The Vice Provost’s Corner: A New Year with Many Positive Developments

As we start our spring 2015 semester, there are many developments underway in sponsored research operations at AU. In December, the Office of the Controller hired Ms. Deominic Napoleon as the new Director of Grants and Contracts Accounting (GCA) to oversee all post-award research accounting operations. Deominic comes to AU from the National Academies and she has over a decade of accounting and supervisory experience. The search for a new Director of the Office of Sponsored Programs (OSP) is well under way. Several candidates will be coming to campus for interviews during February. In addition, both OSP and GCA will be hiring new pre- and post-award grant/contract specialists and accountants during the spring semester to improve sponsored research services to the AU research community.

2015 will also bring a number of systems improvements and changes in policies, procedures and processes related to sponsored research. This year, several university offices will be implementing changes in response to the federal government’s transition from the use of the long-standing OMB Circulars to the new streamlined OMB Uniform Guidance. In the next year we will also continue to implement recommendations from our recent NCURA peer site visit review. This will include: streamlining workflow processes between the central pre-award and post-award offices, clarifying the roles and responsibilities of all stakeholders in sponsored research activities, formalizing some current practices and procedures and continuing to implement national best practices in sponsored research. An expansion of AU’s use of the Cayuse sponsored project management system is underway, beginning with the implementation of IRB Manager which will automate all human subject research assurance processes over the next several months. The next year will be a busy time in sponsored research operations at AU, one with many positive developments.
Editorial Assistance for Proposal Writing at American University

Why Would You Benefit from Assistance?

Writing a grant proposal is different from any other kind of writing. The University employs two consultants who have specific experience in developing, writing, reviewing, and editing proposals for funding. Our consultants, Ms. Wides and Dr. Pollack have more than 35 years of experience facilitating the growth and success of professionals in the area of competitive external funding.

Dr. Pollack was a faculty member in the Chemistry and Biochemistry Department at the University of Maryland Baltimore County (UMBC) from 1970 to 2007 and has been Associate Vice President for Research at UMBC since 2007.

Ms. Wides was Assistant Staff Director for Information Services at the Federal Election Commission from 1985 to 2001, and has spent 40 years helping experts in a variety of fields explain their ideas to new audiences.

There is no charge for this service to you as faculty.

Who Should Utilize this Service?

All faculty and administrators who prepare any type of proposal for external funding. In particular:

- New faculty.
- Faculty who have never before secured external funding.
- Groups of faculty collaborating on one grant proposal.
- Principal Investigators (PIs) for whom English is not their first language.

What Services Are Provided?

- The kinds of support we provide depend upon the PI’s wishes and needs and upon the timing of our involvement in the proposal preparation.
- Formulation of strategy for planning and developing the PI’s proposal.
- Assistance in meeting the funding agency's application requirements and review criteria.
- Editorial help to improve the organization, clarity, and compelling message of the application.

Whom Should You Work With?

Dr. Pollack

- All proposals for math, science, and business.
- Government (state and federal) proposals for the social sciences.

Ms. Wides

- Foundation proposals for the social sciences, public policy, communications, and business.
- All proposals in the arts and humanities.
The Process: What Does Dr. Pollack Do?

- Provides editorial assistance to all PIs in the sciences, social sciences, math and business.
- Meets with PI early in the process to discuss general strategy and the fundability of the idea.
- Helps determine whether the idea is appropriate for the specific funding agency.
- Helps develop a clear objective for the proposal and specific aims to further the objective.
- Helps set a timetable for writing.
- Reviews a one-to-two page summary of the proposal.
- Helps develop a proposal outline that addresses all of the funder’s review criteria.
- Reviews the first draft—and suggests edits—of each section of the proposal.
- Works with PI to develop overall organization and to ensure that all review criteria are addressed.
- Conducts workshops on proposal writing.

The Process: What Does Ms. Wides Do?

- Provides editorial assistance to PIs (individuals and cross-discipline teams) in the social sciences, public policy, business, communications, the arts and the humanities.
- Meets early with PIs to learn about the proposal and to strategize the best approach for structuring the proposal.
- Ensures that the proposal satisfies the particular requirements and criteria of the funding organization.
- Works with PIs to clarify the purpose, focus and “pitch” of their applications.
- Establishes consistent use of punctuation, grammar, syntax and word choice.

Why Is Editorial Assistance Important?

