

**New Funding Opportunities  
November 20, 2013**

Aloha,

Here are some current funding opportunities that might be of interest to you. Please pass this information on to anyone else who could use it. If the deadline is too short for this year, it is still a good indication of the likely due date for next year. **Let me know if I can be of any assistance with developing and submitting a grant application.**

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For information on submitting grants electronically on grants.gov the following publication may be useful:

**USDA, NIFA Grants.gov Application Guide – A guide for the preparation and submission of NIFA applications via grants.gov:**

<http://apply07.grants.gov/apply/opportunities/instructions/oppUSDA-NIFA-CGP-002644-cfda10.217-instructions.pdf%20target>

**NIFA Help Desk - Phone: 202-401-5048** (M-F 7:00 am -5:00 pm ET)

**UH Office of Research Services (ORS) Grants.gov Cover Page Information:**

[http://www.ors.hawaii.edu/library/documents/SF424\\_Instructions.pdf](http://www.ors.hawaii.edu/library/documents/SF424_Instructions.pdf)

**UH ORS Institutional Profile Information:**

<http://www.ors.hawaii.edu/institutional-profile.asp>

**UH ORS Help Desk – Phone: 956-5198** (M-F 7:45-4:30 pm HST)

**\$ - NSF - East Asia and Pacific Summer Institutes for U.S. Graduate Students (EAPSI)****Deadline: November 25, 2013**

NSF and selected foreign counterpart science and technology agencies sponsor international research institutes for U.S. graduate students in seven East Asia and Pacific locations at times set by the counterpart agencies between June and August each year. The Summer Institutes (EAPSI) operates similarly and the research visits to a particular location take place at the same time. Although applicants apply individually to participate in a Summer Institute, awardees become part of the cohort for each location. Applicants must propose a location, host scientist, and research project that is appropriate for the host site and duration of the international visit.

An EAPSI award provides U.S. graduate students in science, engineering, and education: 1) first-hand research experiences in Australia, China, Japan, Korea, New Zealand, Singapore, or Taiwan; 2) an introduction to the science, science policy, and scientific infrastructure of the respective location; and 3) an orientation to the society, culture, and language. It is expected that EAPSI awards will help students initiate professional relationships to enable future collaboration with foreign counterparts.

The NSF award includes participation in the Pre-Departure Orientation, summer stipend of \$5,000, and roundtrip airplane ticket to the host location. EAPSI partner agencies pay in-country living expenses during the Summer Institutes.

[http://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=5284&WT.mc\\_id=&WT.mc\\_ev=click](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5284&WT.mc_id=&WT.mc_ev=click)

**\$ - NSF - NSF Science, Engineering and Education for Sustainability Fellows (SEES Fellows) ([13-595](#))****Deadline: November 26, 2013**

Through the SEES Fellows Program, NSF seeks to advance science, engineering, and education to inform the societal actions needed for environmental and economic sustainability and human well-being while creating the necessary workforce to address these challenges. The Program's emphasis is to facilitate investigations that cross traditional disciplinary boundaries and address issues of sustainability through a systems approach, building bridges between academic inquiry, economic growth, and societal needs. The Fellow's proposed investigation must be interdisciplinary and allow him/her to obtain research experiences beyond his/her current core disciplinary expertise. Fellows are required to develop a research partnership(s) that will advance and broaden the impact/scope of the proposed research, and present a plan for their own professional development in the area of sustainability science and engineering.

[http://www.nsf.gov/publications/pub\\_summ.jsp?WT.z\\_pims\\_id=504673&ods\\_key=nsf13595](http://www.nsf.gov/publications/pub_summ.jsp?WT.z_pims_id=504673&ods_key=nsf13595)

## **\$ - USDA, WSARE - [Farmer/Rancher Grants](#)**

**Deadline: December 4, 2013**

These one- to three-year grants are conducted by agricultural producers with support and guidance from a technical advisor. Individual farmers or ranchers may apply for up to \$15,000, and a group of three or more producers may apply for up to \$25,000. Producers typically use their grants to conduct on-site experiments that can improve their operations and the environment and can be shared with other producers. Grant recipients may also focus on marketing and organic production. Research and Education projects primary focus should be to:

- Conduct on the ground research and education within the scope of the project. Not research or education; both must be conspicuous components of the proposal.
- Design on-farm/ranch experiments that will lead to a more sustainable agriculture
- Be creative and distinctive in addressing the changes that could come from the adoption of the results of this project by other producers.
- Detail creative educational outreach plans that deliver this new knowledge to other producers and professionals in the western region.

