Please see the below upcoming opportunities for your perusal. There are 4 major sections: 1. NSF Funding Opportunities, 2. NIH Funding Opportunities, 3. Spencer Opportunities, 4. Other Opportunities.

**NSF Funding Opportunities**

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

**Title:** Discovery Research K-12 (DRK-12)

**Deadline:** October 16, 2014, 5 pm CST

**Amount (average award):**

(1) Exploratory projects up to $450,000 with duration up to three years
(2) Full Design and Development projects up to $3,000,000 with duration up to four years
(3) Conference/Workshop/Synthesis projects up to $100,000 for duration up to two years.

**Description/Eligibility:**

The Discovery Research K-12 program (DRK-12) seeks to significantly enhance the learning and teaching of science, technology, engineering and mathematics (STEM) by preK-12 students and teachers, through research and development of innovative resources, models and tools (RMTs). Projects in the DRK-12 program build on fundamental research in STEM education and prior research and development efforts that provide theoretical and empirical justification for proposed projects. Teachers and students who participate in DRK-12 studies are expected to enhance their understanding and use of STEM content, practices and skills.

DRK-12 invites proposals that address immediate challenges that are facing preK-12 STEM education as well as those that anticipate radically different structures and functions of pre-K 12 teaching and learning. The DRK-12 program has four major research and development strands: (1) Assessment; (2) Learning; (3) Teaching; and (4) Implementation Research. The program recognizes that there is some overlap among the strands. Proposals may address more than one strand. For example, projects in the Learning Strand may also include assessments of student learning, and/or support for teachers and plans for larger dissemination and use. Likewise, the Teaching Strand has a specific focus on RMTs for teacher education and professional development, but these are often based on a particular curriculum or set of instructional materials or tools. The Implementation Research strand that replaces the Scale-up strand in the previous solicitation might potentially address any or a combination of the other...
three strands. The program supports three types of projects: (1) Exploratory, (2) Full Design and Development, and (3) Conferences, Workshops, and Syntheses. All three types of projects apply to each of the four DRK-12 strands.

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: Louis Stokes Alliances for Minority Participation
Deadline:

**Full Proposal Deadline Date:** October 3, 2014

*Bridge to the Doctorate*
First Friday in October, Annually Thereafter

**Full Proposal Deadline Date:** October 17, 2014

*Broadening Participation in STEM Education Research Proposals*
Third Friday in October, Annually Thereafter

**Full Proposal Deadline Date:** October 17, 2014

*LSAMP Alliance Proposals (Includes Bridge to the Baccalaureate)*
Third Friday in October, Annually Thereafter

Amount (average award):

1. **LSAMP Alliance Proposals:**

   **1A. New Alliances**
   Number of awards: Up to 5 in FY 2013
   Project Length: 5 Years
   Award size: Up to $1,000,000 (Funding levels depend on STEM baccalaureate graduation rates; see guidelines for budget development for alliances)
   Grant Administration: New alliances will be managed by NSF as cooperative agreements, continuing or standard grants

   **1B. Mid-level Alliances**
   Number of awards: Up to 5 in FY 2013
   Project Length: Up to 5 in Years
   Award size: Up to $700,000 (Funding levels depend on STEM baccalaureate graduation rates; see guidelines for budget development for alliances)
   Grant Administration: Mid-level Alliances will be managed by NSF as cooperative agreements, continuing or standard grants

   **1C. Senior-level Alliances**
   Number of awards: Up to 5 in FY 2013
Project Length: 5 Years
Award size: Up to $800,000 (Funding levels depend on STEM baccalaureate graduation rates; see guidelines for budget development for alliances)
Grant Administration: Senior-level Alliances will be managed by NSF as cooperative agreements, continuing or standard grants

1D. Bridge to the Baccalaureate
Number of awards: Up to 5 in FY 2013
Project Length: 3 Years
Award size: Up to $500,000 (Funding levels depend on STEM transfer rates; see guidelines for budget development for alliances)
Grant Administration: B2B Awards will be managed by NSF as cooperative agreements, continuing or standard grants

2. Bridge to the Doctorate
Number of awards: Up to 20 in FY 2012 and up to 15 in FY 2013 (Anticipated)
Project Length: 2 Years
Award size: Up to $987,000 (Per student: $60,000 stipend, $10,500 tuition & fees)
Grant Administration: BD Awards will be managed by NSF as cooperative, agreements, continuing or standard grants

3. Broadening Participation Research in STEM Awards
Number of awards: Up to 5 in FY 2013
Project Length: Up to 3 Years
Award size: Up to $350,000
Grant Administration: BPR awards will be managed by NSF as cooperative agreements, continuing or standard grants.