Competition for grant funding is intense. An exceptionally well-written proposal captures the reviewers’ attention and interest immediately. That is your goal. The more effectively your proposal communicates the purpose, importance, and uniqueness of your project, the better your chances of receiving a serious review and securing the grant. Reviewers associate a clear, well-written proposal with a thoughtful, organized mind. Accurate and consistent language demonstrates the PI’s ability to give attention to detail — which reviewers regard as necessary to the successful execution of a grant project.

What Don’t We Do?

Develop budgets or provide other parts of proposal, e.g., draft letters of recommendation. Carry out supportive functions provided by OSP and other AU departments and offices.

How Much Time is Necessary Before the Due Date of the Proposal?

We recommend that you initiate discussions with us at the earliest stages of proposal preparation. It’s best to begin two months before the due date, if possible.

Contact Information?

To schedule an appointment, contact Ms. Anita Brown (abrown@american.edu) in the Office of Graduate Studies for a referral to either Dr. Pollack (pollack@umbc.edu) or Ms. Wides (lwides@verizon.net).
February 2015

Dear Faculty Colleagues:

I am reaching out to you to confirm that the Office of the Provost provides access to grant-writing support consultants for all tenured, tenure-earning and term faculty members who are writing applications for external research funding. Faculty members are encouraged to use these contracted consulting services which include (a) grant-writing training sessions and one-on-one consultations in person or remotely by Dr. Ralph Pollack and (b) application consultation and editing services by Ms. Louise Wides. To learn more about available grant-writing consulting services offered through the Office of the Provost please click here.

In addition, resources exist in the Office of Sponsored Programs (OSP) to assist faculty members to locate appropriate funding opportunities. These resources include online funding search databases to locate funding opportunities, as well as search funding tool training opportunities. The link to the OSP monthly newsletter provides relevant information to aid our research community and updates on the available resources.

To schedule an appointment with Dr. Pollack or Ms. Wides, please contact Anita Brown at abrown@american.edu or x-6333. Questions regarding funding opportunities can be directed to osp@american.edu or x-3440.

Thank you.

Jonathan Tubman,

Vice Provost for Research and Dean of Graduate Studies

COMING SOON TO THE IRB

Are you tired of seemingly endless emails and file attachments, finicky pdf forms, and questions about the status of your IRB applications?

Cayuse IRB, from the developers of Cayuse424, has been selected for IRB protocol management software. This program will allow researchers to enter and access research protocols, and IRB members to review and approve them, entirely online. Stay tuned for details on the launch date and training sessions.
Staffing Updates within OSP

Dear Colleagues:

The purpose of this communication is to inform you of changes in the post-award staffing of the Office of Sponsored Programs (OSP). Ms. Melissa Alves separated from American University at the end of last week. At this time we have hired Ms. Perrinne Kelley to replace her and are diligently interviewing candidates to replace Mr. Scott Yoo. Between February 1, 2015 and February 21, 2015, current pre-award grant and contract specialists will be assuming responsibility for both pre-award and post-award functions for their assigned academic units. This will allow continuity of service for the two weeks when there will be no dedicated post-award specialist in OSP. It will also provide opportunity for a week of mentored training while Ms. Kelley transitions into her new position here at AU.

Therefore, for the period between 2/1/15 to 2/21/15, pre-award and post-award functions will be assumed by the following pre-award grant and contract specialists:

Mrs. Irina Komives: Washington College of Law, School of International Service, Center for Latin American and Latino Studies

Mrs. Shira Lowinger: School of Communication, Departments of History, Jewish Studies, World Languages and Culture, Literature, Mathematics and Statistics, Performing Arts, School of Education, Teaching and Health, Sociology and WAMU

Mrs. Rachel Pentlarge: Kogod School of Business, School of Professional and Extended Studies, School of Public Affairs, and the Divisions of Campus Life, Public Safety and the University Library.

