

Funding Bulletin

July 1st, 2016 (Vol. 3, No. 19)

Funding Information

To receive funding information, please contact funding@wichita.edu.

NOTICE – Notification for the current Funding Bulletin is sent via email. To be added to the electronic mailing list, send an email message to: funding@wichita.edu. Leave the subject line blank. In the message area, type: *sub funding bulletin*. To unsubscribe, type: *unsub funding bulletin*.

The selected compilation of funding opportunities is provided by RTT's Pre-Award Services as a resource for Wichita State 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: <http://pivot.cos.com/home/index> or you may contact funding@wichita.edu to have a custom search ran.

Click on the links below to go directly to the named section included in this edition's bulletin

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How to Apply

Proposal development requests should be sent to proposals@wichita.edu. Please click on the following link for information regarding proposal submission at WSU:

<http://webs.wichita.edu/?u=WSURESEARCHADMIN&p=/Proposals/PreAwardServices/>



OFFICE OF RESEARCH WORKSHOPS

For more information contact Jana Henderson at jana.henderson@wichita.edu or 978-3285.

WORKSHOP TITLE	DATE	TIME	ROOM	DESCRIPTION
Research Compliance Open Lab	July 20	9:00 – 11:00 a.m.	2015 Devlin Hall Innovation hub	The Research Compliance Office will hold an open lab for questions regarding hiring foreign nationals; shipping or receiving items from outside the US; international travel; review of Research projects for export compliance; conflicts of interest & management plans. <i>This is a come and go lab with no registration required.</i>
IRB Open Lab	July 21	1:00 – 2:30 p.m.	409E Jardine	The IRB Administrator will be holding Open Labs this fall for Faculty, Staff or Students who have questions about the new forms or about their study in general. <i>This is a come and go lab with no registration required.</i>
Pivot Open Lab	July 28	2:30 – 4:00 p.m.	409E Jardine	The Office of Research will be holding Open Labs this fall for Faculty interested in using PIVOT as well as answering questions regarding their existing account. <i>This is a come and go lab with no registration required.</i>
IRB Open Lab	August 8	1:30 – 3:00 p.m.	409E Jardine	The IRB Administrator will be holding Open Labs this fall for Faculty, Staff or Students who have questions about the new forms or about their study in general. <i>This is a come and go lab with no registration required.</i>
Research Compliance Open Lab	August 17	9:00 – 11:00 a.m.	2015 Devlin Hall Innovation hub	The Research Compliance Office will hold an open lab for questions regarding hiring foreign nationals; shipping or receiving items from outside the US; international travel; review of Research projects for export compliance; conflicts of interest & management plans. <i>This is a come and go lab with no registration required.</i>
Animals & People, Oh My! An Overview of IRB and IACUC	August 19	1:00 – 2:30 p.m.	405 Jardine	Presenters: Katie Williams & Linda Steinacher. Please RSVP through the WSU My Training Portal.
Award Management: Keeping Your Award on Track to the Final Report	Sept. 21	2:30 – 4:00 p.m.	405 Jardine	This workshop will cover grant set-up, reporting requirements, research payroll, internal and external grant period extensions, and making budget changes. Presenter: Amy Delgado, Associate Director of Post-Award. RSVP through WSU My Training Portal.

NOTICES

WSU Pivot User Satisfaction Survey

The Office of Research has created a short survey to gauge user satisfaction for Pivot, the comprehensive funding database that the university subscribes to. Participation is confidential and optional; results will be utilized to evaluate customer satisfaction with funding search support. Your feedback is appreciate! Please follow the link below to access the survey:

https://wichitastate.co1.qualtrics.com/jfe/form/SV_dba6YUIt2HA8c6x

INTERNAL OPPORTUNITIES

The next available internal opportunities will be: 1) Multi-disciplinary Research Projects Award (MURPA) and 2) University Research/Creative Award (URCA) - Round 2. Both will have October 2016 deadlines. For more information, visit

<http://webs.wichita.edu/?u=wsuresearchadmin&p=/ORAIInternalGrants/ORAIInternalGrants/>

Check back in late summer for updated instructions and application forms for both opportunities.

LIMITED SUBMISSIONS

Limited submission programs have sponsor restrictions on the number of proposals that may be submitted by a single institution and will require institutional screening to determine which applications will be submitted. Karen Davis, Director of Pre-Award Services, is the internal coordinator for limited submission programs. Please notify proposals@wichita.edu, by the internal NOI due date listed in the Funding Bulletin if you wish to submit a limited submission program. **Because many limited submission programs often have short turnaround times, it is important that researchers also periodically check the Office of Research's [Limited Submission Opportunities](#) webpage for additional opportunities that may not have made it into the bulletin. There are currently *five* open limited submission competitions:**

(1) NIH Director's Early Independence Awards (DP5)

National Institutes of Health (NIH) - National Institute of Dental & Craniofacial Research (NIDCR)

Due Date: Internal 7/1/2016; Letters of Intent 8/12/2016; Applications 9/12/2016

The NIH Director's Early Independence Award Program supports exceptional investigators who wish to pursue independent research directly after completion of their terminal doctoral/research degree or clinical residency, thereby forgoing the traditional post-doctoral training period and accelerating their entry into an independent research career. **Only up to two applications per institution are allowed.**
RFA-RM-16-006

- URL: <https://grants.nih.gov/grants/guide/rfa-files/RFA-RM-16-006.html>

(2) Center of Excellence Criminal Investigations and Network Analysis - LEAD & Partner

United States Department of Homeland Security (DHS)

Due Date: Internal 7/1/2016; Application 9/1/2016

Homeland security enterprise (HSE) criminal investigators require customized and innovative products that can provide them a competitive advantage in operational settings. Research-based solutions generated by this Center must be intuitive, insightful, timely, and innovative. CINA's research will be based on HSE needs, as expressed by its practitioners in this NOFO. Research outcomes will include analytical tools, technologies, and knowledge products, e.g., best practices, resource guides, and case studies, which can be transitioned effectively to the workforce. It is DHS's intent to produce new capabilities and work with criminal investigators at all levels to test these capabilities in operational settings, and then take steps to make these solutions available and useful to law enforcement agencies at all levels. CINA researchers, faculty and students must work closely with DHS components and other federal, state and local law enforcement partners to develop and deploy tools and methods to diagnose and determine how to exploit the vulnerabilities of TCOs. The Center will provide tools to administrators, criminal investigators, patrol personnel, and planners to create competitive strategies and tactics that effectively disrupt and dismantle TCO networks. The Center portfolio must address each of the major categories of critical knowledge gaps described in the research theme areas of this funding announcement using new and innovative projects that build on and complement existing work. In order to avoid duplication of existing work, applicants must demonstrate a working knowledge of existing studies, criminal enforcement approaches, policies, and findings relevant to this NOFO. DHS has a unique mission space in criminal investigation, namely crimes that are often carried out across physical and virtual borders. **DHS will accept only one (1) application for Center Lead and only one (1) application for Partner from any single university for review.**

Among the crimes that DHS is responsible for investigating, are:

- Commercial fraud and intellectual property theft
- Search and rescue hoax calls

- Cybercrimes
- Child exploitation
- Financial crimes, money laundering, and bulk cash smuggling
- Human rights violations
- Immigration, document and benefit fraud
- International art and antiquity theft
- Maritime environmental crimes, i.e., pollution, illegal seafood harvesting
- Smuggling of goods
- Transnational gang activity
- Export enforcement
- Human smuggling and trafficking

LEAD (DHS-16-ST-061-CINA-LEAD)

- URL: <http://www.grants.gov/web/grants/view-opportunity.html?oppld=284176>

PARTNER (HDS-16-ST-CINA-PARTNER)

- URL: <http://www.grants.gov/web/grants/view-opportunity.html?oppld=284177>

(3) Institutional Research and Academic Career Development Awards (IRACDA) (K12)

National Institutes of Health (NIH) - National Institute of General Medical Sciences (NIGMS)

