Funding Opportunities Bulletin
June 2013

This select compilation of funding opportunities is provided by KUCR Proposal Services as a resource for Kansas University Researchers. We encourage you to utilize the campus subscription to PIVOT to find funding opportunities specifically tailored to your research area based on keywords you provide. PIVOT is easy to use and offers other valuable services that are helpful to researchers. Access is available at this site: http://www.pivot.cos.com
If questions regarding PIVOT, please contact Dan Coonfield at dcoonfie@ku.edu or 864-7404.

ANNOUNCEMENT: Based on a recent survey of campus faculty and staff, there will be changes coming soon to the Funding Bulletin. These changes will be geared to make the bulletin more user friendly to our research community.

Click on the links below to go directly to the named section

BUSINESS
EDUCATION
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FINE ARTS
HUMANITIES

INTERNATIONAL AREA STUDIES
MEDICINE & LIFE SCIENCES
PHYSICAL SCIENCES & MATHEMATICS
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

Doctoral Fellowship in International Business History
German Historical Institute
Due date: September 01, 2013

The German Historical Institute, Washington, DC, is now accepting applications for a six- to twelve-month doctoral fellowship in international business history. Preference will be given to fellows whose projects fit into the GHI's research foci on transatlantic relations and the history of consumption. Comparative work is also strongly encouraged. The fellow will be expected to be in residence at the GHI and participate in GHI activities and events. The fellow will have the opportunity to make use of the resources in the Washington, DC, area, including the Library of Congress and the National Archives, while pursuing his or her own research agenda. Travel within the USA to work in archives and libraries will also be possible

Forests and Related Resources
United States Department of Agriculture (USDA)
Due date: September 06, 2013

The Forests and Related Resources topic area aims to address the health, diversity and productivity of the Nation's forests and grasslands to meet the needs of present and future generations through the development of environmentally sound approaches to increase productivity of forest lands and develop value-added materials derived from woody resources. New technologies are needed to enhance the protection of the Nation's forested lands and forest resources and help to ensure the continued existence of healthy and productive forest ecosystems. Proposals focused on sustainable bioenergy and development of value-added biofuels from woody biomass, and on the influence of climate change on forest health and productivity are strongly encouraged. Proposals are also encouraged that utilize nanotechnology in their approach to developing new wood-based products or that utilize wood-based nanomaterials are encouraged. To meet the identified needs in forestry and wood utilization, the program's long-term goals (10 years) are to achieve increased utilization of woody resources for value-added products from wood; healthy and sustainable forest ecosystems with reduced impact from wildfires; healthier forest ecosystems where the impact of pathogens and insects can be minimized; sustainable harvesting of woody resources with reduced ecological impact; and improved growth and yield of major forest species that will lead to more efficient use of forested lands. FY 2013 Research Priorities: Examples of appropriate subtopics for research applications from small businesses include, but are not limited to the following: 1. Growth and Yield - Improving growing stock, tissue culture, genetic manipulation or vegetative reproduction of forest trees, and other means of increasing the regenerative abilities of forests; developing systems to increase the survival of newly planted trees through mechanical, physical or chemical means that are environmentally safe; reducing the adverse impact of pathogens and insects by developing better methods to monitor infestations and improved control strategies for combating insects and pathogens that attack important woody species. 2. Increasing the Utility of Forest-Grown Material - Research to improve lumber yield or other means of increasing the volume and worth of wood from individual trees; utilizing a greater percentage of the tree through improved or new techniques of veneering or comminution, for the production of new or improved reconstituted products; developing better methods for manufacturing wood products and testing wood products for performance and durability; and developing improved methods for the production of paper. 3. Reducing Ecological Damage by Forest Operations - Research to reduce soil erosion, compaction or other alterations caused by harvesting and/or other forest operations, and provide for the economic recovery of resources from forests while raising potential productivity and reducing impacts to the ecological structure of the area of operation. 4. Urban forestry - Research to promote the growth of forested land in urban areas, to address problems of forest fragmentation, the introduction of invasive species, and the impact of urban forested land on air and water quality. 5. Climate Change - Research to address the issue of ecosystem adaptation to climate change, ways to enhance carbon sequestration, development of decision support tools for forest managers and markets for forest ecosystem services. 6. Developing Technology that Facilitates the Control of Wildfires on Forest Lands - Research that provides systems for detecting and managing wildfires; systems for reducing fuel loads in forests; tools and equipment for improving the efficacy and safety of fire fighters on the ground and in the air; and communication and navigation systems for improving the coordination of fire management.
activities. 7. Sustainable Bioenergy and Development of Value-Added Products from Forest Resources - Research for development of improved methods for the conversion of forest biomass into ethanol, other biofuels and specialty chemicals, and development of new wood-based composite materials. CFDA 10.212

http://www.nifa.usda.gov/fo/forestsandrelatedresourcesbircfm

Hobart Houghton Research Fellowship in the Department of Economics and Economic History
Rhodes University
Due date: Sept 30, 2013

The Hobart Houghton Research Fellowship is named after Professor Desmond Hobart Houghton who taught Economics at Rhodes and was director of the Institute of Social and Economic Research (ISER) at the University until 1973. During his forty years at Rhodes, Hobart Houghton made significant contributions to thinking about the economic problems of South Africa as a whole, but his particular concern, and the major focus of his research, was the problem of poverty and economic development in the Eastern Cape region. The Fellowship is intended to promote work relevant to the economic problems of the Eastern Cape, and which could contribute to the development of the region. Funding for the establishment of the Fellowship has been provided by Hobart Houghton's former students and associates and by the Liberty Life Educational Foundation. The criterion of "relevance to the Eastern Cape" is to be interpreted broadly. It may in some cases involve fieldwork within the Province, as for instance in a study of rural households or unemployment. In other cases, for example industrialisation in the region, the key to understanding might lie largely in developments at national and international levels. In all cases the aim of the fellowship is to support fundamental research, yielding results which are of more than local or regional interest. The basic requirement is that the research deals with significant issues which are directly or indirectly relevant to the Eastern Cape. There is a strong tradition of research in the Department of Economics and Economic History. The current research of members of staff and graduate students reflects a wide range of interests including: agriculture and development; the labour market; health economics; international trade and finance; industrialisation; economic development; foreign investment; economic history and Southern African regional economic integration. The Fellow will have an office in the Department. The University provides an excellent Internet access. The Fellow will be expected to reside in Grahamstown, and will be an honorary member of staff of the University for the duration of the Fellowship. At the conclusion of the Fellowship, the Fellow will be required to present a full report on the work undertaken. Rhodes University may reverse the right to publish any work accomplished during the Fellowship. If the Fellow publishes, there must be suitable acknowledgment of both the Fellowship and Rhodes University in any publications.

http://www.ru.ac.za/research/funding/fellowships/hobarthoughtonfellowship/
EDUCATION
See also opportunities listed under MULTIPLE DISCIPLINES

Statistical Research Methodology in Education
United States Department of Education (ED)
Due date: Sept 4, 2013

The central purpose of the Institute's research grant programs is to provide parents, educators, students, researchers, policymakers, and the general public with reliable and valid information about education practices that support learning and improve academic achievement and access to education opportunities for all students. In carrying out its grant programs, the Institute provides support for programs of research in areas of demonstrated national need. Under this competition, the institute will consider only applications that address one of the following two topics: - Statistical and Research Methodology Grants and - Early Career Statistical and Research Methodology Grants CFDA 84.305D

http://www.grants.gov/search/search.do;jsessionid=0XZwR2GD5t39b3389prvV2dbmhrNzK08kQGpS1v2ww7P6mpvyecF5!-298178550?oppId=231334&mode=VIEW

Continuous Improvement in Education Research (Continuous Improvement Research in Education)
United States Department of Education (ED)
Due date: Sept 4, 2013

For FY 2014, the Institute created the Continuous Improvement Research in Education topic as the second topic within the Partnerships and Collaborations Focused on Problems of Practice or Policy program (84.305H). Under the Continuous Improvement in Education Research (Continuous Improvement) topic, the Institute will support well-established partnerships among research institutions and State or local education agencies to address a specific education issue or problem of high importance to the education agency. The partnership will select an existing approach (or approaches) to the issue/problem that has some promise of evidence for improving student outcomes. The partnership will adapt and revise the approach by applying continuous improvement strategies in order to improve implementation, intermediate outcomes, and student outcomes. In addition, the partnership will identify and implement systemic changes that may need to be made in support of the success of the approach. The approach to be implemented can fall along a continuum that runs from a single intervention to a set of related strategies designed to address a problem or issue. The approach should have a compelling logic or underlying theory and some evidence of promise or efficacy. Support will not be provided for the development of totally new approaches (this type of work is supported under the Development and Innovation goal of the Education Research Grants program: 84.305A). The Institute is very interested in projects that address three education issues: (1) school safety; (2) social skills, attitudes, and behaviors (sometimes called social-psychological, social-emotional, or psychological/behavioral skills) that contribute to student academic success; and (3) implementation of the Common Core State Standards in English and mathematics. However, applications proposing research on other education issues will not be penalized in the review and selection process. In addition to
helping State and local education agencies address self-identified education issues, the Institute seeks to learn broader lessons about how approaches can be adapted to address both local conditions and the difficulties that are faced during wide implementation. While these difficulties may differ by approach or student outcome, the Institute expects that projects under the Continuous Improvement topic will contribute to both general and topic-specific knowledge regarding successful implementation. Under the Continuous Improvement topic, the Institute does not require the project to examine the causal evidence of the impact of the approach, but it does require the project to look for evidence of the promise of the approach to have the hypothesized impact. All research supported by the Institute must be relevant to education in the United States. CFDA 84.305H

http://ies.ed.gov/funding/ncer_rfas/cir.asp

Education Research
United States Department of Education (ED)
Due date: Sept 4, 2013

