Please see the below upcoming opportunities, for your perusal. There are 4 major sections organized by submission date:

1. NSF Funding Opportunities
2. NIH Funding Opportunities
3. Spencer Opportunities
4. Other Opportunities

**NSF Funding Opportunities**

**Sponsor:** National Science Foundation (NSF)

**Title:** Interdisciplinary Behavioral and Social Science Research (IBSS) (NSF 12-614)

**Deadline:** December 2, 2014, 5 pm CST

**Amount (average award):**

- **IBSS Large Interdisciplinary Research Projects:** $1,000,000
- **IBSS Interdisciplinary Team Exploratory Projects:** $250,000

**Description/Eligibility:**

The Interdisciplinary Behavioral and Social Science Research (IBSS) competition builds on the definition of interdisciplinary research presented in a 2004 National Academy of Sciences report:

Interdisciplinary research is a mode of research by teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or area of research practice.

Within the NSF Directorate for Social, Behavioral, and Economic Sciences (NSF/SBE), and building on the successful experience of a five-year special emphasis area in Human and Social Dynamics, NSF/SBE undertook a year-long, community-engaging study of programmatic priorities. The resulting report finds that “future research will be interdisciplinary, data-intensive, and collaborative. That vision rests on thorough grounding in the core SBE sciences that continue to present important, discipline-based research and methodological challenges.”
report also identified four major cross-cutting research themes for which interdisciplinary research by SBE scientists might be especially productive:

- Population change
- Sources of disparities
- Communication, language, and linguistics
- Technology, new media, and social networks

The IBSS competition seeks to support research conducted by SBE scientists as collaborating members of teams that come from multiple disciplines, who engage in integrated research that employs methods and techniques from multiple disciplines, and whose results are likely to enhance theories and/or methodological approaches or have other stimulating and/or catalytic impact across a range of disciplinary fields.

The IBSS competition invites proposals for two different kinds of projects:

1. IBSS Large Interdisciplinary Research Projects. Large interdisciplinary research projects may be supported by awards as large as $1,000,000. Budgets should be developed at scales appropriate for the project to be conducted. Most projects will extend from two to five years in duration.

2. IBSS Interdisciplinary Team Exploratory Projects. Support for exploratory efforts by emerging multidisciplinary teams is designed to facilitate the kinds of contact, interaction, and active research activities necessary to enable researchers from multiple disciplines to engage in effective interdisciplinary research. Emphasis is to be placed on the conduct of research and potential outcomes, not on the preparation of plans and proposals for future research. Exploratory projects may be supported by awards as large as $250,000. Most exploratory projects will extend from one to two years in duration.

**How to Apply:** Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS


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**Sponsor:** National Science Foundation (NSF)

**Title:** Research in Engineering Education (REE) (PD 10-1430)

**Deadline:** January 2, 2015 [Rolling January 22, September 17]

**Amount (average award):** $100,000 per year

**Description/Eligibility:**

The Division of Engineering Education and Centers (EEC) supports creation of a more agile engineering education ecosystem, equally open and available to all members of society, that dynamically and rapidly adapts to meet the changing needs of society and the Nation's
economy. Research is sought that will inform systemic change across all parts of the ecosystem; areas of interest include, but are not limited to:

1. **Diversifying pathways to and through engineering degree programs.** Research projects that align with this theme explore how engineering programs can create alternative pathways for students with a broad range of backgrounds, interests, and experiences; investigate how informal or real world experiences germane to engineering—such as military service or being a "maker" (i.e. tinkerer or hobbyist)—serve as pathways to engineering; or investigate how to fundamentally restructure courses, curricula, or programs to substantially boost student success, especially for under-represented populations and veterans. Research on approaches that lower barriers for students to transfer into or between engineering programs, from other majors or community colleges for example, is also sought.

2. **Exploring credentialing in engineering education.** Research in this area explores how higher education institutions credential learning, i.e. certify student learning via externally accepted metrics. Topics include exploring the relation between credentialing and learning, developing new methods to assess and credential learning, and understanding how credentials are valued and interpreted both within and external to the university. Projects exploring novel credentialing methods that create more porous boundaries between formal and informal learning spaces are particularly sought.

3. **Understanding how to scale engineering education innovations.** This topic includes studies on how to improve the translation of engineering education research to practice or scale educational innovations to have systemic impact. This topic also supports activities that inform engineering education efforts and investments or spawn new research. Such activities include modeling engineering education as a complex adaptive system, creating data systems that can inform future efforts, or clarifying the return on investments in engineering education.

4. **Advancing engineering learning in broader eco-systems such as innovation, globalization, or sustainability.** Research projects that align with this theme include discovering key concepts and principles that enable engineering graduates to succeed in highly interdisciplinary environments or "eco-systems"; i.e. rigorously determining the effect of such programs on students or exploring factors such as teamwork, self efficacy, communication, or identity formation in such environments.

5. **Developing engineering-specific learning theories.** Theories on development of engineering epistemologies and identities, and the effect of novel learning environments (such as maker-spaces) on learning are particularly sought.

Competitive proposals advance understanding in engineering education by grounding the proposed work in theory as well as relevant prior work in engineering education specifically and education generally. Proposals should clearly address why the proposed research fills gaps in existing knowledge and address how evaluation will inform the research effort and allow assessment of the project's impact and effectiveness.

Engineering education research projects should address the iterative cycle in which research questions that advance understanding are informed by practice and the results of research are,
in turn, translated into practice. In other words, how are the research results broadly
generalizable and/or transferable? Successful projects identify specific target audiences,
effective communication channels, and novel partnerships to ensure broad dissemination. PIs
are strongly encouraged to provide a roadmap detailing how they envision the proposed
research will eventually be scaled to broadly impact practice, even if these activities are not
within the scope of the submitted proposal.

Proposals to build research capacity such as developing means to measure engineering
thinking, doing, and knowing or proposals to build research networks or infrastructure will be
considered. This program strongly discourages proposals that seek funding primarily to develop
tools, curriculum, or laboratories, or that seek to implement innovations that have already been
shown to be effective for engineering students. More information can be found in the program's
Frequently Asked Questions (FAQ), see link below.

The REE program accepts a diverse range of project scales from small, exploratory projects to
large scale investigations with a broad, systemic scope; project budgets should match the
project scope. Small-scale, exploratory projects with high transformative potential are strongly
encouraged.

How to Apply: Contact your departmental Grants & Contracts Specialist, Liz Kogan
(liz.kogan@austin.utexas.edu) in the COE-OERS


Sponsor: National Science Foundation (NSF)

Title: Industry/University Cooperative Research Centers Program (I/UCRC) (NSF 13-594)

Deadline:
  Letter of Intent: January 5, 2015
  Full Proposal: March 3, 2015
  [Rolling June 26 (LOI) & September 25 (Proposal); January 5 (LOI) & March 5 (Proposal)]

Amount (average award): $100,000 to $500,000

Description/Eligibility:

The Industry/University Cooperative Research Centers (I/UCRC) program develops long-term
partnerships among industry, academe, and government. The centers are catalyzed by a small
investment from the National Science Foundation (NSF) and are primarily supported by industry
center members, with NSF taking a supporting role in the development and evolution of the
center. Each center is established to conduct research that is of interest to both the industry
members and the center faculty. An I/UCRC contributes to the nation's research infrastructure
base and enhances the intellectual capacity of the engineering and science workforce through
the integration of research and education. As appropriate, an I/UCRC uses international collaborations to advance these goals within the global context.

