Welcome from the Vice Provost for Research & Dean of Graduate Studies

Dear Colleagues,

I hope you are enjoying the summer. Before you know it, fall will be here and we will be continuing to improve the research administration infrastructure on campus. I would like to speak to you briefly about the importance of training and professional development in sponsored research.

Training and ongoing professional development are an integral part of the development and long-term success of a campus research culture where sponsored research, excellence in student education, protection of human and animal research participants and financial accountability to sponsors are core institutional values. As American University continues to enhance its infrastructure and systems to support faculty research programs, sponsored or non-sponsored, training and ongoing professional development by faculty, staff and students are critical elements of a strategic approach to building research capacity. Increased participation in currently available training and professional development opportunities can help to leverage greater impact from recently installed systems and technologies supporting our research programs. Examples of available research-related training and professional development opportunities include:
• AU’s Research Administrator Certification (RAC) Program for pre-award and post-award staff in the academic units [http://www.american.edu/provost/osp/Training.cfm#RAC](http://www.american.edu/provost/osp/Training.cfm#RAC)

• The short two-session version of RAC training for faculty and departmental administrators (Fall 2016 launch)

• Professional development opportunities in sponsored research administration provided through membership in the National Council of University Research Administrators (NCURA) [http://www.ncura.edu/AboutUs.aspx](http://www.ncura.edu/AboutUs.aspx) or the Society of Research Administrators International (SRA) [http://srainternational.org/](http://srainternational.org/)

• The NCURA YouTube Channel offers free videos in every research administration area and are available to the general public [https://www.youtube.com/user/NCURA1959](https://www.youtube.com/user/NCURA1959)

• The Foundation Center has a series of self–paced online learning opportunities in the areas of grant writing and funding sources [http://marketplace.foundationcenter.org/Training/Self-Paced-eLearning](http://marketplace.foundationcenter.org/Training/Self-Paced-eLearning)

• Human Subjects Protections Training offered by the AU’s Office of Research Integrity [http://www.american.edu/irb/IRB-Training.cfm](http://www.american.edu/irb/IRB-Training.cfm)

• Animal Subjects Protections Training offered by AU’s Office of Research Integrity [http://www.american.edu/research/animal-training.cfm](http://www.american.edu/research/animal-training.cfm)

• Laboratory safety training and occupation health and safety training at AU [http://www.american.edu/research/Occupational-Health-and-Safety.cfm](http://www.american.edu/research/Occupational-Health-and-Safety.cfm)

Research administration is a dynamic field, and we look forward to working with you in partnership during the upcoming academic year.

Kind regards,

Dr. Jon Tubman, Vice Provost for Research & Dean of Graduate Studies
Budget Template Update from the OSP Director

As mentioned during the June 23 GAR meeting, the new budget template should be utilized beginning July 1. However, there is a two week period (July 15) to phase in usage and allow units to adjust their business processes and proposals already in development. After July 15, the new budget template must be used; proposals not using the new template after July 15 will not be approved by OSP until the proper template is used.

Kind regards,
Jim Casey

“May your choices reflect your hopes, not your fears.”

- Nelson Mandela
The STEM Disciplines and Innovation

Alan Leshner’s well written editorial in the May 2011 issue of Science Magazine, entitled “Innovation Needs Novel Thinking,” highlighted the important linkages between the STEM disciplines (Science, Technology, Engineering, Mathematics) and innovation in ensuring that the American economy remains at the forefront of global economic growth. The following section of his editorial struck me as vitally important:

In addition, innovation often comes from nontraditional thinking, and many new ideas will come from new participants in science and engineering who often are less tied to traditional ways. That argues for increasing the diversity of the scientific human resource pool, adding more women, minority, and disabled scientists, as well as researchers from smaller and less-well-known institutions. The benefits of increasing diversity by fostering innovation and economic success have been argued well elsewhere (citation in original article). Both research institutions and funders need to attend more to these sources of novel thinking and may have to refine recruitment, reward, and funding systems accordingly (Leshner, p. 1009).