Due Date: Internal 8/5/2016; Application 9/19/2016

The purpose of the Institutional Research and Academic Career Development Award (IRACDA) Program is to develop a group of highly trained biomedical scientists to address the Nation's biomedical workforce needs. The strategy is to promote effective partnerships between research-intensive institutions (RII) and partner institutions that have a historical mission or a demonstrated commitment to educating students from backgrounds underrepresented in the biomedical research enterprise of the nation. The IRACDA program provides support for a traditional mentored postdoctoral research experience at an RII combined with an opportunity for these fellows to develop critical academic skills, including teaching, through workshops and mentored teaching assignments at a partner institution. The primary goals of the IRACDA program are to (1) develop a group of highly trained biomedical scientists who have the necessary knowledge and skills to pursue independent research and teaching careers in academia; and (2) enhance science educational offerings at partner institutions, and promote links between RII and the partner institution(s) through research and teaching collaborations. **Only one application per institution is allowed. PAR-16-103**

- URL: <https://grants.nih.gov/grants/guide/pa-files/PAR-16-103.html>

(4) Summer Stipends

National Endowment for the Humanities (NEH)

Due Date: Internal 8/5/2016; Nominations 9/29/2016

Summer Stipends support individuals pursuing advanced research that is of value to humanities scholars, general audiences, or both. Eligible projects usually result in articles, monographs, books, digital materials and publications, archaeological site reports, translations, editions, or other scholarly resources. Summer Stipends support projects at any stage of development. Faculty members teaching full-time at colleges or universities must be nominated by their institutions to apply for a Summer Stipend. Once faculty members are nominated by their institutions, they may submit their applications. ***Each college and university in the United States and its jurisdictions may nominate two faculty members.***

- URL: <http://www.neh.gov/grants/research/summer-stipends>

(5) Partnerships for International Research and Education (PIRE)

National Science Foundation (NSF)

Due Date: Internal 8/5/2016; Preliminary Proposal 9/14/2016; Full Proposal 4/24/2017

Partnerships for International Research and Education (PIRE) is an NSF-wide program that supports international activities across all NSF-supported disciplines. The primary goal of PIRE is to support high quality projects in which advances in research and education could not occur without international collaboration. PIRE seeks to catalyze a higher level of international engagement in the U.S. science and engineering community. International partnerships are essential to addressing critical science and engineering problems. In the global context, U.S. researchers and educators must be able to operate effectively in teams with partners from different national environments and cultural backgrounds. PIRE promotes excellence in science and engineering through international collaboration and facilitates development of a diverse, globally-engaged, U.S. science and engineering workforce. This PIRE competition will be open to all areas of science and engineering research which are supported by the NSF. ***A single organization may submit one preliminary proposal as the lead institution. Full proposals will be accepted by invitation only. There is no limit on the number of proposals in which an institution can participate as a partner. NSF 16-571***

- URL: <http://www.nsf.gov/pubs/2016/nsf16571/nsf16571.htm>

GENERAL

America's Promise Job Driven Grant Program

U.S. Department of Labor - Employment and Training Administration (ETA)

Due Date: 8/25/2016

This grant program is designed to create or expand regional partnerships between employers, economic development, workforce development, community colleges, training programs, K-12 education systems, and community-based organizations that make a commitment – or a “promise” – to provide a pipeline of workers to fill existing job openings, meet existing employer needs for expansion, fuel the talent needs of entrepreneurs, and attract more jobs from overseas. These funds will be used to cover tuition and the costs of training-related activities on a first-dollar basis ensuring that training and education are free to individuals. Participants may use other sources of aid—such as Federal financial aid—to cover supplies, books, room and board, and other training-related expenses. Through strong regional partnerships and commitments, communities will maximize the use of their resources and minimize duplication of effort. Projects funded through the America's Promise Funding Opportunity Announcement (FOA) will leverage resources from Federal placebased partnerships and sector-based programs, such as EDA's Investing in Manufacturing Community Partnership (IMCP) communities and Department of Transportation's (DOT) Ladders programs, among others. 3 Grants will be awarded to a regional workforce partnership of public and private sector entities that includes the following partners:

- Employer and industry representatives that align with the partnership's regional sector strategies;
- Workforce investment system representing the regional service area;
- Economic development agencies representing the regional service area; and
- Education and training providers representing the regional service area, including community and technical colleges or systems; joint labor-management training partnerships; and nonprofit and community-based organizations that offer job training.

FOA-ETA-16-12

- **URL:** <http://www.grants.gov/web/grants/view-opportunity.html?oppld=284371>

Radcliffe Institute Fellowship Program

Harvard University - Radcliffe Institute for Advanced Study

Due Date: 9/15/2016 (creative arts, humanities, and social sciences); 10/6/2016 (natural sciences and mathematics)

The Radcliffe Institute Fellowship Program is a scholarly community where individuals pursue advanced work across a wide range of academic disciplines, professions, and creative arts. Radcliffe Institute fellowships are designed to support scholars, scientists, artists, and writers of exceptional promise and

demonstrated accomplishment who wish to pursue work in academic and professional fields and in the creative arts. In recognition of Radcliffe's historic contributions to the education of women and to the study of issues related to women, the Radcliffe Institute sustains a continuing commitment to the study of women, gender, and society. Applicants' projects need not focus on gender, however.

- URL: <http://www.radcliffe.harvard.edu/fellowship-program/how-apply>

Residential Fellowships

University of Notre Dame - Notre Dame Institute for Advanced Study (NDIAS)

Due Date: 10/15/2016

The NDIAS is dedicated to fostering and supporting integrative scholarship addressing ultimate questions at the intersection of the arts, engineering, humanities, law, and natural, physical, and social sciences, especially those which transcend disciplinary boundaries. The NDIAS encourages scholars to include questions of values in their analyses, to integrate diverse disciplines, and to ask how their findings advance civilization. The Institute offers its fellows the opportunity to engage not only in analysis but also in evaluating what should be done, to analyze the world in substantive and collaborative ways, and to think through the implications of present behavior for the future of the world. As a collaborative academic community, the Institute cultivates the contemplative ideal that is an essential factor in the Catholic intellectual tradition and vital for the progression of scholarship. The greatest advances do not occur in solitude, but in the company of others who share a passion for advancement and are open to dialogue and collaboration. Fellows are expected to be free of their regular commitments and to have their primary office at the Institute so they may devote themselves full time to the work outlined in their proposal and participate fully in the engaging and cooperative community of scholars at the Institute. To facilitate their creativity and productivity, Fellows attend twice-weekly seminars and other events hosted by the Institute, present their research twice each semester at the Institute's weekly seminars, and engage the University community intellectually in a distinctive and appropriate manner. While in residence, NDIAS Fellows are invited to actively participate in the intellectual and cultural community at Notre Dame. Additionally, there are many opportunities to engage with colleagues and scholars from the University of Notre Dame, from universities in Chicago and nearby, and with guest speakers through the Institute's additional events. Fellows are asked to continue the tradition of participating in NDIAS sponsored events including conferences and symposia.

- URL: <http://ndias.nd.edu/fellowships/residential/>

ARTS & HUMANITIES

Public Humanities Projects

National Endowment for the Humanities (NEH)

Due Date: 8/10/2016

Public Humanities Projects grants support projects that bring the ideas and insights of the humanities to life for general audiences. Projects must engage humanities scholarship to illuminate significant themes in disciplines such as history, literature, ethics, and art, or to address challenging issues in contemporary life. NEH encourages projects that involve members of the public in collaboration with humanities scholars or that invite contributions from the community in the development and delivery of humanities programming. This grant program supports a variety of forms of audience engagement. Applications should follow the parameters set out below for one of the following three formats:

- 1. Community Conversations:** This format supports one- to three-year-long series of community-wide public discussions in which diverse residents creatively address community challenges, guided by the perspectives of the humanities.
- 2. Exhibitions:** This format supports permanent exhibitions that will be on view for at least three years, or travelling exhibitions that will be available to public audiences in at least two venues in the United States (including the originating location).
- 3. Historic Places:** This format supports the interpretation of historic sites, houses, neighborhoods, and regions, which might include living history presentations, guided tours, exhibitions, and public programs.

NEH encourages projects that explore humanities ideas through multiple formats. Proposed projects may include complementary components that deepen an audience's understanding of a subject: for example, a museum exhibition might be accompanied by a website, mobile app, or discussion programs. **20160810-GW**

- URL: <http://www.neh.gov/grants/public/public-humanities-projects>

Humanities Program Grants - Major Grants

Kansas Humanities Council (KHC)

Due Date: Project Drafts 8/31/2016; Final Applications 9/28/2016 (Fall Round)

Kansas Humanities Council Humanities Grants support projects that engage the public with the humanities. **Goals of the Kansas Humanities Council's Humanities Grant program:**

1. Connect communities with history, traditions, and ideas to strengthen civic life.
2. Engage citizens in discussions about a humanities theme or topic.
3. Foster a sense of community.