[https://wsaregrants.usu.edu/grants/docs/CFP\\_PG.pdf](https://wsaregrants.usu.edu/grants/docs/CFP_PG.pdf)

## **\$ - USDA, WSARE [Professional + Producer Grants](#)**

**Deadline: December 4, 2013**

These one- to three-year grants are similar in concept to the Farmer/Rancher Grants with a few key differences. Instead of a producer serving as the project coordinator, an agricultural professional – Cooperative Extension educator or Natural Resources Conservation Service professional, for example – coordinates the project. A farmer or rancher serves as the project advisor. Applicants can seek up to \$50,000 and must have at least five producers involved.

Research and Education projects primary focus should be to:

- Conduct on the ground research and education within the scope of the project. Not research or education; both must be conspicuous components of the proposal.
- Design on-farm/ranch experiments that will lead to a more sustainable agriculture
- Be creative and distinctive in addressing the changes that could come from the adoption of the results of this project by other producers.
- Detail creative educational outreach plans that deliver this new knowledge to other producers and professionals in the western region

[https://wsaregrants.usu.edu/grants/docs/CFP\\_PPG.pdf](https://wsaregrants.usu.edu/grants/docs/CFP_PPG.pdf)

## **\$ - USDA – AFRI, NIFA Fellowships Grant Program**

**Deadline: LOI (required) December 12, 2013; Invited application February 20, 2014**

The FY 2014 AFRI NIFA Fellowship RFA focuses on developing the next generation of research, education, and extension professionals in the food and agricultural sciences who will lead agriculture into the future by solving current and future challenges facing our society. The AFRI NIFA Fellowships Grant Program targets talented, highly-motivated doctoral candidates and post-doctoral trainees that demonstrate remarkable promise and the potential to become

gifted education, extension, and research professionals in the United States. The NIFA Fellows are individuals who have the potential for remarkable accomplishments in agricultural science. The Program seeks to develop the technical and academic competence of doctoral candidates and the research independence and teaching competencies of postdoctoral students in the food, forestry and agricultural sciences, which are within NIFA's AFRI Challenge Areas, through well-developed and highly interactive mentoring and training activities. Project types supported by AFRI within this RFA include single-function Research, Education, and Extension Projects and multi-function Integrated Research, Education, and/or Extension Projects. In FY 2014, it is anticipated that approximately \$6 million will be available to support the NIFA Fellowships Grant Program within AFRI to provide fellowships to outstanding **pre- and postdoctoral students** in the agricultural sciences

<http://www.nifa.usda.gov/funding/rfas/afri.html>

### **\$ - UH Women's Campus Club**

**Deadline: December 12, 2013**

The UH Women's Campus Club is inviting applications for funding of special projects. Proposals may be submitted by departments, organizations, programs, or by individuals associated with any of these on any of the UH campuses. Priority will be given to projects that benefit a large number of students, enhance the university community environment on any UH campus, and have not received major grants from the Women's Campus Club in recent years. Requests should be concise, not more than two or three pages. Give clear goals and specific information on who will benefit from the grant, how it will be used, and a realistic line item budget. Items which can be realistically funded within a projected budget are more likely to be considered. Indicate if there are other sources of funding. Requests for individuals, salaries or wages, entertainment, food, and travel will not be considered.

[http://www.hawaii.edu/wcc/grant\\_program.html](http://www.hawaii.edu/wcc/grant_program.html)

### **\$ - NSF& USDA - Decadal and Regional Climate Prediction using Earth System Models (EaSM)**

This solicitation will capitalize on the synergy between development of climate models, their use in both the assessment and attribution of climate variability and impacts, and the development of approaches to effectively inform adaptation policy. The overall goal of the EaSM solicitation is to improve upon and expand on current modeling capabilities in order to substantively contribute to the advancement of reliable regional and decadal climate predictions. The submission of the application is through the National Science Foundation. The EaSM funding opportunity enables interagency cooperation on one of the most pressing problems of the millennium: climate change and how it is likely to affect our world. It allows the partner agencies -- National Science Foundation (NSF) and U.S. Department of Agriculture (USDA) -- to combine resources to identify and fund the most meritorious and highest-impact projects that support their respective missions, while avoiding duplication of effort and fostering collaboration between agencies and the investigators they support. This interdisciplinary scientific challenge calls for the development and application of next-generation Earth System Models that include coupled and interactive representations of such components as ocean and atmospheric currents, agricultural working lands and forests,

biogeochemistry, atmospheric chemistry, the water cycle and land ice. This solicitation seeks to attract scientists from the disciplines of geosciences, agricultural sciences, mathematics and statistics. Successful proposals will develop intellectual excitement in the participating disciplinary communities and engage diverse interdisciplinary teams with sufficient breadth to achieve the scientific objectives. We encourage proposals that have strong broader impacts, including public access to data and other research products of general interest, as well as educational, diversity, or societal impacts.