Furthermore, the ideas he outlined in his editorial can find a kinship with points made by Federal Reserve Chairman Ben S. Bernanke in his speech entitled “Promoting Research and Development: The Government’s Role,” given at Georgetown University on May 16 2011. As Mr. Bernanke says on pages 10-11 of his speech:

…….At the same time, critics of K-12 education in the United States have long argued that not enough is being done to encourage and support student interest in science and mathematics. Taken together, these trends suggest that more could be done to increase the number of U.S. students entering scientific and engineering professions.

The commentaries by Mr. Bernanke and Mr. Leshner are absolutely on point. The United States needs increasing numbers of graduates who are skilled in the STEM disciplines if it is to remain a dominant economic power. But that objective is only part of the goal of increasing innovation and economic wealth. The innovation environment needs to be expanded beyond STEM.

Expanding the Context of Innovation

While focusing on the STEM disciplines is a meritorious approach to increasing innovation and wealth creation in the United States, it does not cover all that is necessary to create an innovation society. Attention to non-STEM areas—such as Civics—is critical to creating an innovation society.
Civics is the broad area of study encompassing such disciplines as history, law, and political science. An educated and engaged citizenry is critical to the creation of an innovation society. One can find the genesis of the intersection of law and innovation in the political & legal document known as the U.S. Constitution. Article I, Section 8, Clause 8, of the Constitution empowers the U.S. Congress:

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries.

This clause serves as the constitutional bedrock for U.S. intellectual property law. This is the first clue that technology and innovation are not solely a STEM concern.

The May 2011 issue of the *ABA Journal* (American Bar Association) discusses these issues in an excellent article entitled, “Flunking Civics: Why America’s Kids Know So Little.” The article says the following with regards to a focus on certain disciplines (p. 34):

Since the late 1990s, when American students tested poorly in reading, science and math against students from 20 other Western nations, federal education policy has focused strongly on those three subjects at the expense of history, social studies, government and civics.

That trend began in 2001 with the Bush Administration’s landmark No Child Left Behind Act, which gives priority to federal funding for efforts to improve student performance in reading and math, skills that are considered fundamental to student success in the workplace. The program continues under the Obama Administration’s support for so-called STEM programs, which reward student achievement in the fields of science, technology, engineering and math.

Educators fear that this long-range focus on a few limited subjects that are considered fundamental to student success is squeezing out the amount of time and effort devoted to subjects considered non-fundamental, such as history, social science, government and civics.

This concern over the “squeezing out” of non-STEM subjects is matched by documented evidence that U.S. students and adults have a very poor grasp of law, history, or government, all of which can be considered essential for civic engagement. The *ABA Journal* article (p. 34) notes that a 2005 survey by the ABA found that nearly half of all Americans were unable to correctly identify the three branches of government, and a FindLaw survey that same year found that only 57% of Americans could name any U.S. Supreme Court justice. Retired U.S. Supreme Court Justice Sandra Day O’Connor is quoted as saying (p. 37):

There are all kinds of polls out there showing that barely one out of three Americans can name the three branches of government, let alone describe what they do.
If the polls are largely correct, meaning that most Americans are uninformed when it comes to their government and what it does, how can they function and benefit in an innovation economy?

The American Bar Association has long had a significant interest in civics education. As noted in the ABA Journal article (p. 37), the ABA Commission on Civic Education in the Nation’s Schools is co-sponsoring a series of academic events around the country where community leaders can teach students about the law, the Constitution, and the importance of civic engagement. The Commission has supported these activities with other resources, such as a resource guide and a website where law schools, courts, civic organizations, and other organizations interested in sponsoring such a forum can find suggested curriculum, formats, lesson plans, strategies, and other information (p. 37).

The Connection between Civics and Innovation

Drawing upon the basic ideas in the ABA Commission’s project, it is easy to design a high school or undergraduate course focusing on the connection between civics and innovation. This would contain such areas as: 1) the constitutional basis of copyright and patents in the U.S. (Article I, Section 8, Clause 8); 2) the history of inventions in the United States, particularly those of significance to the historical development of the country; 3) basic aspects of the STEM disciplines that bear upon innovation today; 4) the major laws and regulations influencing innovation presently; 5) current issues in innovation in the United States; and 6) where innovation is going in the short and long term.