Ms. Cynthia Muhammad: Departments of Anthropology, Art, Biology, Chemistry, Computer Science, Economics, Environmental Science, Philosophy and Religion, Psychology and Physics

After 2/21/15, post-award activities will be assumed by:

Ms. Perrinne Kelley: School of Communication, College of Arts and Sciences departments, WAMU

Mrs. Irina Komives: Washington College of Law

Sincerely,

Jonathan Tubman

Vice Provost for Research
Each month, OSP Monthly highlights a specific American University faculty/staff member for their contributions in providing cutting-edge research or a research related program that serves to create and advance knowledge, and enrich the resources of our educational community while answering and accelerating challenging issues we face today. This month, we are featuring Sarah Irvine Belson, Dean, School of Education, Teaching and Health, Executive Director, Institute for Innovation in Education, Affiliate Faculty, Department of Mathematics and Statistics & Director, Master of Art in Special Education.

Q&A with Sarah Irvine Belson

Q: Please tell us about your research project:

Sarah: I’ve got a number of projects underway, so I’ll mention three here. One overarching project looks at retention of teachers, including those who complete residencies in math and science. The second is on special education teacher leadership and collaboration, including a study of models of co-teaching and the effects on student learning in co-teaching environments. A final area is work on instructional design and technology, looking specifically at things like portfolio assessments of teachers and teacher candidates, and the use of assistive technologies on cognitive load in students with learning disabilities. All three of these are domestic projects, but I’ve done projects with similar themes outside the US as well.

Q: What applications does your research have?

The most direct application of all three of these areas of research is in schools and school districts. Both look at policies and practices intended to ultimately improve P12 (preschool through 12 grade) student learning. In the first two projects, I seek to understand the ways in which teachers are prepared to work in settings where students have great need, either because of sociological issues of poverty or consistent lack of access to quality educational experiences. The final set of projects looks at the ways in which instruction is delivered and attempts to broaden understandings of how children (all humans actually) learn from a variety of perspectives. This work might have implications for practice and further research in education and special education.

Q: How did you get interested in the subject?

I have been working in this area for over 20 years and was special education teacher in the 1990s, right when the internet and other technologies were becoming more ubiquitous. I had the opportunity through my doctoral studies to do research on and with technology, as it was infused into schools and teachers’ practices. At that point I became interested in how teachers and children learn and how new ways of understanding the learning process were changing the ways in which we structure the classroom environment. I was part of studies that looked at expert systems and how artificial intelligence was changing the very nature of what we do in the classroom, and I still think we are coming to understand what is needed to be a successful citizen in a global economy. This perspective underlies most of what I do in my own research. For example, I think the way we prepare teachers, who may have expertise in content knowledge, needs to be more focused on how things work, not memorization of basic facts.
Q: Who is funding your research?

I have funding from the Toyota Foundation, the National Science Foundation, and have had funding from the U.S. Department of Education, other foundations, and state-level grants. Each have different calendars (Fiscal, Academic, Annual, or something they just picked) so it is important to get the right information they want relative to the university’s calendar.

Q: What was the proposal process like?

For federal funders, the proposal process really is a response to a Request for Proposals. The federal program officer understands first what the program is designed to do, so the proposal needs to match the program’s directive (not the other way around). These proposals allow for a creative solution to a problem the agency has identified. For foundations, the proposal comes from a process of working with the program officer on work that matches the broader mission of the foundation. This requires a much more personal relationship with the program officer so that he or she feels confident presenting the proposal to a board or group of trustees.

Q: Do you have any advice for others that may want to do their own research, either in your field or elsewhere?

I think the key to doing funded research (of the sort I do) is to find a balance between your own passion and the real problems that the funder is trying to work on. I often have people who come to me and want to work with teachers, but without a working knowledge of the current problems and opportunities in P12 education, it is difficult to find a match. Teachers have very little free time (summers are full of required professional development or remedial work with students) so it is important that the project directly matches what they are doing in the school system. But I also firmly believe that work in education is the most important work we can do. Providing equitable access to a high-quality education for all members of our society is the only way to continue to evolve as a species. I would love to continue to work with my colleague here at American University to provide those opportunities for children right here in DC.
IT IS OUR PLEASURE TO HONOR THE

2015-2016 FACULTY RESEARCH SUPPORT GRANT AWARD RECIPIENTS

YOUR DEDICATION, RESEARCH AND CONTRIBUTION TO OUR COMMUNITY IS APPRECIATED!

FULL LIST HERE

NCURA AUDIT WATCH
By: Charlene Blevens, CPA (Courtesy of GCA)

In 2014, in addition to the large number of audit reports released, there have been several Department of Justice press releases related to grant fraud. Two press releases issued in late October 2014 announced settlement agreements in relation to grant fraud cases originating from whistleblower complaints, a press release related to fraud claims against two Houston professors and a related SBIR.

