UISFL program provides funds to plan, develop, and carry out programs to strengthen and improve undergraduate instruction in international studies and foreign languages. Each program assisted with federal funds must enhance primarily the international academic program of the institution. The priorities for 2012 include: A. Competitive - Increasing Foreign Language Capacity - Expanding Opportunities for Learning Foreign Languages and Increasing In-service Professional Development Opportunities for K-12 Teachers. B. Invitational - Minority-Serving Institutions (MSIs) and Community Colleges. - Less Commonly Taught Languages (LCTLs).

CFDA 84.016A.


**U.S.-Japan Policy**
United States-Japan Foundation (USJF)
**Due date: Jul 15, 2013 (LOI); Full proposal: Aug 31, 2013**

Throughout its 20-year history, the United States-Japan Foundation has supported a variety of policy-related studies, initiatives, and exchanges in pursuit of its mission: to promote stronger ties between the United States and Japan through greater mutual knowledge and understanding, to increase broad awareness of important policy issues, and to address common concerns in the Asia-Pacific region through the U.S.-Japan perspective. The foundation is constantly reviewing the relevance and effectiveness of its programs. The most recent articulation of the foundation's vision for the Policy Program follows below: 1. The U.S.-Japan Foundation emphasizes research over dialogue. 2. The foundation looks for lasting impact and practical relevance to U.S.-Japan policymakers. 3. The foundation wishes to encourage growth, education, and interaction of younger scholars and policymakers in both countries. 4. The foundation wishes to maintain a diverse giving pattern and disseminate results widely. 5. The foundation is primarily interested in
investing for the long term, as opposed to addressing the "issue of the moment." Areas of current interest are - managing globalization; - understanding institutions - both in terms of multilateral (e.g. WTO, APEC, ARF, etc.), bilateral (e.g., U.S.-Japan Common Agenda) and those within the United States and Japan (e.g., legislative, bureaucratic, nongovernmental, etc.); - U.S.-Japan trade and economic relations; and - national interest and foreign policy. 6. Notwithstanding point 5 above, the foundation will seek out the best quality projects in service to the foundation's mission, regardless of issue area. This policy program description is not meant to be exhaustive or exclusionary. The foundation is always looking for unique approaches to improving the U.S.-Japan relationship.

http://www.us-jf.org/usjapan_policy.html

**MEDICINE & LIFE SCIENCES**
See also opportunities listed under HUMANITES and MULTIPLE DISCIPLINES

**Preclinical Innovation Program (PIP) (R01)**
National Institutes of Health
**Due Date: July 1, 2013**

This Funding Opportunity Announcement (FOA), the Preclinical Innovation Program (PIP), issued by NIAID, encourages Research Project Grant (R01) applications in non-vaccine biomedical prevention (nBP) research. The PIP is intended to support high risk/innovative research and development efforts designed to establish and maintain a sustainable pipeline of nBP candidates, drug delivery systems (DDS) and supporting technologies for the prevention of HIV acquisition/transmission. The PIP will support novel and under-explored approaches to strengthen and maintain an innovative pipeline of nBP strategies including microbicides, pre-exposure prophylaxis (PrEP), and Multipurpose Prevention Technologies (MPT). To accomplish this, the PIP will also support a range of nBP DDS including, but not limited to, pericoital and sustained delivery of single and combination candidates and strategies using gels, films, intravaginal rings (IVR), oral, implant and/or injection delivery methods. The PIP is a replacement program for the Microbicide Innovation Program and investigators are urged to read the current FOA closely to identify critical differences between this and previous programs.