This approach would help engage all students—at the high school and college levels—in the concepts of innovation and its relationship to civic engagement. Such a course would educate all students, not just students engaged in the STEM disciplines or majoring in those areas. Beyond formal education, it is critically important that dimensions of civics and innovation are infused within social and government structures, so that adults are much more aware of their importance and interrelationship to the future economic development of the United States. The pie needs to increase in size, and innovation is a primary ingredient in that pie.

Conclusion

If America truly wants an innovation society that creates lasting wealth, then the education of America’s kids will have to go far beyond the STEM disciplines. Substantive civic education and engagement is necessary, far beyond the internet, Facebook and Twitter. This requires students well versed in American history, law, politics, and civic engagement. The connection between these areas and the STEM disciplines is clear; it is important that students understand that innovation in the United States results from the twin pillars of democracy and capitalism. Focusing on the STEM disciplines is a large part of the puzzle, but it is not the whole puzzle.

*Author’s Note: This article was originally published in the September – October 2011 issue of the NCURA Magazine, and is reprinted with the permission of NCURA and NCURA Magazine.

In May 2016 (FY 2017), the Office of Sponsored Programs recorded the following grants for American University researchers.

**College of Arts and Sciences**

**PI:** Nathan Harshman  
**Title:** SURF Gaithersburg  
**Sponsor:** National Institute of Standards and Technology  
**Award:** $15,270.00

**PI:** Jeffrey Hakim  
**Title:** Support for US Participants at CIRM Representation Theory Conference  
**Sponsor:** National Science Foundation  
**Award:** $40,000.00

**School of Communication - Center for Social Media**

**PI:** Caty Borum Chattoo  
**Title:** Story Movements Convening  
**Sponsor:** The John D. and Catherine T. MacArthur Foundation  
**Award:** $75,000.00

**School of International Service - Global Environmental Policy**

**PI:** Simon Nicholson  
**Title:** Second Meeting of the International Governance of Climate Engineering Working Group  
**Sponsor:** Good Ventures Foundation  
**Award:** $76,234.00

**School of Public Affairs - Public Administration and Policy**

**PI:** Alison Jacknowitz  
**Title:** Health Concerns and Other Household Challenges among Charitable Pantry Clients  
**Sponsor:** Feeding America  
**Award:** $10,000.00

**Washington College of Law**

**PI:** Claudia Martin  
**Title:** Building Legal Capacity in Cuba  
**Sponsor:** National Endowment for Democracy  
**Funding Source:** U.S. Department of State  
**Award:** $99,516.00
Washington College of Law

PI: Claudia Martin

Title: 2016 Inter-American Human Rights Moot Court Competition

Sponsor: Institute of International Education

Funding Source: Ford Foundation

Award: $25,000.00

PI: Jasmeet Sidhu-Kaur

Title: The Squire Patton Boggs Foundation Public Policy Fellowship - 2015

Sponsor: The Squire Patton Boggs Foundation

Funds: $5,000.00
Funding Opportunities 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 an individualized 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

JDRF Career Development Grants

JDRF fosters the development and productivity of the best and the brightest established independent researchers who will bridge the gap between the bench and bedside. The primary purpose of the Career Development Award is to attract qualified and promising scientists early in their faculty careers and to give them the opportunity to establish themselves in areas that reflect the JDRF research emphasis areas. In the five-year term of the award, awardees will focus their research efforts on a subject directly related to JDRF mission goals and research priorities, and position themselves to work at the leading edge of type 1 diabetes research. These awards are designed to assist exceptionally promising investigators. Although JDRF is especially interested in fostering careers in clinical investigation, Career Development Awards may emphasize either basic or clinical topics. Career Development Award research may be conducted at foreign and domestic, for-profit and nonprofit, and public and private organizations – such as universities, colleges, hospitals, laboratories, units of state and local governments, and eligible agencies of the federal government.