The HHS OIG & US Attorney for Southern District of New York issued a press release in late October announcing the filing of a civil fraud lawsuit under the False Claims Act against a University and its School of Public Health’s International Center for AIDS Care and Treatment Programs (ICAP).
NCURA AUDIT WATCH (article continued)

The University settled the lawsuit simultaneous to the filing and agreed to repay over $9 million to resolve the Government’s claims. The suit stemmed from complaints filed in 2011 by a former Director of Finance for the Center which alleged that the University used grant money for work that was not dedicated to the funded projects. In its suit, the US alleged that the University as the grant administrator received millions of dollars in federal grants and pursuant to the rules applicable to such grants was required to use a suitable means of verifying that the employees had actually performed the work charged to a particular grant. The Complaint alleged that University was well aware that this was not being done, yet continued wrongly to charge many federal grants for work that was not devoted to the projects they funded. Specifically, over 200 employees never generated work reports for these 200 individuals, using “limited or no knowledge of which grants the individuals actually worked on.” Principal investigators on the grants would approve large batches of reports at once, never actually inquiring into the information contained in each individual document.

What was unusual in this case was that in the settlement agreement the University admitted to failing to use a suitable means of verifying whether the salaries and wage charges to specific federal grants were based on an employee’s actual effort for that grant. The University also admitted that as a result, certain effort reports contained inaccurate information and for a number of years ICAP mischarged certain federal grants for work that was not allocable to those agreements. The US District Attorney remarked that grantees are required to use federal money for the purpose for which the grants were given and nothing else, “Educational institutions, like everyone else, should be held accountable when they fail to follow the rules.”

Also in late October, the FBI Chicago Division announced that a former cancer research physician at a Chicago University Cancer Center would pay $475,000 to settle claims of federal research grant fraud. Dr. Charles L Bennett agreed to the settlement in a federal false claims lawsuit which was made public last year after the government investigated the claims made by a former employee and whistleblower. The former employee was a departmental purchasing coordinator in the University’s Medical School. The 2009 whistleblower suit, which the government settled on her behalf, alleged that Dr. Bennett and others directed and authorized the spending of grant funds on goods and services that did not meet NIH and government grant guidelines. The government filed a civil lawsuit in January 2014 contending that Dr. Bennett submitted false claims under research grants with NIH which he has the principal investigator for professional consulting services, food, hotels, travel, conference registration fees and other expenses benefitting Dr. Bennett, his friends and family from January 2003 to August 2010. According to the complaint, Dr. Bennett allegedly billed federal grants for family trips, meals and hotels for himself and friends and “consulting fees” for unqualified friends and family members, including his brother and cousin.

A former assistant professor of biomedical sciences at an Iowa University was charged with four felony counts of making false statements, a July 2014 indictment filed in federal court shows. The professor admitted to faking lab results used to obtain millions of dollars in grant money for AIDS research. In July 2014 the Department of Justice issued a press release that Dr. Han was arranged on four counts of related to his falsification of scientific data to make it appear an experimental HIV/AIDS vaccine neutralized or controlled the virus in rabbits when in fact it did not. The false data was reported to the National Institutes of Health in a research grant application and funded grant progress reports. A jury trial schedule for September 2014 was delayed and in October The Des Moines Register reported that prosecutors had offered a plea deal to the former scientist.

To access the full article click here.
UPCOMING INFORMATION SESSIONS & TRAINING SCHEDULE

Research Administration Certification (RAC) Program
RAC is a comprehensive training and certification program designed to assist AU departmental and school/college level staff with research administration and management responsibilities. This 8-session program provides vital information to enable participants to effectively manage sponsored awards.