Solicitation Date (Opening)	September 23, 2013
Letter of Intent Due Date	None
<b>Due Date (Closing)</b>	<b>December 23, 2013</b>
Estimated Total Program Funding	\$5,000,000.00
Range of Awards	Unavailable
Cost Sharing Requirements	None
For More Information Contact	<a href="#">Nancy Cavallaro</a>
Funding Opportunity Number	<a href="#">13-607</a>
CFDA Number	10.310

[http://www.nsf.gov/publications/pub\\_summ.jsp?ods\\_key=nsf13607](http://www.nsf.gov/publications/pub_summ.jsp?ods_key=nsf13607)

**\$ - USDA, NIFA, AFRI - Agriculture and Natural Resources Science for Climate Variability and Change – (003537)**

**Deadlines: LOI (required) - December 31, 2013; Application – April 15, 2014**

In FY 2013 only projects that focus on adaptation of production systems to climate variability and change will be considered. Priority issues to be addressed by research, extension and/or education activities include: 1. *Understanding the Biophysical Basis for Adaptation*. Understand the physiological, basis of adaptation to abiotic and biotic stresses likely resulting from climate change, especially the effects of stressors created by extremes in temperature and precipitation, diseases/pests, carbon dioxide and ozone. 2. *Develop and Evaluate Tools and Management Practices to Aid Adaptation*. Develop and evaluate innovative tools and management practices that will minimize the effects of abiotic (e.g., precipitation or temperature extremes) and biotic (e.g., insects, weeds, and pathogens) stresses on crop, forest or livestock productivity; crop, forest, livestock or human health; and/or food safety (e.g., mycotoxins). This could involve defining the appropriate temporal and spatial scales of managing agroecosystem processes and building robust and statistically-based models that can be used in management. 3. *Social, Behavioral and Economics Aspects of Adaptive Management*. Social, behavioral, and economics sciences that link agricultural and forest science, policy, and end-users are requested to understand and develop strategies to deal with the following questions: Why people do or do not adopt practices to adapt to climate change? What are the perceptions about climate change and how do people adjust their behaviors, perception of risk and production management practices? What is the role of science-based information and social or cultural barriers in influencing behaviors? What kind of economic or policy incentives or other mechanisms might be designed to encourage the adoption of adaptive management strategies and /or technologies by individuals, institutions or public agencies? Project types supported by AFRI within this Challenge Area will propose single-

function Projects and multi-function Integrated Research, Education, and/or Extension Projects, and Food and Agricultural Science Enhancement (FASE) Grants. This RFA identifies research, education, extension and integrated program objectives, eligibility criteria, and matching requirements for each project type. CFDA 10.310

<http://www.grants.gov/web/grants/view-opportunity.html?oppId=207033>

**\$ - NOAA – FY14 Coral Reef Conservation Program Domestic Coral Reef Conservation Grants (CFDA 11.482)**

**Deadline: January 8, 2014**

These awards are intended to support coral reef conservation projects in shallow water coral reef ecosystems, including reefs at mesophotic depths, in American Samoa, the Commonwealth of the Northern Mariana Islands, Florida, Guam, **Hawaii**, Puerto Rico, the U.S. Virgin Islands, and coral-dominated banks in U.S. portions of the Gulf of Mexico. Projects may be proposed in the Northwestern Hawaiian Islands and the U.S. Pacific Remote Island Areas (PRIA), but these locations are not considered geographic priorities under this announcement. Proposals submitted to this competition must address at least one of the following four categories:

- Fishing Impacts
- Land-Based Sources of Pollution
- Climate Change
- Local and Emerging Management Issues.

A 1:1 match of non-Federal funds is required and grant limits are between \$80,000 and \$30,000 and that the average award size will be approximately \$50,000. .