How to Apply: Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS


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Sponsor: National Science Foundation (NSF)

Title: Partnerships for Research and Education in Materials (PREM) (NSF 14-606)

Deadline: January 7, 2015

Amount (average award): $3,000,000 total ($300,000 to $700,000 per year for up to 5 years)

Description/Eligibility:

The objective of PREM is to enhance the diversity of the workplace in materials research and education by stimulating the development of formal, long-term, research and education collaborations between minority-serving colleges and universities and DMR-supported centers and facilities.

PREM awards are expected to achieve significant increases in the number and quality of interactions between faculty and students at minority-serving colleges/universities and participants from the DMR-supported centers and facilities. They should result in increasing the number of graduate materials-related degrees for underrepresented minorities and in networking and dissemination of new knowledge. NSF’s commitment to broadening participation is embedded in its Strategic Plan. The report “A Framework for Action” outlines the approach (see http://www.nsf.gov/od/broadeningparticipation/bp.jsp)

Funded activities might include, but are not limited to, the development of collaborative and mutually beneficial materials research and education projects, support for graduate and undergraduate students, and exchanges of faculty and students. High school students and teachers may also participate. Of special interest to DMR are activities based on research and education connections between the participants and designed to increase the recruitment, retention and degree attainment by members of underrepresented groups in materials research. The participation of 2-year and 4-year Associate degree-granting institutions in partnership with eligible institutions may be considered for this goal. While PREM awards engage scientists in fundamental materials research, activities that encourage entrepreneurship are also of special interest to NSF, as are those that offer an international experience.

Eligibility: Proposals may only be submitted by a minority-service college or university. Institutions awarded a PREM in 2012 are not eligible.
How to Apply: Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS


Sponsor: National Science Foundation (NSF)

Title: Improving Undergraduate STEM Education (IUSE: EHR) (NSF 14-588)

Deadline:

**Full Proposal Deadline Date:** January 13, 2015

*Engaged Student Learning: Design and Development, I & II*

**Full Proposal Deadline Date:** January 13, 2015

*Institutional and Community Transformation: Design and Development*

Amount (average award):

- Engaged Student Learning: Design and Development, Level I - up to $600,000
- Engaged Student Learning: Design and Development, Level II - from $601,000 up to $2,000,000
- Institutional and Community Transformation: Design and Development - up to $3,000,000

Description/Eligibility:

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. (NOTE: The date for the Exploration track has passed for this year; this posting is only for the Design and Development Track.

How to Apply: Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS


Sponsor: National Science Foundation (NSF)
Title: Sociology (PD 98-1331)
Deadline: January 15, 2015 [Rolling January 15, August 15]
Proposal Number: PD 98-1331; NSF 14-604
Amount (average award): $100,000 to $500,000

Description/Eligibility:

The Sociology Program supports basic research on all forms of human social organization -- societies, institutions, groups and demography -- and processes of individual and institutional change. The Program encourages theoretically focused empirical investigations aimed at improving the explanation of fundamental social processes. Included is research on organizations and organizational behavior, population dynamics, social movements, social groups, labor force participation, stratification and mobility, family, social networks, socialization, gender roles, and the sociology of science and technology. The Program supports both original data collections and secondary data analysis that use the full range of quantitative and qualitative methodological tools. Theoretically grounded projects that offer methodological innovations and improvements for data collection and analysis are also welcomed.

Projects are evaluated using the two Foundation-wide criteria, intrinsic merit and broader impacts. In assessing the intrinsic merit of proposed research, four components are key to securing support from the Sociology Program: (1) the issues investigated must be theoretically grounded; (2) the research should be based on empirical observation or be subject to empirical validation or illustration; (3) the research design must be appropriate to the questions asked; and (4) the proposed research must advance our understanding of social processes, structures and methods.
How to Apply: Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS


Sponsor: National Science Foundation (NSF)

Title: Developmental and Learning Sciences (DLS) (PD 08-1698)

Deadline: January 15, 2015 [Rolling January 15, July 15]

Amount (average award): 100,000 and $200,000 per year for 3 years

Description/Eligibility:

DLS supports fundamental research that increases our understanding of cognitive, linguistic, social, cultural, and biological processes related to children's and adolescents' development and learning. Research supported by this program will add to our basic knowledge of how people learn and the underlying developmental processes that support learning, social functioning, and productive lives as members of society.

DLS supports research that addresses developmental processes within the domains of cognitive, social, emotional, and motor development using any appropriate populations for the topics of interest including infants, children, adolescents, adults, and non-human animals. The program also supports research investigating factors that impact development change including family, peers, school, community, culture, media, physical, genetic, and epigenetic influences. Additional priorities include research that: incorporates multidisciplinary, multi-method, microgenetic, and longitudinal approaches; develops new methods, models, and theories for studying learning and development; includes participants from a range of ethnicities, socioeconomic backgrounds, and cultures; and integrates different processes (e.g., learning, memory, emotion), levels of analysis (e.g., behavioral, social, neural), and time scales (e.g. infancy, middle childhood, adolescence).

The budgets and durations of supported projects vary widely and are greatly influenced by the nature of the project. Investigators should focus on innovative, potentially transformative research plans and then develop a budget to support those activities, rather than starting with a budget number and working up to that value.

The DLS program also accepts proposals for workshops and small conferences. These typically have total cost budgets, including direct and indirect costs, of approximately $35,000.

How to Apply: Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS

Sponsor: National Science Foundation (NSF)

Title: Perception, Action & Cognition (PD 09-7252)

Deadline:

Research Proposal Deadline Windows:
January 15, 2015 to February 2, 2015
[Rolling January 15 - February 1 & July 15 - August 3]

Workshop and Conference Proposal Deadline Windows:
April 1, 2015 – April 15, 2014
[Rolling April 1 – April 15 & June 1 – June 15]

Amount (average award): $100,000 to $500,000

Description/Eligibility:
Supports research on perception, action and cognition. Emphasis is on research strongly grounded in theory. Central research topics for consideration by the Perception, Action, and Cognition panel include vision, audition, haptics, attention, memory, reasoning, written and spoken discourse, and motor control. The program encompasses a wide range of theoretical perspectives, such as symbolic computation, connectionism, ecological, nonlinear dynamics, and complex systems, and a variety of methodologies including both experimental studies and modeling. The PAC program is open to co-review of proposals submitted to other programs (e.g., Linguistics, Developmental and Learning Sciences, Cognitive Neuroscience, etc). Proposals may involve clinical populations, animals, or computational modeling only if the work has direct impact on basic issues of human perception, action, or cognition.