CFDA 93.855, 93.856


**Midwest Affiliate Grant-in-Aid**
American Heart Association
**Due date: Jul 15, 2013**

The objective of this program is to encourage and adequately fund the most innovative and meritorious research projects from independent investigators. The science focus of this program is on research broadly related to cardiovascular function and disease and stroke, or to related
clinical, basic science, bioengineering or biotechnology, and public health problems. Proposals will be accepted from all basic disciplines, as well as for epidemiological, community, and clinical investigations that bear on cardiovascular and stroke problems. No minimum research effort is required for this project. The award may be completed at any accredited institution in the Midwest Affiliate: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Wisconsin. AHA research awards are limited to nonprofit institutions, including medical, osteopathic and dental schools, veterinary schools, schools of public health, pharmacy schools, nursing schools, universities and colleges, public and voluntary hospitals and others that can demonstrate the ability to conduct the proposed research. Applications will not be accepted for work with funding to be administered through any federal institution or work to be performed by a federal employee, except for Veterans Administration employees. Funding is prohibited for awards at non-U.S. institutions.

http://my.americanheart.org/professional/Research/FundingOpportunities/SupportingInformation/Winter-2013---Grant-in-Aid_UCM_443304_Article.jsp

**Early Career Patient –Oriented Diabetes Research Awards**
Juvenile Diabetes Research Foundation (JDRF)
**Due date:** Jul 16, 2013

The award will provide crucial support to investigators who plan to pursue a career in diabetes-related clinical investigation. These prestigious awards are made in the later stages of training and include the ability for recipients to transition to independent faculty or research appointments. For the purposes of this award, clinical research is defined as research conducted with human subjects for which the investigator directly interacts with the subjects. Areas of relevant research can include (but are not limited to) (1) mechanisms of human disease; (2) therapeutic interventions; (3) clinical trials; and (4) the development of new technologies.

http://www.jdrf.org/index.cfm?page_id=114015

**Midwest Affiliate Clinical Research Program**
American Heart Association
**Due date:** Jul 17, 2013

The objective of this program is to encourage early career investigators who have appropriate and supportive mentoring relationships to engage in high quality introductory and pilot clinical studies that will guide future strategies for reducing cardiovascular disease and stroke while fostering new research in clinical and translational science, and encouraging community- and population-based activities. This grant does not fund basic science or support senior researchers, but encourages mentoring of early career investigators. Funding is available for research related to cardiovascular disease and stroke prevention or treatment, or to related clinical and public health problems, including multidisciplinary efforts. Proposals are encouraged on provider behavior, patient behavior, behavioral outcomes, risk factor outcomes, disease outcomes, cost benefit analyses, efforts to evaluate outcomes of patient care delivery and patient/provider and/or
system compliance and adherence to recommendations, as well as pilot clinical research studies that may provide preliminary data for larger-scale investigation. Studies using existing databases are also encouraged. Ancillary studies or a clearly defined sub-study of an ongoing clinical research study are also encouraged. There must, however, be clear justification that the proposal is a sub-study and not a piece of an already funded project. The award may be completed at any accredited institution in the Midwest Affiliate: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Wisconsin. AHA research awards are limited to nonprofit institutions, including: medical, osteopathic and dental schools, veterinary schools, schools of public health, pharmacy schools, nursing schools, universities and colleges, public and voluntary hospitals and others that can demonstrate the ability to conduct the proposed research. Applications will not be accepted for work with funding to be administered through any federal institution or work to be performed by a federal employee, except for Veterans Administration employees. Funding is prohibited for awards at non-U.S. institutions.

http://my.americanheart.org/professional/Research/FundingOpportunities/SupportingInformation/Winter-2013---Clinical-Research-Program_UCM_443302_Article.jsp

LAM Established Investigator Awards
LAM Foundation
**Due date: Jul 30, 2013**

The award is intended to support faculty-level investigators (M.D. or Ph.D) who are experts in areas which are directly pertinent to LAM. The goal of this award is to enable investigators to gather sufficient preliminary data to apply for more substantial funding from federal agencies. Examples of competitive LAM proposals include those that focus on the genetic regulation of smooth muscle growth or the development of a smooth muscle cell line that is representative of the LAM lesion. Mechanistic, hypotheses-driven approaches of all types are welcomed. Formalin-fixed LAM tissues, dispersed LAM lung cells, genetic probes and other reagents are available. Investigators are cautioned that putative LAM cell and animal models that are used in LAM Foundation proposals must be carefully validated. Cell lines derived from human tissues must be clonally isolated and genotyped to demonstrate the presence of mutations in both alleles of TSC1 or TSC2, both at the birth of the cell line and in the hands of the applicant. Dr. David Kwiatkowski at Brigham & Women's Hospital will perform the genotyping analysis without charge. Use of colonial cell lines from rodents, such as ELT3 and ERC15 cells, to confirm results is encouraged. Proposals that include poorly characterized cell lines or animal models will be returned without review.