<http://www.grants.gov/web/grants/view-opportunity.html?oppId=244513>

**\$ - NSF - Research on Education and Learning (REAL) (13-604)**

**Deadlines: Letter of Intent (optional): October 25, 2013**

**Full Proposal Due: January 10, 2014**

The Research on Education and Learning (REAL) program represents the substantive foci of three previous EHR programs: Research and Evaluation on Education in Science and Engineering (REESE), Research in Disabilities Education (RDE), and Research on Gender in Science and Engineering (GSE). What is distinctive about the new REAL program is the emphasis placed on the accumulation of robust evidence to inform efforts to (a) understand, (b) build theory to explain, and (c) suggest interventions (and innovations) to address persistent challenges in STEM interest, education, learning, and participation. The program supports advances in research on STEM (science, technology, engineering, and mathematics) learning and education by fostering efforts to explore all aspects of education research from foundational knowledge to improvements in STEM learning and learning contexts, both formal and informal, from childhood through adulthood, for all groups, and from the earliest developmental stages of life through participation in the workforce, resulting in increased public understanding of science and engineering. The REAL program will fund research on,

human learning in STEM; learning in STEM learning environments, and broadening participation research.

[http://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=13667&org=NSF&sel\\_org=NSF&from=fund](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13667&org=NSF&sel_org=NSF&from=fund)

### **\$ - NSF, NASA, NIH, & USDA - National Robotics Initiative: The Realization of Co-Robots Acting in Direct Support of Individuals and Groups**

The goal of the National Robotics Initiative is to accelerate the development and use of robots in the United States that work beside, or cooperatively with, people. Innovative robotics research and applications emphasizing the realization of such co-robots acting in direct support of and in a symbiotic relationship with a human is supported by multiple agencies of the federal government including the National Science Foundation (NSF), the National Aeronautics and Space Administration (NASA), the National Institutes of Health (NIH), the U.S. Department of Agriculture (USDA) and others. The purpose of this program is the development of this next generation of robotics, to advance the capability and usability of such systems and artifacts, and to encourage existing and new communities to focus on innovative application areas.

Solicitation Date (Opening)	October 21, 2013
Letter of Intent Due Date	See joint solicitation for details
<b>Due Date (Closing)</b>	<b>January 21, 2014</b>
Estimated Total Program Funding	\$50,000,000.00
Range of Awards	\$0.00 to \$5,000,000.00
Cost Sharing Requirements	None
For More Information Contact	<a href="#">Daniel Schmoldt</a>
Funding Opportunity Number	14-500
CFDA Number	10.310

<http://www.nsf.gov/pubs/2014/nsf14500/nsf14500.pdf>

### **\$ - Patient-Centered Outcomes Research Institute (pcori)**

**Deadline: January 21, 2014; April 1, 2014**

This PFA is particularly interested in comparative effectiveness studies that evaluate and compare new and alternative interventions with each other or with usual care to reduce or eliminate disparities in health and health care. Studies in the Addressing Disparities program should focus on overcoming barriers that may disproportionately affect the outcomes of specific groups of patients; or identify best practices for sharing results and information about patient-centered research across patient groups. Maximum total direct costs are \$1.5 million for 3 years.

<http://www.pcori.org/funding-opportunities/funding-announcements/addressing-disparities-december-2013-cycle/> & <http://www.pcori.org/funding-opportunities/funding-announcements/addressing-disparities-april-2014-cycle/>

**\$ - NSF - [SBE Doctoral Dissertation Research Improvement Grants \(SBE DDRIG\)](#)**

**Full Proposal Deadline Date: April 5, 2013 through Feb 18, 2014** (depending on Division)

The National Science Foundation's Division of Behavioral and Cognitive Sciences (BCS), Division of Social and Economic Sciences (SES), National Center for Science and Engineering Statistics (NCSES), and the SBE Office of Multidisciplinary Activities (SMA) award grants to doctoral students to improve the quality of dissertation research. These grants provide funds for items not normally available through the student's university. Additionally, these grants allow doctoral students to undertake significant data-gathering projects and to conduct field research in settings away from their campus that would not otherwise be possible. Proposals are judged on the basis of their scientific merit, including the theoretical importance of the research question and the appropriateness of the proposed data and methodology to be used in addressing the question.