How to Apply: Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS

Full Announcement:  http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5686

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NIH Funding Opportunities

Sponsor: National Institutes of Health (NIH)

Title: Gene-Environment Interplay in Substance Abuse Disorders (R-03 National Institute of Drug Abuse & National Institute on Alcohol and Alcoholism; PAR 11-237)

Deadline: January 8, 2015 5pm CST

Amount (average award): $50,000 per year; maximum of $100,000 for 2 years
Description/Eligibility:
The National Institute on Drug Abuse and the National Institute on Alcohol Abuse and Alcoholism seek to stimulate and expand research on the interplay of genetic and environmental factors in the genesis, course, and outcomes of substance and alcohol use disorders (SUDs). Previous work in genetic epidemiology and molecular genetics has established that SUDs are highly heritable, developmental disorders with important genetic substrates. Building on these findings, new studies using genetically informative approaches are needed to elucidate the complex interplay of genetic and environmental factors in developmental trajectories of SUDs and comorbid conditions, deepen and refine phenotypic definitions of SUDs, and meet the methodologic challenges of the field. Such studies hold great potential to promote understanding of the true contributions of both genetic and environmental factors to initiation, progression, comorbidity, adverse outcomes, and desistance of SUDs; to elucidate mechanisms of risk; and to enhance opportunities for translation to treatment, prevention, gene-finding and molecular studies.

How to Apply: Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS


Sponsor: National Institutes of Health (NIH)

Title: Gene-Environment Interplay in Substance Abuse Disorders (R-01 National Institute of Drug Abuse & National Institute on Alcohol and Alcoholism; PAR 11-235)

Deadline: January 8, 2015 5pm CST

Amount (average award): Unlimited; Limited to 5 years; Need based

Description/Eligibility:
The National Institute on Drug Abuse and the National Institute on Alcohol Abuse and Alcoholism seek to stimulate and expand research on the interplay of genetic and environmental factors in the genesis, course, and outcomes of substance and alcohol use disorders (SUDs). Previous work in genetic epidemiology and molecular genetics has established that SUDs are highly heritable, developmental disorders with important genetic substrates. Building on these findings, new studies using genetically informative approaches are needed to elucidate the complex interplay of genetic and environmental factors in developmental trajectories of SUDs and comorbid conditions, deepen and refine phenotypic definitions of SUDs, and meet the methodologic challenges of the field. Such studies hold great potential to promote understanding of the true contributions of both genetic and environmental factors to initiation, progression, comorbidity, adverse outcomes, and desistance of SUDs; to elucidate mechanisms of risk; and to enhance opportunities for translation to treatment, prevention, gene-finding and molecular studies.

How to Apply: Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS

Sponsor: National Institutes of Health (NIH)

Title: National Institute of Diabetes and Digestive Kidney Diseases (NIDDK) Education Program Grants (R25; PAR 12-047)

Deadline: January 8, 2015 5pm CST

Amount (average award): $100,000 per year; maximum of $500,000 for 5 years

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

How to Apply: Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS


Sponsor: National Institutes of Health (NIH)

Title: Obesity and Asthma: Awareness and Self- Management (R01; PA 14-316)

Deadline: February 5, 2015 5pm CST [Rolling Annual February 5; June 5; October 5]

Amount (average award): Unrestricted; Limited to 5 year; Need based

Description/Eligibility:
The purpose of this funding opportunity announcement is to stimulate research to examine the relationship between asthma, obesity and self-management. The prevalence of both asthma and obesity has significantly risen in the past few decades. Although the association between these two conditions has been found in many studies, the exact mechanisms for how this association arises are unresolved to include self-management and achieving control. Because both of these conditions have their beginnings in early life, an aspect of the association between them that requires more understanding is their common exposures in early life and transition into adulthood. Studies that investigate the molecular pathways linking asthma and obesity are encouraged as long as the studies describe how this relates to self-management. In addition, intervention studies targeting asthma or obesity and their effects on each other, and possible mechanisms of action and effect on behavior, are encouraged.

**How to Apply:** Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS

**Full Announcement:** [http://grants.nih.gov/grants/guide/pa-files/PA-14-316.html](http://grants.nih.gov/grants/guide/pa-files/PA-14-316.html)

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**Sponsor:** National Institutes of Health (NIH)

**Title:** Science of Behavior Change: Assay Development and Validation for Self-Regulation Targets (UH2/UH3; NOT-RM-15-003)

**Deadline:** March 2015 (Specific deadline released in January 2015)

**Amount (average award):** Not Specified

**Description/Eligibility:**

The NIH Science of Behavior Change (SOBC) Common Fund Program intends to promote a new initiative by publishing a Funding Opportunity Announcement (FOA) to solicit applications to support a collaborative research infrastructure involving an interdisciplinary team of basic and clinical scientists to develop the foundation for an experimental medicine approach to behavior change. Research supported by this FOA is meant to support activities focused on behavior change targets in the domain of self-regulation.

Human behavior accounts for about 40 percent of the risk associated with preventable premature deaths in the United States. Substance use and abuse, physical inactivity, poor diet, poor sleep habits, and risk-taking in a variety of contexts are among the many behaviors known to play a role in adverse health conditions. Well-documented non-adherence to medical regimens serves as an exemplar of the challenges in initiating and sustaining healthful behavior change.

Promoting explicit testing of mechanisms in behavior change research is long overdue. In general, behavior change interventions have not been based on explicit tests of target engagement using well-validated assays. Instead, behavior change interventions tend to combine multiple components meant to engage a variety of targets, whether specified or not. Moreover, few intervention studies are designed to test whether the intervention actually engaged the (multiple) target(s) it was meant to engage, and whether engagement of the target(s) produced the desired behavior change. As a result, even successful intervention
studies do not always inform behavior change research beyond the context in which they are tested. The work of the initial SOBC Program set the stage for a mechanisms-focused, experimental medicine approach as an alternative to the inefficient multi-component intervention, “black box” approach. This experimental medicine approach seeks to develop interventions that engage targets hypothesized to be putative mechanisms of change, and includes explicit tests of both target engagement and behavior change.

This UH2/UH3 Cooperative Agreement FOA, which is focused on the domain of self-regulation, will solicit applications to support a collaborative research infrastructure involving an interdisciplinary team of basic and clinical scientists to develop the foundation for an experimental medicine approach to behavior change. Research supported by this FOA is meant to focus on behavior change targets in the domain of self-regulation, through four main target validation steps:

1. Identify a set of two or more putative targets that are implicated in medical regimen adherence and at least one other health behavior;
2. Leverage existing or develop new experimental or intervention approaches to engage identified targets;
3. Identify or develop appropriate assays (measures) to permit verification of target engagement; and
4. Test the degree to which engaging identified targets produces a desired change in medical regimen adherence and at least one other health behavior. While testing target engagement in specific clinical samples is permitted, the targets identified and the behavior change outcomes measured should be selected based on their hypothesized relevance to at least two clinical endpoints or disease conditions.

For the purposes of this initiative, self-regulation refers to the process of managing emotional, motivational and cognitive resources to align mental states and behavior with our goals. Self-regulation is hypothesized to be a causal mechanism or crucial intermediate phenotype in the promotion of health and/or development of disease.