Examples of eligible projects include a series of public programs that connect to a humanities theme: museum exhibitions, films and book discussions, the creation of short documentary films, radio documentaries, full-length film documentaries, and other creative activities. To be competitive for funding, the humanities must be central to the project. Projects should apply the insights and methods of the humanities to explore a well-defined topic. The humanities include history, literature, philosophy, languages, linguistics, law, archeology, folklore, religious studies, women's and ethnic studies, and the history of art, medicine, and science. Social sciences that take a qualitative approach, such as political science, sociology, and cultural anthropology, are also considered humanities.

- URL: <http://kansashumanities.org/kansas-grants/humanities-grants/>

Documenting Endangered Languages (DEL)

National Science Foundation (NSF)

Due Date: 9/15/2016

This funding partnership between the National Science Foundation (NSF) and the National Endowment for the Humanities (NEH) supports projects to develop and advance knowledge concerning endangered human languages. Made urgent by the imminent death of roughly half of the approximately 7000 currently used languages, this effort aims to exploit advances in information technology to build computational infrastructure for endangered language research. The program supports projects that contribute to data management and archiving, and to the development of the next generation of researchers. Funding can support fieldwork and other activities relevant to the digital recording, documenting, and archiving of endangered languages, including the preparation of lexicons, grammars, text samples, and databases. Funding will be available in the form of one- to three-year senior research grants as well as fellowships from six to twelve months and doctoral dissertation research improvement grants for up to 24 months. **NSF 15-567**

- URL: <http://www.nsf.gov/pubs/2015/nsf15567/nsf15567.htm>

Fellowships

*New York Public Library (NYPL) - Center for the Humanities - Dorothy and Lewis B. Cullman
Center for Scholars and Writers*

Due Date: 9/30/2016

The Center is an international fellowship program open to people whose work will benefit directly from access to the research collections at the Stephen A. Schwarzman Building at Fifth Avenue and 42nd Street (formerly the Humanities and Social Sciences Library). Renowned for the extraordinary comprehensiveness of its collections, the Library is one of the world's preeminent resources for study in anthropology, art, geography, history, languages and literature, philosophy, politics, popular culture, psychology, religion, sociology, and sports. The Cullman Center looks for top-quality writing from academics as well as from creative writers and independent scholars. It aims to promote dynamic communication about literature and scholarship at the very highest level - within the Center, in public forums throughout the Library, and in the Fellows' published work. In addition to working on their own projects, the Fellows engage in an ongoing exchange of ideas within the Center and in public forums throughout the Library. Each Fellow gives a talk over lunch on current work-in-progress to the other Fellows and to a wide range of invited guests, and may be asked to take part in other programs at the Library.

- URL: <http://www.nypl.org/help/about-nypl/fellowships-institutes/center-for-scholars-and-writers/fellowships-at-the-cullman-center>

Emerging Artist Residency Fellowship

Harpo Foundation

Due Date: 10/1/2016

The Harpo Foundation's Emerging Artist Residency Fellowship at the Santa Fe Art Institute (SFAI) was established in 2013 to provide an annual opportunity to an emerging visual artist 25 years and older who needs time and space to explore ideas and start new projects. There are no requirements on the work produced during their time at SFAI.

The Fellowships are awarded to emerging artists who demonstrate:

- Strong artistic ability and promise
- An evolving practice this is at a pivotal moment in its development

Founded in 1985, the SFAI provides a unique opportunity for emerging artists to pursue creative projects without interruption. SFAI supports over 50 residents per year and offers a cohesive, arts-focused environment that creates the ideal working conditions for resident artists. Living and studio

space is located within a nearly 17,000 square foot complex designed by renowned Mexican architect, Ricardo Legoretta. The unique SFAI environment allows residents to be as interactive or private as they wish.

- URL: <http://www.harpofoundation.org/apply/emerging-artist-fellowship/>

Conservation Grants Program

Kress Foundation, Samuel H.

Due Date: 10/1/2016, 1/15/2017, 4/1/2017

The Conservation program supports the professional practice of art conservation, especially as it relates to European art of the pre-modern era. Grants are awarded to projects that create and disseminate specialized knowledge, including archival projects, development and dissemination of scholarly databases, documentation projects, exhibitions and publications focusing on art conservation, scholarly publications, and technical and scientific studies. Grants are also awarded for activities that permit conservators and conservation scientists to share their expertise with both professional colleagues and a broad audience through international exchanges, professional meetings, conferences, symposia, consultations, the presentation of research, exhibitions that include a prominent focus on materials and techniques, and other professional events. Support for conservation treatments is generally limited to works from the distributed Kress Collection, and is coordinated through the Kress Program in Paintings Conservation at the Conservation Center of the New York University Institute of Fine Arts.

- URL: <http://www.kressfoundation.org/grants/conservation/>

Digital Resources Grants Program

Kress Foundation, Samuel H.

Due Date: 10/1/2016, 1/15/2017, 4/1/2017

The Digital Resources program is intended to foster new forms of research and collaboration as well as new approaches to teaching and learning. The program supports efforts to integrate new technologies into the practice of art history and the creation of important online resources in art history, including both textual and visual resources. Support will also be offered for the digitization of important visual resources (especially art history photographic archives) in the area of pre-modern European art history; of primary textual sources (especially the literary and documentary sources of European art history); for promising initiatives in online publishing; and for innovative experiments in the field of digital art history. Please note that this grant program does not typically support the digitization of museum object collections.

- URL: http://www.kressfoundation.org/grants/history_of_art/

History of Art Grants Program

Kress Foundation, Samuel H.

Due Date: 10/1/2016, 1/15/2017, 4/1/2017

The History of Art program supports scholarly projects that will enhance the appreciation and understanding of European art and architecture. Grants are awarded to projects that create and disseminate specialized knowledge, including archival projects, development and dissemination of scholarly databases, documentation projects, museum exhibitions and publications, photographic campaigns, scholarly catalogues and publications, and technical and scientific studies. Grants are also awarded for activities that permit art historians to share their expertise through international exchanges, professional meetings, conferences, symposia, consultations, the presentation of research, and other professional events.

- URL: http://www.kressfoundation.org/grants/history_of_art/

Project Grant for Researchers (PGR)

Louisville Institute (LI)

Due Date: 10/1/2016 (Digital Documents); 10/8/2016 (Letters of Recommendations)

The PGR program supports research, reflection, and writing concerning Christian faith and life, the practice of ministry, and/or adaptive challenges confronting religious institutions. Grants support a diverse range of projects that may involve independent study, consultations, or collaborative projects involving pastors and academics. Projects that show potential to benefit the Christian church in North America are particularly attractive to the Institute. Successful proposals show how all aspects of the project are shaped in clear reference to a core, guiding question, and how the overall research design is well-suited to the time frame in view. Preference will be given to projects that show potential for empirical inquiry and discovery, for generating and systematically analyzing reliable new data rather than repackaging conventional knowledge. The proposed research should be framed with reference to relevant scholarship and its significance. In contrast to the Sabbatical Grant for Researchers - which typically buys release time from academic duties - PGR funds are often used to support specified project activities and resources: e.g., research assistants; personal or group interviews; quantitative surveys; interview transcription and coding; hands-on examination of archival records; and other activities involved in gathering and analyzing empirical data. Proposed projects may employ a variety of methodological perspectives, including, but not limited to, historical, systematic and practical theology, the social sciences, history, ethics, or biblical studies. They may also be interdisciplinary in nature.

- URL: <http://louisville-institute.org/programs-grants-and-fellowships/grants/project-grant-for-researchers/>

Residency Program

Ucross Foundation

Due Date: Spring Session 10/1/2016

The program offers time and space to competitively selected individuals working in all artistic disciplines. The Foundation strives to provide a respectful, comfortable and productive environment, freeing artists from the pressures and distractions of daily life. Work may be individual or collaborative. Work proposals must be compatible with available working spaces, facilities and resources. Artists, writers and composers from around the United States and the world, in all stages of their professional careers, are invited to apply to work on individual or collaborative projects. Applications are also welcome from those writing about the arts, and from individuals working in the natural sciences. Fellows are chosen by a panel of professionals in the arts and humanities in a highly competitive application process. The quality of an applicant's work is given primary consideration. Final invitations for residencies are extended at the discretion of the Ucross Foundation.