The next instructor-led sessions are:
- **Session 5: Financial Management I (Post-Award Policies)**
  - February 26, 2015, 10:00-12:00 PM, Butler Conference Room
- **Session 6: Financial Management II (Post-Award Procedures)**
  - March 19, 2015, 10:00-12:00 PM, Butler Conference Room
- **Session 7: Systems Overview**
  - April 09, 2015, 10:00-12:00 PM, Butler Conference Room
- **Session 8: Research Compliance Overview**
  - April 28, 2015, 10:00-12:00 PM, Mary Grayden Center Room 245

Information on the online sessions can be obtained from the following link.
View more information about RAC and how to register for the instructor-led and online formats here >>

Funding Search Information Sessions
OSP offers a series of informational sessions for those interested in independently searching for funding opportunities. The following sessions will provide training on how to use our current funding search databases, and will assist faculty and staff in developing user profiles to receive direct funding opportunity announcements related to their research/program interests:
- **General Overview:** Feb 5, 2015, 10:30-12:00 PM, Butler Board Room—Open to all AU faculty & staff
- **Unit/School Oriented:**
  - (CLALS/SIS): Feb 18, 2015, 10:00-12:00 PM, Mary Grayden Center Room 330N—Open to CLALS & SIS staff
  - (SPA): March 26, 2015, 10:00—12:00 PM, Mary Grayden Center Room 330N—Open to SPA faculty & staff
  - (WCL): April 23, 2015, 10:00—12:00 PM, TBD—Open to WCL faculty & staff

View more information about the Funding Search Information sessions and how to register here >>

Grant Administration Roundtable (GAR) Sessions
OSP and Grants and Contracts Accounting (GCA) would like to invite you to the next scheduled GAR sessions. We are currently soliciting topics. Please email ideas to Afelder@american.edu
- **February 19, 2015, 10:00—11:30am, Butler Conference Room**
  - Current Topics: Creating a Collaborative Research Culture, NCURA Progress Report
- **April 16, 2015, 10:00—11:30am, Butler Conference Room**
  - Current Topics: *Proposal Budget Template Updates, Unit Collaboration Models*

View more information about GAR and how to register here >>
Funding Opps Organized by School/Department

Note: Please note that these offerings are a sampling of what is available via our search funding tools and serve as examples for you to consider. If you have not attended a “search funding tool” training session, we encourage you to do so. Performing your own search, tailored to your unit or specific research interests will provide the most exhaustive means of locating resources. Please contact Afelder@american.edu with any questions related to our search funding tools.

College of Arts and Sciences
Arts and Humanities

National Dance Project — Production Grants (Contemporary Dance Choreographers, Artists and Companies)

The National Dance Project accepts applications for Production Grants, which fund the development of new dance work that will tour nationally, generally in the following season. Grants support costs incurred through the artistic creation of the work. These grants are highly competitive and are awarded to approximately 20 artist/companies annually. Grants generally range from $25,000 to $40,000.

Deadline: March 2, 2015

National Endowment for the Humanities – Public Scholar Program

The Public Scholar program supports well-researched books in the humanities intended to reach a broad readership. The Public Scholar program aims to encourage scholarship that will be of broad interest and have lasting impact. Such scholarship might present a narrative history, tell the stories of important individuals, analyze significant texts, provide a synthesis of ideas, revive interest in a neglected subject, or examine the latest thinking on a topic. Books supported by this program must be grounded in humanities research and scholarship. They must address significant humanities themes likely to be of broad interest and must be written in a readily accessible style. Making use of primary and/or secondary sources, they should open up important and appealing subjects for wider audiences. The challenge is to make sense of a significant topic in a way that will appeal to general readers.

Deadline: March 3, 2015

National Endowment for the Arts (NEA) — Creative Writing Fellowships

The NEA Literature Fellowships program offers $25,000 grants in prose (fiction and creative nonfiction) and poetry to published creative writers that enable the recipients to set aside time for writing, research, travel, and general career advancement.

Deadline: March 11, 2015
Science and Social Science

**American Psychological Foundation – Wayne F. Placek Grants**

These grants support empirical research from all fields of the behavioral and social sciences on any topic related to lesbian, gay, or bisexual issues. The goal is to increase the general public's understanding of homosexuality and to alleviate the stress that gay men and lesbians experience in this and future civilizations. Proposals are especially encouraged for empirical studies that address the following topics: heterosexuals' attitudes and behaviors toward lesbians and gay men, including prejudice, discrimination and violence; family and workplace issues relevant to lesbians and gay men; and subgroups of the lesbian and gay population that have historically been underrepresented in scientific research.