The UH2/UH3 research teams will include both basic and clinical scientists. Teams should include expertise in research on self-regulation, as defined in this FOA, across multiple levels of analysis (e.g., neurobiological, psychological, behavioral, social). Teams must also include expertise in behavior change research relevant to one or more health behaviors, including medical regimen adherence. These scientists will collaborate with NIH staff and with the other UH2/UH3 teams to develop comprehensive ontologies for the target domain, and permit further cross-validation of assays. Substantial expertise in measurement development and tests of target engagement at multiple levels of analysis is required as well as appropriate expertise in clinical and behavior change fields. Teams can include scientists from a variety of disciplines, which may include, but are not limited to, psychology, psychometrics, cognitive and affective neuroscience, social neuroscience, behavior and molecular genetics, computational modeling, psychoneuroimmunology, human development, psychiatry, medicine, economics, and sociology. Collaborative investigations combining expertise in the described areas are encouraged and these investigators should begin considering responding to the forthcoming FOA.

How to Apply: Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS

Sponsor: National Institutes of Health (NIH)

Title: Science of Behavior Change: Assay Development and Validation for Stress Reactivity and Stress Resilience Targets (UH2/UH3; NOT-RM-15-004)

Deadline: March 2015 (Specific deadline released in January 2015)

Amount (average award): Not Specified

Description/Eligibility:

The NIH Science of Behavior Change (SOBC) Common Fund Program intends to promote a new initiative by publishing a Funding Opportunity Announcement (FOA) to solicit applications to support a collaborative research infrastructure involving an interdisciplinary team of basic and clinical scientists to develop the foundation for an experimental medicine approach to behavior change. Research supported by this FOA is meant to support activities focused on behavior change targets in the domain of stress reactivity and stress resilience.

Human behavior accounts for about 40 percent of the risk associated with preventable premature deaths in the United States. Substance use and abuse, physical inactivity, poor diet, poor sleep habits, and risk-taking in a variety of contexts are among the many behaviors known to play a role in adverse health conditions. Well-documented non-adherence to medical regimens serves as an exemplar of the challenges in initiating and sustaining healthful behavior change.

Promoting explicit testing of mechanisms in behavior change research is long overdue. In general, behavior change interventions have not been based on explicit tests of target engagement using well-validated assays. Instead, behavior change interventions tend to combine multiple components meant to engage a variety of targets, whether specified or not. Moreover, few intervention studies are designed to test whether the intervention actually engaged the (multiple) target(s) it was meant to engage, and whether engagement of the target(s) produced the desired behavior change. As a result, even successful intervention studies do not always inform behavior change research beyond the context in which they are tested. The work of the initial SOBC Program set the stage for a mechanisms-focused, experimental medicine approach as an alternative to the inefficient multi-component intervention, “black box” approach. This experimental medicine approach seeks to develop interventions that engage targets hypothesized to be putative mechanisms of change, and includes explicit tests of both target engagement and behavior change.

This UH2/UH3 Cooperative Agreement FOA, which is focused on the domain of stress reactivity and stress resilience, will solicit applications to support a collaborative research infrastructure involving an interdisciplinary team of basic and clinical scientists to develop the foundation for an experimental medicine approach to behavior change. Research supported by this FOA is meant to focus on behavior change targets in the domain of stress reactivity and stress resilience through four main target validation steps:

1. Identify a set of two or more putative targets that are implicated in medical regimen adherence and at least one other health behavior;
2. Leverage existing or develop new experimental or intervention approaches to engage identified targets;
3. Identify or develop appropriate assays (measures) to permit verification of target engagement;
4. Test the degree to which engaging identified targets produces a desired change in medical regimen adherence and at least one other health behavior. While testing target engagement in specific clinical samples is permitted, the targets identified and the behavior change outcomes measured should be selected based on their hypothesized relevance to at least two clinical endpoints or disease conditions.

For the purposes of this initiative, stress is defined as the real or perceived imbalance between environmental demands and an individual’s capacity to adapt to these requirements. The initial and acute response to a stressor includes stress reactivity and recovery of those systems, with different time courses for distinct components (e.g., neural, physiological, cognitive affective, and behavioral) of the response. Stress resilience refers to the dynamic multidimensional process encompassing positive adaptation within the context of the stressor or adversity.

The UH2/UH3 research teams will include both basic and clinical scientists. Teams should include expertise in research on stress reactivity and stress resilience, as defined in this Notice, across multiple levels of analysis (e.g., neurobiological, psychological, behavioral, social). Teams must also include expertise in behavior change research relevant to one or more health behaviors, including medical regimen adherence. These scientists will collaborate with NIH staff and with the other UH2/UH3 teams to develop comprehensive ontologies for the target domain, and permit further cross-validation of assays. Substantial expertise in measurement development and tests of target engagement at multiple levels of analysis is required as well as appropriate expertise in clinical and behavior change fields. Teams can include scientists from a variety of disciplines, which may include, but are not limited to, psychology, psychometrics, cognitive and affective neuroscience, social neuroscience, behavior and molecular genetics, computational modeling, psychoneuroimmunology, human development, psychiatry, medicine, economics, and sociology. Collaborative investigations combining expertise in the described areas are encouraged and these investigators should begin considering responding to the forthcoming FOA.

How to Apply: Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS


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Sponsor: National Institutes of Health (NIH)

Title: Science of Behavior Change: Assay Development and Validation for Interpersonal and Social Processes (UH2/UH3; NOT-RM-15-005)

Deadline: March 2015 (Specific deadline released in January 2015)

Amount (average award): Not Specified
**Description/Eligibility:**

The NIH Science of Behavior Change (SOBC) Common Fund Program intends to promote a new initiative by publishing a Funding Opportunity Announcement (FOA) to solicit applications to support a collaborative research infrastructure involving an interdisciplinary team of basic and clinical scientists to develop the foundation for an experimental medicine approach to behavior change. Research supported by this FOA is meant to support activities focused on behavior change targets in the domain of interpersonal and social processes.

Human behavior accounts for about 40 percent of the risk associated with preventable premature deaths in the United States. Substance use and abuse, physical inactivity, poor diet, poor sleep habits, and risk-taking in a variety of contexts are among the many behaviors known to play a role in adverse health conditions. Well-documented non-adherence to medical regimens serves as an exemplar of the challenges in initiating and sustaining healthful behavior change.

Promoting explicit testing of mechanisms in behavior change research is long overdue. In general, behavior change interventions have not been based on explicit tests of target engagement using well-validated assays. Instead, behavior change interventions tend to combine multiple components meant to engage a variety of targets, whether specified or not. Moreover, few intervention studies are designed to test whether the intervention actually engaged the (multiple) target(s) it was meant to engage, and whether engagement of the target(s) produced the desired behavior change. As a result, even successful intervention studies do not always inform behavior change research beyond the context in which they are tested. The work of the initial SOBC Program set the stage for a mechanisms-focused, experimental medicine approach as an alternative to the inefficient multi-component intervention, “black box” approach. This experimental medicine approach seeks to develop interventions that engage targets hypothesized to be putative mechanisms of change, and includes explicit tests of both target engagement and behavior change.

This UH2/UH3 Cooperative Agreement FOA, which is focused on the domain of interpersonal and social processes, will solicit applications to support a collaborative research infrastructure involving an interdisciplinary team of basic and clinical scientists to develop the foundation for an experimental medicine approach to behavior change. Research supported by this FOA is meant to focus on behavior change targets in the domain of interpersonal and social processes through four main target validation steps:

1. Identify a set of two or more putative targets that are implicated in medical regimen adherence and at least one other health behavior;
2. Leverage existing or develop new experimental or intervention approaches to engage identified targets;
3. Identify or develop appropriate assays (measures) to permit verification of target engagement;
4. Test the degree to which engaging identified targets produces a desired change in medical regimen adherence and at least one other health behavior. While testing target engagement in specific clinical samples is permitted, the targets identified and the behavior change outcomes
measured should be selected based on their hypothesized relevance to at least two clinical endpoints or disease conditions.