- URL: <http://www.ucrossfoundation.org/residency-program/apply/>

Wenner-Gren Symposia

Wenner-Gren Foundation for Anthropological Research, Inc.

Due Date: 10/1/2016 (for the March 2018 symposium)

Wenner-Gren Symposia are week-long workshops that involve a small group of invited scholars who meet for intensive discussion and debate. Symposia are administered and fully supported (both financially and logistically) by the Foundation. Symposia are based on a format that was developed and refined at Burg Wartenstein castle, the Foundation's European conference center (1958-1980). The Foundation no longer owns Burg Wartenstein but modern symposia follow the same model. They are held at venues in the US and abroad that allow for an intimate meeting in a congenial environment with minimal distraction. Symposia are normally seven days long. This includes the arrival day and opening dinner, five meeting days (including a half-day break), and the departure day. All participants are required to stay for the entire meeting and participate in all academic and social events. The location of the symposium is decided by the Foundation in consultation with the organizers. Participation in any symposium is by invitation only and there are normally no more than twenty people in attendance, including two representatives from the Foundation and a junior scholar who serves as the rapporteur. Students or family members of participants cannot be accommodated at the symposium or the symposium venue. The distinctive character of Wenner-Gren Symposia arises from extensive pre-symposium planning and the unique symposium format. Pre-symposium planning begins approximately 15 months before the symposium date with a meeting at the Foundation's office in New

York, where the academic organizers work with the Foundation's President and Conference Associate to develop the objectives of the symposium, identify specific topics, and decide upon the participants. Participants are given approximately a year to develop their papers, which are circulated in advance of the symposium. The symposium format emphasizes maximum time for discussion and debate. Pre-circulated papers are not read at the meeting. Instead, they form the basis for extended discussions. Ample free time provides opportunities to continue discussions in less formal settings. The final session provides an overview of the symposium, and participants are given the opportunity to suggest ways they might further develop their papers in the context of the week's discussions. The entire symposium is audio recorded for the Foundation's archives. The Foundation sponsors two symposia per year and the symposium papers are published in an open access supplementary issue of the Foundation's journal, *Current Anthropology*. The symposium can be multidisciplinary; however, the primary aim of the meeting must be to address "big" questions in anthropological theory and debate. No special priority is given to proposals that span the four fields of anthropology. Topics are either initiated by the Foundation or selected from submitted proposals on the basis of the importance and timeliness of the topic, the promise of meaningful exchange among scholars representing diverse perspectives and fields, and the potential for opening up new approaches to significant problems. Symposia must advance the Foundation's goal of fostering an international community of anthropologists by drawing participants from around the world. Symposia are partnerships between the Foundation and the academic organizers. Once a proposal is accepted, the Foundation will work closely with the organizers to further develop the objectives of the symposium, identify specific topics, and make final decisions on the participants.

- URL: <http://www.wennergren.org/programs/international-symposia>

BUSINESS

Visiting Research Fellowship

American Institute for Economic Research (AIER)

Due Date: 10/1/2016 (Spring term)

The American Institute for Economic Research (AIER) helps individuals take action to improve their economic and financial well-being by providing factual, unbiased research and analysis. We strive to be a trusted source for economic information that serves people. Broadly speaking, we produce two types of economic material. First, AIER studies and reports on basic information that allows people to understand large economic forces and their consequences. AIER is interested in understanding, for example, how the overall economy is affecting employment, production, productivity, trade, investments, and inflation. Having this background knowledge helps people generally understand the world around them. But, the macro focus of our work also allows people to more fully understand many public issues that are of concern to citizens. Among the research interests in this vein are monetary and fiscal policies, the degree to which the U.S. economy is internationally competitive, and whether the country is making the infrastructure investment decisions that will keep the U.S. economy strong into the next generation. This list of research topics is suggestive, not exhaustive. However, they hold in common an applied, rather than theoretical perspective. Second, AIER has a focus on individuals, households, and businesses. That is, AIER believes that in addition to a foundational understanding of the economy, people need economic information in order to make better decisions as consumers, small business owners, workers, independent investors, parents, and citizens. This is particularly important when those decisions are high-impact/low-frequency. High-impact/low-frequency decisions are those that individuals do not make often, such as home purchases, investments in career and education, decisions regarding starting one's own business, or saving for retirement and managing those assets. Despite these being decisions that people make infrequently, they have the potential to have a high impact on the quality of life for individuals and their families.

AIER is now looking for social science researchers trained in economics and allied disciplines. The general areas of research interest are:

- behavioral economics,
- business cycles,
- technology and innovation,
- regional economics,
- small business economics.

A Visiting Research Fellow (VRF) is required to contribute to this research agenda. The research questions that they pose would be expected to yield results that are of practical significance and use to ordinary people. In particular, within the above mentioned fields, AIER is interested in research in the following areas:

1. Macroeconomics: business cycles, industrial competitiveness, or technology and innovation.
2. Personal-finance and behavioral economics.
3. Housing finance.
4. Education and careers: decision-making at the household level. For example, research regarding the inputs to decision-making regarding career choice, career development, investments in education, and training.
5. Small-business economics: start-up decision, an evaluation of alternative investments, collaborative and cooperative arrangements for reducing small business costs, and the uses of credit and debt.

- URL: <https://www.aier.org/visiting-research-fellowship>

EDUCATION

Undergraduate International Studies and Foreign Language (UISFL) Program

United States Department of Education (ED) - Office of Postsecondary Education (OPE) - International Foreign Language Education (OPE/IFLE)

Due Date: 7/22/2016

The UISFL Program provides grants for planning, developing, and carrying out programs to strengthen and improve undergraduate instruction in international studies and foreign languages in the United States. **ED-GRANTS-061316-001**

Invitational Priority 1--Priority Languages Selected from the U.S. Department of Education's List of Less Commonly Taught Languages (LCTLs): Applications that propose programs or activities focused on language instruction or the development of area or international studies programs to include language instruction in any of the 78 priority languages selected from the U.S. Department of Education's list of LCTLs.

Invitational Priority 2--Developing Interdisciplinary Curriculum: Applicants that create innovative curricula that combine the teaching of international studies with one of the following academic fields of study: business, economics, public health, international and comparative education, science, technology, engineering, or mathematics. Programs can be located within the applicant's home IHE or

within the IHE(s) that form(s) part of the consortium/partnership applying for the grant (including those that are eligible to receive assistance under part A or B of title III or under title V).

- URL: <https://www.federalregister.gov/articles/2016/06/13/2016-13933/applications-for-new-awards-undergraduate-international-studies-and-foreign-language-program>

Research Grants Program

American Educational Research Association (AERA)

Due Date: 8/25/2016

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 research proposals using NCES, NSF, and other federal databases. Research Grants are available for faculty at institutions of higher education, postdoctoral researchers, and other doctoral-level scholars. **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;
- include interdisciplinary teams with 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 supported by NCES, NSF, or other federal agency, such as the U.S. Department of Labor, the U.S. Census Bureau, and the National Institutes of Health. The data set(s) of interest must be available for analysis at the time of application (public- or restricted-

use files are permissible). 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.

- URL: <http://www.aera.net/Professional-Opportunities-Funding/AERA-Funding-Opportunities/Grants-Program/Research-Grants>

Midcareer Grant Program

Spencer Foundation

Due Date: 9/13/2016

The Spencer Foundation is pleased to announce the 2016 award cycle of its grant program to enrich the work of academic midcareer scholars who are seven to twenty years post doctorate. This targeted program provides support for those who are interested in advancing their understanding of a compelling problem of education by acquiring new skills, substantive knowledge, theoretical perspectives or methodological tools. It is not intended to encourage researchers to abandon their existing area of expertise, but rather to build on, enrich, and extend that training with the acquisition of new methodological tools and/or perspectives about a subject to which they have been deeply committed throughout their academic career. In developing this program of additive scholarly learning, the Foundation intends to heighten the potential for midcareer productivity and contribution by operationalizing through its grant making an understanding about scholarship that we believe has merit: that reaching beyond familiar ways of thinking about education puzzles and problems has the potential to bring innovative ideas to the work and, by extension, to lines of inquiry in the field. Applicants will be asked to center their request around the clear articulation and exploration of an important problem, or set of problems, of education that is well-aligned with their core interests and past scholarship. Applicants will also be asked to map the outer edges of what they have come to know through their earlier research and then articulate how they will move into what they do not yet know but hope to learn through a targeted midcareer program of study. In addition, applicants will be asked to fully describe how the acquisition of new tools or perspectives enriches their understanding of that problem and to present a well-thought out plan for acquiring them. Grant awards will not be confined to proposals to learn a new discipline, although in a number of cases that would fit. A psychologist studying techniques for promoting positive character development in children might spend a year studying philosophical work bearing on character development and the proper role of families and schools in shaping children's character. A historian of American education might spend a year studying some aspect of the history of education in Brazil or France. A scholar who works on the teaching of writing in colleges might have reason to acquire a deeper understanding of early literacy. The selection process will be conducted by Spencer staff and a committee of distinguished scholars. Primary criteria for evaluating proposals will include the overall significance of the education problem being pursued; the case for the importance of bringing new knowledge to bear on the problem; the likely ability of the

candidate to benefit from the proposed program, based on past scholarship and letter of recommendation; and the feasibility of the proposed plan.