The central purpose of the institute's research grant programs is to provide parents, educators, students, researchers, policymakers, and the general public with reliable and valid information about education practices that support learning and improve academic achievement and access to education opportunities for all students. In carrying out its grant programs, the institute provides support for programs of research in areas of demonstrated national need. Under this competition, NCER will consider only applications that address one of the following education research topics: - Cognition and Student Learning - Early Learning Programs and Policies - Education Technology - Effective Teachers and Effective Teaching - English Learners - Improving Education Systems: Policies, Organization, Management, and Leadership - Mathematics and Science Education - Postsecondary and Adult Education - Reading and Writing - Social and Behavioral Context for Academic Learning CFDA 84.305A


Dissertation Grants Program
American Educational Research Association (AERA)
Due date: Sept 5, 2013

With support from the National Science Foundation (NSF), the AERA Grants Program announces its Dissertation Grants competition. The program seeks to stimulate research on U.S. education issues using data from the large-scale, national and international data sets supported by the National Center for Education Statistics (NCES), NSF, and other federal agencies, and to increase the number of education researchers using these data sets. The program supports research projects that are quantitative in nature, include the analysis of existing data from NCES, NSF or other federal agencies, and have U.S. education policy relevance. AERA invites education-related dissertation proposals using NCES, NSF, and other federal data bases. Dissertation Grants are available for advanced doctoral students and are intended to support the student while writing the doctoral dissertation. Applications are encouraged from a variety of
disciplines, such as but not limited to, education, sociology, economics, psychology, demography, statistics, and psychometrics. The Governing Board for the AERA Grants Program has established the following four strands of emphasis for proposals. Applicants are encouraged to submit proposals that - develop or benefit from new quantitative measures or methodological approaches for addressing education issues; - incorporate subject matter expertise, especially when studying science, technology, engineering and mathematics (STEM) learning; - analyze TIMSS, PISA, or other international data resources; and -include the integration and analysis of more than one data set. Research projects related to at least one of the strands above and to science and/or mathematics education are especially encouraged. Other topics of interest include policies and practices related to student achievement in STEM, contextual factors in education, educational participation and persistence (kindergarten through graduate school), early childhood education, and postsecondary education. The research project must include the analysis of data from at least one of the large-scale, nationally or internationally representative data sets such as those supported by NCES, NSF, and the U.S. Department of Labor, the U.S. Census Bureau, and the National Institutes of Health. Additional data sets may be used in conjunction with the obligatory federal data set. If international data sets are used, the study must include U.S. education.

http://www.aera.net/ProfessionalOpportunitiesFunding/FundingOpportunities/AERAGrantsProgram/DissertationGrants/tabid/12812/Default.aspx

ENGINEERING & COMPUTER SCIENCE
See also opportunities listed under MULTIPLE DISCIPLINES

Space Based Gravitational Wave Observatory Telescope Study
National Aeronautics and Space Administration (NASA)
Due date: Sept 5, 2013

NASA/Goddard Space Flight Center (GSFC) plans to issue a Request for Proposal (RFP) for the Space-based Gravitational-wave Observatory Telescope Study procurement. The study is intended to determine a feasible telescope concept for the preliminary science requirements, and assess the critical thermal, optical, mechanical and dynamic environments that drive the Spaced-based Gravitational-wave Observatory (SGO) telescope design. The resultant contract will support GSFCs Science and Exploration Directorate.

https://www.fbo.gov/index?s=opportunity&mode=form&id=afbf4f2e6f8071d3465dd636c6fe2e&tab=core&_cview=1

Advanced Technology Research and Development
United States Department of Energy
Due date: Sept 10, 2013 (LOI due 7/16)

The advanced technology R&D subprogram develops the next generation of particle accelerators, detectors, and computing technologies for the future advancement of high-energy physics and other sciences, supporting world-leading research in the physics of particle beams
and fundamental advances in the science of particle detection and instrumentation. This subprogram supports long-range, exploratory research aimed at developing new concepts. This subprogram also provides graduate and postdoctoral research training, equipment for experiments and related computational efforts. Topics studied in the accelerator science program include, but are not limited to - analytic and computational techniques for modeling particle beams; - novel acceleration concepts; - muon colliders and neutrino factories; - the science of high gradients in room-temperature accelerating cavities; - high-brightness beam sources; and - cutting-edge beam diagnostic techniques. Topics studied in the detector R&D program include, but are not limited to - low-mass, high channel density charged particle tracking detectors; - high resolution, fast-readout calorimeters and particle identification detectors; - techniques for improving the radiation tolerance of particle detectors; and - advanced electronics and data acquisition systems. In addition, this subprogram develops next-generation computational tools and techniques in support of the experimental and theoretical physics research programs CFDA 81.049

http://www.grants.gov/search/search.do?mode=VIEW&oppId=115993

Research in Engineering Education (REE)
National Science Foundation
Due date: Sept 19, 2013

The EEC supports creation of a more agile engineering education ecosystem, equally open and available to all members of society, that dynamically and rapidly adapts to meet the changing needs of society and the nation's economy. Research is sought that will inform systemic change across all parts of the ecosystem; areas of interest include, but are not limited to: 1. Diversifying pathways to and through engineering degree programs. Research projects that align with this theme explore how engineering programs can create alternative pathways for students with a broad range of backgrounds, interests, and experiences; investigate how informal or real world experiences germane to engineering-such as military service or being a "maker" (i.e. tinkerer or hobbyist)-serve as pathways to engineering; or investigate how to fundamentally restructure courses, curricula, or programs to substantially boost student success, especially for under-represented populations and veterans. Research on approaches that lower barriers for students to transfer into or between engineering programs, from other majors or community colleges for example, is also sought. 2. Exploring credentialing in engineering education. Research in this area explores how higher education institutions credential learning, i.e. certify student learning via externally accepted metrics. Topics include exploring the relation between credentialing and learning, developing new methods to assess and credential learning, and understanding how credentials are valued and interpreted both within and external to the university. Projects exploring novel credentialing methods that create more porous boundaries between formal and informal learning spaces are particularly sought. 3. Understanding how to scale engineering education innovations. This topic includes studies on how to improve the translation of engineering education research to practice or scale educational innovations to have systemic impact. This topic also supports activities that inform engineering education efforts and investments or spawn new research. Such activities include modeling engineering education as a complex adaptive system, creating data systems that can inform future efforts, or clarifying the
return on investments in engineering education. 4. Advancing engineering learning in broader eco-systems such as innovation, globalization, or sustainability. Research projects that align with this theme include discovering key concepts and principles that enable engineering graduates to succeed in highly interdisciplinary environments or "eco-systems"; i.e. rigorously determining the effect of such programs on students or exploring factors such as teamwork, self efficacy, communication, or identity formation in such environments. 5. Developing engineering-specific learning theories. Theories on development of engineering epistemologies and identities, and the effect of novel learning environments (such as maker-spaces) on learning are particularly sought. Competitive proposals advance understanding in engineering education by grounding the proposed work in theory as well as relevant prior work in engineering education specifically and education generally. Proposals should clearly address why the proposed research fills gaps in existing knowledge and address how evaluation will inform the research effort and allow assessment of the project's impact and effectiveness. Engineering education research projects should address the iterative cycle in which research questions that advance understanding are informed by practice and the results of research are, in turn, translated into practice. In other words, how are the research results broadly generalizable and/or transferable? Successful projects identify specific target audiences, effective communication channels, and novel partnerships to ensure broad dissemination. PIs are strongly encouraged to provide a roadmap detailing how they envision the proposed research will eventually be scaled to broadly impact practice, even if these activities are not within the scope of the submitted proposal. Proposals to build research capacity such as developing means to measure engineering thinking, doing, and knowing or proposals to build research networks or infrastructure will be considered. This program strongly discourages proposals that seek funding to implement pedagogical innovations that have been shown to be effective for engineering students; such projects may be considered in the TUES program of DUE. Engineering education research projects that were previously funded through the IIECI program are encouraged to submit to this program if prior results warrant further funding. CFDA 47.041

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=503584

**NASCAR/Wendell Scott, Sr. Scholarship**
United Negro College Fund
**Due date: Sept 21, 2013**

NASCAR and UPS have created a wonderful scholarship to honor Wendell Scott, Sr. He achieved a major accomplishment in the industry by becoming the first African-American to officially win a NASCAR Sprint Cup Race.

http://www.uncf.org/sections/ForStudents/SS_Scholarships/scholarDetailSGA.asp?id=840
Computational Partnerships
United States Department of Energy
Due date: Sept 30, 2013