For the purposes of this initiative, interpersonal and social processes are targets that that involve, precede, or result from interactions or behaviors involving more than one individual, whether that involvement is perceived and/or actual, and regardless of how proximal that involvement is to the observed behavior(s).

The UH2/UH3 research teams will include both basic and clinical scientists. Teams should include expertise in research on interpersonal and social processes, as defined in this Notice, across multiple levels of analysis (e.g., neurobiological, psychological, behavioral, social). Teams must also include expertise in behavior change research relevant to one or more health behaviors, including medical regimen adherence. These scientists will collaborate with NIH staff and with the other UH2/UH3 teams to develop comprehensive ontologies for the target domain, and permit further cross-validation of assays. Substantial expertise in measurement development and tests of target engagement at multiple levels of analysis is required as well as appropriate expertise in clinical and behavior change fields. Teams can include scientists from a variety of disciplines, which may include, but are not limited to, psychology, psychometrics, cognitive and affective neuroscience, social neuroscience, behavior and molecular genetics, computational modeling, psychoneuroimmunology, human development, psychiatry, medicine, economics, and sociology. Collaborative investigations combining expertise in the described areas are encouraged and these investigators should begin considering responding to the forthcoming FOA.

How to Apply: Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS

the three specific behavioral domains of self-regulation, stress reactivity and stress resilience, and interpersonal and social processes. The primary goal of the RCC will be to provide national leadership for the coordinated efforts of projects and initiatives of SOBC to validate assays for behavior change, and serve as the central resource for the organization of the meetings and other activities of the SOBC program, including the support of its Steering Committee and External Scientific Panel, and any SOBC steering committee subcommittees that are established.

The overall goal of the SOBC Program is to implement a mechanisms-focused, experimental medicine approach to behavior change research and to develop the tools required to implement such an approach. An experimental medicine approach involves identifying an intervention target, developing assays to permit verification of target engagement, engaging the target through experimentation or intervention, and testing the degree to which target engagement produces the desired behavior change. For the purposes of this announcement, putative intervention targets represent mechanisms or processes that are hypothesized to be malleable and to play a causal role producing behavior change. Each project in the SOBC Research Network to be coordinated by the RCC must address two or more behaviors, one of which must be adherence to medical regimens. Behavior change, as defined here, includes the initiation, cessation, modification, maintenance, and/or adherence to health behaviors (e.g., diet, exercise, abstinence from substance use, behavioral regimens, treatment regimens) that have broad health implications across a wide range of clinical endpoints. Work supported by the initial SOBC Program [http://commonfund.nih.gov/behaviorchange/index] identified three domains with promising behavior change targets: self-regulation, stress reactivity and stress resilience, and interpersonal and social processes.

Between five and nine UH2/UH3 Target Validation Projects (see NOT-RM-15-003, NOT-RM-15-004, NOT-RM-15-005) will be facilitated by a Resource and Coordinating Center (RCC) solicited under a companion FOA (U01). The RCC will 1) Establish, curate, and maintain a publically available registry of validated assays and experimental methods for engaging and measuring specified behavior change targets; 2) Develop, adapt, and adopt technical guidelines and best practices for the validation of assays of behavior change targets that can be incorporated into behavior change trials to make them more informative; 3) Disseminate widely the SOBC registry of assays, interventions or manipulations that engage targets, best practices, guidelines, and data produced over the course of the program; 4) Conduct systematic reviews of the behavior change literature and specifically the medical adherence literature in order to identify additional potential targets for future validation or research; and 5) Help coordinate activities between multiple grantees working on a single target class and ensure that results produced will be suitable for the RCC’s first three objectives.

This Notice encourages investigators with expertise and insights in the following areas to begin to consider applying for this new FOA:

- Conducting systematic reviews and meta-analyses of existing clinical trial reports and archived data sets, and using these sources to generate testable hypotheses concerning potential putative intervention targets, differential response of individuals to treatment, and estimates of intervention efficacy and effectiveness;
- All aspects of behavior change research and NIH-approved Good Clinical Practices (see http://www.nhlbi.nih.gov/research/funding/research-support/crg/management/comply-gcp.htm for more information) as well as ethical issues related to clinical research;
• Facilitating cooperation between basic and clinical scientists and in behavioral intervention development;
• Helping to take research questions from hypothesis to implementation and the ability to document these processes;
• Study design and statistics, particularly with novel designs and methods that could enhance the efficiency of validation studies and behavioral trial designs;
• Creativity and innovation in solving technical and project challenges, as well as coordinating efforts among disparate research communities; and
• The three target domains of self-regulation, stress reactivity and stress resilience, and interpersonal and social processes.

Applicants for the Resource and Coordinating Center U01 are encouraged to include expertise across a range of scientific disciplines (e.g., basic and applied behavioral research), and health or disease conditions (e.g., adherence behaviors, other clinical endpoints). Applicants are also encouraged to include expertise in assay or measures development, and in the design of studies that allow for tests of causal mechanisms of behavior change.

How to Apply: Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS


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Sponsor: National Institutes of Health (NIH)

Title: NIMH Mentoring Networks for Mental Health Research Education (R25; RFA-GM-15-006)

Deadline: May 25, 2015 Rolling [September 25, May 25] 5pm CST

Amount (average award): $200,000 in direct costs annually up to 5 years

Description/Eligibility:

The over-arching goal of this NIMH R25 program is to support educational activities that complement and/or enhance the training of a workforce to meet the nation's biomedical, behavioral and clinical research needs. To accomplish the stated over-arching goal, this FOA will support creative educational activities with a primary focus on:

Mentoring Activities: Within the context of a mentoring network, activities may include, but are not limited to, providing technical expertise, advice, insight and professional career skills that advance the broad career goals of participants; facilitating scholarly writing and grantsmanship; promoting successful transitions from one career stage to another; providing leadership development; helping to identify potential collaborators; and helping to establish interdisciplinary or translational collaborations in order to foster career trajectory towards independent mental health research.

This FOA is limited to applications proposing mentoring networks for participants who are graduate/medical students, medical residents, postdoctoral scholars, and/or early-career
Mentoring networks may propose to include only individuals from a single career stage or may propose to bridge several career stages. The NIMH expects all programs to foster the participation of individuals from racial and ethnic groups underrepresented in biomedical and behavioral research, individuals with disabilities, and women. Participants should be actively engaged in the network for a period of no less than one year, maintaining regular contact with mentors and peers within the network during that time. Networks are encouraged to employ creative ways to maintain and foster peer interaction after the completion of the program. Expected outcomes for those individuals participating in mentoring networks include subsequent involvement in research, subsequent employment in a mental health research field, authorship of scientific publications, and/or subsequent independent research grant support from NIH or other sources.