- URL: <http://www.spencer.org/midcareer-grant-program>

Improving Undergraduate STEM Education: Education and Human Resources (IUSE: EHR)

National Science Foundation (NSF)

Due Date: 11/2/2016 (Exploration and Design); 1/11/2017 (Development and Implementation)

A well-prepared, innovative science, technology, engineering and mathematics (STEM) workforce is crucial to the Nation's health and economy. Indeed, recent policy actions and reports have drawn attention to the opportunities and challenges inherent in increasing the number of highly qualified STEM graduates, including STEM teachers. Priorities include educating students to be leaders and innovators in emerging and rapidly changing STEM fields as well as educating a scientifically literate populace. Both of these priorities depend on the nature and quality of the undergraduate education experience. In addressing these STEM challenges and priorities, the National Science Foundation invests in evidence-based and evidence-generating approaches to understanding STEM learning; to designing, testing, and studying instruction and curricular change; to wide dissemination and implementation of best practices; and to broadening participation of individuals and institutions in STEM fields. The goals of these investments include: increasing the number and diversity of STEM students, preparing students well to participate in science for tomorrow, and improving students' STEM learning outcomes. The Improving Undergraduate STEM Education (IUSE) program invites proposals that address immediate challenges and opportunities that are facing undergraduate STEM education, as well as those that anticipate new structures (e.g. organizational changes, new methods for certification or credentialing, course re-conception, cyberlearning, etc.) and new functions of the undergraduate learning and teaching enterprise. The IUSE program recognizes and respects the variety of discipline-specific challenges and opportunities facing STEM faculty as they strive to incorporate results from educational research into classroom practice and work with education research colleagues and social science learning scholars to advance our understanding of effective teaching and learning.

Toward these ends the program features two tracks: (1) Engaged Student Learning and (2) Institutional and Community Transformation. Two tiers of projects exist within each track: (i) Exploration and (ii) Design and Development. These tracks will entertain research studies in all areas. In addition, IUSE also offers support for a variety of focused innovative projects that seek to identify future opportunities and challenges facing the undergraduate STEM education enterprise. **NSF 15-585**

- URL: <http://www.nsf.gov/pubs/2015/nsf15585/nsf15585.htm>

ENGINEERING, MATHEMATICS & PHYSICAL SCIENCES

Clean Energy Manufacturing Innovation Institute for Reducing Embodied-Energy of Materials and Decreasing Emissions (REMADE) in Manufacturing

United States Department of Energy (DOE) - Office of Energy Efficiency and Renewable Energy (EERE) - Golden Field Office (GFO)

Due Date: Concept Papers 7/28/2016; Applications 9/28/2016

This FOA supports the establishment of a Clean Energy Manufacturing Innovation Institute for Reducing Embodied-energy And Decreasing Emissions (REMADE) in Materials Manufacturing. This Institute will enable the development and widespread deployment of key industrial platform technologies that will dramatically reduce life-cycle energy consumption and carbon emissions associated with industrial-scale materials production and processing through the development of technologies for reuse, recycling, and remanufacturing of materials. Solving this enormous and currently unmet challenge could significantly reduce U.S. primary energy usage and greenhouse gas emissions in the industrial sector, which represents a particularly challenging sector to decarbonize, and improve U.S. manufacturing competitiveness in the process. Analysis shows that the development and deployment of cost effective new technologies to enable significant reductions in the life-cycle embodied energy and carbon emissions for materials production in the US economy relative to the use of primary feedstocks could offer energy savings on the order of 1.6 quadrillion BTU (quads) annually across four classes of waste materials - metals, fibers, polymers, and e-waste. The resulting Clean Energy Manufacturing Innovation Institute is expected to be a Department of Energy supported Institute participating in the interagency National Network for Manufacturing Innovation (NNMI) program.

Expected Focus Areas for Institute Impact:

- Reduce energy use and emissions through reduction of primary material use in Energy Intensive Industries
- Achieve Feedstock "Better Than Cost and Energy Parity" for Key Materials
- Widespread Application of New Enabling Platform Technologies across Multiple Industries

It is anticipated the FOA may include, but not be limited to, the following Technical Areas of Interest:

1. Information Collection, Standardization, and Design Tools for Material Utilization:
2. Rapid Gathering, Identification, and Sorting
3. Separating Mixed Materials
4. Removal of Trace Contaminants
5. Robust and Cost-Effective Reprocessing and Disposal Methods

The Institute will develop core capabilities in each of these five areas, while bringing together a broad set of stakeholders capable of demonstration and deploying these technologies within relevant manufacturing processes. The ability to cost-effectively and energy-efficiently process these materials

will be foundational to meeting sustainable manufacturing goals across a number of industries in an Institute.

Additionally, an Institute will be expected to apply these enabling technologies as appropriate at four distinct stages of the material lifecycle:

1. Efficient material use during manufacturing processes;
2. End-of-Life material reuse;
3. Separation and reutilization of waste streams; and
4. Design for reuse/disassembly.

The Institute will support shared RD&D facilities to promote the application of these technologies and reduce adoption risks of these technologies within each of these four stages. **DE-FOA-0001594**

- URL: <http://www.grants.gov/web/grants/view-opportunity.html?oppld=285157>

National Security Science and Engineering Faculty Fellowship (NSSEFF)

United States Department of Defense (DOD) - Department of the Air Force (USAF) -Air Force Office of Scientific Research (AFOSR)

Due Date: AcqTrak Registration 8/15/2016; White Papers and Supporting Documentation 8/17/2016; Full Proposal and Confidential Letters of Recommendation 1/9/2017

The National Security Science and Engineering Faculty Fellowship (NSSEFF) program The National Security Science and Engineering Faculty Fellowship (NSSEFF) program's name is hereby changed to the Vannevar Bush Faculty Fellowship program. Dr. Vannevar Bush (1890-1974) was a forward-thinking policymaker who served as the director of the U.S. Defense Department's Office of Scientific Research and Development during World War II, coordinating the work of thousands of scientists in the service of ending the war. In his 1945 report to the President of the United States, *Science, The Endless Frontier*, Bush called for an expansion of government support for science, and he pressed for the creation of the National Science Foundation. Dr. Bush was concerned about how the scientific research supported by DoD during WWII could be sustained with a focus on peacetime goals. He believed that basic research was "the pacemaker of technological progress". "New products and new processes do not appear full-grown," Bush wrote. "They are founded on new principles and new conceptions, which in turn are painstakingly developed by research in the purest realms of science." **Objectives of the program are to:**

- Support unclassified basic scientific and engineering research that could be the foundation for future revolutionary new capabilities for DoD
- Educate and train student and post-doctoral researchers for the defense workforce
- Foster long-term relationships between university researchers and the DoD

- Familiarize university researchers and their students with DoD's current and projected future challenges
- Increase the number of talented technical experts that DoD can call upon.