The mission of the Advanced Scientific Computing Research (ASCR) program is to discover, develop, and deploy computational and networking capabilities to analyze, model, simulate, and predict complex phenomena important to the Department of Energy (DOE). A particular challenge of this program is fulfilling the science potential of emerging computing systems and architectures, which will require numerous significant modifications to today's tools and techniques to deliver on the promise of Exascale science. This subprogram supports research in pioneering science applications for the next generation of high-performance computing. It also supports research that incorporates and integrates applied mathematics, computer science, and computational sciences, and enables scientists to effectively exploit petascale-and-beyond machines in their pursuit of transformational scientific discovery through simulation and modeling. In order to advance science relevant to the DOE mission, it is expected that the research will utilize or lead to partnerships with SC, NNSA, or other DOE programs. CFDA 81.049

http://science.energy.gov/ascr/funding-opportunities/

Computer Science
United States Department of Energy
Due date: Sept 30, 2013

The mission of the Advanced Scientific Computing Research (ASCR) program is to discover, develop, and deploy computational and networking capabilities to analyze, model, simulate, and predict complex phenomena important to the Department of Energy (DOE). A particular challenge of this program is fulfilling the science potential of emerging computing systems and architectures, which will require numerous significant modifications to today's tools and techniques to deliver on the promise of Exascale science. The Computer Science subprogram supports basic research to advance extreme scale scientific computing and data management and analysis. It also supports research in computer science that enables scientific applications and data-driven computational science through advances in Petascale and Exascale computing systems. In the context of ASCR-supported high performance computing environments, research topics of interest are: - Methods for increasing application-level resilience, through theories and methods of error correction in an Exascale environment. - Methods for improving productivity of application users and developers. Scientific workflow systems that support management of highly complex, multi-scale, multi-physics scientific simulations and analysis of the resulting data; - Knowledge representation and machine learning for analysis of extreme scale scientific data from simulations and experiments; visual analysis of uncertainty and the sources thereof; techniques for comparative analysis of data sets; and scientific databases for extreme scale data. Applications in this open FOA must explain their relevance to current Petascale and future
Exascale high performance computing platforms as well as their relevance to the mission of the Office of Science. Research aimed at developing quantum computing, networking, computer-supported collaboration, social computing, natural language processing/understanding/generation, generalized research in human-computer interaction and research which is only applicable to hand-held, portable, desktop, cluster or cloud computing are out of scope for this program. CFDA 81.049

http://science.energy.gov/ascr/funding-opportunities/

FINE ARTS
See also opportunities listed under HUMANITIES and MULTIPLE DISCIPLINES

Major Grants for Media Projects
Humanities Texas
Due date: Sept. 15, 2013 (Letter of Intent Due August 15, 2013)

Major grants for media projects fund film, radio, television, or interactive programming related to the humanities. Applicants may request funds for any phase of the project, including scripting, development, production, post-production, and in some cases, distribution and free public screenings. Humanities scholars should play an integral role in determining the content and approach of the project. Formats include: - Audio, video, or film for local, regional, or national radio or television broadcast and distribution; and - Products utilizing electronic technologies such as CD-ROM, the Internet, or the World Wide Web to engage general audiences in learning through the humanities. The humanities include but are not limited to the study of history, literature, modern and classical languages; linguistics; jurisprudence; philosophy; comparative religion; ethics; and the history, criticism, and theory of the arts. Social sciences that employ qualitative approaches such as cultural anthropology, archaeology, and political science are considered part of the humanities, as are interdisciplinary areas such as women's studies, American studies, and the study of folklore and folklife. In elementary and secondary education, the humanities are found in social studies and English language-arts courses, as well as in advanced courses in history, literature, foreign languages, art or music history, and related subjects. Projects may also apply humanities perspectives to current political, social, or economic concerns and issues.

http://www.humanitiestexas.org/grants/apply

Grants to Individuals
Graham Foundation for Advanced Studies in Fine Arts
Due date: Sept. 15, 2013

The foundation makes project-based grants to individuals and produces public programs to foster the development and exchange of diverse and challenging ideas about architecture and its role in the arts, culture, and society. Architecture and related spatial practices engage a wide range of cultural, social, political, technological, environmental, and aesthetic issues. The foundation is
interested in projects that investigate the contemporary condition, expand historical perspectives, or explore the future of architecture and the designed environment. The foundation supports innovative, thought-provoking investigations in architecture; architectural history, theory, and criticism; design; engineering; landscape architecture; urban planning; urban studies; visual arts; and related fields of inquiry. The foundation’s interest also extends to work being done in the fine arts, humanities, and sciences that expands the boundaries of thinking about architecture and space. In an effort to bridge communities and different fields of knowledge, the foundation supports a wide range of practitioners (such as architects, scholars, critics, writers, artists, curators, and educators). Open discourse is essential to advance study and understanding, therefore the foundation's grantmaking focuses on the public dissemination of ideas. With the foundation's support, the work of individuals reaches new audiences, from specialized to general, and creates opportunities for critical dialogue between various publics. For individuals, the foundation's priorities are to: - provide opportunities to create, develop, and communicate a project about architecture and the designed environment that will contribute to their creative, intellectual, and professional growth at crucial or potentially transformative stages in their careers; - support their efforts to take positions, develop new forms of expression, and engage debate; - help them communicate their work in the public realm and reach new and wider audiences; and - support new voices by giving priority to first-time applicants. Overall the foundation is most interested in opportunities which enable it to provide critical support at key points in the development of a project or career. Given the foundation's priorities, the foundation believes projects of the greatest potential should fulfill the following criteria: 1. Originality: the project demonstrates an innovative, challenging idea; critical, independent thinking; advanced scholarship; a new or experimental approach 2. Potential for impact: the project makes a meaningful contribution to discourse and/or to the field; expands knowledge; is a catalyst for future inquiry; raises awareness of an understudied issue; promotes diversity in subject matter, participants, and audience 3. Feasibility: the project has clear and realistic goals, timeframe, work plan, and budget 4. Capacity: applicant possesses strong qualifications and/or knowledge; demonstrates ability to carry out the project successfully; has access to necessary resources outside of the grant request The foundation offers two types of grants to individuals: Production and Presentation Grants and Research and Development Grants. 1. Production and Presentation Grants: These grants assist individuals with the production-related expenses that are necessary to take a project from conceptualization to realization and public presentation. These projects may include, but are not limited to, publications, exhibitions, installations, films, new media projects, and other public programs. Projects must have clearly defined goals, work plans, budgets, and production and dissemination plans. 2. Research and Development Grants: Though the majority of the foundation’s grantmaking focuses on Production and Presentation Grants, the foundation recognize that projects may require support at early stages of formation. Research and Development Grants assist individuals with seed money for research-related expenses such as travel, documentation, materials, supplies, and other development costs. Projects must have clearly defined goals, work plans and budgets. Upon completion of research projects, recipients of Research and Development Grants must complete a research report and provide documentation that can be archived at the foundation and/or presented on the foundation’s website.

http://www.grahamfoundation.org/grant_programs?mode=individual
Fellowships at the American Academy in Berlin (Berlin prizes)
American Academy in Berlin
Due date: Sept. 28, 2013

The American Academy in Berlin invites applications for its residential fellowships on a yearly basis. The Academy welcomes emerging as well as established scholars, writers, and professionals who wish to engage in independent study in Berlin. Past Berlin Prize recipients have included historians, economists, poets, art historians, journalists, legal scholars, anthropologists, musicologists, public policy experts, and writers, among others. The Academy does not accept project proposals in mathematics and the hard sciences. In addition to placing a high priority on the independent work of its fellows, the Academy is in a unique position to aid fellows in establishing professional and general networks both in Berlin and beyond. The Academy's public outreach, which facilitates the introduction of a fellow's work to a wider audience, serves its mission of fostering transatlantic ties through cultural exchange. The Academy gives priority to the scholarly merit and significance of the proposal rather than the project's specific relevance to Germany. Although it is helpful to explain how a Berlin residency might contribute to the project's further development, candidates need not be working on German topics.

http://www.americanacademy.de/home/fellows/applications/

HUMANITIES
See also opportunities listed under MULTIPLE DISCIPLINES

Enduring Questions
National Foundation for the Arts and Humanities
Due date: Sept 13, 2013