**Deadline: March 1, 2015**

**National Science Foundation – Research Coordination Networks**

The goal of the RCN program is to advance a field or create new directions in research or education by supporting groups of investigators to communicate and coordinate their research, training and educational activities across disciplinary, organizational, geographic and international boundaries. RCN provides opportunities to foster new collaborations, including international partnerships, and address interdisciplinary topics. Innovative ideas for implementing novel networking strategies, collaborative technologies, and development of community standards for data and meta-data are especially encouraged. RCN awards are not meant to support existing networks; nor are they meant to support the activities of established collaborations. RCN awards do not support primary research. RCN supports the means by which investigators can share information and ideas, coordinate ongoing or planned research activities, foster synthesis and new collaborations, develop community standards, and in other ways advance science and education through communication and sharing of ideas. Proposed networking activities directed to the RCN program should focus on a theme to give coherence to the collaboration, such as a broad research question or particular technologies or approaches.

**Deadline: March 2, 2015**

Education

**Spencer Foundation – Data Use and Educational Improvement**

The Data Use and Educational Improvement Initiative was created to support scholarship examining processes, contexts, and other factors that affect how educational organizations use data for improvement. The Initiative grew out of our broader focus on organizational learning in schools, school systems, and higher education institutions. Research projects in the Data Use Initiative have included work in both K-12 schools and institutions of higher education and have covered a range of topics, from how data are used in an online data management system to the effectiveness of capacity-building interventions.

**Deadline: Rolling**

School of Communication

**Kettering Foundation – Katherine W. Fanning Residency in Journalism and Democracy**

The Kettering Foundation invites journalists and scholars of journalism from around the world to spend up to six months working with us in Dayton, Ohio, to explore the role of journalism in a democratic society and the obligations of journalists to democratic public life. While at the foundation, residents are expected to work with Kettering’s staff on the foundation’s ongoing research in this area. Work will include literature reviews related to the foundation’s program areas, exploration of the role of a deliberative public in the political work of communities domestically and internationally, and participation in workshops and other meetings related to the foundation’s research.

**Deadline: March 1, 2015**
Prix Ars Electronica—Digital Communities

The “Digital Communities” category focuses on the wide-ranging social and artistic impact of the internet technology as well as on the latest developments in social software, user generated content, mobile communications, mash-ups and location based services. Digital Communities focuses on innovation in relation to human coexistence. Its main goals lie in 1) bridging the geographical as well as the gender-based digital divide; 2) bridging across cultural conflicts and 3) supporting cultural diversity and freedom of artistic expression. Digital Communities sheds light on the political and artistic potential of digital and networked systems. As such, Digital Communities selects a broad range of projects, applications, artworks, initiatives and phenomena around which social and artistic innovation is taking place, as it were, in real-time. Consideration is given to projects dealing with the concept of “Smart City” and especially of “Smart Citizen”, going beyond the purely technological view of a Smart City and focusing on the societal and participatory processes.

Deadline: March 6, 2015

Philip L. Graham Fund – Journalism & Communications

In recognition of the Fund’s origins and strong belief in the important role effective journalism plays in our world, grants are occasionally awarded to organizations working to advance broad professional goals in the field of journalism. The Fund considers requests from organizations with focused efforts within the United States and prefers to fund one-time capital expense requests rather than general operating or program support. Organizations from outside the Washington metropolitan area, focused on the advancement of journalism, are welcome to apply.

Deadline: March 16, 2015

Society of Professional Journalists—Distinguished Teaching in Journalism

This Distinguished Teaching in Journalism Award, made annually, honors a collegiate journalism educator and recognizes outstanding teaching ability, contributions to journalism, journalism education and contributions toward maintaining the highest standards of the profession.

Deadline: March 20, 2015 (For Nominations)
School of International Service


In this element of its work, the Foundation focuses on preventing nuclear terrorism by denying terrorist access to the fissile materials (highly enriched uranium and plutonium) that are the key ingredients for nuclear weapons. As nuclear power becomes an important means of diversifying energy portfolios and reducing carbon emissions, fissile material stockpiles are set to grow, raising the risk of theft or diversion. In addition, the Foundation supports a limited number of innovative projects that: 1) seek to effectively address, in a stabilizing manner, the strategic implications of deeper reductions in nuclear arsenals; and, 2) provide new insights and approaches to security challenges arising from national efforts to acquire nuclear weapons (e.g. Iran and North Korea).