NSSEFF is oriented towards bold and ambitious "blue sky" research that may lead to extraordinary outcomes such as revolutionizing entire disciplines, creating entirely new fields, or disrupting accepted theories and perspectives. **N00014-16-R-FO12**

- **URL:** <http://www.onr.navy.mil/Contracts-Grants/Funding-Opportunities/Broad-Agency-Announcements.aspx>

Computational and Data-Enabled Science and Engineering (CDS&E)

National Science Foundation (NSF)

Due Date: See below for specific division due dates

9/15/2016: *Engineering – Civil, Mechanical and Manufacturing Innovation*

9/30/2016: *Chemistry – Chemical Theory, Models and Computational Methods*

10/31/2016:

- *Cyber Infrastructure*
- *Materials Research*
- *Chemistry – Chemical Measurement and Imaging*
- *Engineering – Chemical, Bioengineering, Environmental, and Transport Systems, Electrical, Communications and Cyber Systems*

11/1/2016: *Astronomical Sciences – Advanced Technologies and Instrumentation*

11/15/2016: *Astronomical Sciences – Astronomy and Astrophysics Research*

12/1/2016: *Physics*

12/9/2016: *Mathematical Sciences*

The CDS&E program includes all Divisions within the Directorate for Mathematical and Physical Sciences (MPS) and the Directorate for Engineering (ENG), as well as the Division of Advanced Cyberinfrastructure (ACI) in the Directorate for Computer and Information Science and Engineering (CISE). Advanced computational infrastructure and the ability to perform large-scale simulations and accumulate massive amounts of data have revolutionized scientific and engineering disciplines. The goal of the CDS&E program is to identify and capitalize on opportunities for major scientific and engineering breakthroughs through new computational and data analysis approaches. The intellectual drivers may be in an individual discipline or they may cut across more than one discipline in various Directorates. The key identifying factor is that the outcome relies on the development, adaptation, and utilization of one or more of the capabilities offered by advancement of both research and infrastructure in computation and data, either through cross-cutting or disciplinary programs.

A bi-weekly publication of the Office of Research and Technology Transfer. For additional information or to request a customized funding opportunity search, please contact funding@wichita.edu.

The CDS&E program welcomes proposals in any area of research supported through the participating divisions that:

- Promote the creation, development, and application of the next generation of mathematical, computational and statistical theories and tools that are essential for addressing the challenges presented to the scientific and engineering communities by the ever-expanding role of computational modeling and simulation and the explosion and production of digital experimental and observational data.
- Promote and encourage integrated research projects that create, develop and apply novel computational, mathematical and statistical methods, algorithms, software, data curation, analysis, visualization and mining tools to address major, heretofore intractable questions in core science and engineering disciplines, including large-scale simulations and analysis of large and heterogeneous collections of data.
- Encourage adventurous ideas that generate new paradigms and that create and apply novel techniques, generating and utilizing digital data in innovative ways to complement or dramatically enhance traditional computational, experimental, observational, and theoretical tools for scientific discovery and application.
- Encourage ideas at the interface between scientific frameworks, computing capability, measurements and physical systems that enable advances well beyond the expected natural progression of individual activities, including development of science-driven algorithms to address pivotal problems in science and engineering and efficient methods to access, mine, and utilize large data sets.

The CDS&E program is not intended to replace existing programs that make awards that involve computation and the analysis of large data sets. Rather, the CDS&E program is meant to fund awards that have a significant component of cyber development or cyber science that goes well beyond what would normally be included in these programs. PIs should ask for consideration and review as a CDS&E proposal only if the proposal addresses at least one of these additional cyber components. Any proposal submitted to the CDS&E program that does not satisfy at least one of the additional criteria listed above will be reviewed within the context of the individual program. Supplement requests to existing awards within a program that address one of the points above will also be considered. **PD 12-8084**

- **URL:** http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=504813

Research in Engineering Education (REE)

National Science Foundation (NSF)

Due Date: 9/21/2016, 1/25/2017

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 underrepresented 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 ecosystems 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 "ecosystems"; 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. **PD 15-1340**

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

Protein Science Young Investigator Award

The Protein Society

Due Date: Nominations 9/24/2016

The Protein Society Young Investigator Award recognizes a scientist in the first 8 years of an independent career who has made important contribution to the study of proteins. 2016 nominations will be accepted starting in May 2015.

- URL: <http://www.proteinsociety.org/protein-society-awards/young-investigator-award/>

Award Competitions for Hollings Manufacturing Extension Partnership (MEP) Centers in the States of Delaware, Hawaii, Iowa, Kansas, Maine, Mississippi, New Mexico, Nevada, North Dakota, South Carolina and Wyoming

U.S. Department of Commerce (DoC) – National Institute of Standards and Technology (NIST)

Due Date: 9/27/2016

NIST invites applications from eligible organizations in connection with NIST's funding up to eleven (11) separate cooperative agreements for the operation of MEP Centers in the designated States' service areas and in the funding amounts identified in Section II.2. of this FFO. NIST anticipates awarding one (1) cooperative agreement for each of the identified States. The objective of the MEP Program is to provide manufacturing extension services to primarily small and medium-sized manufacturers within the States designated in this FFO. The selected organization will become part of the MEP national system of extension service providers, currently located throughout the United States and Puerto Rico. The National Institute of Standards and Technology's (NIST's) Hollings Manufacturing Extension Partnership (MEP) works with small and medium-sized U.S. manufacturers to help them create and retain jobs, increase profits, and save time and money. The nationwide network provides a variety of services, from innovation strategies to process improvements to sustainable manufacturing, supply chain and technology acceleration services. MEP Centers also work with partners at the State and Federal levels on 5 programs that put manufacturers in position to develop new customers, expand into new markets and create new products. As a program of the U.S. Department of Commerce, MEP offers a range of effective resources to help manufacturers identify opportunities that will accelerate and strengthen their growth and competitiveness in the global marketplace. **2016-NIST-MEP-02**

- URL: <http://www.grants.gov/web/grants/view-opportunity.html?oppld=285589>

Joint NSF/NIH Initiative on Quantitative Approaches to Biomedical Big Data (QuBBD)

National Science Foundation (NSF) / National Institutes of Health (NIH)

Due Date: 9/28/2016

Recent advances in medical and healthcare technologies are creating a paradigm shift in how medical practitioners and biomedical researchers approach the diagnosis, prevention, and treatment of diseases. New imaging technologies, advances in genetic testing, and innovations in wearable and/or ambient sensors are allowing researchers to predict health outcomes and develop personalized treatments or interventions. Coupled with the rapid growth in computing and infrastructure, researchers now have the ability to collect, store, and analyze vast amounts of health- and disease-related data from biological, biomedical, behavioral, social, environmental, and clinical studies. The explosion in the availability of biomedical big data from disparate sources, and the complex data structures including images, networks, and graphs, pose significant challenges in terms of visualization, modeling, and analysis. While there have been some encouraging developments related to

foundational mathematical, statistical, and computational approaches for big data challenges over the past decade, there have been relatively few opportunities for collaboration on challenges related to biomedical data science. The National Science Foundation (NSF) and the National Institutes of Health (NIH) recognize that fundamental questions in basic, clinical, and translational research could benefit greatly from multidisciplinary approaches that involve experts in quantitative disciplines such as mathematics, statistics, and computer science. The Quantitative Approaches to Biomedical Big Data Program is designed to support research that addresses important application areas at the intersection of the biomedical and data sciences by encouraging inter- and multi-disciplinary collaborations that focus on innovative and transformative approaches to address these challenges. **NSF 16-573**

- URL: http://www.nsf.gov/pubs/2016/nsf16573/nsf16573.htm?WT.mc_id=USNSF_25&WT.mc_ev=click

Algebra and Number Theory

National Science Foundation (NSF)

Due Date: 10/14/2016

This program supports research in algebra, algebraic and arithmetic geometry, number theory, and representation theory. **PD 10-1264**

- URL: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5431

Solid State and Materials Chemistry (SSMC)

National Science Foundation (NSF)

Due Date: 10/31/2016

This multidisciplinary program supports basic research in solid state and materials chemistry comprising the elucidation of the atomic and molecular basis for material development and properties in the solid state from the nanoscale to the bulk. General areas of interest include but are not limited to innovative approaches to design, synthesis, bulk crystal and/or film growth, and characterization of novel organic, inorganic, and hybrid materials, as well as liquid crystal materials and multi-component material systems exhibiting new phenomena and/or providing new scientific insights into structure/composition/property relationships in the solid state. Relevant topics include original material design principles, new approaches to assembly or crystalline material growth, characterization of new material phenomena or superior behavior, investigations of surface and interfacial effects on material system structures and properties, and unraveling the relationships between structure/composition (e.g. self- or program-assembled materials, crystalline material growth, and nanostructured material systems) and properties (e.g. charge, ionic, thermal or spin transport, exciton

diffusion, chemical reactivity and selectivity, etc.). Development of new organic solid state materials, environmentally-safe and sustainable materials, and fundamental studies of novel material and material systems for efficient energy harvesting, conversion and storage are encouraged. The SSMC program works closely with other programs within the Division of Materials Research (DMR) and in the Mathematical and Physical Sciences (MPS) and Engineering (ENG) directorates to accommodate the multidisciplinary nature of proposal submissions. **PD 10-1762**