http://www.thelamfoundation.org/research/apply-for-lam-funding
**PHYSICAL SCIENCES & MATHEMATICS**
See also opportunities listed under MULTIPLE DISCIPLINES

**STEP Business Partnership Grant Competition - Armenia**
Civilian Research and Development Foundation (CRDF) Global/CRDF Global

**Due date:** Jul 01, 2013

The Science and Technology Entrepreneurship Program (STEP) Business Partnership Grants competition (BPG), conducted by CRDF Global, the Enterprise Incubator Foundation (EIF) and the Ministry of Economy of the Republic of Armenia promotes research and development partnerships between companies (Company Team) and teams of scientists (Science Team) to develop new commercial opportunities of economic benefit to both parties. STEP BPG projects must have research and development (R&D) as their core task and must include a preliminary market assessment, a customer needs analysis, and business development components. Projects that demonstrate their ability to enable revenue creation and/or attract additional (non-STEP) sources of funding will be given priority consideration in the selection process. All goals and outcomes of the projects must be well defined and measurable.


**Tectonics**
National Science Foundation (NSF)

**Due date:** Jul 06, 2013

The Tectonics Program supports a broad range of field, laboratory, computational, and theoretical investigations aimed at understanding the formation, evolution, and deformation of continental lithosphere through time. Proposals to elucidate the processes that act on the lithosphere at various time-scales and length-scales, either at depth or the surface, are encouraged. Because understanding such large-scale phenomena commonly requires a variety of expertise and methods, the Tectonics Program supports integrated research involving the disciplines of structural geology, petrology, geochronology, sedimentology, stratigraphy, geomorphology, rock mechanics, paleomagnetics, geodesy, and other geophysical techniques. EAR will consider co-funding of projects with other agencies and supports international work and collaborations. CFDA 47.050