The NEH Enduring Questions grant program supports the development of a new course that will foster intellectual community through the study of an enduring question. This course will encourage undergraduates and teachers to grapple with a fundamental question addressed by the humanities, and to join together in a deep and sustained program of reading in order to encounter influential thinkers over the centuries and into the present day. What is an enduring question? The following list is neither prescriptive nor exhaustive but serves to illustrate. 1. What is good government? 2. What is the value of work? 3. What is friendship? 4. What is evil? 5. Are there universals in human nature? 6. What are the origins of the universe? Enduring questions are questions to which no discipline, field, or profession can lay an exclusive claim. In many cases they predate the formation of the academic disciplines themselves. Enduring questions can be tackled by reflective individuals regardless of their chosen vocations, areas of expertise, or personal backgrounds. They are questions that have more than one plausible or compelling answer. They have long held interest for young people, and they allow for a special, intense dialogue across generations. The Enduring Questions grant program will help promote such dialogue in today's undergraduate environment. The course is to be developed by one or more
(up to four) faculty members, but not team taught. Enduring Questions courses must be taught from a common syllabus and must be offered during the grant period at least twice by each faculty member involved in developing the course. The grant supports the work of a faculty member in designing, preparing, and assessing the course. It may also be used for ancillary activities that enhance faculty-student intellectual community, such as visits to museums and artistic or cultural events. An Enduring Questions course may be taught by faculty from any department or discipline in the humanities or by faculty outside the humanities (e.g., astronomy, biology, economics, law, mathematics, medicine, psychology), so long as humanities sources are central to the course. An NEH Enduring Questions course must focus on an explicitly stated question, pursued in a disciplined and deliberate manner; must draw on works from a range of historical periods, with a preference for reading works in their entirety or in substantial portions; may draw on artworks (e.g., music, plays, films, paintings, sculptures); must reflect intellectual pluralism, anticipating more than one plausible or compelling answer to the question at hand; may draw solely from Western or non-Western traditions, or combine various traditions; must be open to students regardless of major or concentration; and must have institutional support, as evidenced by a letter from the president, provost, dean, program chair, or department chair, attesting that the college or university supports the course, that the course is new, and that it will be offered at least twice during the grant period by each faculty member involved in developing the course. Enduring Questions grants may not be used for - team-taught courses; - redevelopment of previously offered courses; - improvement of multiple courses; - development of curricular or pedagogical methods or theories; - preparation of courses for graduate students; - textbook research or revision; - projects that seek to promote a particular political, religious, or ideological point of view; - projects that advocate a particular program of social action; - works in the creative and performing arts (e.g., painting, writing fiction or poetry, dance performance, etc.); or - doctoral dissertations, theses, or any other research pertaining to a graduate degree program. The Enduring Questions program welcomes projects that respond to the theme of Bridging Cultures, an agency-wide initiative encouraging exploration of cultures from around the globe, as well as the myriad subcultures within America's borders and their influence on American society. Such projects could focus on cultures internationally or within the United States. NEH welcomes projects that enhance understanding of diverse countries, peoples, and cultural and intellectual traditions worldwide. Bridging Cultures projects might also investigate how Americans have approached and attempted to surmount seemingly unbridgeable cultural divides, or examine the ideals of civility and civic discourse that have informed this quest. As a taxpayer-supported federal agency, NEH endeavors to make the products of its awards available to the broadest possible audience. Our goal is for scholars, educators, students, and the American public to have ready and easy access to the wide range of NEH award products. For the Enduring Questions grant program, such products may include online course materials. For projects that lead to the development of Web-based resources, all other considerations being equal, NEH gives preference to those that provide free access to the public. CFDA 45.163

Documenting Endangered Languages  
National Science Foundation  
Due date: Sept 15, 2013

DEL is a joint funding program of the National Science Foundation (NSF) and the National Endowment for the Humanities (NEH) to develop and advance scientific and scholarly knowledge concerning endangered human languages. Made urgent by the imminent death of roughly half of the approximately 7,000 currently used human languages, DEL seeks not only to acquire scientific data that will soon be unobtainable, but to integrate, systematize, and make the resulting linguistic findings widely available by exploiting advances in information technology. The participating NSF components are the Division of Behavioral and Cognitive Sciences (BCS) in the Directorate for Social, Behavioral and Economic Sciences (SBE), the Division of Information and Intelligent Systems (IIS) in the Directorate for Computer and Information Science and Engineering (CISE); and the Division of Arctic Sciences (ARC) in the Office of Polar Programs (OPP). Principal Investigators (PIs) and applicants for fellowships (applicants) may propose projects involving one or more of the following three emphasis areas: 1. Language Description - to conduct fieldwork to record in digital audio and video format one or more endangered languages; to carry out the early stages of language documentation including transcription and annotation; to carry out later stages of documentation including the preparation of lexicons, grammars, text samples, and databases; to conduct initial analysis of findings in the light of current linguistic theory. At least half of the available funding will be awarded to projects involving fieldwork. 2. Infrastructure - to digitize and otherwise preserve and provide wider access to such documentary materials, including previously collected materials and those concerned with languages which have recently died and are related to currently endangered languages; to create other infrastructure, including workshops and conferences to make the problem of endangered languages more widely understood and more effectively addressed. 3. Computational Methods - to further develop standards and databases to make this documentation of a certain language or languages widely available in consistent, archiveable, interoperable, and Web-based formats; to develop computational tools for endangered languages, which present an additional challenge for statistical tools (taggers, grammar induction tools, parsers, etc.) since they do not have the large corpora for training and testing the models used to develop those tools; to develop new approaches to building computational tools for endangered languages, based on deeper knowledge of linguistics, language typology and families, which require collaboration between theoretical and field linguists and computational linguists (computer scientists). Accomplishing the goals of the DEL program may require multidisciplinary research teams and comprehensive, interdisciplinary approaches across the sciences, engineering, education, and humanities, as appropriate. Interdisciplinary research combining the expertise of scientists expands the rewards of language documentation. In each emphasis area, DEL encourages collaboration across academic disciplines and/or communities. For example, a DEL project might pair linguists with computer scientists, geographers, anthropologists, educators and others as appropriate. Examples of community collaborations might include scholars working in well-defined partnerships with native speaker communities. DEL also encourages investigators to include in their projects innovative plans for training native speakers in descriptive linguistics and new technologies which support the documentation of endangered languages. The DEL program is also interested in contributing to a new generation of scholars through targeted supplements, which support both graduate and undergraduate research experience. DEL gives
high priority to projects that involve actually recording in digital audio and video format endangered languages before they become extinct. Proposed projects may range from a single investigator working for six months to a team of investigators working for three years. Documentation is a key complement to language revitalization efforts, but DEL does not support other aspects of projects to revive or expand the actual use of endangered languages. Tribal groups interested in the full range of language revitalization activities should also contact the Native Language Program of the Administration for Native Americans in the Administration for Children and Families of the U.S. Department of Health and Human Services. CFDA 47.070, 47.075, 47.078

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=12816

**Fellowships**
New York Public Library (NYPL)

**Due date: Sept 28, 2013**

The Center appoints 15 Fellows a year for a nine-month term at the Library, from September through May. A Cullman Center Fellow receives a stipend of up to $65,000, an office, a computer, and full access to the Library's physical and electronic resources


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

**Human Rights and Economic Justice**
General Service Foundation

**Due date: Sept 1, 2013**

The overarching goal of the program is to support efforts that protect, promote and create good jobs with living wages for workers, including low-wage workers, in the United States and Mexico, so that workers on both sides of the border can live and work in dignity. Program strategies include the following: 1. Strengthen Worker Voices - The foundation supports organizations involved in capacity building, advocacy, organizing, and leadership development in order to empower low-wage workers within the United States and Mexico. The foundation also support diverse coalitions of worker's rights groups and grassroots community-based groups working at the national level to increase the voice and scope of economic justice work. 2. Promote Public Policies that Protect Labor Rights - The foundation supports organizations that improve trade policies that directly affect the U.S. and Mexico, and organizations that promote worker organizing and worker rights protections, particularly for low-income and immigrant workers. The foundation also supports organizations using federal, state, and local leverage points to expand worker rights where such work can demonstrate national level impact. 3. Democratize Corporate Power and Promote Corporate Accountability - The foundation supports
efforts that encourage corporations to be more democratic and responsive to the communities they serve by supporting shareholder activism, socially responsible investing, and community empowerment to shape development in their own communities.

http://generalservice.org/International%20Peace.htm

**Public Diplomacy Grants Program**  
United States Department of State  
**Due date: Sept 1, 2013**

The Public Diplomacy Grants Program supports initiatives that promote educational and cultural engagement and foster mutual understanding between the United States and Iraq. Grants are awarded for projects designed to further the development of Iraq's future leaders, build the capacity of Iraqi institutions, and promote awareness and understanding of shared U.S. and Iraqi values. Possible topics include, but are not limited to: - Empowering Women and Youth - Encouraging Environmental Awareness - Promoting Civic Engagement and Strengthening Civil Society - Fostering Cultural Ties - Enhancing Professionalism in the Media  
CFDA 19.021  

http://www.grants.gov/search/synopsis.do;jsessionid=CTh0R4NG9xYyRLKn9J3gGGnd2fKNGvZ14JYBLyYwGP0bypSPyHMX!286685741

**Jennings Randolph (JR) Senior Fellowship Program**  
United States Institute of Peace (USIP)  
**Due date: Sept 6, 2013**

The Jennings Randolph (JR) Senior Fellowship provides scholars, policy analysts, policy makers, journalists, and other experts with opportunities to spend time in residence at the Institute, reflecting and writing on pressing international peace and security challenges. Priority is given to proposals deemed likely to make timely and significant contributions to the understanding and resolution of ongoing and emerging conflicts and other challenges to international peace and security. Applications are invited from all disciplines and professions. Applicants should propose projects with clear policy relevance. Historical topics are appropriate if they promise to shed light on contemporary issues. Area studies projects and single-case studies will be competitive if they also contain a broad focus on conflict and its resolution, and/or can be applicable to other regions and cases. Senior Fellow awards may not be granted for projects that constitute policymaking for a government agency or private organization, focus to any substantial degree on conflicts within U.S. domestic society, or adopt a partisan, advocacy, or activist stance.