Description/Eligibility:
The LSAMP program assists universities and colleges in diversifying the STEM workforce through their efforts at significantly increasing the numbers of students successfully completing high quality degree programs in science, technology, engineering and mathematics (STEM) disciplines. Particular emphasis is placed on transforming STEM education through innovative recruitment and retention strategies and experiences in support of groups historically underrepresented in STEM discipline: African-Americans, Alaskan Natives, American Indians, Hispanic Americans, Native Hawaiians, and Native Pacific Islanders. The knowledge generation portfolio of LSAMP supported activities contributes to the body of literature on successful practices in student recruitment, retention, persistence, and attainment of STEM undergraduate and graduate degrees, especially for the previously mentioned populations underrepresented in STEM disciplines.

The Louis Stokes Alliances for Minority Participation (LSAMP) program provides funding for:

- Alliances (New, Mid-Level, Senior-Level, B2B)
- Bridge to the Doctorate (BD) Activity
- Broadening Participation Research (BPR) in STEM Education
In 2012, the program will increase support to community colleges through the LSAMP Community College Bridge to Baccalaureate (B2B) Alliances.

LSAMP baccalaureate degree recipients are eligible for continued support for up to two additional years of STEM post baccalaureate study through the Bridge to the Doctorate (BD) Activity. BD participants are expected to transition through graduate studies and into the professoriate and/or STEM workforce.

The Broadening Participation Research (BPR) in STEM Education track provides support for knowledge generation research projects that seek to create and study new theory-driven models and innovations related to the participation and success of diverse groups in STEM undergraduate education. BPR projects add new research-based strategies and models to broadening participation in STEM and increase the capacity of scholars to conduct this type of research.

**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)

**Deadline:**

- **Full Proposal Deadline Date:** October 22, 2014  
  Engaged Student Learning: Exploration

- **Full Proposal Deadline Date:** October 24, 2014  
  Institutional and Community Transformation: Exploration

- **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: Exploration - up to $250,000
- 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: Exploration - up to $250,000
- 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.

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: Partnerships for International Research and Education (PIRE)

Deadline:

Preliminary Proposal: October 21, 2014, 5 pm CST
Proposal: May 15, 2015, 5 pm CST

Amount (average award): $4,000,000
Description/Eligibility:

PROGRAM OBJECTIVES:

1. Support excellence in science and engineering research and education through international collaboration.
2. Promote opportunities where international collaboration can provide unique advantages of scope, scale, flexibility, expertise, facilities, or access to phenomena, enabling advances that could not occur otherwise.
3. Engage and share resources and research infrastructure within and across institutions to build strong international partnerships.
4. Create and promote opportunities for students and early career researchers to participate in substantive international research experiences.

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.

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: CyberCorps(R): Scholarship for Service (SFS)

Deadline:

Full Proposal Window - Scholarship Track: October 9, 2014 - October 21, 2014
Full Proposal Window - Capacity Track: November 1, 2014 - November 14, 2014

Amount (average award):

Scholarship Track: The scholarships provide academic year stipends of $20,000 per year for undergraduate students and $32,000 per year for graduate students. In addition, SFS scholarships cover expenses normally incurred by full-time students at the institution, including
tuition and education related fees (does not include items such as meal plans, housing, or parking); a health insurance reimbursement allowance up to $2,000 per year; a professional development allowance of $3,000 for SFS Job Fair and other travel, professional certification etc. and a book allowance of $1,000 per academic year.

**Capacity Track:** typical $200,000 - $300,000 for two to three years, limited $900,000 for three to four years

**Description/Eligibility:**

The CyberCorps(R): Scholarship for Service (SFS) program seeks proposals that address cybersecurity education and workforce development. The Scholarship Track provides funding to award scholarships to students in cybersecurity. In return for their scholarships, recipients will work after graduation for a Federal, State, Local, or Tribal Government organization in a position related to cybersecurity for a period equal to the length of the scholarship. The Capacity Track seeks innovative proposals leading to an increase in the ability of the United States higher education enterprise to produce cybersecurity professionals. They contribute to the expansion of existing educational opportunities and resources in cybersecurity and focus on such efforts as research on the teaching and learning of cybersecurity, including research on materials, methods and small-scale interventions; curricula recommendations for new courses, degree programs, and educational pathways with plans for wide adoption nationally; teaching and learning effectiveness of cybersecurity curricular programs and courses; integration of cybersecurity topics into computer science, information technology, engineering and other existing degree programs with plans for pervasive adoption; partnerships between institutions of higher education, government, and relevant employment sectors leading to improved models for the integration of applied research experiences into cybersecurity degree programs.