- URL: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5356

HEALTH, LIFE & EARTH SCIENCES

Research Opportunities in Space and Earth Sciences (ROSES) - Planetary Science and Technology Through Analog Research

National Aeronautics and Space Administration (NASA) - Science Mission Directorate (SMD)

Due Date: Step-1 Proposals 7/22/2016; Step-2 Proposals 9/23/2016

NASA analog missions research addresses the need for integrated interdisciplinary field experiments as an integral part of preparation for future human and robotic missions. Future planetary research associated with solar system exploration requires the development of relevant, miniaturized instrumentation capable of extensive operations on lunar, asteroid, and planetary surfaces throughout the Solar System. To this end, and in collaboration with other Directorates at NASA and other agencies, this Planetary Science and Technology Through Analog Research (PSTAR) program solicits proposals for investigations focused on exploring the relevant environments on Earth in order to develop a sound technical and scientific basis to conduct planetary research on other solar system bodies. The PSTAR program is a science-driven exploration program that is expected to result in new science and operational/technological capabilities to enable the next generation of planetary exploration. Proposals must demonstrate fidelity to at least two of the following three objectives:

1) Science: PSTAR seeks science investigations designed to further planetary research in terrestrial extreme environments that may be analogous to those found on other planets, past or present. Of particular interest are investigations that increase our understanding of the limits of and constraints (or lack thereof) on life in extreme environments and lead to a better understanding of how to seek,

identify, and characterize life and life-related chemistry that may exist or have existed on other solar system bodies.

2) Science Operations: PSTAR seeks systems-level terrestrial field campaigns that are conducted with complete systems and in a manner that approximates operations during an actual planetary mission, providing an opportunity to understand the performance, capabilities, and efficiencies associated with the tested systems, while enabling human participants to gain operational experience with those systems in the field. Fidelity in this area means that the constraints placed on the execution of science tasks in the field are functionally similar to those of an actual mission, enabling the testing, validation, or development of new concepts of operations that may impact the design of surface infrastructure or ground support. Some examples of science operations elements include:

- a. Decision-making protocols;
- b. Traverse planning;
- c. Sample acquisition, storage, documentation, and high-grading protocols;
- d. Communications and data flow protocols to support science;
- e. Navigation unique to science support;
- f. Crew scheduling for Intra- and Extra-vehicular activities; and
- g. Science backroom design and support for surface science activities.

3) Technology: PSTAR seeks the development and application of technologies that support science investigations, particularly those that enable remote searches for, and identification of, life and life-related chemistry in extreme environments (including lunar and planetary surfaces). These technologies include, but are not limited to:

- a. sample acquisition and handling techniques;
- b. sample manipulation;
- c. the use of mobile science platforms (including planetary rovers and astronauts);
- d. techniques for autonomous operations;
- e. self-contained deployment systems;
- f. intelligent systems and human/robotic interfaces;
- g. communication and navigation systems; and
- h. instrument packages.

Proposals submitted in response to this call should be for new work that is not currently supported by the Planetary Sciences research and analysis program or for investigations that would extend to their next logical phase those tasks that have been funded, but whose periods of performance expired in 2015 or are expiring in the first half of 2016. **NNH16ZDA001N-PSTAR**

- **URL:**<https://nspires.nasaprs.com/external/solicitations/summary.do?method=init&solId={B0EE1F61-F9A7-AB2B-1695-ACD354C484E0}&path=open>

2016 Focus Grants

American Foundation for Suicide Prevention (AFSP)

Due Date: Letters of Inquiry 8/1/2016; Invited Applications 12/7/2016

The [American Foundation for Suicide Prevention](#) is accepting Letters of Intent for its Focus grants program, which supports targeted, innovative, and potentially high-impact studies that seek to inform and transform suicide prevention efforts. Through the annual program, grants of up to \$500,000 per year for up to three years will be awarded to support innovative, potentially high-yield solutions that focus on short-term risk for suicide that can be readily implemented in clinical settings. Projects also can focus on the development of universal, selective, or indicated interventions that target one or more specific risk factors for suicide and that, if implemented on a large scale, would reduce the U.S. national suicide rate. In addition, the program supports innovative studies in new areas of investigation with the potential to impact the understanding and prevention of suicide. The program is open to researchers in all fields of inquiry.

- URL: <http://afsp.org/our-work/research/grant-information/the-focus-grants/>

Responsive Grants

Retirement Research Foundation

Due Date: 8/1/2016, 2/1/2017 (Optional Letters of Inquiry due at least 6 weeks prior to application deadline)

The [Retirement Research Foundation](#) is accepting proposals from nonprofit organizations for local and national projects designed to improve the quality of life for older Americans. Grants will be awarded to projects that provide direct services, advocacy, education, and training programs for professionals working with elders, as well as for research that investigates causes and solutions to significant problems of older adults. Projects with a local focus will be considered from organizations based in Illinois, Indiana, Iowa, Kentucky, Missouri, Wisconsin, and Florida. However, advocacy, training, and research projects with national relevance will be considered from organizations located anywhere in the United States. To be eligible, organizations must be considered tax exempt under Section 501(c)(3) of the Internal Revenue Code. See the RFF website for eligibility and application guidelines, as well as examples of previously awarded grants and grant amounts.

- URL: <http://www.rff.org/grants/responsive-grants>

R40 MCH Secondary Data Analysis Research (SDAR)

Health Resources & Services Administration (HRSA) - Maternal and Child Health Bureau (MCHB)

Due Date: 8/19/2016

The R40 MCH SDAR program supports applied maternal and child health research that exclusively conducts secondary analysis of existing national databases and/or administrative records. These projects should have the potential to improve health services and delivery of care for maternal and child health populations. **HRSA-17-012**

- URL: <http://www.grants.gov/web/grants/view-opportunity.html?oppld=284564>

Program for Extramural/Intramural Alcohol Research Collaborations (U01)

National Institutes of Health (NIH) - National Institute on Alcohol Abuse and Alcoholism (NIAAA)

Due Date: 10/5/2016, 2/5/2017, 6/5/2017 (Optional Letters of Intent due 30 days before due dates) (standard NIH due dates apply)

The purpose of this funding opportunity is to encourage collaboration between alcohol researchers in the extramural community and those within the NIAAA intramural research program. The objective of this Funding Opportunity Announcement is to bring together the research expertise that, as a functioning collaborative unit, will address key alcohol-based research questions that would not otherwise be possible by the same individuals working towards similar goals in isolation. The goal of the research proposed by the collaborating investigators should address questions that advance the alcohol research field with respect to issues surrounding alcohol use disorders including dependence and the effects of alcohol on health. The NIH Intramural Scientist will be a tenured or tenure-track scientist from the NIAAA Intramural Research Program, with whom the PD/PI has made prior contact for the collaborative project. **PAR-16-214**

- URL: <http://grants.nih.gov/grants/guide/pa-files/PAR-16-214.html>

Stimulating Innovations in Behavioral Intervention Research for Cancer Prevention and Control (R21)

National Institutes of Health (NIH) - National Cancer Institute (NCI)

Due Date: 10/16/2016, 2/16/2017, 6/16/2017 (standard NIH due dates apply)

The purpose of this Funding Opportunity Announcement (FOA) is to provide support for the development of innovative interventions that improve cancer-related health behaviors across diverse racial/ethnic populations. Specifically, this FOA is intended to stimulate research aimed at 1) testing new theories and conceptual frameworks; 2) developing and evaluating novel strategies to improve

cancer-related health behaviors; 3) investigating multi-level and multi-behavioral approaches; and 4) utilizing innovative research designs, methodologies, and technologies. The cancer-related health behaviors to be targeted are diet, obesity, physical activity and sedentary behavior, smoking, sleep and circadian dysfunction, alcohol use, and/or adherence to cancer-related medical regimens. Research can involve any aspect of the cancer continuum and any phase of the translational spectrum. **PAR-16-278**

- URL: <http://grants.nih.gov/grants/guide/pa-files/PAR-16-278.html>

LIBRARIES

2016 I Love My Librarian Award

American Library Association

Due Date: 9/19/2016

The I Love My Librarian Award encourages library users to recognize the accomplishments of exceptional public, school, college, community college, or university librarians. 10 librarians in 2015 received a \$5,000 cash award, a plaque and a travel stipend to attend an awards reception in New York hosted by Carnegie Corporation of New York. In addition, a plaque given to each award winner's library. In order to be eligible, each nominee must be a librarian with a master's degree from a program accredited by the American Library Association in library and information studies or a master's degree with a specialty in school library media from an educational unit accredited by the National Council for the Accreditation of Teacher Education. Nominees must be currently working in the United States in a public library, a library at an accredited two- or four-year college or university or at an accredited K-12 school.