**Research and Evaluation on Education in Science and Engineering**
National Science Foundation (NSF)

**Due date:** Jul 17, 2013

The REESE program unifies the Research and Evaluation on Education in Science and Engineering (REESE) and Fostering Interdisciplinary Research on Education (FIRE)
solicitations. The goals of the REESE program are: (1) to catalyze discovery and innovation at
the frontiers of STEM learning and education; (2) to stimulate the field to produce high quality
and robust research results through the progress of theory, method, analysis, and human
resources; and (3) to coordinate and transform advances in research on learning and education.
REESE supports research that seeks transformative and novel answers to foundational questions
about what STEM concepts can be learned by whom, when, how, and where. The initial benefits
of REESE proposals are primarily up-stream. They ought to have the potential to advance the
relevant research literatures. REESE pursues its mission by developing a research portfolio
focusing on core scientific questions of STEM learning and education. REESE-supported
research is often multi- and inter-disciplinary, drawing on the expertise of STEM content
experts, STEM education researchers and evaluators, cognitive and social scientists, and experts
from other areas of practice and scholarship. REESE projects may focus on any age range and
any setting, including schools, homes, museums, and science centers. REESE projects should
employ research designs and methodologies that are appropriate to the goals of the research.
Proposals should have a strong connection to a STEM content area and should indicate who the
direct audiences are for the results (e.g., other communities of researchers, materials developers,
teacher-educators, policy analysts, or policymakers) and whom the eventual beneficiaries of the
research are, however indirectly and long-term. REESE challenges scholarly communities to put
forward groundbreaking ideas, concepts, theories, and measurement and methodological
approaches that focus on one or more of the following topical research strands. These strands do
not constitute an exhaustive or mutually exclusive set of priorities or possibilities. 1. Neural
bases of STEM learning - In order to gain traction on fundamental questions of mind and brain
as related to STEM learning, REESE supports innovative combinations of theory, empirical
techniques, and levels of analysis from a wide range of disciplines. An important goal of these
activities is to identify paths by which multidisciplinary research anchored in the neural bases of
human learning has the potential to inform practice. REESE encourages projects that have
implications - even if indirect and in the long-term - for such topics as: (1) how one might begin
to derive principles for the design of STEM instructional materials and practices based on what
is known about potential for neural plasticity and development; (2) what implications aging has
for STEM learning and problem-solving (at any age); and (3) what implications neurocognitive
research has for educational measurement and the assessment of individual differences and for
claims about the range of intellectual abilities that might be involved in STEM expertise. 2.
Cognitive underpinnings of STEM learning - REESE encourages proposals about the cognitive
processes underlying the learning and teaching of STEM content. This research should produce
knowledge about the nature of STEM learning, teaching, and thinking that has important
implications for research and development efforts, as assumptions about cognitive processes are
at least implicit in a range of STEM instructional materials (e.g., curricula, standards, and
museum exhibit design), teaching practices, and assessments in both formal and informal
contexts. REESE invites proposals that address a range of cognitive questions central to STEM
learning such as: (1) how the initial, transitional, and target knowledge states of the learners
ought best to be characterized; (2) what the developmental courses of such learning are and how
they can be enhanced; (3) what the component concepts are that learners must know in order to
understand more complex STEM concepts; (4) how understanding of such concepts can be
measured; (5) why some concepts are easy to learn or intuitive while others are difficult to learn
and prone to alternate interpretation or misconception, (6) what individual or group differences
have valid implications for STEM learning (e.g., culturally-relevant curricula or assessment); and
(7) how multi-media and representations of knowledge can affect a diverse set of learners. REESE encourages proposals that focus on executive functioning, reasoning, conceptual representation, attention, memory, problem-solving, language, categorization, and statistical learning in these and related STEM learning topics. 3. STEM learning in formal and informal settings - REESE seeks to expand and improve upon novel, fundamental, and transformative research and theory about how people learn in and across STEM disciplines and in applied learning contexts with the intent that these contributions will serve as the knowledge precursors necessary for the development and enactment of future educational improvements. Such research may address characteristics of students, instructors, administrators, parents, students, policymakers, or others. REESE welcomes proposals that explore: (1) the interrelationships among teaching, learning, and assessment such as learning progressions that create new models for STEM learning across grade levels; (2) affective dimensions of learning, such as what motivates and sustains learner interest in STEM and what fosters engagement and persistence; (3) informal contexts and contexts that blur the boundary between formal and informal, such as early-childhood learning and parent-child interactions, home schooling, out-of-school programs, programs that broaden participation and diversity, programs for at-risk students, technical training programs, alternative organizational designs for education and learning, and emergent virtual learning structures and environments; (4) learning contexts such as small and large group environments, socio-economics, culture, language, politics, and geography; and (5) the effectiveness of different instructional strategies in particular organizational and social situations (e.g., peer tutoring, inquiry-based classrooms, laboratories, and cooperative partnerships). REESE encourages research proposals that explore these areas in concert and at multiple organizational or systems levels. While REESE does not contain a strand focused on policy, policy-relevant research is encouraged across all strands. In particular, REESE welcomes research across all strands on the implications for curriculum, professional development, and assessment of the adoption of Common Core Mathematics Standards (cf. Common Core State Standards Initiative, n.d.) and the release of the Framework for Science Education (NRC, 2011). 