Deadline: July 27th
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College of Arts & Sciences

The Rockefeller Foundation Cassava Innovation Challenge

The Rockefeller Foundation, Dalberg, and the International Institute of Tropical Agriculture (IITA) have launched The Rockefeller Foundation Cassava Innovation Challenge to address food loss and spoilage in the cassava value chain. Part of The Rockefeller Foundation’s YieldWise initiative, the Challenge will provide up to $1 million, as well as technical assistance from Dalberg and IITA, to further develop novel solutions that increase shelf life. Cassava is critical for food security in Africa and is the main source of nutrition for around half of the continent’s population, more than 500 million people. However, this root crop has a very short shelf life and, if unprocessed, will spoil within 72 hours after harvest. In Nigeria—the world’s largest cassava producer (more than 20 percent of global production, producing more than 50 million tons annually)—nearly 30 million smallholder farmers grow cassava. There’s limited access to existing varieties of cassava, almost no preservation from harvesting to processing, and processing is far away, which leads to spoilage.

Deadline: July 8

Fogarty Global Health Training Program (D43)

This Funding Opportunity Announcement (FOA) provides opportunities for up to five consortia to develop and support global health research training programs that meet the following objectives:

- Provide mentored research training for pre-doctoral and pre-professional degree students and post-doctoral and recent post-professional degree students (trainees) from the U.S. and low- and middle-income countries (LMICs) in global health research at established biomedical and health research sites in LMICs, particularly those supported by the NIH.
- Provide all trainees with instruction and training in rigorous research design, research ethics and statistical analysis through mentored research training.
- Provide training opportunities in diverse areas of research relevant to the health priorities of collaborating LMICs and the mission areas of component NIH Institutes and Centers participating in this FOA.
- Provide knowledge and skills to prepare trainees for careers in health research.

Strengthen global health programs at U.S. academic institutions and help to sustain health research at institutions in LMICs.

Deadline: August 16
Kogod School of Business

Lyle Spencer Research Awards

We want the scholars who seek our support to have convincing, well-reasoned answers to the question: How in the end does the work you are undertaking contribute to making the practice of education better? A significant share of the successful proposals that we will fund will fall into one of three broad categories.

1. Studies that focus more or less directly on teaching and learning processes themselves, at the classroom level (or in instructional settings outside classrooms).

2. Studies that pay attention to the larger policy and institutional environments within which educational transactions take place. Key to our interest here is attention to the conceptual and empirical links between elements of the infrastructure and the actual character of educational practice. Studies that aim at better understanding how different ways of defining, measuring, and rewarding teacher performance affect teachers’ professional goals, time use, and understanding of success would fall into this category.

3. Studies that help develop research tools that can support advancing the kinds of research we have identified here. The development of improved measurement tools, stronger theoretical frameworks and analytical methods, and the development of new databases and the archiving of databases we have – none of these will make educational practice better today, but we regard advances on these fronts as essential to that lasting improvement in education that we seek.

Deadline: July 12
Funding Opportunities Organized by School/Department

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School of Communication

**Howard G. Buffett Fund for Women Journalists**

An applicant must be a woman journalist. If applicable, teams of journalists may apply, but the team leader must be a woman journalist and the group must include at least 50 percent women. The IWMF’s Howard G. Buffett Fund for Women Journalists is an incredible resource for talented reporters and will make a real difference in the field of journalism. Beginning in 2015 and continuing for the next ten years, the IWMF will make an annual total of $230,000 worth of grants to support women journalists in their projects and endeavors. The fund is not limited in either the grant dollar amount or the number of grants awarded within the annual total. The fund was designed to help women journalists from around the world by providing grantees support to:

- Expose under-reported but critical global issues
- Undertake ambitious projects that challenge traditional media narratives
- Develop field-based expertise and strengthen careers
- Pursue critical skills training and leadership opportunities
- Launch entrepreneurial news projects or acquire the skill to do so

**Deadline: July 6**

**LIMITED SUBMISSION: 100 & Change**

A new competition has launched and will award a $100 million grant to a single proposal designed to help solve a critical problem affecting people, places, or the planet. The John D. and Catherine T. MacArthur Foundation’s competition, called 100&Change, is open to organizations working in any field of endeavor anywhere. Applicants must identify both the problem they are trying to solve, as well as their proposed solution. Competitive proposals will be meaningful, verifiable, durable, and feasible. “Solving society’s most pressing problems isn’t easy, but we believe it can be done,” said MacArthur President Julia Stasch. “Potential solutions may go unnoticed or under resourced and are waiting to be brought to scale. Every three years, we plan to award $100 million to help make one of these solutions a reality. Through 100&Change, we want to inspire, encourage, and support other people’s ideas, here in our hometown Chicago, across the nation and around the world, about how to address major challenges and enable real progress toward a solution.”