<http://www.nsf.gov/pubs/2011/nsf11547/nsf11547.htm>

**\$ - NIH - Academic Research Enhancement Award (Parent R15)**

**Deadline: October 25, 2013, February 25, and June 25, 2014**

The purpose of the Academic Research Enhancement Award (AREA) program is to stimulate research in educational institutions that provide baccalaureate or advanced degrees for a significant number of the nation's research scientists, but that have not been major recipients of NIH support. AREA grants create opportunities for scientists and institutions, otherwise unlikely to participate extensively in NIH research programs, to contribute to the nation's biomedical and behavioral research effort. AREA grants are intended to support small-scale research projects proposed by faculty members of eligible, domestic institutions, to expose students to meritorious research projects, and to strengthen the research environment of the applicant institution. Components of Participating Organizations.

<http://grants.nih.gov/grants/guide/pa-files/PA-13-313.html>

**\$ - National Research Council (NRC) of the National Academies - Research Associateship Programs (RAP)**

**Deadlines: Feb 1, May 1, August 1, November 1, 2014**

The mission of the NRC Research Associateship Programs (RAP) is to promote excellence in scientific and technological research conducted by the U. S. government through the administration of programs offering [graduate](#), postdoctoral, and senior level research opportunities at [participating federal laboratories and affiliated institutions](#). In these programs, prospective applicants select a research project or projects from among the large group of opportunities listed on this website. Prior to completing an application, prospective applicants should contact the proposed Research Adviser to assure that funding will be available if their application is recommended by NRC panels. Once mutual interest is established between a prospective applicant and a Research Adviser, an application is submitted through the NRC WebRap system. Reviews are conducted four times each year and review results are available



approximately 6-8 weeks following the application deadline. These awards include generous stipends ranging from \$42,000 - \$75,000 per year for recent Ph.D. recipients, and higher for additional experience. [Graduate](#) entry level stipends begin at \$30,000. Detailed program information, including online applications, instructions on [how to apply](#) and a [list of participating laboratories](#), is available on the NRC Research Associateship Programs [website](#) (<http://sites.nationalacademies.org/pga/rap/>).

Questions should be directed to the NRC at 202-334-2760 (phone) or [rap@nas.edu](mailto:rap@nas.edu).

**\$ - USDA, Western Integrated Pest Management (WIPM) Center Request for Applications - Ongoing Special Issues Program or Curriculum Development or Provision**

**Deadline: Continuous - funds are available until exhausted.**

The Western Integrated Pest Management (Western IPM) Center announces the availability of funds and requests proposals to address special issues in the West. Special issues may be requested to bring together a group of people to address emerging issues such as a new pest, water issues, development of proposals for larger grants based on documented stakeholder needs, development of pest alerts. The Western IPM Center will give priority to requests that are multi-state in scope. Projects must be single-issue oriented. The Western IPM Center will give priority to requests that are multi-state in scope. Projects must be completed within one year of funding and be single-issue oriented. The maximum amount of a request can be \$5,000.

<http://www.wrpmc.ucdavis.edu/Research/specialissuesongoing.html>

**\$ - NSF - [Tribal Colleges and Universities Program \(TCUP\)](#) (NSF 12-568)**

**Deadline: Full Proposal Accepted Anytime for Planning Grant Proposals, Broadening Participation Research in STEM Education Proposals, and Catalyzing Opportunities for Research and Education Proposals**

The Tribal Colleges and Universities Program (TCUP) provides awards to Tribal Colleges and Universities, Alaska Native-serving institutions, and **Native Hawaiian-serving institutions** to promote high quality science, technology, engineering and mathematics (STEM) education, research, and outreach. TCUP-eligible institutions are predominantly two-year and community colleges. Support is available to TCUP-eligible institutions (see the Additional Eligibility subsection of Section IV of this solicitation) for Planning Grants, Instructional Capacity Excellence in TCUP Institutions (ICE-TI), Broadening Participation Research in STEM Education (BPR) Projects, Targeted STEM Infusion Projects (TSIP), and Catalyzing Opportunities for Research and Education (CORE). Through these mechanisms, along with collaborations with other National Science Foundation (NSF) units and its work with other organizations, TCUP aims to increase Native individuals' participation in STEM careers and the quality of STEM programs at TCUP-eligible institutions. TCUP strongly encourages the inclusion of activities that will benefit veterans. More information at:

[http://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=5483&WT.mc\\_id=USNSF\\_39&WT.mc\\_ev=click](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5483&WT.mc_id=USNSF_39&WT.mc_ev=click)