4. Learning technologies - REESE encourages proposals that explore fundamental questions in the use of learning technologies to promote innovative and improved ways of learning STEM content or allow for the learning of STEM content that would not otherwise be possible without such technologies. For the purposes of this strand, learning technologies are the array of computer-based tools and systems that designed to improve learning and other outcomes of interest (e.g., visualization and simulation technologies, games, cognitive tutors, mobile technological devices). REESE welcomes proposals about educational technology that focus on topics such as: (1) the types of STEM content that are most effectively learned in such environments, whether individually or collaboratively; (2) how best to represent and make accessible STEM content to increase learners' knowledge or reasoning; (3) how best to support teaching using learning technologies; (4) how to determine the validity of technology-enhanced approaches to learning and instruction; and (5) how to use educational technology to enhance interest in and positive attitudes toward STEM topics and careers. 5. Research on Diffusion - REESE encourages research in pursuit of knowledge and theory around the diffusion and use of innovation and research-based knowledge in STEM education and learning. Such research should be designed to explain, model, enhance, and predict the processes by which a STEM education innovation is adopted and implemented, successfully or unsuccessfully, in STEM education contexts. REESE invites researchers to investigate: (1) the nature of diffusion and implementation - partial versus full, pseudo versus genuine adoption, fidelity of versus
adaptation and adaptability, top-down versus bottom-up, cyber or technology-enabled versus face-to-face, institutionalization versus evolution, concurrent or successive implementations, and simple use versus use and transformation; (2) the processes and environments for diffusion and implementation - the organization or system, audiences, partnerships, social networks, intermediaries, individual and group behaviors, and additional translational research, and (3) the nature of the innovation or reform - its complexity, its embodiment as physical artifact or knowledge endowment, knowledge prerequisites for its use, usability, and instrumental or indirect usefulness. 6. Methods, models, and measures for STEM education and learning research - REESE is committed to advancing the state of the art in STEM education research by supporting projects to improve or develop new qualitative and quantitative methods, analytic tools, models, and measures related to STEM education and learning. This may include the development of novel methods, the expansion or refinement of existing methods and measures, or the transfer and application of methods and models from other disciplines (e.g., anthropology, computer science, sociology, economics, and epidemiology). REESE supports: (1) development and application of innovative methods and analytic techniques including novel approaches to explanation, prediction, and causality; the integration and reduction of data; new means of data collection and analysis; multi-source and multi-method verification (e.g., triangulation); narrative and text analysis; and ways of dealing with multiple levels of data and units of analysis; (2) the development, testing, refinement, and application of qualitative, statistical, and conceptual models, and machine learning or agent-based models; and (3) the theoretical and empirical development and psychometric testing of measures and instruments as applied to STEM education and learning research, such as the assessment of cognitive (e.g., knowledge, ability, performance), behavioral, and affective (e.g., attitude, engagement) outcomes at the individual, program, organization, or systems levels. 7. Secondary analysis of large datasets - REESE encourages studies that conduct secondary analysis of existing datasets from state, national, or international studies. The purpose of this strand is to leverage these existing databases to inform research, policy, or practice in STEM education and learning in the near or long term. In some cases, studies may need to bridge multiple, large-scale datasets or collect additional data as necessary. The proposal must specify how the databases to be studied are representative of state, national, or international levels. Statistical models to be tested should be included, as appropriate. Some example datasets are the Survey of Earned Doctorates; the National Assessment of Education Progress (NAEP; NCES, 2011); Trends in International Math and Science Study (TIMSS; NCES, 2008); and the Programme for International Student Assessment (PISA). REESE also encourages qualitative or mixed-method analyses of existing repositories of video, audio, text, and/or instructional artifacts (e.g., Child Language Data Exchange System [CHILDES], n.d.; cf. Hawkey, Thompson, & Turner, 2007). The above examples are demonstrative; REESE welcomes proposals for secondary analyses of any data source that has state, national, or international implications. 8. Broadening participation research - REESE encourages projects that seek to enhance our understanding of issues underlying the differential learning and participation of members of groups underrepresented in STEM fields. Underrepresented groups may include (but are not necessarily limited to) women and girls, people with disabilities, underrepresented minorities (e.g., African Americans, Hispanics, Native Americans, Native Alaskans, Native Hawaiians, and Pacific Islanders), and students from rural, lower socio-economic. Proposers must document the STEM disciplinary underrepresentation of the groups they wish to study and place the proposed work in the broader context of STEM education and workforce participation in the U.S. This effort in REESE complements similar