**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:** IUSE/Professional Formation of Engineers: Revolutionizing Engineering Departments (RED)

**Deadline:**

- **Letter of Intent:** October 28, 2014, 5 pm CST
- **Proposal:** November 26, 2014, 5 pm CST

**Amount (average award):** $1,000,000 - $2,000,000

**Description/Eligibility:**

The NSF Engineering (ENG) Directorate is launching a multi-year initiative, the Professional Formation of Engineers, to create and support an innovative and inclusive engineering profession for the 21st Century. Professional Formation of Engineers (PFE) refers to the formal
and informal processes and value systems by which people become engineers. It also includes the ethical responsibility of practicing engineers to sustain and grow the profession. The engineering profession must be responsive to national priorities, grand challenges, and dynamic workforce needs; it must be equally open and accessible to all. This funding opportunity enables engineering departments to lead the nation by successfully achieving significant sustainable changes necessary to overcome long-standing issues in their undergraduate programs and educate inclusive communities of engineering students prepared to solve 21st century challenges. Computer science departments, whether administratively located in or outside an engineering program, are included in RED, as they share the same challenges as traditional engineering departments. (Note: “Engineering departments” in this solicitation will refer to engineering and computer science departments.)

Note: Because it addresses undergraduate engineering education, the Revolutionizing Engineering Departments (RED) funding opportunity is offered in alignment with the NSF-wide undergraduate STEM education initiative, Improving Undergraduate STEM Education (IUSE). More information about IUSE can be found in the Introduction of this solicitation.

**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:** Interdisciplinary Behavioral and Social Science Research (IBSS)

**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.” That 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


---

**NIH Funding Opportunities**

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

**Title:** NIMH Mentoring Networks for Mental Health Research Education (R25)

**Deadline:** 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 nation¹s 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 faculty. 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


Sponsor: National Institutes of Health (NIH)

Title: Obesity and Asthma: Awareness and Self-Management (R01)

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

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.

NOTE: Applicants requesting $500,000 or more in direct costs in any year (excluding
consortium F&A) must contact NIH program staff at least 6 weeks before submitting the
application and follow the Policy on the Acceptance for Review of Unsolicited Applications that
Request $500,000 or More in Direct Costs as described in the SF424 (R&R) Application Guide.

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: Training Modules to Enhance Data Reproducibility (R25)
Deadline:

Letter of Intent: October 20, 2014
Proposal: November 20, 2014, 5 pm CST

Amount (average award): Dependent on Institute Applied to: Range $150,000 - $450,000 <
NIGMS up to $1,000,000

Description/Eligibility:

NIH proposes to initiate a program of grants to develop exportable training modules in areas
with the potential to enhance data reproducibility and to provide for communication and
coordination of their development and deployment. Modules are relatively short units of training
of sufficient depth and coverage to empower the trainee with the knowledge and skills to modify
their conduct of research. Exportable in this case means shareable and accessible, open
educational resources. The target audiences for these modules are graduate students,
postdoctoral fellows, and beginning investigators. It is expected that the proposed training
modules will identify deficiencies and teach best laboratory practices in one or more of the
following four general areas:

Experimental design: examples include, but are not limited to, how to carefully account for all
significant potential biases; how to apply randomization in animal studies; how to determine
whether controls and replicates are adequate; how to ensure adequate statistical power.

Laboratory practices: examples include, but are not limited to, what are the considerations for
consistent validation of reagents and use of appropriate standards, how to maintain timely and
complete data and workflow recording, and documentation.

Analysis and reporting: examples include, but are not limited to, how to deal with outliers
appropriately; what are the necessary procedural details that should be included; what are the
research resources that must be identified, including their type and source; how to improve the
generalizability of conclusions and inferences through orthogonal approaches.
Culture of science: examples include, but are not limited to, how to avoid confirmation bias in hypothesis testing; how to defend against the subtle influence of pressure to produce exciting findings; how to ensure adequate oversight when the volume and speed of new science may mean mentors are unfamiliar with technology used by their trainees.