How to Apply: Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS


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**Spencer Funding Opportunities**

**Sponsor:** Spencer Foundation

**Title:** Small Research Grants

**Deadline:** **February 5, 2014, 4 pm CST** Rolling [June 2, August 20, November 18, February 5]

**Amount (average award):** $50,000 or less

**Description/Eligibility:**

Proposals for small grants must be submitted under one of Spencer's five Areas of Inquiry:

- **Education and Social Opportunity**
  - The Spencer Foundation seeks to shed light on the role education plays in reducing economic and social inequalities -- as well as, sometimes, reinforcing them -- and to find ways to more fully realize education's potential to promote more equal opportunity. Expanded opportunity is important not only to a society's economic well being but to the character of its civic, cultural and social life as well.

- **Organizational Learning**
  - Organizational learning can be more or less intentional and formal, ranging from designing randomized experiments aimed at comparing effects of alternative curricula to fostering environments that promote the informal exchange of knowledge about effective practices among teachers. New developments in technology coupled with new requirements for accountability are leading educational organizations to generate increasingly massive amounts of data, which we are only beginning to understand how to use effectively to promote educational improvement.

- **Purposes and Values of Education**
One important aspect of such inquiry is the question of the relationship between public and political understandings of educational purposes and values, on the one hand, and educational policies and practices on the other. This is, of course, a problem of "theory and practice" in education at the broad social level which mirrors the issue of the relationship between educational research and practice at other points in this document. Analytical, historical and empirical work that probes effectively and creatively into these deeply challenging and permanently important issues can contribute mightily toward social decision-making that moves education along constructive paths.

- **Teaching, Learning, and Instructional Resources**
  - Concerned with advancing the learning and development of children and adults, Spencer is interested in studies that lead to better understanding and improvements in the intellectual, material, and organizational resources that contribute to successful teaching and learning. A key aim of research in this initiative is to support investigations of questions that are grounded directly in teaching practice as well as in research about important aspects of teaching and learning processes that hold promise for enriching opportunities to learn and for guiding informed policymaking. The Foundation is particularly interested in studies of teaching and teacher development. We seek to understand what teachers need to know and do in order to enable all students to learn.

- **Field-Initiated Proposals**
  - The Foundation is of course alive to the possibility that someone may have a terrific idea for worthwhile research that does not fit easily into even these broad categories. We are happy to entertain such proposals. We ask in such cases that you address explicitly how your proposed study aligns with the Foundation’s mission of research toward educational improvement, and we ask as well that you understand that we will be asking ourselves the question whether this proposal promises to advance our purposes more effectively than research we can fund in our declared areas of interest.

**How to Apply:** Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS

**Full Announcement:** [http://www.spencer.org/content.cfm/midcareer-grant-program](http://www.spencer.org/content.cfm/midcareer-grant-program)

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**Other Funding Opportunities**

**Sponsor:** Office of Naval Research, Department of Defense

**Title:** Multidisciplinary University Research Initiative (MURI); (ONRFOA 14-102)

**Deadline:**

- **White Papers Deadline:** November 24, 2014
- **Full Proposal Deadline Date:** February 23, 2015

**Amount (average award):** $1,250,000 to $1,500,000
Description/Eligibility:

The MURI program supports basic research in science and engineering at U.S. institutions of higher education (hereafter referred to as "universities") that is of potential interest to DoD. The program is focused on multidisciplinary research efforts where more than one traditional discipline interacts to provide rapid advances in scientific areas of interest to the DoD. As defined by the DoD, “basic research is systematic study directed toward greater knowledge or understanding of the fundamental aspects of phenomena and of observable facts without specific applications towards processes or products in mind. It includes all scientific study and experimentation directed toward increasing fundamental knowledge and understanding in those fields of the physical, engineering, environmental, and life sciences related to long-term national security needs. It is farsighted high payoff research that provides the basis for technological progress.” (DoD 7000.14.R, vol. 2B, chap.5). DoD’s basic research program invests broadly in many specific fields to ensure that it has early cognizance of new scientific knowledge.

The FY 2015 MURI competition is for the topics listed below. Detailed descriptions of the topics can be found in Section VIII, entitled, “Specific MURI Topics,” of this FOA. The detailed descriptions are intended to provide the offeror a frame of reference and are not meant to be restrictive to the possible approaches to achieving the goals of the topic and the program. Innovative ideas addressing these research topics are highly encouraged.

White papers and full proposals addressing the following topics 1 through 8 should be submitted to the Army Research Office (ARO):

1. Emulating the Principles of Impulsive Biological Force Generation
2. Exploiting nitrogen vacancy diamonds for manipulation of biological transduction
3. Noncommutativity in Interdependent Multimodal Data Analysis
4. Multi-scale Response for Adaptive Chemical and Material Systems
5. New Regimes in Quantum Optics
6. Fractional Order Methods for Sharp Interface Flows
7. 2-Dimensional Organic Polymers
8. Network Science of Teams

White papers and full proposals addressing the following topics 9 through 13 should be submitted to the Air Force Office of Scientific Research (AFOSR):

10. Large Scale Nano-Architecture Formation
11. Membrane-Based Electronics: Foldable & Adaptable Integrated Circuits
12. Semantics and Structures for Higher-level Quantum Programming Languages
13. Strong Field Laser Matter Interactions at Mid-Infrared Wavelength

White papers and full proposals addressing the following topics 14 through 19 should be submitted to The Office of Naval Research (ONR):

14. Visual Commonsense for Scene Understanding
16. Role of the Host Microbiome on Behavior/Resilience in Response to Stressors
17. Metalloid Cluster Networks
18. Computational and Experimental Methods towards Understanding the Chemistry and Physics of Materials over 2000°C
19. Quantum Optomechanics

Eligibility: This MURI competition is open only to and full proposals are to be submitted only by U.S. institutions of higher education (universities) including DoD institutions of higher education, with degree-granting programs in science and/or engineering. To the extent that it is a part of a U.S. institution of higher education and is not designated as a Federally Funded Research and Development Centers (FFRDC), a University Affiliated Research Center (UARC) or other University Affiliated Laboratory (UAL) is eligible to submit a proposal to this MURI competition and receive MURI funds. However, the eligibility of a UAL (other than an FFRDC) to submit a URI proposal does not exempt the proposal from any evaluation factor contained in this FOA. Ineligible organizations (e.g., industry, DoD laboratories, FFRDCs, and foreign universities) may collaborate on the research but may not receive MURI funds, directly or via subaward.

When a modest amount of additional funding for an ineligible organization is necessary to make the proposed collaboration possible, such funds may be requested via a separate proposal from that organization. This supplemental proposal should be attached to the primary MURI proposal and will be evaluated separately by the responsible Research Topic Chief. If approved, the supplemental proposal will be funded by the responsible agency using non-MURI funds. Since it is not certain that non-MURI funding would be available for ineligible organizations, Principal Investigators are encouraged to restrict funding requests to eligible organizations when practical.

How to Apply: Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS


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**Sponsor:** American Psychological Foundation / Pearson

**Title:** Pearson Early Career Grant

**Deadline:** December 31, 2014

**Amount (average award):** $12,000

**Description/Eligibility:**
The Pearson Early Career Grant encourages early career clinicians to work in an area of critical societal need. Pearson partnered with APF to ensure psychology addresses critical needs in society. One $12,000 grant is available.