efforts in the Research on Disabilities Education (RDE) and Research on Gender in Science and Engineering (GSE) programs. The more long-term goal of the strand is to catalyze the acquisition of knowledge that informs the development of interventions that could have an impact on learning, persistence, and success in STEM for members of various groups under specific conditions and in specific contexts. Proposed research may investigate behavioral, cognitive, affective, and social factors as well as organizational, institutional, or systemic processes that may have an impact on participation and learning in STEM fields. Proposals that explore the various influences of an individual's identity in multiple groups are especially invited (e.g., race and disability status). Proposers must document the STEM disciplinary underrepresentation of the groups they wish to study and place the proposed work in the broader context of STEM education and workforce participation in the US. The REESE program calls for three types of proposals: Synthesis, Empirical Research, and FIRE. More information on each proposal type is specified below. The proposal type (Synthesis, Empirical Research, or FIRE) should be specified in the first sentence of the Project Summary. 1. Synthesis proposals - Synthesis projects are small grants for the synthesis and/or meta-analysis of existing knowledge on a topic of critical importance to STEM learning and/or education, or for the diffusion of research-based knowledge. Synthesis proposals should identify areas where the knowledge base is sufficiently robust to support strong scientific claims, identify areas of importance to education research or practice, and propose rigorous methods for synthesizing findings and drawing conclusions from a range of relevant literatures. Proposals should identify the criteria to be used for including or excluding studies in the synthesis. Investigators are permitted to propose workshops and other meetings as one of the means of completing the syntheses and diffusing the research-based knowledge that is developed. Additional emphasis will be placed on the proposed dissemination plan. 2. Empirical Research proposals - Empirical Research projects are designed to support the design and conduct of research projects including the collection of new empirical data or the use of secondary analyses from existing state, national, international or other databases. Three levels of Empirical Research are available: Small, Medium, and Large. In all cases, the proposal must carefully justify why a budget of the respective size would be appropriate to carry out the research. 3. Fostering Interdisciplinary Research in Education (FIRE) proposals - The program supports FIRE projects that facilitate scholars crossing disciplinary boundaries to acquire the skills and knowledge that would improve their abilities to conduct rigorous research on STEM learning and education. Proposals must have both a research and a professional development component. The primary goal of FIRE is to facilitate the development of innovative theoretical, methodological, and analytic approaches to understanding complex STEM education issues of national importance and, by so doing, make progress toward solving them. A secondary goal of FIRE is to broaden and deepen the pool of investigators engaged in STEM educational research, by bringing their communities into closer and more systematic interaction with another. To address this goal, investigators must pair with a mentoring scholar in the to-be-learned field. Each proposal must include one individual who will serve as the mentor and one individual who will be mentored. There is no restriction about whether the mentor is designated as the PI and the mentee as the co-PI, or vice versa, except as allowed by the submitting organization. Other personnel and co-PIs are allowed. Investigators may receive an award at any point in their post-graduate careers, whether at a more junior or senior level. Awards are open to investigators who have received a doctoral degree in a disciplinary STEM field outside of education proper and wish to pursue research in learning and education, or who have received a doctoral degree from an educational research program and wish to complement
their expertise with training in a disciplinary STEM field outside of education. For the purposes of this solicitation, FIRE defines non-education STEM fields as those communities largely represented by a program at NSF in the directorates of Biological Sciences (BIO), Computer and Information Sciences and Engineering (CISE), Engineering (ENG), Geosciences (GEO), Mathematics and Physical Sciences (MPS), or Social, Behavioral and Economic Sciences (SBE), or the Office of Polar Programs (OPP). In a manner appropriate for all REESE proposals, FIRE proposals should describe the research project to be undertaken. In addition, investigators should describe what their professional development goals are and what activities they will engage in to achieve those goals (e.g., courses or seminars participated in, lab groups joined). The proposal should make clear the collaborative activities among the investigators, how these activities will develop capacity in STEM educational research, and why an interdisciplinary collaboration will make progress on the educational issue addressed. REESE may support a few well-focused conferences or workshops related to the goals of the program. Proposals should include a conceptual framework for the conference, draft agenda, possible participant list, and the outcomes or products that will result. Applicants should see the NSF Grant Proposal Guide (GPG Section II. D.) for additional information about conference and workshop proposals. CFDA 47.076