**Deadline: September 2**
Funding Opportunities Organized by School/Department

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School of International Service

Regional Conference on Online Media and Disaster Management- M-NOFO-16-101

The 2011 earthquake and tsunami in Japan, 2015 earthquake in Nepal, and 2015 floods in Chennai are just three examples where online tools and mobile technology played a significant role in disaster response. During the Chennai floods, individuals and organizations turned to Twitter, Facebook and other online platforms to request emergency assistance or crowd-source aid solutions. By exploring examples of what worked well and what didn’t, these disasters will give us a jumping off point to create dialogue among Indian and regional actors about overcoming challenges and identifying best practices in using online media during a natural disaster.

Deadline: July 12

UN/GEM TECH AWARDS 2016

ITU and UN Women are pleased to announce the call for nominations for the 2016 GEM-TECH Awards. The 2014 and 2015 nominations and winners were incredibly inspiring and we look forward to learning about, showcasing and recognizing more of the critical work that is taking place around the world to ensure that girls and women achieve digital equality in all its dimensions.

Gender equality and women’s empowerment is a central goal and ICTs have been recognized as a key means of implementation in the new UN 2030 Agenda. The GEM TECH Awards can play an important role in highlighting what works and where initiatives can be scaled and further investments made. Moreover, they showcase the tremendous talent and determination of women to ensure that technology and its application are relevant and responsive to their needs. Please nominate yourself or others – civil society, public sector, UN system and international organizations, private sector or academia – who have done exceptional work

Deadlines: July 31
**Funding Opportunities Organized by School/Department**

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**School of Public Affairs**

**Disability and Rehabilitation Research Projects (DRRP) Program: Accessible Transportation # HHS-2016-ACL-NIDILRR-DPGE-0159**

The Administrator of the Administration for Community Living (ACL) establishes a priority for the funding of a Disability Rehabilitation Research project (DRRP) on Using Robotics and Automation to Improve Accessible Transportation Options for Individuals with Disabilities. NIDILRR intends to fund this project as a cooperative agreement to enable a significant amount of interaction between the grantee and NIDILRR staff. We are taking this step because this priority is part of a larger initiative involving both the Department of Health and Human Services and the Department of Transportation. The purpose of this priority is to advance the development of technology applications in robotics and automation to enhance accessible transportation for travelers with disabilities and to improve opportunities for a seamless travel chain that:

a) meets the diverse needs of travelers with mobility, vision, hearing and cognitive disabilities;

b) provides them the ability to plan and execute on-demand trips at any time and from any location; and

c) allow the greatest independence for individuals in planning and executing trips.

To do this, the grantee will engage in development of operations procedures, system requirements, and prototypes and will conduct demonstrations for target groups and stakeholders. One of the outcomes of this work will be the identification of assistive technology applications in robotics and automation that enhance and improve transportation alternatives for people with disabilities, veterans with disabilities, and older adults.

**Deadline: August 1**
Public Diplomacy Grants program - PAS-COL-003

The Public Affairs section (PAS) of U.S. Embassy Colombo is pleased to announce that funding is available through the Embassy’s Public Diplomacy Grants program for projects in Sri Lanka and the Maldives that focus on key audiences, including: youth (14-25 years old), women, entrepreneurs, innovators, and journalists. We are soliciting grant proposals from not-for-profit, non-governmental organizations, think tanks, and academic institutions that address one or more of the grant priority areas specified below. The organization should have at least two years of programming experience. This experience should be documented in the organization’s proposal. A copy of the organization’s registration certificate should be provided with the proposal application. **Grant Priority Areas** (Your Proposal should be only for one of the areas indicated below):

1. **Youth Development**: support youth education and professional development, including skills training; entrepreneurship and leadership training; and science, technology, engineering, math and arts projects.
2. **Education**: promote teacher training and English language learning.
3. **Women’s Empowerment**: support projects that address gender equality and economic and professional development.
4. **Reconciliation**: support mutual understanding and trust through cultural, educational and creative programs, e.g. sports diplomacy.
5. **Freedom of Expression and Media Freedom**: enhance training to support professional and technical abilities for journalists and professional associations, including programs on ethics, social media, graphical design and investigative journalism.