The program's goals are to support psychology's efforts to improve areas of critical need in society, including but not limited to innovative scientifically based clinical work with serious mental illness, serious emotional disturbance, incarcerated or homeless individuals, children with serious emotional disturbance (SED) and adults with serious mental illness (SMI); and to encourage early career psychologists to devote their careers to under-served populations.

**Eligibility:** Applicants should be: Psychologists with an EdD, PsyD or PhD from an accredited university. No more than ten years postdoctoral.

**How to Apply:** Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS

**Full Announcement:** [http://www.apa.org/apf/funding/pearson.aspx](http://www.apa.org/apf/funding/pearson.aspx)

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**Sponsor:** William T. Grant Foundation

**Title:** Distinguished Fellows Program

**Deadline:** Letter of Inquiry: January 6, May 5, or August 4

**Amount (average award):** $175,000

**Description/Eligibility:**

Proposed Fellowships must fit the Foundation’s research interests. We currently support research aimed at improving the lives of youth ages 5 to 25 in the United States. Specifically, we fund studies that enhance understanding of:

- programs, policies, and practices that reduce inequality in youth outcomes; and
- the use of research in policy and practice.

**Eligibility:** Applicants must be influential, mid-career policymakers, practitioners, or researchers.

**How to Apply:** Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS

**Full Announcement:** [http://wtgrantfoundation.org/Grants#apply-wtgrant-distinguished-fellows](http://wtgrantfoundation.org/Grants#apply-wtgrant-distinguished-fellows)
**Title:** Research Grants Program

**Deadline:** Letter of Inquiry: **January 6, May 5, or August 4**

**Amount (average award):** $100,000 - $600,000

**Description/Eligibility:**

We are focused on youth ages 5 to 25 in the United States. We fund research that increases our understanding of:

- programs, policies, and practices that reduce inequality in youth outcomes; and
- the use of research evidence in policy and practice.

We seek research that builds stronger theory and empirical evidence in these two areas. While we do not expect that any one study will drive changes to policy or practice, the research should ultimately contribute to a body of useful knowledge for improving programs, policies, and practices to support young people.

**Eligibility:** Applicants must be influential, mid-career policymakers, practitioners, or researchers.

**How to Apply:** Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS

**Full Announcement:** [http://wtgrantfoundation.org/Grants#apply-research-grants](http://wtgrantfoundation.org/Grants#apply-research-grants)

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**Sponsor:** The Hogg Foundation for Mental Health

**Title:** Mental Health Research Grants for Tenure-Track Assistant Professors in Texas

**Deadline:** **January 14, 2015**

**Amount:** Up to $19,250

**Description/Eligibility:**

The Hogg Foundation for Mental Health invites eligible organizations in Texas to respond to this request for proposals (RFP) to fund mental health research projects conducted by tenure-track assistant professors. The goals of this initiative are to increase the pool of junior faculty engaged in quality mental health research and to encourage the disbursement of research findings to other researchers, policy makers and service providers through presentations at state and national conferences and meetings. Depending on the quality of proposals received, the foundation plans to award 10 grants to eligible institutions of higher education.

To be responsive to faculty conducting mental health research in a variety of disciplines, the specifications for this award are broadly and flexibly defined. Projects may focus on any aspect of mental health including promotion, prevention, early intervention, treatment or workforce-related concerns. The project should be part of a cohesive program of research.
Projects may be directed toward issues relevant to people with mild, moderate or severe mental health disorders, including co-occurring mental health and substance use disorders or developmental disorders. Single-diagnosis substance use and developmental disorder diagnoses are excluded due to the interests of the foundation’s benefactor.

The foundation is especially interested in research that has implications for underserved communities in the area of mental health or that addresses or includes the participation of recipients of mental health services and their families in the planning and implementation of mental health services, research, policy or education. Respondents whose research has a national or international scope must clearly state the project’s relevance for improving mental health in Texas.

Eligibility: Texas-based Tenure-track assistant professors conducting mental health research in a variety of fields, including, psychology, educational psychology, counseling psychology, clinical psychology, human development, behavioral health, social work, sociology, nursing, neuroscience, medicine, pharmacology, public health, law and public policy. Collaborative project between multiple entities are welcome, but the lead applicant must be based in Texas.

The grant program is intended to support junior researchers who plan to make a contribution to the field of mental health through their scholarship. Assistant professors who have previously received this grant, or those who were or currently are principal investigators on certain NIH grants (R01, R21, R34, R56, K99/R00) are not eligible to apply.

How to Apply: Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS

Full Announcement:  

Sponsor: American Association of University Women (AAUW)

Title: Community Action Grants

Deadline: January 15, 2015

Amount (average award): $2,000 to $7,000 over 5 years; $5,000 to $10,000 over 2 years

Description/Eligibility:

Community Action Grants provide funds to individuals, AAUW branches, and AAUW state organizations as well as local community-based nonprofit organizations for innovative programs or non-degree research projects that promote education and equality for women and girls.

Applicants must be women who are U.S. citizens or permanent residents. Nonprofit organizations must be based in the United States. Grant projects must have direct public impact, be nonpartisan, and take place within the United States or its territories.
Special consideration is given to projects focused on K–12 and community college girls’ and women’s achievements in science, technology, engineering, or math.

One-Year Grants: One-year grants provide funding for community-based projects. Topic areas are unrestricted, but should include a clearly defined activity that promotes education and equality for women and girls.

Two-Year Grants: Two-year grants provide startup funds for new projects that address the particular needs of the community and develop girls’ sense of efficacy through leadership or advocacy opportunities. Topic areas are unrestricted, but should include a clearly defined activity that promotes education and equality for women and girls.

How to Apply: Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS


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Sponsor: Jacobs Foundation & Campbell Collaboration’s Crime & Justice Education Coordinating Groups

Title: Better Evidence for Children and Youth

Deadline: January 15, 2015

Amount (average award): $25,000 to $50,000

Description/Eligibility:

Applications are accepted from researchers interested in studying important issues of child and youth development. Systematic reviews prepared under this program should focus on interventions, programs and/or policies in areas of interest to child and youth development such as:

- Early intervention and prevention
- Early childhood education
- Academic attainment
- Educational programs seeking to promote socio-emotional development, self-regulation and positive behavior
- Vocational training
- Multilingual education
- Inclusive Education
- Physical education
- Prevention of juvenile delinquency and violence
- Treatment of juvenile offenders
Treatment of child and adolescent victims

For any topic suggested, justification of relevance for the development of children and youth must be provided. Outcomes to be studied could include:

- Improvements in Employability
- Improvements in academic performance
- Improvements in health and well-being
- Reduction in Victimization
- Reduction in disruptive, delinquent or violent behavior

How to Apply: Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS


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**Sponsor:** Duke Energy Foundation

**Title:** The Duke Energy Foundation Grant

**Deadline:** Education Priority window – **January to February 2015**

**Amount (average award):** Not Specified

**Description/Eligibility:**

The Duke Energy Foundation actively works to strengthen the quality of life in the communities we serve. We fund programs that support Duke Energy's philanthropic strategies in the following investment priorities: education, workforce and economic development, environment and community impact. The Duke Energy Foundation receives grant requests for funding during specific request for proposal (RFP) cycles for each investment priority. While an organization's programming may align with more than one investment priority, the Foundation prefers to provide funding to an organization once in a 12-month period. Therefore, we encourage you to first do a comprehensive evaluation of your organization’s funding needs and programmatic goals/outcomes to determine which investment priority and funding cycle to pursue. This does not preclude you from applying to more than one investment priority during a 12-month period, but receiving funding in multiple investment priorities during this time period will be rare.