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13667

SOCIAL SCIENCES
See also opportunities listed under HUMANITIES; INTERNATIONAL AREA STUDIES: and MULTIPLE DISCIPLINES

SBE Doctoral Dissertation Research Improvement Grants (SBE DDRIG)
National Science Foundation (NSF)
Due date: Jun 15 2013

The NSF's Division of Behavioral and Cognitive Sciences (BCS), Division of Social and Economic Sciences (SES), National Center for Science and Engineering Statistics (NCSES), and the SBE Office of Multidisciplinary Activities (SMA) award grants to doctoral students to improve the quality of dissertation research. These grants provide funds for items not normally available through the student's university. Additionally, these grants allow doctoral students to undertake significant data-gathering projects and to conduct field research in settings away from their campus that would not otherwise be possible. Proposals are judged on the basis of their scientific merit, including the theoretical importance of the research question and the appropriateness of the proposed data and methodology to be used in addressing the question. In an effort to improve the quality of dissertation research, many programs in both BCS and SES, the Research on Science and Technology Surveys and Statistics program within NCSES, and the Science of Science and Innovation Policy program in SMA accept doctoral dissertation improvement grant proposals. Requirements vary across programs, so proposers are advised to consult the relevant program's webpage for specific information and contact the program director if necessary. SBE Doctoral Dissertation Research Improvement Grants provide supplemental funds for items not usually available from the student's U.S. academic institution. The awards are
not intended to provide the full costs of a student's doctoral dissertation research. Funds may be used for valid research expenses which include, but are not limited to, conducting field research in settings away from campus that would not otherwise be possible, data collection and sample survey costs, payments to subjects or informants, specialized research equipment, analysis and services not otherwise available, supplies, travel to archives, travel to specialized collections and facilities or field research locations, and partial living expenses for conducting necessary research away from the student's U.S. academic institution. While the Foundation provides support for doctoral dissertation research, the student (Co-PI) is solely responsible for the conduct of such research and preparation of results for publication. The Foundation, therefore, does not assume responsibility for such findings and their interpretation. This program does not support research with disease-related goals, including research on the etiology, diagnosis, or treatment of physical or mental disease, abnormality, or malfunction of human beings, animals or plants.

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13453

National Assessment of Educational Progress (NAEP) Alliance 2013-2017
US Department of Education
Due date: July 9, 2013

The U.S. Department of Education (ED) intends to initiate a Request for Proposal (RFP) for a requirement to enter into 5-year contracts with qualified entities to establish an Alliance/team of contractors to carry out the design, item development, sampling, materials preparation and distribution, data collection, scoring, analysis, reporting and scheduling of one of its flagship programs, the National Assessment of Educational Progress (NAEP). NAEP is approaching its 45th anniversary as a mature program in a rapidly changing environment. It is incumbent on the program to maintain its historical role of reporting educational progress while at the same time accommodating and taking advantage of unprecedented changes in education, in education assessment, and in the learning sciences, as well as rapid advances in technology.

https://www.fbo.gov/index?s=opportunity&mode=form&id=3929f1f260bf43f0cd87dc0616864478&tab=core&tabmode=list&=

Law and Social Sciences (LSS)
National Science Foundation
Due Date: July 15, 2013

LSS 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: 1. Crime, Violence and Punishment 2. Economic Issues 3. Governance 4. Legal


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

MULTIPLE DISCIPLINES

Request for Proposals - General Solid Waste Research
Environmental Research & Education Foundation (EREF)
Due date: Jul 15, 2013

Researchers are invited to submit proposals on solid waste management focus areas outlined in EREF's Strategic Research Plan. The goal of the strategic research plan is to achieve greater sustainability, good environmental stewardship, higher process efficiency and increased knowledge.

http://erefdn.org/index.php/grants/proposal

Faculty Early Career Development (CAREER) Program
National Science Foundation
Due date: Jul 23, 2013

The CAREER Program is a foundation-wide activity that offers NSF's most prestigious awards in support of junior faculty who exemplify the role of teacher-scholars through outstanding research, excellent education, and the integration of education and research within the context of the mission of their organizations. Such activities should build a firm foundation for a lifetime of leadership in integrating education and research. Each year NSF selects nominees for the Presidential Early Career Awards for Scientists and Engineers (PECASE) from among the most meritorious new CAREER awardees. The PECASE program recognizes outstanding scientists and engineers who, early in their careers, show exceptional potential for leadership at the frontiers of knowledge. This award is the highest honor bestowed by the United States government on outstanding scientists and engineers beginning their independent research careers. The participating NSF components are the Directorate for Biological Sciences (BIO), the Directorate for Computer and Information Science and Engineering (CISE), the Directorate for Education and Human Resources (EHR), the Directorate for Engineering (ENG), the Directorate for Geosciences (GEO), the Directorate for Mathematical and Physical Sciences (MPS), the Directorate for Social, Behavioral and Economic Sciences (SBE), the Office of Cyberinfrastructure (OCI), the Office of International Science and Engineering (OISE), and the Office of Polar Programs (OPP). CFDA 47.041, 47.049, 47.050, 47.070, 47.074, 47.075, 47.076, 47.078, 47.079, 47.080, 47.081

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=503214
**Instrument Development for Biological Research (IDBR)**  
National Science Foundation (NSF)  
**Due date: Jul 27, 2013**

The Instrument Development for Biological Research (IDBR) Program supports the development of instrumentation that addresses demonstrated needs in biological research, in areas supported by NSF Biology programs. The program accepts two types of proposals: 1. Innovation Proposals: Proposals for the development of innovative instrumentation that permits new kinds of measurements, or instruments that significantly improve current technologies by at least an order of magnitude in fundamental aspects (such as accuracy, precision, resolution, throughput, flexibility, breadth of application, cost of construction or operation, or user-friendliness). 2. Bridging Proposals: Proposals for transforming 'one of a kind' prototypes or high-end instruments into devices that are broadly available and utilizable without loss of capacity. If appropriate, PIs should seek SBIR, STTR, or similar support mechanism for implementation of broad distribution following an IDBR award. The goal is to produce systems that would benefit a broad user community through mass distribution of the technology. This program does not support access to an individual instrument in a user facility, or to data collected thereby; such proposals should be submitted to other relevant programs or agencies. Projects focused on enhancing research capabilities in a specific research lab, institution, center or consortium are not eligible for IDBR support. Similarly not eligible are projects for the development of methods, assays, or software for instrument operation, data acquisition or analysis, except as a component of the instrument development and testing. Interdisciplinary collaborations are strongly encouraged, as are partnerships with U.S. industries that can facilitate knowledge transfer, commercialization and broad utilization in the research community. In addition to NSF's standard merit review criteria the following points will be considered in proposal evaluation: Innovation Proposals: Need and potential impact on biological research, novelty of the device, or clear demonstration of at least an order of magnitude improvement over available technologies, and feasibility of the technical plan. Bridging Proposals: The magnitude of the potential user community and demonstrated strength of need, technical plan, and the dissemination plan for making the technology available to the community. CFDA 47.074


**Millennium Technology Prize**  
Millennium Prize Foundation  
**Due date: Jul 31, 2013**

The prize is awarded for a specific groundbreaking innovation in the field of technology. The winning innovation must be shown to enhance people's quality of life and sustainable development both now and in the future. The prize is not awarded for cumulative accomplishments over a lifetime career. Significant factors in the evaluation process include the number of people affected by an innovation and the extent of the changes they experience as a consequence. Technologies that have not yet been applied in practice are not eligible for the
award. The prize is under the patronage of the President of Finland.

http://www.technologyacademy.fi/millennium-technology-prize/