- URL: <http://www.ilovelibraries.org/lovelibrarian/about>

NEW FACULTY / INVESTIGATOR

Improving Education and Reducing Inequality in the United States: Obtaining New Insights from Population-Based Academic Performance Data

Russell Sage Foundation

Due Date: 8/11/2016

The [Russell Sage Foundation](#), in partnership with the [William T. Grant Foundation](#), has issued a RFP for research projects that use data on academic achievement from the [Stanford Education Data Archive](#) to deepen our understanding of educational opportunity and success in the United States. Using data on the results of more than 200 million standardized achievement tests taken by roughly 40 million public school students from 2009 to 2013, the archive comprises data files that provide estimates of the distribution of academic performance on a common scale in every public school district in the United States. Because the data include school district, county, and state identifiers, researchers can link them to any other source of school district data. Applicants are encouraged to submit proposals using this new data resource in combination with other data sources. Through its new Improving Education and Reducing Inequality in the United States: Obtaining New Insights from Population-Based Academic Performance Data program, the foundation will award grants of up to \$20,000 for studies that utilize the archive. Examples of the types of research topics of interest include but are not limited to the effects of federal, state, or district education policies on educational achievement and the reduction of educational inequality; the effects of residential or school integration on educational achievement and the reduction of educational inequality; the role of school finance and funding in shaping achievement patterns (among states or districts, as well as within districts); the role of social policies and outside-of-school conditions in reducing inequality; the role of school choice, charter schools, and other market-based mechanisms in educational outcomes; the effects of achievement patterns and gaps on disparities in college enrollment and completion; and the effects of educational achievement and inequality on other social outcomes or aspects of social inequality. Studies that are able to plausibly identify the effects of policies, practices, and conditions on achievement inequality or the effects of achievement gaps on other outcomes and forms of inequality will be preferred over descriptive or correlational studies. We are particularly, though not exclusively, interested in studies aimed at understanding how inequality (educational inequality or subsequent forms of inequality) in the U.S. can be reduced. There will be two rounds of funding. Accepted proposals will receive up to \$20,000 in funding for a faculty project (junior or senior) and up to \$7,000 for a graduate student project. Applications may be submitted by teams of researchers. The maximum funding for a faculty project will be \$20,000. If a graduate student project has multiple students, the foundation will consider funding up to \$14,000. Applicants can be doctoral students, postdoctoral fellows, or faculty who received their Ph.D. on or after August 31, 2009.

- **URL:**<http://www.russellsage.org/research/funding/improving-education-and-reducing-inequality>

Career Awards at the Scientific Interface (CASI)

Burroughs Wellcome Fund (BWF)

Due Date: Pre-proposals 9/6/2016; Full Proposals 1/9/2017

CASI provides grants to bridge advanced postdoctoral training and the first three years of faculty service. These grants are intended to foster the early career development of researchers who have transitioned or are transitioning from undergraduate and/or graduate work in the physical/mathematical/computational sciences or engineering into postdoctoral work in the biological sciences, and who are dedicated to pursuing a career in academic research. Scientific advances such as genomics, quantitative structural biology, imaging techniques, and modeling of complex systems have created opportunities for exciting research careers at the interface between the physical/computational sciences and the biological sciences. Tackling key problems in biology will require scientists trained in areas such as chemistry, physics, applied mathematics, computer science, and engineering.

- URL: <http://www.bwffund.org/grant-programs/interfaces-science/career-awards-scientific-interface>

Protein Science Young Investigator Award

Protein Society

Due Date: 9/24/2016

The award recognizes a scientist in the first 8 years of an independent career who has made an important contribution to the study of proteins.

- URL: <http://www.proteinsociety.org/protein-society-awards/>

AAAS Early Career Award for Public Engagement with Science

American Association for the Advancement of Science (AAAS)

Due Date: 10/15/2016

This award, established in 2010, recognizes early-career scientists and engineers who demonstrate excellence in their contribution to public engagement with science activities. For the purposes of this award, public engagement activities are defined as the individual's active participation in efforts to engage with the public on science- and technology-related issues and promote meaningful dialogue between science and society. Types of public engagement activities might include: informal science education, public outreach, public policy, and/or science communication activities, such as mass media,

public dialogue, radio, TV and film, science café, science exhibit, science fair, and social and online media.

- URL: <http://www.aaas.org/page/aaas-early-career-award-public-engagement-science>

NIDCD Early Career Research (ECR) Award (R21)

National Institutes of Health (NIH) – National Institute on Deafness and Other Communication Disorders (NIDCD)

Due Dates: 2/26/2016, 6/28/2016, 10/26/2016, 2/26/2017

The NIDCD Early Career Research (ECR) Award (R21) is intended to support both basic and clinical research from scientists who are beginning to establish an independent research career. It cannot be used for thesis or dissertation research. The research must be focused on one or more of the areas within the biomedical and behavioral scientific mission of the NIDCD: hearing, balance, smell, taste, voice, speech, or language. The NIDCD ECR Award R21 grant mechanism supports different types of projects including secondary analysis of existing data; small, self-contained research projects; development of research methodology; translational research; outcomes research; and development of new research technology. Irrespective of the type of project, the intent of the NIDCD ECR Award R21 is for the Program Director(s)/Principal Investigator(s) (PD(s)/PI(s)) to obtain sufficient preliminary data for a subsequent R01 application. **PAR-16-057**

- URL: <http://grants.nih.gov/grants/guide/pa-files/PAR-16-057.html>

SOCIAL & BEHAVIORAL SCIENCES

Lizette Peterson-Homer Injury Prevention Grant Award (Lizette Peterson Homer Memorial Injury Research Grant)

American Psychological Association (APA) - American Psychological Foundation (APF)

Due Date: 10/1/2016

This program supports research into the psychological and behavioral aspects of the prevention of injuries for children and adolescents. Both intentional and non-intentional injuries are of interest, and illustrative topic areas include etiological precursors and contextual contributors to injury,

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development of measurement tools, development and evaluation of interventions, and dissemination/implementation of such interventions. APF supports original, innovative research and projects. Although APF favors unique, independent work, the Foundation does fund derivative projects that are part of larger studies. The grant supports research that increases understanding of the nature and etiology of injuries in children, supports development and evaluation of intervention techniques in this area, and supports dissemination and implementation of proven techniques in this area. The grant is sponsored jointly by the APF and American Psychological Association Division 54.

- URL: <http://www.apa.org/apf/funding/peterson-homer.aspx>

STUDENTS

Dissertation Grants Program

American Educational Research Association (AERA)

Due Date: 8/25/2016

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 databases. The 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. In addition to the dissertation grant award, grantees will participate in a two-day conference in San Antonio, TX. The conference will provide unique professional development experiences for grantees, including highly qualified speakers on topics of education policy and career development, presentations of dissertation research by former grantees, and interaction with the Governing Board and federal agency staff.

- URL: <http://www.aera.net/Professional-Opportunities-Funding/AERA-Funding-Opportunities/Grants-Program/Dissertation-Grants>

Graduate Student Fellowships

University of Notre Dame - Notre Dame Institute for Advanced Study (NDIAS)

Due Date: 10/15/2016

The NDIAS encourages graduate student applicants to include questions of values in their analyses, to integrate diverse disciplines, and to ask how their findings advance civilization. The Institute offers its fellows the opportunity to engage not only in analysis but also in evaluating what should be done, to analyze the world in substantive and collaborative ways, and to think through the implications of present behavior for the future of the world. The Institute welcomes applications from individuals in all disciplines, including the arts, engineering, the humanities, law, and the social and physical sciences with projects that are creative, innovative, or align with the intellectual orientation of the NDIAS. As a collaborative academic community, the Institute cultivates the contemplative ideal that is an essential factor in the Catholic intellectual tradition and vital for the progression of scholarship. The greatest advances do not occur in solitude, but in the company of others who share a passion for advancement and are open to dialogue and collaboration.

- URL: <http://ndias.nd.edu/fellowships/graduate-student/>