http://www.usip.org/grants-fellowships/jennings-randolph-senior-fellowship-program/senior-fellowship-application-informa
**MEDICINE & LIFE SCIENCES**
See also opportunities listed under HUMANITES and MULTIPLE DISCIPLINES

**Research Starter Grant in Pharmaceuticals**
Pharmaceutical Research and Manufacturers of America Foundation, Inc.
**Due date: Sept 1, 2013**

The purpose of these grants is to offer financial support to individuals beginning their independent research careers at the faculty level. The areas of interest within this program are research efforts in the fields of pharmaceutics. Research projects that extend or develop the proprietary value of specific drug products are not acceptable in this program. This exclusion does not preclude research in which specific drug products are used to test hypotheses that have a general applicability. For the purposes of this program, pharmaceutics includes basic pharmaceutics, biopharmaceutics, pharmaceutical technology and pharmaceutical biotechnology. The fundamental aspects of pharmacokinetics are not included since they are covered by PhRMA Foundation programs in pharmacology and toxicology. It is anticipated that this research experience will occur in an academic and/or industrial laboratory setting. The "starter" aspect of the program strives to assist those individuals who are establishing careers as independent investigators in the fields listed above. The program is not offered as a means to augment an ongoing research effort. Nor is the grant intended to be used for any direct effort to obtain further extramural funding. The funds are to be used to conduct the proposed research. This program supports individuals beginning independent research careers in academia who do not have other substantial sources of funding. Applications, however good, which do not meet the aims of the program will be disapproved.


**Methodologies and Formative Work Combination HIV Prevention Approaches (R01)**
National Institutes of Health
**Due date: Sept 3, 2013**

This FOA invites applications to advance science that is needed for optimal HIV combination prevention intervention approaches. Recent advances in biomedical interventions with critical behavioral aspects (e.g., Pre-exposure Prophylaxis [PrEP], Treatment as Prevention) have changed how HIV prevention and treatment are conceptualized. Significant local, city, state, and federally funded efforts are shifting towards community-level interventions to reduce HIV incidence, and these efforts are informed by recent advances regarding: the importance of treatment uptake and retention in care; the effectiveness of combined behavioral and biomedical interventions; and the need to implement interventions community-wide for optimal public health impact. Reductions in HIV incidence will only be achieved through implementation of combinations of interventions that include biomedical and behavioral interventions, as well as components that address social, economic, and other structural factors that influence HIV
prevention and transmission. However, combined prevention intervention approaches rely on synergies of multiple elements that can be challenging to design, implement, and evaluate. This initiative will support methodological, formative, and implementation research designed to better understand the processes and outcomes of combination intervention efforts and that will enhance the implementation of these interventions. **Components of Participating Organizations**
National Institute of Mental Health (NIMH) National Institute of Allergy and Infectious Diseases (NIAID) CFDA 93.242, 93.855, 93.856


**Grants**
Prevent Cancer Foundation
**Due date: Sept 14, 2013**

The mission of the Prevent Cancer Foundation is to save lives through cancer prevention and early detection. Founded in 1985, the Foundation has provided more than $125 million in support of cancer prevention and early detection research, education, advocacy and community outreach nationwide. Applications must be written to indicate they are clearly within the scope of these priorities in order to be considered. Grant proposals will be considered in the following categories: 1. Basic, clinical, translational and population-based research projects 2. Proposals on ovarian cancer research (especially encouraged) 3. Education programs in cancer prevention 4. Early detection projects 5. Behavioral intervention projects For the fall 2012 cycle, proposals on lung, breast and colorectal cancer research are especially encouraged. Examples of acceptable proposals: 1. Research projects which, if successful, may lead directly to reducing the incidence of cancer. Examples of such projects include, but are not limited to: research that leads to improvement in early detection and intervention, research into dietary links to cancer, behavioral/educational aspects of cancer prevention, epidemiological and genetic studies that may have a direct impact on cancer prevention, and primary prevention programs that focus on children and adolescents. 2. Primary and secondary prevention research on all types of cancers 3. Creative or innovative approaches to cancer prevention research An eligible proposal must demonstrate substantial potential for impact on prevention or early detection of cancer. Proposals must fall within the scope of the Foundation's mission and funding priorities to be considered. Basic science grants must demonstrate substantial potential for impact on cancer prevention or early detection (specifically, pre-clinical research is acceptable but must be prevention-oriented and clearly identifiable as translational). Studies related to therapy for established or advanced cancer will not be reviewed. The issue of relevance to cancer prevention must be convincingly addressed in the application. Research must be conducted in the United States primarily.

http://www.preventcancer.org/research2c.aspx?id=32&ekmensel=15074e5e_28_30_32_1

**Gulf War Illness Research Program (GWIRP): Innovative Treatment Evaluation Award**
United States Department of Defense (Dept. of Army)
**Due date: Sept 18, 2013 (Pre-Application due June 12, 2013)**
The Innovative Treatment Evaluation Award described in this Program Announcement/Funding Opportunity is intended to support the initial evaluation of a treatment or intervention in smaller, early phase or pilot clinical trials (Phase II or I/II, devices in FDA Class I-III), and does not require preliminary data. The ITEA supports the early systematic evaluation of innovative treatment interventions with the potential to impact the health and lives of veterans with GWI. The results of preliminary studies funded by this award can provide proof of principle data, and support future development of broader efficacy studies of the proposed interventions. Innovation is an important component of the ITEA. An application may demonstrate innovation not only by investigating a novel therapeutic approach for GWI, but also by studying a treatment that may have been utilized for other chronic multi-symptom illnesses, but has not yet been studied in ill Gulf War veterans. For example, a pharmacological treatment or nutritional supplement suggested by previous research to be beneficial for fibromyalgia or chronic fatigue syndrome could be evaluated in veterans with GWI under the ITEA. However, the focus of the research must be clearly on GWI and not on another disease process. This award mechanism is designed to evaluate a broad scope of treatment approaches with potential for widespread application for GWI. Treatment approaches may include pharmacologic or other physiological interventions, including either conventional or complementary treatments, or combinations of these approaches. A variety of experimental and non-experimental study designs are acceptable under this award mechanism. The proposed study design will depend on the specific treatment or intervention to be assessed, resources available to clinical investigators, and the level of evidence currently available to support the proposed treatment for GWI. Examples of potential prospective designs may include systematic case series, prospective outcome evaluation studies, small-scale randomized trials, a combination of these, or other innovative prospective methods. Also of interest are interventions based on biological alterations identified in veterans with GWI. All studies involving interventions, regardless of design, are considered clinical trials. CFDA 12.420

http://cdmrp.army.mil/funding/gwirp.shtml

**NIDDK Education Program Grants (R25)**
National Institutes of Health
**Due date: Sept 25, 2013**

This FOA encourages Research Education (R25) grant applications from applicant organizations that propose to create educational opportunities for undergraduate students, graduate students, and postdoctoral fellows in areas of biomedical or behavioral research of particular interest to the NIDDK, while fostering the career development of these students and fellows. The structure of the educational opportunity can include an intensive summer research program, a curriculum-based program or a combination of both experiences. The NIDDK is especially interested in attracting students and postdoctoral fellows from scientific disciplines underrepresented in disease-oriented biomedical research, such as engineering, informatics, computer science, and computational sciences, to encourage them to apply their expertise to research relevant to diabetes and other endocrine and metabolic diseases; digestive and liver diseases; nutrition; obesity research and prevention; and kidney, urologic and hematologic diseases. CFDA 93.847

Workforce Development for Teachers and Scientists
American Society of Clinical Oncology
Due date: Sept 27, 2013

The YIA provides funding to promising investigators to encourage and promote quality research in clinical oncology. The purpose of this award is to fund physicians during the transition from a fellowship program to a faculty appointment. The Conquer Cancer Foundation welcomes application submissions in all oncology subspecialties. The YIA is intended to support proposals with a clinical research focus. ASCO's definition of clinical research is "hypothesis-driven research that employs measurements in whole patients or normal human subjects, in conjunction with laboratory measurements as appropriate, on the subjects of clinical biology, natural history, prevention, screening, diagnosis, therapy, or epidemiology of neoplastic disease" (Journal of Clinical Oncology, Vol. 14, No. 2, 1996 pp. 666-670). In YIA proposals, preclinical in vitro and/or animal studies are acceptable as long as the outcome of these studies would ultimately lead to patient-oriented clinical research. Project proposals should have measurable outcomes during the one year grant period.

http://www.conquercancerfoundation.org/foundation/Cancer+Professionals/Funding+Opportunities/Complete+Listing+of+Funding+Opportunities/Young+Investigator+Award

Workforce Development for Teachers and Scientists
United States Department of Energy
Due date: Sept 30, 2013