Deadline: Letter of Intent March 1, 2015

Tinker Foundation—Democratic Governance

With these grants, the Foundation's aim is to establish conditions for equitable economic growth by strengthening the institutions for democratic governance, particularly those related to public security, access to justice and financial inclusion. The Foundation’s interest in contributing toward the development of an equitable society in Latin America is underscored by the recognition that the rule of law is a basic prerequisite to ensuring sustainability of democratic institutions and stable economies that benefit all. Proposals in the Democratic Governance program should address one of two distinct components of this vision: governance or equitable economic growth.

Deadline: March 1, 2015

Institute of Turkish Studies (ITS)—Grants Program

The Institute of Turkish Studies is pleased to announce its 2015-2016 grant competition in the field of Turkish Studies. The following grant opportunities are available only for United States citizens (or those who have acquired permanent resident status in the U.S.) who are currently affiliated with a university in the U.S. Research awards include: Dissertation Writing Grants for Graduate Students, Library Grants, Post-Doctoral Summer Travel Research Grants, Sabbatical Research Grants, Subventions for Publications, Summer Language Study Grants in Turkey for Graduate Students, Teaching Aids Grants, and Turkish Studies Academic Conference Grant.

Deadline: March 2, 2015
School of Public Affairs

Department of Justice (Bureau of Justice Assistance) – Violent Gang and Gun Crime Reduction Program (Project Safe Neighborhoods)

Project Safe Neighborhoods (PSN) is designed to create safer neighborhoods through a sustained reduction in crime associated with gang and gun violence. The program’s effectiveness is based on the cooperation of local, state, and federal agencies engaged in a unified approach led by the U.S. Attorney (USA) in each district. The USA is responsible for establishing a collaborative PSN task force of federal, state, and local law enforcement and other community members to implement gang and gun crime enforcement, intervention, and prevention initiatives within the district. Through the PSN task force, the USA will implement the five design features of PSN—partnerships, strategic planning, training, outreach, and accountability—to address specific gun crime and gang violence, in the most violent neighborhoods.

Deadline: March 3, 2015

Centers for Disease Control and Prevention -- Evaluating Structural, Economic, Environmental, or Policy Primary Prevention Strategies for Intimate Partner Violence and Sexual Violence

The purpose of this announcement, RFA-CE-15-003, is to support research to rigorously evaluate structural, economic, environmental, or policy strategies for the primary prevention of intimate partner violence and/or sexual violence (IPV and/or SV). The proposed research will add to the limited knowledge base on effective strategies for IPV and/or SV prevention by evaluating the use of community-level approaches that change one or more of the social, economic, behavioral, or environmental characteristics of a community in order to prevent and reduce rates of IPV and/or SV perpetration, victimization or both perpetration and victimization.

Deadline: March 5, 2015

Washington College of Law

Public Welfare Foundation – Juvenile Justice

On any given night an estimated 60,000 youth – the overwhelming majority of whom are accused of minor and non-violent offenses – are incarcerated in a correctional facility or out-of-home placement. Despite research showing that incarceration leads to high juvenile recidivism rates, as well as poor education, employment, and health outcomes for youth, systems often fail to use alternatives to incarceration that have been shown to be more effective at rehabilitating young people. Moreover, an estimated 250,000 youth are tried in the adult criminal justice system annually, and nearly 10,000 youth are housed in adult jails or prisons on any given night. These policies ignore the well-established differences between youth and adults, increase recidivism rates, and expose youth in adult jails and prisons to high rates of sexual abuse and suicide. Youth of color are disproportionately likely to suffer the harms of these failed policies and practices.

Deadline: Rolling

National Institutes of Health

NIH Funding Opportunities—Grants & Funding Page

(Search by keywords to narrow down your search to locate funding opportunities)

Federal Contracts

Federal Business Funding Opportunities

(Search by keywords to narrow down your search to locate funding opportunities)
In the spirit of creating a more collaborative research culture, we are currently seeking content producers:

- Do you have tips and expertise on empowering faculty to become more competitive for external funding?

- Do you have an innovative research project success story that you’d like to share with the campus community?

- Have you attended a conference, workshop or used a particular form of technology that would be beneficial to funded researchers?

Content must be approved, should not have already been covered in a previous newsletter and can be submitted to Afelder@american.edu. Placement is not guaranteed.

What to expect in next month’s OSP Monthly:

- Article on Implementing the NIH Biosketch format
- GAR Updates
- Funding Opportunities

Contact Information

Office of Sponsored Programs
202-885-3440
osp@american.edu
www.american.edu/provost/osp/index.cfm