The training modules are expected to cover material not typically taught in current institutional coursework. For example, modules that simply replicate material found in standard courses of statistics are discouraged. All material should be closely aligned with currently ongoing laboratory research and derived from a training need experienced by laboratory personnel.

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


---

**Spencer Funding Opportunities**

**Sponsor:** Spencer Foundation

**Title:** Midcareer Grant Program

**Deadline:** October 15, 2014, 4 pm CST

**Amount (average award):** $150,000

**Description/Eligibility:**

The Spencer Foundation is pleased to announce a new 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. 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.

In this initial pilot phase of the program, the Foundation is planning for two award cycles for projects to be undertaken during the 2015-16 and 2016-2017 academic years. Up to five awards will be made in each cycle.

*Eligibility*

Candidates will be faculty members who were awarded doctorates within the last seven to twenty years.

This program is intended to provide support for a year-long program of study during which time the recipient will be released from teaching and from committee service and governance responsibilities on his or her home campus.

**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)

---

**Sponsor:** Spencer Foundation

**Title:** Small Research Grants

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

**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)

---

**Other Funding Opportunities**

**Sponsor:** Department of Homeland Security

**Title:** DHS S&T Critical Infrastructure Resilience Center of Excellence (CIRC) Center Lead

**Deadline:** September 26, 2014

**Amount (average award):** $1,000,000 - 4,000,000
Description/Eligibility:

The Department of Homeland Security (DHS) Science and Technology Directorate (S&T) Office of University Programs (OUP) requests applications from U.S. colleges and universities to serve as a lead institution for a Critical Infrastructure Resilience Center of Excellence (CIRC). The DHS COEs are university consortia that work closely with DHS to conduct research, develop and transition mission-relevant science and technology, and educate the next generation of homeland security technical experts. DHS COEs operate using a unique research management approach where researchers work alongside operational and decision-making personnel to explore opportunities and enhance capabilities. Each COE is led by a U.S. college or university and has multiple partners. COE partners include other academic institutions, private industry, DHS components, DOE National Laboratories and other Federally-Funded Research and Development Centers (FFRDCs), other federal agencies that have homeland security-relevant missions, state/local/tribal governments, and first responder organizations. DHS envisions the COEs as long-term trusted academic partners that provide an array of resources to help DHS achieve its missions, and carry out its operations. The COEs that make up the COE network are listed at [https://www.dhs.gov/st-centers-excellence](https://www.dhs.gov/st-centers-excellence). The new Critical Infrastructure Resilience Center will be a fully-integrated component of the COE network and will take advantage of the network’s resources to develop mission-critical research, education, and technology transition programs.

NOTE: OUP is also posting a separate FOA for eligible applicants to submit single project proposals for consideration as a partner to this Center of Excellence (COE). Please see FOA Number DHS-14-ST-061-COE-CIRC-001B or CDFA #97.061 on [http://www.grants.gov](http://www.grants.gov) for directions on how to submit single project proposals. DHS may add individual project partners from applications received for either the Center Lead FOA or the Center Partner FOA to the Critical Infrastructure Resilience Center.

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


-----------------------------------------------------------------------------------------------------------------------------

Sponsor: Proctor & Gamble

Title: HIGHER EDUCATION GRANT PROGRAM

Deadline: September 30, 2014

Amount (average award): $5,000 - $10,000

Description/Eligibility:

The Procter & Gamble Fund Higher Education Grant Program has been established to provide support for efforts of regionally accredited U.S. colleges and universities that will better prepare students for success in business.

Grants will be provided for specific projects or programs, not for operating support. Examples of eligible projects include, but are not limited to:

- Improving curriculum to be at the cutting edge in relevance and effectiveness;
• Fostering and enabling leadership opportunities and learning;
• Creating a learning environment that encourages and enhances innovation and creativity;
• Strengthening diversity in thought, participation and ongoing interaction.

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


-----------------------------------------------------------------------------------------------------------------------------

Sponsor: Radcliffe Institute Fellowship Program

Title: Individual Applicants for the 20152016 Fellowship Year

Deadline:

Creative Arts, Humanities, and Social Sciences: October 1, 2014
Natural Sciences and Mathematics: November 1, 2014

Amount (average award): $75,000 Stipends with additional for project expenses

Description/Eligibility:

The Radcliffe Institute for Advanced Study is defined by a program that provides one-year fellowships for projects in a variety of disciplines in an open intellectual atmosphere. The Radcliffe Institute Fellowship Program has awarded more than 700 fellowships since our founding in 1999. The Radcliffe Institute Fellowship Program annually selects and supports 50 leading artists and scholars who have both exceptional promise and demonstrated accomplishments. As a fellow, you will focus on your individual project while benefiting from a dynamic, multidisciplinary community at Harvard University. Only 4 percent of applicants are selected each year. Fellows (women and men) are at the forefront of the arts, journalism, humanities, sciences, and social sciences.