The mission of the program is to help ensure that DOE and the United States have a sustained pipeline of highly skilled and diverse science, technology, engineering, and mathematics (STEM) workers. This is accomplished through support of undergraduate internships and visiting faculty programs at the DOE laboratories; a graduate fellowship program, which also involves the DOE laboratories; the Albert Einstein Distinguished Educator Fellowship for K-12 teachers, which is administered by WDTS for DOE and for a number of other federal agencies; and nation-wide, middle- and high-school science competitions that culminate annually in the National Science Bowl® in Washington D.C. These investments help develop the next generation of scientists and engineers to support the DOE missions, administer its programs, and conduct the research that will realize the nation's science and innovation agenda. Today, DOE's federal and contractor workforce includes more than 30,000 workers with STEM backgrounds; ensuring the availability and readiness of its future workforce is a key responsibility of the DOE. The priority areas for WDTS include the following: - Support of undergraduate internships and visiting faculty programs at the DOE laboratories; - Support for graduate fellowships for the pursuit of advanced degrees in scientific disciplines that prepare U.S. students for careers important to the Office of Science mission. CFDA 81.049

http://science.doe.gov/grants/announcements.asp?stat=1
**New Scholars Program**

Elsevier Foundation  
**Due date: Sept 3, 2013 (preliminary due June 24, 2013)**

The New Scholars Program supports projects to help early- to mid-career women scientists balance family responsibilities with demanding academic careers. New Scholars seeks to actively address the attrition rate of talented women scientists caused by work-life balance issues. The foundation provides grants to STEM institutions and organizations actively working towards a more equitable academia by: 1. Encouraging networking and collaborations among institutions and/or across STEM disciplines in ways that support the challenges of faculty and staff with family responsibilities. 2. Developing and implement strategies for advocacy and policy development to advance knowledge, awareness, and application of programs to retain, recruit and develop women in science. 3. Enabling scientists to attend conferences, meetings, workshops and symposia that are critical to the development of a career in science by helping them with childcare and other family responsibilities when attending scientific gatherings. Preference will be given to proposals that clearly demonstrate the following: - an institutional framework for the advancement of women in science, as evidenced by a strategic plan, policy framework, leadership commitment and/or a program of related activities. - develop innovative program ideas. - create and promote collaborative networks across institutions and/or disciplines. - develop model programs that will encourage continued efforts to advance women in science. - promote partnerships and knowledge sharing among institutions, including between institutions in the developed and developing world. - a willingness to draw from the expertise and experience of previous New Scholar grantees. - have specific plans for sustainability beyond the funding period. - embody plans for dissemination beyond the awardee organization of policies, procedures, and "lessons learned" that are developed during the funding period. - describe clear criteria and objectives to be achieved through the grant funding. - present realistic budgets tied to outcomes.


**Joint DMS/NIGMS Initiative to Support Research at the Interface of the Biological and Mathematical Sciences (DMS/NIGMS)**

National Science Foundation  
**Due date: Sept 17, 2013**

The Division of Mathematical Sciences (DMS) within the Directorate of Mathematical and Physical Sciences (MPS) and the National Institute of General Medical Sciences (NIGMS) anticipate supporting research in the mathematical and statistical sciences with biological applications. Appropriate application areas are those currently supported by the National Institute of General Medical Sciences (see [http://www.nigms.nih.gov/Research/](http://www.nigms.nih.gov/Research/)). Examples of areas of research that are appropriate under this competition include the following: - evolutionary,
ecological and population dynamics; differentiation and developmental processes; explanatory
and predictive models of cellular behavior; molecular and cellular networks; new approaches
to the prediction of molecular structure; simulations of the human systemic responses to burn,
trauma and other injury; and new approaches to understanding system-wide effects of
pharmacological agents and anesthetics, and their genetic and environmental modifiers. These
areas of research are examples only. They are not meant to be inclusive. CFDA 47.049, 93.859

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5300

Simons Fellows in Mathematics Program
Simons Foundation
Due date: Sept 26, 2013

This program enables research leaves providing time away from classroom teaching and
academic administration. Research leaves from classroom teaching and administrative
obligations can provide strong intellectual stimulation and lead to increased creativity and
productivity in research. This program is intended to increase the opportunity for such leaves and
to make leaves more productive by enabling extension of sabbatical leaves from one academic
term to a full academic year. Awards will be based on the applicant's scientific accomplishment
in the five-year period preceding the application and on the potential scientific impact of the
leave period.

https://simonsfoundation.org/mathematics-program-description

Heavy Element Chemistry
United States Department of Energy
Due date: Sept 30, 2013

The mission of the Basic Energy Sciences (BES) program is to support fundamental research to
understand, predict, and ultimately control matter and energy at the electronic, atomic, and
molecular levels in order to provide the foundations for new energy technologies and to support
DOE missions in energy, environment, and national security. The portfolio supports work in the
natural sciences by emphasizing fundamental research in materials sciences, chemistry,
geosciences, and biosciences. BES-supported scientific facilities provide specialized
instrumentation and expertise that enable scientists to carry out experiments not possible at
individual laboratories. The mission of the Heavy Element Chemistry (HEC) program is to
support basic chemical research of the heavy elements, focusing primarily on the actinides
(elements with atomic numbers from 89 to 103 - actinium through lawrencium), but also
including some fission products and the transactinide elements (the elements beyond
lawrencium). Modern experimental techniques and relativistic quantum theory are utilized to
explore the unique molecular bonding of these heavy elements, their reaction thermodynamics,
and their reaction kinetics in order to understand the underlying chemical and physical principles
that determine the behavior of these elements. Fundamental understanding of the chemistry of
radioactive species is required to accurately predict their chemical behavior during the entire
nuclear fuel cycle, from fuel fabrication to waste separation and disposition. The role of 5f
electrons in bond formation remains the major fundamental topic in actinide chemistry. As most actinide species have partly-filled 5f electron subshells and all have highly charged nuclei, simple models cannot be extrapolated to the heavy elements. Resolving the role of the 5f-electrons is one of the grand challenges identified by the Department of Energy. Efforts aimed at implementing quantum-mechanical theories that allow more quantitative treatments of spin-orbit interactions and relativistic effects are necessary in order to better understand the role of the 5f-electrons. Determining the chemical behavior of the actinide and transactinide elements assists the development and validation of computer codes at the extreme limits of the periodic table and can expand our ability to predict actinide and fission product chemical behavior under conditions relevant to all stages of fuel reprocessing and environmental remediation. Improved modeling of actinide transport requires an understanding of the processes describing sorption on surfaces such as colloidal particles. Greater understanding of chemical bonding, reactivity, and spectroscopic properties of molecules that contain actinides in environmentally relevant species leads to a more fundamental understanding of environmental transport and aids the development of ligands to sequester actinides in the environment. This program directly addresses the training of undergraduates, graduate students, and postdoctoral researchers in radiochemistry at national laboratories and universities. This is a specific challenge the nation faces now and in the immediate future. CFDA 81.049

http://science.doe.gov/grants/announcements.asp?stat=1

Applied Mathematics
United States Department of Energy
Due date: Sept 30, 2013

The mission of the Advanced Scientific Computing Research (ASCR) program is to discover, develop, and deploy computational and networking capabilities to analyze, model, simulate, and predict complex phenomena important to the Department of Energy (DOE). A particular challenge of this program is fulfilling the science potential of emerging computing systems and architectures, which will require numerous significant modifications to today's tools and techniques to deliver on the promise of Exascale science. The Applied Mathematics subprogram supports basic research leading to fundamental mathematical advances and computational breakthroughs across DOE and Office of Science missions. Applied Mathematics research includes and supports efforts to develop robust mathematical models, algorithms and numerical software for enabling predictive scientific simulations of DOE-relevant complex systems. Important areas of supported research include: - novel numerical methods for the scalable solution of large-scale, linear and nonlinear systems of equations, including those solution methods that take into consideration the possibilities brought about by future HPC architectures; - optimization techniques and next-generation solvers; - numerical methods for modeling multiscale, multi-physics or multi-component continuous or discrete systems that span a wide range of time and length scales; - methods of simulation and analysis of systems that account for the uncertainties of the systems, or are inherently stochastic or uncertain; and - innovative approaches for analyzing and extracting insight from large-scale data sets. CFDA 81.049

http://science.energy.gov/ascr/funding-opportunities/
Abe Fellowship Program
Social Science Research Council - USA
Due date: Sept 1, 2013