**Deadline: September 30**
Funding Opportunities Organized by School/Department

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Washington College of Law

Supporting Criminal Justice Reform in Moldova- INL-16GR0046-INLEAMOLDOVA-06-07-2016

The goal of this project is to support the continued development of criminal justice system in Moldova. This NOFO’s objectives are 1) Support reform and capacity-building within the Prosecutor General Office and the Superior Council of Prosecutors; 2) Support criminal and criminal procedure law reform and help provide unified case-law and guidelines; and 3) Implement trainings sessions for lawyers to improve professional standards and improve their capacity to appropriately protect the rights of defendants.

Deadline: July 12

LIMITED SUBMISSION: Project to Reduce the Exploitation of Children in the Sava Region of Madagascar- FOA -ILAB-16-08

ILAB leads DOL’s efforts to ensure that workers around the world are treated fairly and are able to share in the benefits of the global economy. ILAB’s mission is to advance workers’ rights and livelihoods, particularly for the world’s most vulnerable workers. ILAB’s Office of Child Labor, Forced Labor and Human Trafficking (OCFT) conducts and funds research, develops strategic partnerships, and funds an international technical cooperation program to eliminate the worst forms of child labor, forced labor, and human trafficking. This FOA solicits applications to implement a project with the objective of reducing child labor in the vanilla-producing areas of the Sava region of Madagascar. The project outcomes include:

- Vanilla exporters have significantly reduced child labor in the production of vanilla at the farm and collection levels in Sava.
- Law enforcement entities are effectively enforcing child labor laws and policies in the vanilla-producing areas of Sava, including imposing and collecting penalties and referring child labor victims to appropriate services.
- Community members are monitoring for child labor and are referring victims of child labor to the appropriate authorities and services.
- Beneficiary households are no longer using child labor to supplement household income.

Deadline: August 18
Funding Opportunities Organized by School/Department

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International Narcotics and Law Enforcement – Mexico Police Professionalization Program Department of State International Narcotics and Law Enforcement Affair NL-16CA0007-WHPMEXICO-11032015

INL Mexico seeks innovative, cutting-edge proposals for the Police Professionalization program from organizations that aim to assist Mexico in implementing reforms consistent with the objectives of Merida Initiative Pillar II. The Bureau of International Narcotics and Law Enforcement Affairs (INL) leads the Department of State’s anticrime and counter-narcotics efforts. INL assistance programs help partner nations to build their capacities to extend the reach of justice under the rule of law, including respect for human rights and gender equality, and to deny safe haven to criminals who would otherwise operate with near impunity. The resources entrusted to us, enables INL to deliver technical assistance and capacity to: enhance international drug control through interdiction and supply reduction; develop civilian law enforcement capacity, regional partnerships, and information sharing; and further the administration of justice and corrections under the rule of law with respect for human rights. This mission supports peace and security by stabilizing and strengthening security institutions and by combating narco-trafficking and other transnational crimes such as money laundering, criminal gangs, and wildlife trafficking. It promotes governing justly and democratically by strengthening justice sector institutions, good governance and respect for human rights.

Deadline: November 1
Encourage those who are not on the newsletter subscription list to join!
To receive OSP Monthly, please send an email to listserv@listserv.american.edu with the following information in the body:
- Subscribe
- Newsletter-L
- First and Last Name

Do you have an “OSP Spotlight on Research” interview suggestion?
Do you need to scheduled a “One on One” refresher session for one of our search funding tool databases? Grant Forward, Pivot COS or The Foundation Directory Online (Professional version)?

If you need assistance with any of the above items, please contact OSP’s Communications Manager, Ms. Akidah Felder via e-mail Afelder@american.edu

What to expect in next month’s OSP Monthly:
- Funding Opportunities
- Staffing Updates
- Web Resources
- The next GAR is August 17, 2016

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