Since this is a residential fellowship, we expect fellows to reside in the Boston area during that period and to have their primary office at the Institute so that they can participate fully in the life of the community. We work with fellows who have families to help with relocation issues for a smooth transition. Some support for relocation expenses is provided where relevant. If so directed, Radcliffe will pay the stipend to the fellow’s home institution.

How to Apply: Apply individually if you will not be directing funds through University accounts, but instead be receiving the funds directly. Otherwise, contact your departmental Grants & Contracts Specialist, Liz Kogan (liz.kogan@austin.utexas.edu) in the COE-OERS

Full Announcement: http://www.radcliffe.harvard.edu/fellowship-program/how-apply

-----------------------------------------------------------------------------------------------------------------------------
**Sponsor:** National Collegiate Inventors and Innovators Alliance

**Title:** Sustainable Vision Program

**Deadline:** November 7, 2014, 11:59 pm EST

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

**Description/Eligibility:**

Successful proposals:

- create and improve new or existing university courses, certificate programs, minors, majors, and/or extracurricular programs with a focus on technology invention, innovation and entrepreneurship to address poverty alleviation and basic human needs.
- result in the formation of multidisciplinary and entrepreneurial student E-Teams* to develop technology-focused inventions and innovations that address critical global problems.
- establish a network of faculty and students who are working to solve problems with technology solutions and an entrepreneurial approach.

*What's an E-Team?*

NCIIA defines an E-Team as a multidisciplinary group of students, faculty, and industry mentors working together to bring a technology-based invention (product or service) to market. The "E" stands for entrepreneurship.

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

**Full Announcement:** [http://nciia.org/grants/sustainablevision](http://nciia.org/grants/sustainablevision)

---

**Sponsor:** National Collegiate Inventors and Innovators Alliance

**Title:** NCIIA Course and Program Grants

**Deadline:** November 7, 2014, 11:59 pm EST

**Amount (average award):** $2,000 - 50,000

**Description/Eligibility:**

Course and Program grants are awarded to NCIIA member institutions for the purpose of strengthening existing curricular programs or building new programs in technology-based invention, innovation, and entrepreneurship. Proposals may request support for a single course, a course sequence, a certificate program, a minor or major, extracurricular programs or a combination of these. Successful proposals include the following elements:

- The formation of student teams (E-Teams*) focused on technology invention, innovation and entrepreneurship with a positive social/environmental impact.
• A focus on entrepreneurship and support for promising student teams who want to continue to develop their technologies and business models after participation in the proposed course/program.
• A plan for continuation (and financial sustainability) of the course or program post-NCIIA-funding.
• An emphasis on experiential learning-by-doing and creative pedagogical approaches to solving real world problems.

NCIIA encourages proposals that involve students and advisors from engineering, science, business, design, and liberal arts disciplines, as well as groups traditionally underrepresented in invention, innovation, and entrepreneurship, including women and minorities.

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

Full Announcement: http://nciia.org/grants/sustainablevision

Sponsor: American Publication Grant
Title: Publication Grant
Deadline: November 17, 2014, 5pm CST
Amount (average award): $6,000

Description/Eligibility:

The American Fellowships program has been in existence since 1888, making it the oldest non-institutional source of graduate funding for women in the United States. The program provides fellowships for women writing their dissertations and those pursuing postdoctoral research. Research publication grants are also available to enable scholars to complete manuscripts for publication. There shall be no barriers to full participation in this organization on the basis of gender, race, creed, age, sexual orientation, national origin, disability, or class.

Summer/Short-Term Research Publication Grants provide support to scholars to prepare research manuscripts for publication, and independent researchers to prepare research for publication. Preference will be given to applicants whose work supports the vision of AAUW: to break through educational and economic barriers so that all women have a fair chance.

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

Full Announcement: http://aauw-ampub.scholarsapply.org/

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

-----------------------------------------------------------------------------------------------

Sponsor: William T. Grant Foundation

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