The Social Science Research Council (SSRC), the Japan Foundation Center for Global Partnership (CGP), and the American Council of Learned Societies (ACLS) announce the annual Abe Fellowship Program competition. Funding for the Abe Fellowship Program is provided by CGP. The Abe Fellowship is designed to encourage international multidisciplinary research on topics of pressing global concern. The program seeks to foster the development of a new generation of researchers who are interested in policy-relevant topics of long-range importance and who are willing to become key members of a bilateral and global research network built around such topics. It strives especially to promote a new level of intellectual cooperation between the Japanese and American academic and professional communities committed to and trained for advancing global understanding and problem solving. Research support to individuals is at the core of the Abe Fellowship Program. The objectives of the program are to foster high quality research in the social sciences and related disciplines, to build new collaborative networks of researchers around the three thematic foci of the program, to bring new data and new data resources to the attention of those researchers, and to obtain from them a commitment to a comparative or transnational line of inquiry. Successful applicants will be those individuals whose work and interests match these program goals. Abe Fellows are expected to demonstrate a long-term commitment to these goals by participating in program activities over the course of their careers. Applicants are invited to submit proposals for research in the social sciences and related disciplines relevant to any one or any combination of the three themes below. Research proposals bearing on these themes may address issues related to human security, multilateralism, bilateralism, U.S.-Japan relations, transnational economic relations, the empowerment of peoples and communities, and sustainable development, among others. The themes are as follows: 1. Traditional and non-traditional approaches to security and diplomacy: Appropriate research topics include transnational terrorism, internal ethnic and religious strife, infectious diseases, food safety, climate change, and non-proliferation, as well as the role of cultural initiatives in peace building. 2. Global and regional economic issues: Suitable topics include regional and bilateral trade arrangements, international financial stability, globalization and the mitigation of its adverse consequences, sustainable urbanization, and environmental degradation. 3. Social and cultural issues: Appropriate topics include demographic change, immigration, the role of civil society and media as champions of the public interest, social enterprise, corporate social responsibility, and revitalization of multi-cultural urban areas. Across the Program's three dominant themes, projects should demonstrate important contributions to intellectual and/or policy debates and break new theoretical or empirical ground. Within this framework, priority is given to research projects that help formulate solutions that promote a more peaceful, stable and equitable global society or ameliorate the challenges faced by communities worldwide. Applicants are expected to show how the proposed project goes beyond previous work on the topic and builds on prior skills to move into new intellectual terrain. Applicants should note that the purpose of this fellowship is to support research activities. Therefore, projects whose sole
aim is travel, cultural exchange, and/or language training will not be considered. However, funds for language tutoring or refresher courses in the service of research goals will be included in the award if the proposal includes explicit justification for such activities. Rather than seeking to promote greater understanding of a single country - Japan or the United States - the Abe Fellowship Program encourages research a comparative or global perspective. The program promotes deeply contextualized cross-cultural research. The Abe Fellowship Program Committee seeks applications for research explicitly focused on policy-relevant and contemporary issues with a comparative or transnational perspective that draw the study of the United States and Japan into wider disciplinary or theoretical debates. The Abe Fellowship Program does not support research on a single country. Priority is accorded to comparisons of processes, problems and issues across time and space. Successful proposals will explicitly address how the project will be comparative or transnational in construction and goals. Typically projects involve data collection in more than one country or across several time periods. Data from a single country may be collected under the auspices of the fellowship only if the purpose of collecting that data is explicitly comparative or transnational. Single country proposals that merely imply that the data have broader comparative relevance will be eliminated from the fellowship competition. Further, it is not sufficient for a proposal to implicitly suggest a comparative perspective because of the pervasive or global distribution of the phenomenon being studied. The fellowship is intended to support an individual researcher, regardless of whether that individual is working alone or in collaboration with others. Candidates should propose to spend at least one third of the fellowship tenure in residence abroad in Japan or the United States. In addition, the Abe Fellowship Committee reserves the right to recommend additional networking opportunities overseas. Abe Fellows will be expected to affiliate with an American of Japanese institution appropriate to their research. Fellowship funds may also be spent on additional residence and field work in third countries as appropriate to individual projects. Fellows will be required to attend specific Abe Fellowship Program events.

http://www.ssrc.org/fellowships/abe-fellowship/

AHRQ national Research Service Awards (NRSA) Institutional Research Training Grants (T32)
Agency for Healthcare Research and Quality (AHRQ)
**Due date: Sept 12, 2013**

The primary objective of these five-year grants is to provide institutional support for the training of qualified pre-doctoral and post-doctoral trainees for careers in behavioral, social, and organizational sciences, economics, engineering, mathematics/statistics, clinical sciences, and health services research. The purpose of this program is to foster the development of researchers committed to the generation, translation, and dissemination of new scientific evidence and analytical tools that will be used to improve health care delivery in the United States. CFDA 93.225

http://grants.nih.gov/grants/guide/rfa-files/RFA-HS-12-008.html
United States Criminal Justice Fund (U.S. Programs’ Criminal Justice Fund)
Soros Foundation
Due date: Sept 21, 2013 (letter of inquiry)

This fund works to reduce mass incarceration, eliminate harsh punishment, and secure a fair and equitable justice system in the United States by promoting public investments in effective, community-based strategies that increase public safety. The fund provides funding to organizations that address one or more of its funding priorities through at least one of the following strategies: - Policy-driven non-partisan analysis and research - Public education - Policy advocacy - Community organizing and mobilization - Coalition-building - Impact litigation

The fund places an emphasis on projects that prioritize the participation and leadership of people directly affected by criminal justice policies and practices. The fund provides funding to organizations and projects that advance its programmatic strategies for reducing mass incarceration, eliminating harsh punishment, and eliminating racial disparities and securing a fair justice system, including:

I. Reducing Mass Incarceration
- Exposing the social and economic costs of incarceration
- Promoting just and effective sentencing policies
- Fostering policies and practices that reduce prison and corrections populations
- Challenging the criminalization of people with mental disabilities, the homeless, and women
- Abolishing the privatization of prisons, detention centers, and correctional supervision

II. Eliminating Harsh Punishment
- Abolishing the death penalty
- Ending the prosecution, sentencing, and incarceration of children as adults
- Ending the criminalization of children in schools
- Challenging harsh immigration enforcement and detention
- Eliminating the use of long-term solitary confinement in prison
- Eliminating collateral consequences of criminal convictions
- Promoting the civic engagement and leadership of people with criminal records

III. Eliminating Racial Disparities & Securing a Fair Justice System
- Improving indigent defense services and systems
- Reducing unnecessary pretrial detention
- Eliminating stop-and-frisk policing policy and practices in New York City

http://www.soros.org/grants/us-criminal-justice-fund

Laura Bush 21st Century Librarian Program
Institute of Museum and Library Sciences
Due date: Sept 24, 2013

The LB21 program invests in the nation's information infrastructure by funding projects designed to address the education and training needs of the professionals who help build, maintain, and provide public access to the world's wide-ranging information systems and sources. In 2012, LB21 will support projects to develop faculty and library leaders, to recruit and educate the next generation of librarians and archivists, to conduct research, to build institutional capacity in graduate schools of library and information science, and to assist in the professional development of librarians and archivists. This grant program is especially interested in developing information professionals who can help manage the burgeoning data generated by the nation's researchers, serve as stewards of the nation's cultural legacy, and meet the information needs of the underserved. The program also seeks to help librarians develop the information and digital literacy of their communities, as well as other critical skills their users will need to be successful in the 21st century. The primary goal of this grant program is to develop the
knowledge, skills, and abilities of the library and archives workforce to meet the information needs of the nation. The diversity of persons recruited to the library profession should reflect the diversity of the communities they will serve. Recruitment proposals should address ways to (1) bring to the profession skills required to enhance library and/or archives services, and (2) broaden participation in the library profession by members of traditionally underserved groups and communities. Proposals that seek to increase the ability of librarians to provide programs and services relating to science, technology, engineering, and math (STEM) are encouraged across all categories. There are three funding categories (project, collaborative planning grant, and national forum grant). There are six project categories (doctoral; master's; research: early career development; institutional capacity; continuing education; and scholarship continuation). An application should designate one funding category and one project category. The same proposal may not be submitted to IMLS under more than one funding or project category. Six project categories of funding are featured in FY 2012. The goals of each LB21 project category are described below. 1. Doctoral Programs a. Develop faculty to educate the next generation of library and archives professionals. In particular, increase the number of students enrolled in doctoral programs that will prepare faculty to teach master's students who will work in school, public, academic, research, and special libraries and archives. b. Develop the next generation of library and archives leaders to assume positions as managers and administrators. 2. Master's Programs a. Educate the next generation of librarians and archivists in nationally accredited graduate library programs to meet the evolving needs of the profession and society. 3. Research: Early Career Development a. Support the early career development of new faculty members in library and information science by supporting innovative research by untenured, tenure-track faculty. Proposed research should be in the investigator's own field of inquiry and need not relate to library education or librarianship as a career. 4. Programs to Build Institutional Capacity a. Develop or enhance curricula within graduate schools of library and information science to better meet the needs of cultural heritage and information professionals. For example: - Develop or enhance courses or programs of study in all aspects of digital curation (creation, authentication, archiving, preservation, retrieval, and representation of high-quality data for use and reuse over time). - Broaden the library and information science curriculum by incorporating perspectives from other disciplines and fields of scholarship. - Develop or enhance programs of study that address knowledge, skills, abilities, and issues of common interest to libraries, museums, archives, and data repositories. b. Develop projects or programs of study to increase the abilities of future library and archives professionals in developing the 21st century skills of their users, including information and digital literacy skills. (See Museums, Libraries, and 21st Century Skills.) 5. Continuing Education a. Improve the knowledge, skills, and abilities of library and archives staff through programs of continuing education, both formal and informal, including post-master's programs such as certificates of advanced study, enhanced work experiences, and other training programs for professional staff. Programs are encouraged that promote collaboration, especially among library, archives, and museum professionals, and among educators, researchers, and librarians employed in educational institutions. Any topic in the field of library, archival, and information science may be addressed. The following needs have been identified, in particular: - programs that aid libraries in developing and improving services to audiences with special needs, such as children and youth at risk, seniors, and those with language, physical, or other barriers to service; - programs that aid libraries in developing information and digital literacy skills of users; - programs in digitization or any aspect of digital curation; - programs in conservation science and practice; and - programs to enhance the ability
of librarians and archivists to cultivate the 21st century skills of their users. 6. Scholarship Continuation Grants

Scholarship Continuation Grants allow previously successful applicants in either the Master's or Continuing Education categories to take advantage of the investments that they have already made in project planning, curriculum development, and the creation of related educational enhancements (internships, mentoring programs, etc.) to provide additional scholarships and other professional learning opportunities with substantially reduced administrative costs. The program provides a streamlined review process for those projects that have already benefited from extensive peer evaluation, have demonstrated successful recruitment and retention of students, have accomplished the stated goals and objectives of the initially funded project, and can demonstrate a continuing library and archives workforce need.

Applicants in this category will be expected to have refined their project plans, curricula, and related educational enhancements (e.g., internships and mentoring programs) during the initial grant project. Administrative expenses in proposals to this category should be minimal and reflect only those required to manage an ongoing scholarship/continuing education program. A substantial portion of the funds being sought by proposals to this category should be designated for student support. Proposals to this category are expected to provide evidence of successful recruitment and retention of students, continuing demand for the educational opportunities being offered, accomplishment of original goals and objectives, and an ongoing need for librarians and archivists possessing the knowledge, skills, and abilities being developed. The proposals should also describe and justify any change(s) that may have been made to the initially funded project plan, curriculum, etc. CFDA 45.313


MULTIPLE DISCIPLINES

Public Diplomacy Grants Program
United States Department of State (DOS)
Due date: Sept 1, 2013

The Public Diplomacy Grants Program supports initiatives that promote educational and cultural engagement and foster mutual understanding between the United States and Iraq. Grants are awarded for projects designed to further the development of Iraq's future leaders, build the capacity of Iraqi institutions, and promote awareness and understanding of shared U.S. and Iraqi values. Possible topics include, but are not limited to: - Empowering Women and Youth - Encouraging Environmental Awareness - Promoting Civic Engagement and Strengthening Civil Society - Fostering Cultural Ties - Enhancing Professionalism in the Media CFDA 19.021

http://www.grants.gov/search/synopsis.do;jsessionid=CTh0R4NG9xYyRLKn9J3gGnd2fKNGvZt4JYBLyYwGP0bypSPyHMXf!286685741
Methodologies and Formative Work for Combination HIV Prevention Approaches (R34)
National Institutes of Health
Due date: Sept 3, 2013

This FOA invites applications to advance science that is needed for optimal HIV combination prevention intervention approaches. Recent advances in biomedical interventions with critical behavioral aspects (e.g., Pre-exposure Prophylaxis [PrEP], Treatment as Prevention) have changed how HIV prevention and treatment are conceptualized. Significant local, city, state, and federally funded efforts are shifting towards community-level interventions to reduce HIV incidence, and these efforts are informed by recent advances regarding: the importance of treatment uptake and retention in care; the effectiveness of combined behavioral and biomedical interventions; and the need to implement interventions community-wide for optimal public health impact. Reductions in HIV incidence will only be achieved through implementation of combinations of interventions that include biomedical and behavioral interventions, as well as components that address social, economic, and other structural factors that influence HIV prevention and transmission. However, combined prevention intervention approaches rely on synergies of multiple elements that can be challenging to design, implement, and evaluate. This initiative will support methodological, formative, and implementation research designed to better understand the processes and outcomes of combination intervention efforts and that will enhance the implementation of these interventions. CFDA 93.242


BLM OR-WA: San Juan County, WA Hazardous Fuels Reduction Partnership
United States Department of the Interior (DOI)
Due date: Sept 4, 2013

The San Juan County Community Wildfire Protection Plan (CWPP), completed in 2012, is an interagency group that includes the Washington Department of Natural Resources, US Fish and Wildlife Service, Bureau of Land Management, US National Park Service, San Juan County Fire Districts, San Juan County, and others. This interagency coalition coordinates fire planning, prevention, and mitigation, as well as all areas of emergency response, including on-going identification of priority mitigation areas on federal lands and adjacent non-federal lands. The objective of this program is to implement action items that have been identified in the San Juan County Wildfire Protection Plan such as address signage, education, and hazardous fuels mitigation work. CFDA 15.228

http://www.grants.gov/search/search.do?sessionid=MGYkQ9QpHHvLgmnXT2LQvQbcLJ1Mkzh4WQqr9JPQhY8nD1wcn0J!1083646803?oppId=196153&mode=VIEW
Science of Science and Innovation Policy (SciSIP)
National Science Foundation
Due date: Sept 9, 2013

The SciSIP program supports research designed to advance the scientific basis of science and innovation policy. Research funded by the program thus develops, improves and expands models, analytical tools, data and metrics that can be applied in the science policy decision making process. For example, research proposals may develop behavioral and analytical conceptualizations, frameworks or models that have applications across a broad array of SciSIP challenges, including the relationship between broader participation and innovation or creativity. Proposals may also develop methodologies to analyze science and technology data, and to convey the information to a variety of audiences. Researchers are also encouraged to create or improve science and engineering data, metrics and indicators reflecting current discovery, particularly proposals that demonstrate the viability of collecting and analyzing data on knowledge generation and innovation in organizations. Among the many research topics supported are - examinations of the ways in which the contexts, structures and processes of science and engineering research are affected by policy decision; - the evaluation of the tangible and intangible returns from investments in science and from investments in research and development; - the study of structures and processes that facilitate the development of usable knowledge, theories of creative processes and their transformation into social and economic outcomes; and - the collection, analysis, and visualization of new data describing the scientific and engineering enterprise. The SciSIP program invites the participation of researchers from all of the social, behavioral and economic sciences as well as those working in domain-specific applications such as chemistry, biology, physics, or nanotechnology. The program welcomes proposals for individual or multi-investigator research projects, doctoral dissertation improvement awards, conferences, workshops, 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 as well as international collaboration. Investigators are encouraged to submit proposals of joint interest to the SciSIP Program and other NSF programs and NSF initiative areas. The program also supports small grants that are time-critical and small grants that are high-risk and of a potentially transformative nature. CFDA 47.075

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

SOPHE/CDC Student Fellowship in Injury Prevention and Control
Society for Public Health Education (SOPHE)
Due date: Sept 20, 2013

SOPHE is accepting applications for one-year student fellowships in injury prevention and control, funded by the CDC's National Center for Injury Prevention and Control. This fellowship is designed to recognize, assist, and train students working on projects in either unintentional injury prevention or violence prevention from the perspective of health education or the behavioral sciences. Proposed projects may be related to surveillance, risk factor identification, or intervention development, evaluation, or dissemination. Projects related to the development or
use of theory in injury prevention also are acceptable. Proposed projects for unintentional injury prevention should address injuries related to home and leisure or transportation (e.g., fires, bicycles, sports, falls, alcohol, or motor-vehicles). Proposed projects for violence prevention must emphasize and apply the public health approach. Projects may address violence against women, including dating violence, sexual violence, intimate partner violence; child maltreatment, such as child abuse, neglect or sexual abuse; suicide; or youth violence prevention, including media influence and bullying. Occupation-related injuries will not be considered for this fellowship. Proposed projects may be new or ongoing. For their final project, recipients must prepare a poster and/or oral presentation for the SOPHE Annual Meeting. Submission of a presentation abstract will also be required.

http://www.sophe.org/Awards_scholarships.cfm

ONR Defense University Research Instrumentation Program (DURIP)
United States Department of Defense (Dept. of Navy)
Due date: Sept 28, 2013

DURIP is a multi-agency DOD program within the University Research Initiative designed to improve the capabilities of U.S. institutions of higher education to conduct research and to educate scientists and engineers in areas important to national defense by providing funds for the acquisition of research equipment. Research areas of interest to the ONR include the following:

1. Expeditionary warfare and combating terrorism, including asymmetric warfare research, expeditionary maneuver warfare applications, and combating terrorism integration and transition
2. C4ISR, including mathematics, computers, and information research; electronics, sensors, and networks research; and C4ISR applications
3. Ocean battlespace sensing, including ocean sensing and systems applications; and ocean, atmosphere and space research
4. Sea warfare and weapons, including ship systems and engineering research; undersea weapons and naval materials research; and sea warfare applications
5. Warfighter performance, including basic research; naval warrior applications; and research protections
6. Naval air warfare and weapons, including aerospace science research and air warfare and naval weapons applications

DURIP funds will be used for the acquisition of major equipment to augment current or develop new research capabilities to support research in the technical areas of interest to the sponsoring agencies. A central purpose of the DURIP is to provide equipment to enhance research-related education. Therefore, proposals must address the impact of the equipment on the institution's ability to educate, through research, students in disciplines important to DOD missions. CFDA 12.300

http://www.grants.gov/search/search.do;jsessionid=R8P4P8JWG5JtV71LpdhsLSVLjjQ1jQGpzZ6cD59nDmlhcWTfgq15V173790769?oppId=182673&mode=VIEW