Complete an online eligibility quiz, which is a series of questions to determine your organization’s eligibility with funding guidelines and alignment with Duke Energy's investment priorities.

**How to Apply:** Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS
Sponsor: The National Education Association (NEA) Foundation

Title: Learning & Leadership Grants

Deadline: **February 1, 2014** [Rolling: February 1, June 1, October 15]

Amount (average award): $2,000 for individuals; $5,000 for groups

Description/Eligibility:

The NEA Foundation provides grants to support public school teachers, public education support professionals, and/or faculty and staff in public institutions of higher education for one of the following two purposes: Grants to individuals fund participation in high-quality professional development experiences, such as summer institutes or action research; or grants to groups fund collegial study, including study groups, action research, lesson study, or mentoring experiences for faculty or staff new to an assignment.

All professional development must improve practice, curriculum, and student achievement. "One-shot" professional growth experiences, such as attending a national conference or engaging a professional speaker, are discouraged. Decisions regarding the content of the professional growth activities must be based upon an assessment of student work undertaken with colleagues, and must be integrated into the institutional planning process. Grant funds may be used for fees, travel expenses, books, or other materials that enable applicants to learn subject matter, instructional approaches, and skills. Recipients are required to exercise professional leadership by sharing their new learning with their colleagues.

Eligibility: Applicants must be practicing U.S. public school educators in grades PreK-12, public school education support professionals, or faculty and staff at public higher education institutions. NEA Foundation encourages grant applications from Education support professions. Preference will be given to members of the National Education Association.

How to Apply: Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS


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Sponsor: ABMRF / The Foundation for Alcohol Research

Title: Foundation Grants
Deadline: **February 15, 2015**

**Amount (average award):** $75,000 per year for 2 years

**Description/Eligibility:**

The Foundation accepts applications for grants to conduct research on the effects of alcohol consumption on health and behavior. The following areas are of greater interest:

- Studies on how particular patterns of consumption (quantity of alcohol consumed, types of alcoholic beverages consumed, frequency of consumption and context) are related to health and behavioral outcomes.
- Interdisciplinary, bio-informatics, and other approaches to elucidate genetic and environmental factors that influence the patterns of consumption of alcoholic beverages and related consequences.

The Foundation encourages basic and clinical research, including epidemiology. Examples of research topics include factors influencing underage drinking, mechanisms of alcohol-related organ injury, fetal alcohol spectrum disorders, and effects of alcohol on general health.

The Foundation gives preference to young investigators, but does not support students or trainees in pre- or post-doctoral programs. It does not fund thesis or dissertation research. Grants are made to academic and research institutions in the United States, Canada and South Africa, not to individuals. Evidence of support for the investigator from the institution is desirable.

The Foundation does not support research on treatment of the complications of advanced alcoholism. However, research involving treatment paradigms intended to elucidate the pathogenesis of alcohol-related problems will be considered. Non-research activities such as education projects, public awareness efforts and referral services are not eligible for support.

**How to Apply:** Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS

**Full Announcement:** [http://www.abmrf.org/grant_program](http://www.abmrf.org/grant_program)

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**Sponsor:** Jacobs Foundation

**Title:** Intervention Research

**Deadline:** Rolling [No Deadline]

**Amount (average award):** Not Stated

**Description/Eligibility:**
Funding applications for rigorous intervention studies testing the impact of policies, interventions, and programs to support and improve the development of children and youth. Specifically, experimental and quasi-experimental studies that examine the effectiveness of policies, interventions, and programs with and for children and youth in ways that provide theoretically important findings on how they work and on how to improve them.

The distal goal of this funding stream is to build greater capacity for the field of intervention research. The Foundation is supporting the work of project teams from renowned academic institutions and facilitating their collaboration with practitioners from organizations working with and for children and youth.

The Foundation also seeks to initiate other capacity-building efforts connected to this funding stream to support the development of better intervention theory, measurement, and research design and analysis, as well as the implementation of field experiments.

The Jacobs Foundation welcomes two types of applications: requests for newly initiated intervention studies and add-ons to existing studies, wherein applicants seek to add or expand an assessment or analysis component. In applications, we should seek strong theory, interventions, research designs, methods, and project teams. Project proposals will only be accepted from academic institutions in partnership with renowned organizations in the field.

Projects should be grounded in prior theory and empirical evidence about how programs work, how they affect children and youth, and how they can be improved. Research projects should therefore not test pilot programs. Interventions under scrutiny should already have been developed, implemented, and pilot-tested. The Foundation expects empirical evidence that the intervention under research has already been associated with positive change in individuals and/or settings. Applicants should also propose a strong theoretical rationale that the intervention is likely to work. Studies proposing to test the impact of an enhancement to, or an additional component of, an existing intervention should describe prior implementation of the enhancement and include data on its effectiveness. These applications should include a compelling rationale for testing the enhancement and the probability that, in the new context, it would create impacts beyond that of the existing intervention.

The quality of the researched intervention or program and the organization implementing it are as important as the research design. We therefore expect that the programs under scrutiny are implemented by real life, renowned organizations in the field, not by the involved researchers themselves. Interventions will be evaluated in terms of their likelihood of creating sustainable change, its appropriateness for the target group and its transferability to other sites. Interventions should also be standardized and manualized to the extent that they can be replicated and are sufficiently similar across sites to be considered the same intervention. We seek interventions that are transferable, an issue that is particularly important if university staff is part of the implementation of the intervention. As in all research proposals submitted to the Jacobs Foundation, methods and measures have to be evaluated carefully. Successful applicants are those who demonstrate careful consideration of the strengths and weaknesses of their chosen measurement approaches. If invited to submit a full proposal, applicants will need
to provide sufficient information on their methods so that reviewers can evaluate their validity and reliability. Applicants will also need to collect data on implementation of the intervention.

Projects should include an analytic plan for addressing each of the study’s hypotheses or research questions. Applicants who propose mixed-method studies should make clear how the quantitative and qualitative findings would be integrated. The plan should be sufficiently sophisticated for the phenomena under study and reflect a clear understanding of the strengths and limits of various analytic techniques. We encourage cross-role project teams that include researchers and practitioners. Applicants should create a project team and staffing plan with sufficient expertise in theories of how programs work, how to improve them, and how they affect children and youth; how to design experiments, how to analyze of multi-level data; and how to implement implementation field experiments.

Support should be focused on the research component of intervention research projects. A small proportion of the allocated funds may go toward the intervention component. However, we anticipate that applicants will garner substantial in-kind or other support to cover the costs of the intervention component.

The application process should proceed in two stages: Preliminary Proposal (online) and Invited Full Proposal. No other form of application will be accepted. The JF Project Committee will evaluate all Preliminary Proposals and invite a small group of finalists to submit full proposals. 

How to Apply: Contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS