

Research Development & Grant Writing Newsletter

Issue for February 15, 2023

Our Co-Publisher & Editors

Mike Cronan

[Mike Cronan](#), PE, has 23 years of experience developing and writing successful team proposals at Texas A&M University. He was named a Texas A&M University System Regents Fellow (2001-2010) for developing and writing A&M System-wide grants funded at over \$100 million by NSF and other funding agencies. He developed and directed two research development and grant writing offices, one for Texas A&M's VPR and the other for the Texas A&M Engineering Experiment Station (15 research divisions state-wide), including the Texas A&M College of Engineering.

Lucy Deckard

[Lucy Deckard](#) (BS/MS Materials) worked in research development and grant writing at Texas A&M University and across the A&M System for nine years. She directed A&M's New Faculty Research Initiative (2004-09), helping junior faculty System-wide jumpstart their research careers with federal agency funding. She served as associate director of two research development and grant writing offices. She founded [ARFS](#) in 2010.

Katherine E. Kelly

[Katherine E. Kelly](#), Ph.D., a retired English professor from Texas A&M University, is the author of several books and numerous articles supported by research grants and served as a contributing editor for an academic journal for five years. She provides ARFS clients editorial services on proposals, journal articles, and manuscripts and presents seminars on grant writing and funding in the humanities.

About Us

Research Development & Grant Writing News © has been published monthly since 2010 for faculty and research professionals by [Academic Research Funding Strategies, LLC](#)

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Emily Creasy, head of [ELC Design](#), is our [graphics partner](#). In addition to redesigning our newsletter, she provides graphics services on proposals, presentations, books and papers. [Subscribe Online](#)

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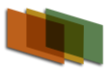


Table of Contents

- [Topics of Interest URLs](#)
- [February 2023 Select List of Humanities, HSS, and Arts Opportunities & News](#)
- [Who Is Winning Humanities Funding and Why?](#)
- [What Exactly Are Societal Challenges?](#)
- [NSF Scholarships in STEM \(S-STEM\) Webinar Report](#)
- [The Context and Significance of Your Research](#)
- [Changes to AFRI Foundational Program 2023](#)
- [Too Much To Say? Strategies to Meet the Page Limit](#)
- [Cultivating Grantsmanship among Graduate Students](#)
- [The Role of Stakeholders in a Competitive Proposal](#)
- [NIH Steps: Unsolicited, Investigator-Initiated Research](#)
- [Research Grant Writing Web Resources](#)
- [Educational Grant Writing Web Resources](#)
- [Agency Research News](#)
- [Agency Reports, Workshops & Research Roadmaps](#)
- [New Funding Opportunities](#)

Other Resources & Services

Lucy Deckard, BS/MS

For Webinars & Workshops

[Contact Here](#)

Katherine E. Kelly, PhD

Proposal Editing & Webinars in Humanities

[Contact Here](#)

ELC Designs

Graphics services for proposals, presentations, books and papers.

[Contact Here](#)

Have You Hired New Faculty?

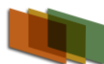
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Topics of Interest URLs

[Back to Table of Contents](#)

User Note: URL links are active on date of publication, but if a URL link breaks or changes a Google search on the key words or titles, as below, will typically take you to a working link.

FY2023 Federal Research Funding Agency & Miscellaneous

- [U.S. Congress boosts spending on earmarks to universities](#)
- [U.S. should expand rules for risky virus research to more pathogens, panel says](#)
- [National Wastewater Surveillance for Infectious Diseases Worthy of Further Investment, Says New Report](#)
- [An Assessment of Native Seed Needs and the Capacity for Their Supply](#)
- [Healthy Longevity Global Competition, the National Academy of Medicine \(NAM\) is accepting applications for the 2023 cycle of its U.S.-based Catalyst Awards](#)
- [National Survey of College Graduates: 2021](#)
- [Study Suggests Novel Treatment Can Specifically Prevent Severe Peanut Allergic Reactions](#)

FY2023 Federal Budget

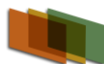
- [Federal Budget Authority for R&D and R&D Plant for National Defense and Civilian Functions Totaled \\$191 billion in FY 2023 Proposed Budget](#)
- [Federal R&D Funding, by Budget Function: Fiscal Years 2021-23](#)

National Science Foundation & Related

- [Dear Colleague Letter: Visionary Interdisciplinary Teams Advancing Learning Prize Challenge](#)
- [Dear Colleague Letter: New to IUSE](#)
- [Dear Colleague Letter: Advancing Research in the Geosciences Using Artificial Intelligence \(AI\) and Machine Learning \(ML\)](#)
- [Division of Environmental Biology \(core programs\) \(DEB\)](#)
- [NSF nearly doubles award sizes in PFI solicitation](#)
- [NSF 101: High school students, undergraduate and post-baccalaureate scholar funding opportunities](#)
- [Dear Colleague Letter: Advice related to the potential renewal of NSF AI Institute Awards](#)
- [Molecular Foundations for Biotechnology \(MFB\) Partnerships to Transform Industries](#)
- [Global Centers \(GC\) Use-Inspired Research Addressing Global Challenges in Climate Change and Clean Energy](#)
- [Strengthening American Infrastructure \(SAI\)](#)
- [Webinar on a New Funding Opportunity for RNA Tools/Biotechnology](#)
- [2023 NSF Engineering CAREER Proposal Workshop](#)

NIH Health Sciences & Related

- [12 Days of Data Management and Sharing Tips & Resources](#)
- [Top Ten Things NIH RePORT and RePORTER Can Do for You](#)
- [Encouraging Use of the PHS Assignment Request Form in Applications](#)



- [PHS Assignment Request Form](#)
- [All About Grants Podcasts](#)
- [GACD Pre-Application Technical Assistance Webinar](#)
- [Pre-Application Technical Assistance Webinar Global Alliance for Chronic Diseases](#)
- [Webcasts and videos of Fogarty, NIH and other global health events](#)
- [NIH VideoCasting](#)
- [DMS Plan Tip: Leave the Hypertext at Home](#)
- [The Do's & Don'ts of Hyperlinks in Grant Applications](#)
- [Sample DMS Plans To Get You Started](#)
- [Helping You Comply with the Data Management and Sharing Policy Through eRA System Validations](#)
- [NIH Encourages the Use of the ARRIVE Essential 10 Checklist in all Publications Reporting on the Results of Vertebrate Animal and Cephalopod Research](#)
- [Notice of NHGRI Participation in the National Science Foundation Molecular Foundations for Biotechnology \(MFB\) Partnerships to Transform Emerging Industries - RNA Tools/Biotechnology](#)
- [Concepts May Turn Into Initiatives](#)
- [Use Our Concepts List for Investigator-Initiated Application Ideas](#)
- [A Valentine's Day Gift for Early Stage Investigators](#)
- [How Do I Budget Effort for Personnel Whose Duties Are Included and Budgeted as Part of the Data Management and Sharing Plan?](#)
- [Make a Perfect Pair with NIH Matchmaker](#)

National Academies and Other Scientific Associations

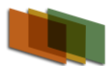
- [Native Americans—and their genes—traveled back to Siberia, new genomes reveal](#)
- [Evaluating the Process to Develop the Dietary Guidelines for Americans, 2020-2025](#)
- [Assessing Intake of Food and Dietary Supplements in Older Adults: Proceedings of a Workshop Series \(2023\)](#)
- [Illustrating the Impact of Mathematical Education](#)

Miscellaneous Federal Agency and Foundation News & Funding

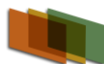
- [National Endowment for the Arts Announces First Round of Fiscal Year 2023 Grants](#)
- [Your native tongue holds a special place in your brain, even if you speak 10 languages](#)

Federal Agency Research Funding Links

- AFRL: <https://www.afrl.af.mil/AFOSR/>
- ARL: <https://www.arl.army.mil/>
- CDMRP: <https://cdmrp.army.mil/funding/prgdefault>
- DARPA: <https://www.darpa.mil/work-with-us/opportunities>
- IARPA: <https://www.iarpa.gov/>
- ONR: <https://www.onr.navy.mil/en/work-with-us/funding-opportunities>
- DHS: <https://www.dhs.gov/how-do-i/find-and-apply-grants>
- DOJ: <https://www.justice.gov/grants>



- NASA: <https://nspires.nasaprs.com/external/>
- NEH: <https://www.neh.gov/>
- NEA: <https://www.arts.gov/>
- NIH: <https://grants.nih.gov/funding/index.htm>
- HHS: <http://www.hhs.gov/asrt/og/aboutog/grantsnet.html>
- NSF: <https://www.nsf.gov/funding/index.jsp>
- DOC: <https://www.commerce.gov/work-with-us/grants-and-contract-opportunities>
- NIST: <https://www.nist.gov/oaam/grants-management-division/nist-nofo-information>
- NOAA: <https://www.noaa.gov/organization/acquisition-grants>
- DoED: <https://www2.ed.gov/fund/grants-apply.html?src=go>
- DOE/OS: <https://www.energy.gov/science/office-science-funding/office-science-funding-opportunities>
- EERE: <https://www.energy.gov/eere/funding/eere-funding>
- DOE: <https://www.energy.gov/energy-economy/funding-financing>
- USDA: <https://www.nal.usda.gov/waic/funding>
- NIFA: <https://www.nifa.usda.gov/grants>
- EPA: http://www.epa.gov/ogd/competition/open_awards.htm
- NCER: <http://epa.gov/ncer/listserv/>
- FBO/BETA SAM: <https://fbohome.sam.gov/>
- Federal Register: <https://www.federalregister.gov/>
- Grants.gov: <https://www.grants.gov/web/grants/search-grants.html>
- CFDA: <https://www.investopedia.com/terms/c/catalog-of-federal-domestic-assistance-cfda.asp>



February 2023 Select List of Humanities, HSS, and Arts Opportunities & News

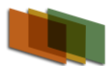
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by Katherine E. Kelly, PhD [article subtitle style]

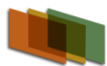
[\[Back to Table of Contents\]](#)

Check with organizations' websites for most current information

Due Date	Opportunity
3/3/23 NEH Attend a Landmark or Institute in 2023	Higher education faculty, K-12 educators, and humanities professionals are invited to apply to attend a tuition-free NEH-funded Institute or Landmark of American History and Culture. Delve deeply into a humanities topic this summer in these one- to four-week residential, virtual, and combined format programs. To help cover expenses, all participants will receive a stipend of \$1300 - \$3450 for residential/combined programs or \$650 - \$1725 for virtual programs. https://www.neh.gov/divisions/education?utm_medium=email&utm_source=govdelivery
3/8/2023 NEA Creative Writing Fellowships	The National Endowment for the Arts Literature Fellowships program offers 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. This program operates on a two-year cycle with fellowships in prose and poetry available in alternating years. In 2023 we will be accepting applications in prose (fiction and creative nonfiction). https://www.arts.gov/grants/grants-for-arts-projects
3/10/23 Citizens and Scholars Mellon Mays Undergraduate Fellowship Program Travel and Research Grants.	These awards provide assistance in completing research prior to the start of dissertation writing. This program is funded by the Mellon Foundation. Eligible: Candidate for the Ph.D. degree in fields recognized under the terms of the Mellon Mays Undergraduate Fellowship Program. Candidates must have passed all comprehensive examinations, completed all course work for the degree, and selected a dissertation topic that has been approved by the dissertation advisor. https://citizensandscholars.org/fellowships/for-scholars-education-leaders/mellon-programs-grants/mmuf-travel-research-grants/eligibility-how-to-apply/
3/14/23 21st Annual Conference: New Directions in the Humanities,	Deadline to apply for "Emerging Scholars Award". Each year a small number of Emerging Scholar Awards are given to outstanding early-career scholars or graduate students. The Award offers complimentary registration to the annual conference, Network Membership, and CGScholar Credit. We have two kinds of Emerging Scholars -- In-Person and Online Only. Across all formats, Emerging Scholars play a critical role in the conference by leading



	discussions and chairing parallel sessions and are offered a publication pathway for their research. In this way, we provide maximum exposure for this selected group of researchers. https://thehumanities.com/
3/15/23 NEH Fellowships Open Book Program.	The Fellowships Open Book Program is a limited competition designed to make outstanding humanities books digitally available to a wide audience. By taking advantage of low-cost e-book technology, the program will allow teachers, students, scholars, and the public to read humanities books that can be downloaded or redistributed for no charge. This program is open to publishers who have published within the last seven years (or will publish during the period of performance) a book supported by one of the NEH programs listed at the following: https://www.neh.gov/grants/odh/FOBP
3/21/23 NEH Optional Draft Due; final deadline 5/9/23. Humanities Initiatives at Colleges and Universities.	Humanities Initiatives strengthen the teaching and study of the humanities at institutions of higher education by developing new or enhancing existing programs, resources (including those in digital format), or courses that explore, interpret, and preserve the diversity of human cultures, ideas, and practices, past and present. Projects must address a core topic or set of themes drawn from humanities areas such as history, philosophy, religion, literature, or humanities-informed composition and writing skills. NEH welcomes applications for projects that are modest in scope, duration, and budget, as well as applications for expansive, long-term projects. Live Q&A on 3/8/23. A recorded webinar will be posted by February 16, 2023. https://www.neh.gov/program/humanities-initiatives-colleges-and-universities
3/27/23 Fulbright-Hays FY 2023 Group Projects Abroad (GPA) program (for institutions).	The GPA program provides grants to institutions and private, nonprofit education entities that organize programs for K-12 teachers, college students, and faculty to engage in short- or long-term overseas projects focused on training, research, and curriculum development in modern foreign languages and area studies. GPA short-term projects include seminars, curriculum development, and group research or study. GPA long-term projects support advanced intensive overseas programs that focus on languages, the humanities, or social sciences. Sponsored by The International and Foreign Language Education (IFLE) office at the U.S. Department of Education. The application is now available at www.grants.gov
3/27/23 NEA "Research Grants in the Arts" and "NEA Research Labs" applications due.	Research Grants in the Arts funds studies that investigate the value and/or impact of the arts, either as individual components of the U.S. arts ecology or as they interact with each other and/or with other domains of American life. "Research Labs" funds take the form of matching/cost share grants that fund transdisciplinary research teams grounded in the social and behavioral sciences, yielding empirical insights about the arts for the benefit of arts and non-arts sectors alike. For application guidelines, go to: https://www.arts.gov/grants/research-awards Check for an archived Feb. 6 webinar on the application process at: https://www.arts.gov/grants/research-



[awards/research-grants-in-the-arts/applicant-resources](#) Questions should be directed to the Office of Research & Analysis staff at nearesearchgrants@arts.gov

NEA RESEARCH LABS: Program Description. Various due dates starting March 27.

The NEA Research Labs program funds transdisciplinary research teams grounded in the social and behavioral sciences, yielding empirical insights about the arts for the benefit of arts and non-arts sectors alike. Established in FY 2017, the NEA Research Labs continue to build public knowledge about the arts and their contributions to individuals, communities, and society at large. Through this program, we are cultivating transdisciplinary research partnerships that are producing research findings and evidence-based tools of value not only to arts practitioners, but also to non-arts sectors such as healthcare, education, and business or management. Institutions of higher education and/or nonprofit research and policy organizations may submit applications to be NEA Research Labs. The NEA Research Labs program offers grant funding for longer-term research agendas. These agendas will include multiple research studies and activities that build and inform the field throughout the life of an NEA Research Lab. Applicants seeking grant funding for a specific and discrete research study should refer to the Research Grants in the Arts program guidelines. Each NEA Research Lab will design a transdisciplinary research agenda, conduct project activities to execute that agenda, and prepare and disseminate reports and other products or services that will contribute substantively to a wider understanding of one of the following research areas of special interest to the NEA.

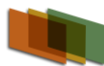
<https://www.arts.gov/grants/research-awards/nea-research-labs/program-description>

4/11/23 Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA).

This fellowship program provides opportunities for doctoral candidates to engage in full-time dissertation research abroad in modern foreign languages and area studies. The program is designed to deepen research knowledge and increase the study of modern foreign languages, cultural engagement, and area studies not generally included in U.S. curricula. ed.gov@public.govdelivery.com

NEH Awards for Faculty program. Due April 12.

NEH's **Fellowships** program was established over 50 years ago and was the first award offered by the Endowment. Since then, approximately seven thousand books have been written by NEH fellows. In the academic world, "getting an NEH" is a shorthand for receiving an NEH Fellowship, which indicates the award's widely respected reputation and prestige. Recognizing the specific needs of certain scholars, **Awards for Faculty** offer more flexible fellowships to those employed at Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges and Universities. **Summer Stipends** offer two-month awards to allow scholars to take a shorter break to pursue focused research. **Public Scholar** awards encourage writing books for a wide readership. Placing NEH at the forefront of innovative methods in the



humanities, **NEH-Mellon Fellowships for Digital Publication** support projects that require digital expression and digital publication. Books resulting from all of these grants regularly earn awards and recognition. NEH-funded work has been honored with Pulitzer Prizes, Bancroft Prizes, as well as awards from academic associations across the country and accolades from reviewers in major newspapers and literature journals. While Research Programs is the only NEH division to make awards to individuals, institutional grants are also available. **Collaborative Research** supports projects by teams of scholars. **Scholarly Editions and Scholarly Translations** provides funding for time-intensive editing projects such as the [Papers of George Washington](#), and **Fellowship Programs at Independent Research Institutions** provides American scholars access to unique collections at American centers for humanities research around the world.

<https://www.neh.gov/divisions/research>

4/26/23 NEH Fellowships for Advanced Social Science Research on Japan.

The Fellowships for Advanced Social Science Research on Japan program is a joint activity of the Japan-United States Friendship Commission (JUSFC) and the National Endowment for the Humanities (NEH). The goals of the program are to promote Japan studies in the United States, to encourage U.S.-Japanese scholarly exchange, and to foster the next generation of Japan scholars in the United States. Awards support research and writing on modern Japanese society and political economy, Japan's international relations, and U.S.-Japan relations.

<https://www.neh.gov/grants/research/fellowships-advanced-social-science-research-japan>

NEWS

[ACLS Announces Informational Webinars for 2022-23 Fellowships](#)

The American Council of Learned Societies (ACLS) is pleased to offer information sessions for potential applicants to our fellowship and grant programs, hosted by ACLS program officers. Register for upcoming webinars focusing on programs with September and October deadlines below.

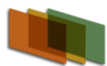
<https://www.acls.org/news/2022-applicant-webinars/>

--16 Feb 2023 at 2:00 pm (NEA) Grants for Arts Projects: Dance Applicant Q&A Session Join NEA staff for an informal "office hours" style Q&A Zoom session to answer questions about applying for a Grants for Arts Projects: Dance grant. <https://www.arts.gov/news/events/grants-arts-projects-dance-applicant-qa-session-feb16-2023>

--1 March 2023 at 3:00 pm FY 2024 Challenge America Guidelines Webinar (NEA) Arts Endowment staff will conduct a webinar on the Challenge America guidelines. The webinar will include an overview of the funding category and tips for applicants, as well as a Q&A session.

<https://www.arts.gov/news/events/fy-2024-challenge-america-guidelines-webinar>

--7 March 2023 at 3:00 pm ET HBCU Arts, History, Humanities & Culture Cluster Listening Session – Students. HBCU leadership, faculty, and staff are invited to a listening session with the Arts, History,



Humanities & Culture Cluster of the White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity through Historically Black Colleges and Universities. Representatives from the Advisory Council on Historic Preservation, Department of Education, Institute of Museum and Library Services, Library of Congress, National Endowment for the Arts, and National Endowment for the Humanities will take part. This session will be focused on students.

<https://www.arts.gov/news/events/hbcu-arts-history-humanities-culture-cluster-listening-session-students>

--**14-16 March 2023** Join **Stanford Social Innovation Review** annual (online) conference, *Frontiers of Social Innovation 2023* convening, "The Role of Social Innovation in Democracy," as we gather international leaders from nonprofit organizations, philanthropy, academia, research, business, and government. Over the course of three, half-day sessions, we will meet to discuss the relationship between social innovation and democracy and the role that social innovation plays in creating a more just and democratic society. <https://ssirfrontiers.org/>

--**April 1 2023 NEA Jazz Masters Tribute Concert 7:30 pm ET** The 2023 NEA Jazz Masters will be honored at a public concert in Washington, DC, in collaboration with the John F. Kennedy Center for the Performing Arts. More details will be released soon, including how to reserve free tickets for the concert and watch the live webcast; follow the NEA on social media for updates.

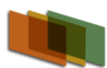
<https://www.arts.gov/news/events/nea-jazz-masters-tribute-concert>

--**January 2024 Humanities for All (Mellon Foundation) publishes a new report, Approaches to Training in the Public Humanities.** The report grows out of our efforts to support higher ed faculty and administrators in building an infrastructure on campus that bolsters engagement with the communities that surround them. This resource provides data and examples of higher ed-based efforts to train students and faculty in the public humanities, including publicly engaged degree granting departments, majors, minors, certificates, course pathways, internships, and faculty training programs. Over the coming months through workshops, presentations, and consultations, we will be working with individual colleges and universities to explore how these strategies might be applied on their campuses. Additional information about our tailored consultations can be found here: www.humanitiesforall.org Michelle May-Curry, Humanities for All project director

-- **4/3/23 Deadline for proposal submission. The Federation of State Humanities Councils and the National Humanities Alliance** announce the 2023 National Humanities Conference, to be held in Indianapolis, Indiana, **October 25-29, 2023**. In keeping with the state motto of Indiana, "The Crossroads of America," the 2023 conference theme is "Crossroads." For questions regarding the online submission form, please contact events@statehumanities.org.

https://www.nhalliance.org/2023_nhc?utm_campaign=cfp_launch_nhc_2023&utm_medium=email&utm_source=nhalliance

--**6/29-7/1/23** Annual Conference Association for Computers in the Humanities. conference@ach.org



Who Is Winning Humanities Funding and Why?

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By Katherine E. Kelly, PhD

[\[Back to Table of Contents\]](#)

In this article, I'd like to describe the titles and a bit about the content of winning proposals at the NEH. Unfortunately, other funders of humanities research have not made a priority of posting successful samples of proposals. **And a note of caution: the NEH warns readers not to treat the samples as models but as examples of successful submissions.**

The object of this description is to convey a sense of the types of projects now competing successfully for humanities research funding. These models can serve two purposes: first, they remind us that research methods and objects change under the pressures and trends of the times in which they're used. Secondly, making potential applicants aware of these trends gives them an opportunity to present their research in ways that relate to these trends. Is such shaping of topic or description a kind of sell out or pandering to those holding the purse strings? It could be, but it needn't be. It can instead be recognized as part of the rhetorical analysis any writer undertakes in order to appeal to an audience. Part of analyzing the audience of peer reviewers and program officers who decide who will get funded is recognizing the kind of work they have found award worthy in recent years. It goes without saying that the quality of the idea and the writing in the proposal also help to determine its success, but this article will focus on recognizing funding trends in humanities research.

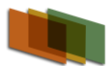
A series of four successful NEH proposals is abstracted below, followed by a brief description of the topic and method of the proposed study that positions it in the current scholarly landscape.

- Title: **"Coming for to Carry me Home"**: Matatu Workers, Passengers, and Transport Culture in Nairobi

"My project examines the history of matatus, minibuses that Nairobi residents rely on daily for transportation. Beyond their utilitarian function, matatus are also a powerful site of historical and cultural analysis because they provide a window on many socio-economic and political facets of late twentieth century Africa—for example, rapid urbanization, organized crime, indigenous entrepreneurship and capitalism, transition to democracy, the development of markets, labor disputes, class and respectability, and popular culture." (Here, the object of analysis is not artistic practices but the phenomenon of Nairobi minibuses, which the author argues have functioned as the literal site of rapid changes in late twentieth century African culture. The author's "interpretive analysis" [NEH's preferred method of study] begins with a specific, ordinary object but analyzes that object as key to the many cultural practices defining contemporary Nairobi.)

- Title: **"Private Faces in Public Places"**: Auden and Others

"While the topic of this book is one short word, its reach is wide. My subject is the communal possibilities of lyric in general, and as seen specifically in the many uses W.H. Auden makes of the first person plural ("we"). I proceed on two fronts: what sort of genre does the use of "we" produce under the burden of modern history, and how is Auden's case a particularly interesting one in this respect?" (The author presses to uncover the implications of Auden's uses of "we" in relation "to lyric theory and



practice, ethics and socio-linguistics, focusing on a particular time, 1930-1950, when questions of the poet's responsibility to the public were especially urgent." Using a specific word and precise historical period as its subject, the study spirals outward in tracing the broader significance of its uses in Auden's poetry, especially how the poems mediate between the private lyric and the poet's public responsibility.)

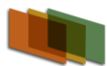
• Title: ***"Black Performance and the 1950s Calypso Craze"***

This study "tracks the popularity of calypso across different types of postwar middlebrow entertainment, including sound recordings, nightclub acts, television broadcasts, Broadway musicals, and films. Across these media, I ask how black performers used the professional, historical, and musical opportunities afforded by this mass cultural event to expand African American history and deepen its relationship to diasporic consciousness." (Again, the focus is not a literary text, but a middle-brow, popular dance style, along with multiple related works in various media, through which the author describes a specific instance of a larger historical event—the African diaspora).

• Title: ***"A unified approach to preserving cultural software objects and their development Histories."***

Software is an increasingly important part of our culture, and the humanities has responded with approaches such as digital culture studies, game studies, and software studies. Simultaneously, we face a growing erosion of computational history as the cycle of technological advancement and obsolescence continues. This project will pilot a new approach to software preservation – one that draws on the best practices so far identified by those seeking to preserve scientific research and its context (on one hand) and games and virtual worlds (on the other) while being consistently informed by our growing knowledge of the research questions most important to the digital humanities. A team of librarians, computer scientists, and humanists will pilot this methodology by archiving UCSC's groundbreaking social simulation game Prom Week." (This project offers a "meta" tool by which digital humanities practices can be captured and recorded. The authors argue that, after decades of digital humanities practices, its history as a field should be preserved as new digital methods evolve and old methods threaten to disappear without a trace. The authors incorporate interdisciplinary methods of preservation from scientific and game studies.)

Each of these essays combines elements of theory and history to create a fresh view on its objects of study. Nairobi minibuses have been used as an ordinary means of transport, but they occupy a surprisingly revealing place in the changing cultural practices of Nairobi's modernization. W.H. Auden's uses of "we" has not only carried with it theoretical implications for the limits of lyric poetry but also highlighted Auden's anxiety about the role of poetry in relation to the larger public during the lead-up and aftermath of the second World War. The 1950s Calypso Craze, a fleeting if ubiquitous popular fad in the US of the 1950s, is presented not as a US phenomenon but as a specific example of the African diaspora, carrying within it elements of nostalgia, trauma, and alienation. And finally, the software preservation proposal extends the field of Digital Humanities, one of the more recent humanities, to recording its own history as a practice, inventing a method of capturing its changing methods and technology as it evolves.



What Exactly Are Societal Challenges?

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By Mike Cronan, PE, co-publisher

[\[Back to Table of Contents\]](#)

If you are submitting a proposal today for NSF's [Using the Rules of Life to Address Societal Challenges \(URoL:ASC\)](#) program, your success will depend on how well you define the significance of the societal challenge you address and how your proposed research impacts that challenge. If you are **not submitting a URoL:ASC** proposal, you would still be wise to **update your understanding** of what NSF **currently** means by **societal challenge**. NSF has used the term for decades, beginning with its initial inclusion in the Broader Impacts ([NSF 101: Five tips for your Broader Impacts statement](#)) review criterion.

However, NSF is the most dynamic, or least static, of the federal funding agencies in terms of the evolving context of agency research and educational funding objectives and the **context** in which they occur. Long-term funding success at NSF requires, as the Bayesians might say, **"that you refresh your priors."** As applied to NSF, this means you need to continuously update your understanding of what the agency **currently** means when it uses the term **societal challenge** in a funding solicitation.

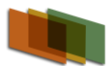
Updating your understanding of NSF terms and definitions required to write a successful proposal takes more thought than might be assumed at first glance, particularly to grasp the **evolving context** in which the terms are used. In the URoL:ASC solicitation, the term **societal** (challenges, concerns, benefits, or relevant problems) is **used 27 times**.

However, **"societal"** is described only in a very general way within this solicitation. It is addressed within the context of concerns related **but not limited to**: "climate change and associated risks, including geohazards, extreme events, and loss of biodiversity; environmental degradation, including impacts on land and water resources; inequalities in availability of and access to essential natural assets; lack of sustainability, including food, energy, and waste production; and threats from pandemic disease, **among others**."

A greater **specificity** of the term's definition might be gained from reading the abstracts of projects recently funded under the solicitation. But in this case, the current solicitation is the first iteration of a **new programmatic direction** that differs significantly in key respects from previous versions of the solicitation associated with understanding the **Rules of Life Big Idea**. As NSF notes, "This solicitation **differs in key respects** from prior solicitations. "First, rather than a focus on discovering rules of life, **here we seek ideas about how such rules might be used for societal benefit**."

Keep in mind that specificity in the research narrative is key to funding success. Significance, specificity, and context represent the gold standard of success at NSF. Therefore, an NSF proposal demonstrating a generalized understanding of the meaning of societal challenges, as in those noted above by NSF, will be **inadequate for funding success**. A successful proposal will need to define the term clearly by specifically characterizing societal challenges and the significance, impact, and outcomes associated with it **in the context** of your proposed research and/or educational objectives.

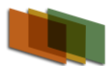
Bottom line: The more effort put into gaining a deeper and more nuanced understanding of societal challenges and what the term means within the **specific context** of your proposed research,



the more likely you are to **find future funding success at NSF**. For example, the [Partnerships for Innovation \(PFI\)](#) solicitation due May 2 **mentions "societal" 29 times in the context of "benefits, impacts, needs, values, use, and goals."** Here again, the success of a proposal submitted to this program rests entirely on how well and how convincingly you describe specific societal benefit(s) and the context in which your proposed project addresses them.

Finally, keep in mind that NSF will leave the task of defining societal benefit **to you**. Do not expect NSF to go much beyond visionary generalizations. The agency will put the societal challenges **"specificity ball"** entirely in your court.

Earlier, back when NSF was first introducing the term **"transformational research"** into its evolving lexicon, participants in NSF webinars (e.g., on STCs, ERCs, etc.) were told by panels of program officers that successful proposals would need to **propose transformational research, not merely incremental research**. Invariably, webinar participants would ask the meaning of the term **"transformational research."** The NSF response was always the same: **"you tell us."** Take that to heart when you write a proposal to NSF requiring a demonstration of societal challenges and benefits.



NSF Scholarships in STEM (S-STEM) Webinar Report

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By Lucy Deckard, co-publisher

[\[Back to Table of Contents\]](#)

The AAAS S-STEM Resource and Evaluation Center ([REC](#)) hosted a webinar to discuss the most recent NSF Scholarships in Science, Technology, Engineering and Mathematics (S-STEM) [solicitation](#). You can find the full slide presentation, with written narration [here](#). The goal of S-STEM is to enable low-income students with academic ability, talent or potential to pursue successful careers in promising STEM fields. The most recent solicitation was updated to meet the requirements of the CHIPS and Science Act of 2022, increasing the maximum amount of scholarships (up to \$15K per year for undergraduates and up to \$20K per year for graduate students) and the length of scholarship support that can be provided. Below, we provide a brief overview of S-STEM program basics, and then we discuss highlights of the webinar.

S-STEM Program Basics

The program includes three tracks.

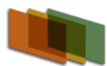
Track 1: Institutional Capacity Building (up to \$1M for up to 6 years) seeks to increase the participation of institutions that have never had an award from the S-STEM or STEM Talent Expansion (STEP) program. Therefore, only institutions that have not received an S-STEM or STEP award can apply to this track.

Track 2: Implementation: Single Institution (up to \$2.5M for up to 6 years) involve one institution, although they may partner with other institutions if the focus is on student transfer or progression to graduate school.

Track 3: Inter-institutional Consortia (up to \$5M for up to 6 years) supports multi-institutional collaborations that focus on a common interest or challenge. Track 3 projects tend to be very large in scale and leverage multi-institutional efforts and infrastructures.

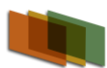
The program also funds **Collaborative Planning** grants (up to \$100K for up to 1 year) to support groups of two or more Institutes of Higher Education and other potential partner organizations to establish collaborations, gather data, and conduct planning to position their team for a strong Track 3 proposal.

Key to the philosophy of the S-STEM program is that it funds scholarship for students based on **unmet need** as determined by your Office of Financial Aid, and it is a **last-dollar** scholarship. This means that other forms of assistance must be considered first; the S-STEM scholarship will then make up the rest of the unmet need. A central challenge for institutions of higher education, therefore, is demonstrating that they have enough students (based on the funding requested) who meet the criteria they lay out in their proposal (e.g., major, GPA, etc.), while also demonstrating unmet need, and that the S-STEM scholarship and other support will make an impact if those students' success. Also, while it is expected that the budget will support activities to promote S-STEM Scholars' success, such as mentoring, tutoring, etc., **at least 60% of the requested budget must go directly to scholarships**. The remaining 40% can be used to support these other activities, as appropriate.



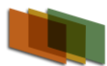
Webinar Highlights

- **Assistance from S-STEM REC:** The presenters discussed resources and assistance available from the AAAS S-STEM Resource and Evaluation Center ([REC](#)) for proposers, and they encouraged PIs to reach out to them. REC is funded by NSF to be a community builder among S-STEM projects and to provide technical assistance and coordination to current and aspiring S-STEM teams. Be sure to check out their resources and available assistance. You can join the [REC email list](#) and also find them on social media.
- **Evaluation and Research Assistance:** One big issue that proposers struggle with is the evaluation plan. REC has subcontracted with [MN Associates](#), a research and evaluation firm that has evaluated multiple S-STEM projects. They will assist, free of charge, prospective and current S-STEM PIs with their research and evaluation sections. They will also offer webinars, FAQs, and other resources to assist teams with research and evaluation (and understanding the difference between the two). The first step is to fill out the [Evaluation Technical Assistance Request Form](#). (This does not mean that you have to contract MN Associates to be your external evaluator. That would be an entirely different discussion.)
- **Prior Projects:** If your institution had prior S-STEM or STEP projects, there are special requirements for your proposal. These are discussed in Section F of the proposal. Be sure to note these.
- For **Collaborative Planning Grant** proposals, be sure to make a strong case for what planning you need to do so that you can write a strong Track 3 proposal. Look at what the Track 3 proposal components are and assess where there are gaps. Your team may feel they are fine in some areas but need to collect more data around, for example, a persistence issue. Reviewers always want to know about the Scholar pool, so you may need to get more information about them. You may need to collect more data to inform your decision about which disciplines to target where an S-STEM project could do the most good. In that case, your Planning Grant should support the gathering of that information. NSF has had Collaborative Planning Grant proposals that simply proposal a full-fledged Track 3 project, which doesn't make sense for this mechanism.
- **Definition of low income:** S-STEM Scholars must be low income, as defined by your institution. You must follow the low-income definition of your institution (typically as defined by your Financial Aid Office) and assess potential Scholars' low-income status each year.
- **Selection of disciplines of focus:** The S-STEM program is funded by Congress from H1B visa fees, with the ultimate goal of reducing the need to import foreign workers. The focus started with math and computer science and has since expanded. That means that proposers should provide a clear rationale for choosing the specific majors of focus in terms of this ultimate goal. Therefore workers with a degree in the targeted STEM major(s) should be in high demand. The Program Officer suggested using Department of Labor reports that provide local data on professions in demand, but he emphasized that this is up to the proposer. He also emphasized that there should be a strong rationale for why earning a degree in the targeted major(s) will increase the social mobility of your low-income students. So, for example, non-clinical psychology is an eligible discipline, but does it make sense to include it based on demand in your area? It may, but you will need to provide make that argument in a compelling way. For graduate study, all degrees must be research degrees.
- **Eligibility:** Beyond the financial requirements, teams can set eligibility requirements as they feel appropriate; however, the P.O.s **strongly** suggest that you do not use GPA as a principal or sole measure for eligibility. Many low-income students have to work, which can depress their GPAs, so you need to look deeper. Also GPA requirements can depress the number of eligible students.



You will need to provide data in advance that you have enough eligible students. However, low GPA could be used as a red flag to indicate that a student is having trouble, and could then trigger a plan to offer extra assistance to that student. However, participating in this plan should not be a condition for the student to keep the scholarship.

- **Numbers of Scholars:** Reviewers are not just looking for large numbers of Scholars; they want to make sure that the allocated scholarship funds will be well-used. The main thing you need to do when planning your cohort sizes is to make sure that they are justified based on your pool of eligible students. If you're at a smaller institution, plan your cohort size accordingly. Make sure to provide data to support that your cohort is sized so that there will be enough students meeting the eligibility requirements (including the unmet need). For smaller institutions, it may be easier to promote connections across disciplines, so you might have more diverse cohorts.
- **Recruitment:** Remember that S-STEM scholarships are meant to be used as a tool to help your institution recruit new types of students. Instead, S-STEM scholarships should be supporting the types of students you already have. If your institution typically has a lot of students transferring from a local community college, for example, it's fine to collaborate with that community college.
- **Research:** A research component is not required for Track 2 proposals, but it's fine to include one as long as it is well designed. However, you won't be penalized for not including a research component. (For Track 2 proposals, be careful that you don't allocate so much of the budget to research that reviewers are concerned that you're taking resources away from Scholars.) Track 3 proposals must include a well-thought-out research component, and the team and Scholars targeted must make sense in terms of the research questions.
- **Budget:** There were a number of questions about what funding can be used for (e.g., paying mentors, support for travel to internships, stipends to perform summer research, etc.). The answers were all along the theme that as long as you are using the 40% of the budget that is not for directly funding scholarships, you have a lot of flexibility. You just need to convince the reviewers that the activities you're funding will address the specific needs of your S-STEM Scholars. Also, if you have partners, such as community colleges, be sure that you allocate sufficient resources in the budget to the activities they will do. Lack of equitable distribution of the budget among partners (particularly community colleges) has been a problem with some proposals in the past.
- **Top Tip from a P.O.:** Tell the story of your institution and your students. Every institution has low-income students. Help reviewers understand the stakes: where your low-income students are strong, and where they have needs. Design for what they need, not for what you want them to need, not for what you needed back in the day. Help the reviewers understand all the amazing students you will have helped if S-STEM funds your work.



The Context and Significance of Your Research

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By Mike Cronan, PE, co-publisher

[\[Back to Table of Contents\]](#)

Describing the **significance** of your proposed research and its **impact** on the mission of the funding agency and the disciplinary field in the **context** of the current state-of-the-art is the core question that must be answered in every **successful** proposal to any funding agency in any discipline. Significance, impact, and context are intertwined. Significance and impact **untethered** from context are merely unsubstantiated claims of excellence. It is context that **imparts meaning** to the significance and impact of your research and **validates** a positive funding decision.

Funding solicitations almost always require the context of the proposed research to be addressed in the research narrative, sometimes implicitly, and, at other times, explicitly, as noted in the **brief quotes below from various solicitations** (emphasis added):

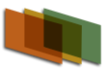
- “The research plan should be written for five years. Frame the problem in the **context of the existing scientific body of knowledge**.
- Does the project address an **important problem or a critical barrier** to progress **in the field**? If the aims of the project are achieved, how will scientific knowledge, technical capability, and/or clinical practice be **improved**? How will successful completion of the aims **change** the concepts, methods, technologies, treatments, services, or preventative interventions that drive this field?
- Why is the proposed research competitive when **benchmarked against the state-of-the-art**?

This section should clearly state **what new knowledge is expected that would advance the state of the art in key research areas.**” Describing the **context** of the proposed research as “**benchmarked against the state-of-the-art**” causes significant heartburn to many, if not most, PIs. It is not a trivial ask. It is also a bit of a high wire act. You need to get it right, but not overstate it in a way that undercuts your credibility. On the other hand, understating it may reduce the competitiveness of your proposal.

The section of your project description where you describe your research in the “**context of the existing scientific body of knowledge**” benefits from multiple draft iterations and reviews by team members, or by experienced proposal editors in research offices. The purpose of context is simple—it describes a counterpoint for comparison against which the significance and impact of your proposed research is judged.

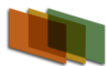
Unfortunately, context can rarely be described as a mere numerical comparison. For example, you might describe specific cost savings in water, fertilizer, and pesticide usage by adopting the use of programmable drones for crop monitoring as opposed to standard practices. Most often a description of context requires a more substantive and nuanced description of the **current state of the field** as well as how your proposed research maps to and advances or impacts it in specific ways.

Moreover, remember that context exists both in the domain of a specific funding agency’s **mission priorities** (e.g., USDAS/NIFA, DOE, EPA, DoD, etc.) as well as in the larger context of the entire research community related to the field. There is clearly overlap here, but when you are seeking funding from a mission agency, it is important to describe the **significance, impact, and value-added benefits** of the research specific to the agency’s **mission priorities**. (If you don’t understand the



agency mission priorities, you will not be able to write this section.) In contrast, context at NSF and NIH is often characterized as significance and impact to the entire field in a national research community.

Finally, keep in mind that superlatives, gushy adjectives, slogans, and jargon are to be avoided at all costs in your description of the **significance, impact, and context** of your proposed research. They are off-putting. Moreover, do not merely echo back language used in solicitations in your description of context. Some solicitations, particularly from NSF, may use terms that border on inspirational slogans rather than specific substance. It is always best to make your case simply, directly, and clearly, while avoiding the ambiguity that comes from using effusive language.



Changes to AFRI Foundational Program 2023

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By Mike Cronan, PE, co-publisher

[\[Back to Table of Contents\]](#)

Last week, USDA/NIFA **posted the new [Agriculture and Food Research Initiative - Foundational and Applied Science Program](#)** RFA with various **fall 2023-24 due dates, depending on program**. The total program funding level is \$300,000,000. Grants may range up to \$15,000,000. The **RFA** is posted here: https://www.nifa.usda.gov/sites/default/files/2023-02/FY23-AFRI-FAS-RFA-508_0.pdf.

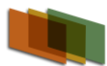
(Author's Note: Sometimes the unintended consequences of an attempt to simplify is greater complexity. It is debatable whether the new guidelines for the [2023-24 AFRI RFA](#) actually "streamline" the application process as claimed, or make an already confusing process even more confusing. Regardless, if you are planning to submit an application to this AFRI program, do not expect to find all the information required in one place wrapped up in a nice informational bow. **RFA's now contain multiple embedded reference (URLs) links** to the information needed to submit an application. It can be confusing. Be **very thorough and very careful** following the application instructions to ensure your application responds fully to the guidelines, particularly the organization and format of the Project Narrative.)

According to USDA/NIFA, "The amount available for the AFRI Foundational and Applied Science (FAS) RFA in FY2023 is approximately \$300,000,000. For 2023, funding from FY 2024 appropriations will be used. The amount available to support the AFRI program is approximately **\$407,000,000**, of which \$300 million will be used to support AFRI FAS programs."

The RFA includes three [major 2023-2024 updates to the program](#):

1. "This RFA covers the FY 2023 and 2024 grant review cycles. For the FY 2023 and FY 2024 review cycles, funding from FY 2024 and FY 2025 budgets, respectively, will be used.
2. All applicants who meet the eligibility requirement as a **[New Investigator \(see \[Part II § C\]\(#\)\)](#)**, **will also be eligible to [apply for a seed grant](#), as well as for a New Investigator standard grant**, unless they were awarded a seed grant previously, in which case they are eligible to apply for a New Investigator standard grant. While all seed grant applications submitted to a program area priority will be evaluated together, seed grant applications from New Investigators will not compete for funding with applications from strengthening-eligible (**[see Part II § C](#)**) institutions. **More information about seed grants is in the "AFRI Grant Types" PDF in the attachments list on the AFRI RFA Resources page ([AFRI RFA Resources page](#)).**
3. Year-round conference grant applications are accepted after submission of the Letter of Intent see **Part I § C** for more information on which programs accept conference grants. The LOI must be submitted at least 195 days before the start of the conference. The full Conference Grant application must be submitted, at minimum 150 days before the start of the conference."

The AFRI Foundational and Applied Science Program supports grants in **six AFRI priority areas** to advance knowledge in both fundamental and applied sciences important to agriculture. **The six priority areas are:** Plant Health and Production and Plant Products; Animal Health and Production and Animal Products; Food Safety, Nutrition, and Health; Bioenergy, Natural Resources, and Environment; Agriculture Systems and Technology; and Agriculture Economics and Rural Communities. Research-



only, extension-only, and integrated research, education and/or extension projects are solicited in this Request for Applications (RFA). See Foundational and Applied Science RFA for specific detail.

- [AFRI Foundational and Applied Science Program](#)
- [AFRI Sustainable Agricultural Systems](#)
- [Agriculture and Food Research Initiative \(AFRI\)](#)
- [Nanotechnology Program](#)
- [Pest Management Programs](#)
- [Plant Breeding, Genetics and Genomics Programs](#)

If a program area or program area priority within this RFA requires a LOI (LOI), then an LOI is a prerequisite for submission of an application. Refer to the Program Area Descriptions beginning in **Part I § C for LOI deadlines for a specific program area or program area priority**. For detailed guidance on LOI submission, see "[AFRI Letter of Intent Instructions](#)" in the attachments list on the [AFRI RFA Resources page](#).

Also, see [AFRI Updated \(May 25, 2022\) Review Criteria. Part IV § C](#) of the **new** 2023-24 Foundational and Applied Science RFA, which addresses the content and Form of the application and the **Project Narrative–READ IT!** Also, see [National Institute of Food and Agriculture Grants Application Guide, October 2022, and NIFA-22-001 NIFA Grants Application Guide](#).

Finally, effective [Friday, February 3, 2023 AFRI Update](#), the [Agriculture and Food Research Initiative](#) (AFRI) "**streamlined the content**" of its Requests for Applications (RFA). In lieu of including long sections of general information in every RFA, the **RFAs contain a reference link** to this resources page. **Applicants must carefully review the relevant information and application guidance in the links below in order to prepare a complete application.** Failure to comply with this guidance may result in return of applications without review.

Award Information

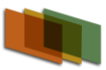
- AFRI Grant Types
- AFRI Project Types

Eligibility Information

- Table 1. Most Successful Institutions
- Table 2. Least Successful Institutions
- Figure 1. Flow Chart for Food and Agricultural Science Enhancement (FASE) - Strengthening Grant Eligibility

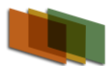
Application and Submission Information

- AFRI Letter of Intent Instructions (only relevant to program areas that **require** a letter of intent; see RFAs for more information)
- FY 2021-22 Education and Workforce Development RFA--Additional Information for Part IV, C
- FY 2021-2022 Foundational and Applied Science RFA--Additional Information for Part IV, C



- FY 2021 Sustainable Agricultural Systems RFA--Additional Information for Part IV, C
- [Data Management Plan](#)
 - [Data Management Plan Instructions](#)
 - [Frequently Asked Questions about Data Management Plans](#)
- [NIFA Grants Application Guide Location in Grants.gov](#)
- [NIFA Grants Application Guide](#)

In conclusion, understanding the application process for this program can be a challenge, but with **\$407,000,000** in new program funding available, it is well worth the due diligence needed to make sure your application responds fully to the guidelines.



Too Much To Say? Strategies to Meet the Page Limit

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By Lucy Deckard, co-publisher

[\[Back to Table of Contents\]](#)

One of the toughest parts of writing grant proposals is the fact that you have a limited amount of space to make your arguments and provide the needed information. Most grant programs limit the number of pages allowed in the project narrative, and even for those that don't, the reviewers will only be willing to read so much. Therefore, your project narrative needs to be both compelling and concise. Below are some strategies to help you judge what to include, what to leave out, and how to cut to meet your page limit.

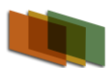
Project Narrative Structure

To avoid writing a lot of text that you'll just have to cut out later, develop a **detailed outline** of your project narrative with **page budgets** for each section before you start writing. This is particularly important when you are developing a proposal with a team. Of course, that begs the question of how you set those page budgets. Sometimes funders are nice enough to provide guidance (or limits) for each section; however, that's usually not the case. The best way to determine how long each section should be is to think about what's most important to the reviewers and the funder.

If you're responding to a solicitation that dictates the sections that the narrative should include, the description of what needs to be included in each section will provide clues to which sections should be longer, and which can be shorter. If the solicitation doesn't provide that guidance, or if you aren't responding to a solicitation, you will need to decide in which section(s) you will address each review criterion and each requirement set out in the solicitation, if there is one. The more things that must be covered in the section (or, if the solicitation assigns points for each section, the higher the point value of the section), the longer it should likely be.

There are a few rules of thumb.

- **The description of what you will do if funded should generally be the longest section of the narrative.** While this might seem obvious, many PIs make the mistake of using so much space to discuss the motivation, state of the art, literature, preliminary results, etc., that by the time they get to the actual project plan, they don't have much room left. This results in an unconvincing proposal since there isn't enough room to include the kinds of details that reviewers will be looking for.
- **Descriptions of the more difficult, riskier, or more resource-intensive tasks should generally include more details, and therefore should be longer than your descriptions of more routine tasks.** Remember that reviewers are always looking for "what's new" as well as "how could this fail"? Therefore, they will want much more information on the innovative aspects of your project, and they'll be looking for enough details to convince them that you've got a good plan that's likely to succeed. That means you will usually need to allocate more space to describe these tasks, acknowledge the risks and challenges, and discuss how you will address them. This includes logistically difficult, as well as technically difficult, tasks.
- **Know what your main arguments are for each section and put them in your outline.** By having a clear idea of your arguments (often in response to review criteria or questions asked

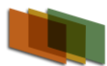


in the solicitation), you can focus your writing and avoid a long rambling discussion that will eat up space and confuse the reviewer. For example, if one review criterion is how innovative your idea is, what are the main points of your argument for how your idea is innovative? Write that in one or two sentences and put it in your outline. Everything that you write on that topic should support those main points.

Cutting Your Narrative to Fit

Even if you faithfully follow the steps above, it's likely that your project narrative draft will exceed the page limit. (If you find that you're significantly under the page limit, that can be a red flag that you haven't addressed all of the funder's requirements, you failed to include enough detail, or the scope of your project is too narrow.) Below are some strategies to cut your narrative.

- **Look for redundant text.** While it's not a bad idea to repeat important points, it often happens that in early drafts you find that you have repeated the same wording excessively (three or more times). Look to see if you can eliminate or reduce some of this redundant text.
- **Look for figures that can either be reduced in size or eliminated.** Figures can be very effective for communicating information in a proposal, and they can provide a welcome visual break from a sea of text. However, some figures don't communicate any information that isn't already clearly described in the text. Similarly, if you have a very large figure that is not explicitly required by the funder (e.g., a figure that takes up more than a third of a page), scrutinize that figure to determine if it can be simplified and reduced in size. A common mistake is to include a large, complex figure that summarizes all the aspects of the proposed project (e.g., the team members, the thrusts, the hypotheses, the deliverables, etc.). These figures can be quite beautiful, but they come at a huge opportunity cost in terms of the information that could have been included as text in the same space, and they are often so complicated that the reviewer just skips over them. If you are considering a figure like this, try to identify the most important information that would benefit from a graphical presentation, and include only that. In that way, you can reduce the size of the figure and include the other information more space-efficiently in the accompanying text. If you have a figure, such as graph or flow chart, that is mostly white space, look to see if you can increase the size of the text in the figure (e.g., axis labels, labels in boxes), cut down on the white space, and reduce the overall size of the figure.
- **Look for irrelevant or unnecessary text.** The real estate in a project narrative is precious, so every sentence should be clearly relevant to your argument for funding. There are several places where irrelevant or unnecessary text tends to lurk: discussion of the need/motivation; discussion of the state of the art; and discussion of experimental procedures.
 - In your discussion of the **need or motivation**, look for places where you are "preaching to the choir" (e.g., a discussion of the impacts of cancer in a proposal to the National Cancer Institute, a description of the importance of STEM education to the National Science Foundation, or a discussion of the need for improved cybersecurity in a proposal to a cybersecurity program). You may be able cut several paragraphs by just identifying and eliminating this kind of text. In addition to saving space, you will also avoid boring your reviewer with this kind of "motherhood" text.
 - In your discussion of the **state of the art**, look for places where you discuss work that is not directly relevant to the specific goals, hypotheses or questions that your project will address. Typically, this issue results from a too-broad tutorial-style discussion of the state of the art. For example, if I'm proposing a new process step for converting lignin



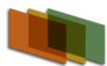
to a biofuel, and I start by discussing all the ways that biofuels can be made, eventually narrowing down to biofuels from lignin, then discussing the synthesis process of interest, I can easily take up several pages while also boring my reviewer (who is a biofuels expert) before I actually get to the topic of interest. To avoid this, be sure to do your homework to determine the likely backgrounds of the reviewers, and consider what the reviewer really needs to know to understand your project and why it should be funded.

- In your discussion of the **experimental procedures** you'll employ, consider the amount of detail that is actually needed. Keep in mind that the reviewers have no interest in replicating your results, so they probably don't need to know the manufacturer of the heating oven you'll use. If the procedure is relatively standard, consider if you can just cite a paper or standard published procedure. Save your space for procedures that are new or risky, where you will probably need to provide more details.

Look at Formatting

If you've done the steps above and you're still over the limit, it's time start looking at formatting.

- Are you using the **recommended font and font size**? PIs sometimes use whatever the default font is in their word processing program, which may be larger than that allowed by the funder. While you might think that using a larger font than required will make your proposal more reader-friendly, in reality, it can make your proposal look like it doesn't "fit" since it will look different from the other proposals to that program. If a range of font sizes is allowed, take a look at funded proposals to your program to see what sizes are typically used.
- Are you using the **recommended line spacing**? Some PIs like to use a line spacing larger than the minimum allowed by the funder (e.g., 1.1 instead of single-spaced) to make their proposal more reader-friendly. If you're having trouble meeting the page limit, try going down to the minimum and compensating by including more white space between sections and subsections. This approach is generally more space-efficient and is often more effective in improving readability than simply spreading out the lines of text.
- Do you have **excessive white space** that you can reduce? For example, if you have large areas of white space above and below section headings, try cutting those down a bit to see if they still look good. While it's not a good idea to cut out white space entirely, you can often get the same effect by going from 12 pts of white space above a heading to 6 pts. For those of you using LaTeX, remember that many of the templates are meant for journal articles or books, where page limits are not as much of a concern, and they can be profligate in their use of space, with large headings and excessive amounts of white space between sections.
- **Make your tables more compact.** Many (but not all) funders do not specify the font and font size of text within tables as long as the table is legible. Generally, sans serif fonts somewhat smaller than the font size of the surrounding text are easily legible in tables. If this is allowable for your proposal (be sure to check your funder's instructions!), try switching to a smaller sans serif font to see how legible the table is and if it saves space. You can also experiment with column widths to reduce wrapped text, which may save you a few lines.

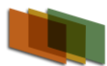


Final Desperate Measures

OK, you feel that you've cut your project narrative to the bone, but you're still four lines over the limit. What now? Here are some final things to try. Generally, it's more effective to start at the end of the document, keeping an eye on your final page count as you work toward the front of the document.

- **Look for partial lines with just a few words at the ends of paragraphs.** This is where just a little rephrasing of text in the paragraph can yield big dividends by getting rid of that partial line.
- **Look for, and eliminate, vague introductory sentences.** Looking back at your narrative, you may find that there are a number of sentences at the beginning of paragraphs that are, essentially, throat-clearing sentences. They say things like, "We will investigate environmental effects on physical properties of the system." Then the paragraph goes on to describe which environmental effects and which physical properties you will be looking at. You can often eliminate these introductory sentences since they are so vague that they don't actually impart any useful information.
- **Turn off widow/orphan control.** Select your entire project narrative and then turn off widow/orphan control. This allows a single line of a paragraph to stay on a page rather than pushing it to the next page, and can save a number of lines over an entire document. Be sure to check that this doesn't cause other problems (such as orphaned headings), though.
- **Move your figures slightly.** Sometimes you can move a figure that is surrounded by wrapped text so that the text ends up more efficiently distributed. In MS Word, you can do this by grabbing the figure and moving it up and down while watching the bottom of the page to see if you've succeeded in fitting an extra line onto the page.
- **Enable hyphenated words or manually hyphenate some words.** This only works in a situation where you are very close to the page limit, but sometimes hyphenating words can reduce those one- or two-word lines.

Even though the process can be painful, there is one consolation: you will often find that after cutting your draft to fit the page limit, the final product is crisper and more compelling than it was before surgery.



Cultivating Grantsmanship among Graduate Students

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By Katherine Kelly, PhD, Humanities Editor

[\[Back to Table of Contents\]](#)

Why Should A Humanities & Social Science Graduate Student Bother Applying for Grants?

Learning academic grantsmanship should begin, like other academic skills, in graduate school. To teach graduate students how to succeed in their request for funds is to teach them much more than simply how to compete for grant monies. It also teaches them how to present a public face for their scholarship, including how to describe their project succinctly, vividly, and persuasively. It also teaches them how to situate their project in such a way that widens its appeal and significance beyond the narrow bounds of place and time. Some of these lessons happen more or less naturally as a function of presenting a project idea repeatedly to friends and colleagues.

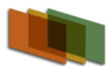
As Raphael Folsom advises in his eminently readable, *How to Get Grant Money in the Humanities and Social Sciences*, “Keep . . . telling people about your project, and try to refine and polish your short, paragraph-length version for maximum impact.” He’s referring here, of course, to the elevator speech that graduate students prepare for when they go about interviewing for jobs. The student must prepare for the listeners who may respond—aloud or to themselves—“Who cares?” Anticipating the “Who cares” or “So what” question is one of the most important exercises a student (or any humanities scholar for that matter) can undertake. Combining “narrow focus with broad ambition” requires the student to consider the broader implications of what might appear to be a narrowly focused topic and to make those implications evident to their listeners and readers.

Funders like NEH or ACLS want to support large and ambitious projects, Folsom reminds us, but a student’s dissertation may appear to have a narrow focus. The solution to this dilemma lies in teasing out the broad implications of the narrowly focused project. What does the project suggest beyond the literal limits of the time and place in which it’s situated? Does the application of a theory help to make those larger implications more visible and plausible? In any case, the earlier a student begins to think like a grant seeker, the sooner that student will create the rhetorical framework for describing and defending their project powerfully and persuasively.

Where Can Graduate Students Find Grants?

Searching for grants targeted for graduate students should come fairly easily, adept as most graduate students become in research methods. Even a simple google search, “Graduate students grants in the humanities,” will yield useful results. Just be aware that some services are for-profit and will charge for offering help. It’s worth spending some time searching your own university’s listing of funding opportunities for graduate students (in this context, “advanced” graduate students usually means those engaged in dissertation research and writing). Some graduate student grants focus on the entire graduate career; others focus on the dissertation. Your department’s graduate chair and your advisor can help you select the best fit for your situation and your topic.

For example, [general graduate fellowships](#) will provide support for one or more years of graduate school, prior to the dissertation, offering funds for tuition, fees, and living expenses. The graduate

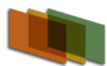


division or your department may offer a combination of tuition relief and paying assistantships. [The Ford Foundation Diversity Fellowships](#) seek to “increase the diversity of the nation’s college and university faculties by increasing their ethnic and racial diversity, to maximize the educational benefits of diversity, and to increase the number of professors who . . . will use diversity as a resource for enriching the education of all students. It supports Predoctoral, Dissertation, and Postdoctoral Fellowships.” Ph.D. candidates can apply for [The Chateaubriand Fellowship](#) – Humanities & Social Sciences (HSS)—which funds provides PhD candidates currently enrolled at a U.S. university the opportunity to conduct research in France in any discipline of the Humanities and Social Sciences.

[The ACLS Public Fellows](#) program allows PhDs to gain valuable, career-building experience in fields such as public policy, international aid, conservation, arts and culture, and digital media. The program will place up to 21 recent PhDs from the humanities and humanistic social sciences in two-year positions at partnering organizations in government and the nonprofit sector. [The ACLS Public Fellows program](#) allows PhDs to gain valuable, career-building experience in fields such as public policy, international aid, conservation, arts and culture, and digital media. The program will place up to 21 recent PhDs from the humanities and humanistic social sciences in two-year positions at partnering organizations in government and the nonprofit sector. Fellows will participate in the substantive work of these organizations and receive professional mentoring.

[The New York Public Library offers Short-Term Research Fellowships](#) to support visiting scholars from outside the New York metropolitan area engaged in graduate-level, post-doctoral and independent research. Fellowship stipends are \$1,000 per week for up to 4 weeks and researchers must be in residence at the Library for a minimum of 2 weeks between July and June. [The Andrew W. Mellon Foundation Predoctoral Fellowships in Women’s History](#). The two recipients of the Andrew W. Mellon Foundation Predoctoral Fellowship in Women’s History should have a strong interest in the fields of women’s history and public history. They must be currently enrolled students in good standing in a relevant PhD program in the humanities. The Predoctoral Fellows will be in residence part time at the New-York Historical Society for one academic year with a stipend of \$15,000 per year. This position is not full time and will not receive full benefits.

Grantsmanship is best begun in graduate school and continued straight through the academic career. The experience it brings helps make the applicant a better scholar and a better citizen of academic culture.



The Role of Stakeholders in a Competitive Proposal

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By Mike Cronan, co-publisher

[Table of Contents](#)

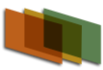
A description of the role of stakeholders in the research narrative can play an important role in the decision to fund or not fund a proposal. In many cases, a funding agency may specifically define the term “stakeholder” and describe how it should be addressed in the proposal narrative. However in other cases, the funding agency may describe the stakeholder’s role less prescriptively. In all cases, the term “stakeholder” is generally understood to mean those who, while not researchers themselves, would benefit in some way as important end users of the research. This may include, in many instances, societal benefits. Typically, however, the end user group of stakeholders is described fairly narrowly as identifiable groups.

For example, in the recently released [Gen-4 Engineering Research Centers \(ERC\) Convergent Research and Innovation through Inclusive Partnerships and Workforce Development](#) program, NSF characterized the new importance being placed on stakeholder engagement, specifically (emphasis added) a “greater emphasis on research with high-risk/high-payoff ideas that lead to **societal impact** through convergent approaches, **engaging stakeholder communities**, and using team science concepts for their team formation.” You can take it to the bank that, if NSF calls out the important role of stakeholder engagement in one its flagship research center proposals, then this requirement will be infused into a broad spectrum of programs across directorates, which is already the case in many program areas.

Along with USDA/NIFA, NSF is a major research agency where a strong stakeholder engagement description in the narrative will count as a contributing factor in a positive funding decision. At NSF, for example, a strong stakeholder engagement description would typically need to be addressed in proposals related to renewable energy and the smart grid, or in the role of AI in predictive maintenance of power distribution systems, or in protecting public infrastructures from cyber-attack. In this case, stakeholders might include public and private utility companies, utility consumers, or residential electric customers who install solar panels and get credit for putting power back into the grid.

At USDA/NIFA, for example, stakeholders can range from the consumers to growers to distributors, among many others. For example, the 2.7 million Americans with a peanut allergy would constitute the stakeholders in research intended to develop a non-allergenic peanut. Similarly, growers would make up the stakeholders in the development of a more drought-resistant crop by reducing their exposure to crop losses. Or at NOAA, for example, stakeholders may be defined as residents of coastal communities who would stand to benefit from research related to community resilience in hurricanes.

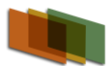
Stakeholders benefit in some important ways from the proposed research, a fact that must be noted in the research narrative. Keep in mind that the operative term is **stakeholder engagement**. Rather



than passively receiving possible benefits from proposed research, stakeholders must be ***substantively engaged in the project.***

Effective, convincing, and believable stakeholder engagement descriptions define the role stakeholders play over the life of the project in multiple ways and at various levels of engagement that fit the project needs, including serving on advisory boards, aiding in annual project evaluations, providing input to project research goals and objectives, and validating research outcomes. ***This engagement, regardless of level or focus, typically will include a dissemination plan that makes project results available to stakeholders on a fairly continuous basis for feedback, a stakeholder communications plan, and a stakeholder input plan, among other activities. All of these serve to integrate the stakeholder(s) into the project and describe their role in a meaningful way.***

As in every part of a successful proposal, ***specificity in the description of the stakeholder engagement is key to believability and, hence, success.*** The Achilles heel of many descriptions of stakeholder engagement is ***vagueness and generality***, which make the plan appear to be ***an afterthought*** rather than an integral part of the project. The plan ***must demonstrate that stakeholders bring value-added benefits and insights that contribute to the project's success.*** A description in which stakeholder(s) appear to be ***a passive partner providing mere "window dressing" rather than genuine contributions*** will not pass muster with reviewers. A well written and detailed stakeholder engagement description can make a major contribution to the success of a proposal, whereas its absence can ensure its failure.



NIH Steps: Unsolicited, Investigator-Initiated Research

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Reprinted from the [NIH NIAID Website](#)

By Mike Cronan, co-publisher

[Table of Contents](#)

Investigator-initiated means **you create an application in any area of science NIH supports**. Most of the applications researchers submit—and **most of the research NIAID funds—is investigator-initiated**. Program announcements (PAs) are investigator-initiated funding opportunities.

Investigator-Initiated Applications

How does this work? Here's an example. To apply for an **investigator-initiated R01**—a standard independent grant—you don't have to wait for NIH to publish a special funding opportunity in your area of science. Instead, you use the R01 parent program announcement to submit an application in a topic of your choice. If your application's topic does fall within the NIAID mission, it will be assigned to us, and we will fund the application if its overall impact score is within the [NIAID Paylines](#). That example was for R01, but NIH offers [Parent Program Announcements](#) for many other activity codes as well. NIH Institutes also offer other program announcements as described below at Find Program Announcements (PA).

Advantages of Investigator-Initiated Applications

The big advantage of going this route is that you have leeway to generate your own ideas and center your research within your own interests and expertise. Staying grounded in what you know best is a critical ingredient of success, especially if you are a relatively new investigator with an unknown track record. You can also control when you apply. Most program announcements (PAs) have multiple receipt dates, so you have more flexibility to apply when it's best for you. Check the specific PA for submission dates, which often follow NIH [Standard Due Dates](#).

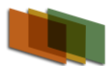
Though you have the most latitude to generate your own ideas, you will have to convince peer reviewers that your topic can make an impact worthy of NIH investment. **Also keep in mind these features of investigator-initiated R01 applications:**

New investigators are given a slightly higher payline than established investigators. RFAs do not have a differential payline based on new investigator status.

NIAID allows program officers to nominate meritorious applications for selective pay and R56-Bridge awards, which creates additional flexibility for investigator-initiated applications to be funded beyond the payline.

Get Advice

Your first step in determining the best fit for your proposed research and the viability of your project idea is to speak with a program officer. Your program officer can also help you identify other priorities that do not appear on our published lists but are still programmatically important. Read more at [Understand NIAID Research Priorities](#).



Find Program Announcements (PA)

Both parent and institute-specific PAs support investigator-initiated research. A [Parent Program Announcement](#) FOA is simply a vehicle for you to submit an investigator-initiated application for a given activity code. For example, you can apply for an R01 in any topic within the NIH mission using the R01 parent FOA. In contrast, Institute-specific announcements reflect Institute initiatives, each with their own requirements.

To find NIAID announcements, go to our [Opportunities List](#) and follow all instructions in the FOA carefully. For other Institutes, go to the *Guide's* [Funding Opportunities and Notices](#).

Because applications are investigator-initiated, you typically apply using NIH [Standard Due Dates for Competing Applications](#). Check the due date listed in the FOA to be sure. Usually, applications are reviewed in the NIH Center for Scientific Review (CSR); some are reviewed by Institute scientific review groups. You can find the review location in the FOA.

Use Our Concepts List for Investigator-Initiated Application Ideas

Here's a tactic seasoned investigators often use: look at our [Concepts: Potential Opportunities](#) closely to see whether your expertise lends itself to any of these emerging priorities, then instead of waiting for a possible initiative, apply with an investigator-initiated application in one of those priority areas. While not every concept becomes an initiative, concepts highlight NIAID research interests and are good resources for investigator-initiated topics. You don't need to wait for NIAID to publish an initiative to apply in a topic covered by a concept—the earliest planning stage of an initiative. Savvy investigators look at concepts closely to see whether their expertise lends itself to any of these emerging priorities. We do not guarantee that a concept will ever become a published initiative. But whether it does or not makes no difference because concepts give you a sneak preview of research areas in which NIAID would like to receive applications, including for investigator-initiated research.

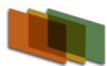
Glimpse future initiatives. We publish concepts online so you can get a head start.

You can get started writing an application for a future RFA or PA before we publish it. Even if we don't publish an initiative or your application is ready before we do so, you can submit an investigator-initiated application in the area. Use concepts for ideas. Along those lines, use our concepts simply to get ideas for topics for an investigator-initiated application. **This powerful strategy** lets you both meet our priorities and stay in your area of expertise (assuming the areas align), boosting your chances of succeeding.

If the application misses the payline, it may have a better chance of getting an R56-Bridge or selective pay award than it would otherwise. Those options are possibilities—not promises—but any edge can be critical to success. When we post new concepts, you can get the news right away, usually within a month of a Council meeting. To receive notification of new concepts and initiatives, go to [Subscribe to Email Alerts](#) and select the appropriate interest category.

Examine Your Likely Review Committee

If you are submitting an investigator-initiated application, you'll be well served by taking the time to learn about the review committees that are most likely to receive your application. To find review



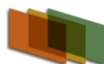
committees and serving members, look at CSR [Integrated Review Groups](#). Find roster links at the top of the study section pages.

After homing in on a few study sections, speak with that committee's Scientific Review Officer (SRO) in order to assess whether that committee typically reviews applications in the same general scientific area as your proposal and would appreciate the significance of your field and project. Not every fit is perfect and SROs frequently bring in ad hoc reviewers to provide additional technical expertise.

Program officers can also serve as a resource on whether your proposed study section choice is a good fit. You should never contact a reviewer directly. Instead, learn more about the committee members by visiting their websites or using the NIH database searches described at [See Funded Projects Using RePORTER](#).

Though you can't know for certain whom your reviewers will be, learning about review committees, speaking with the SRO, and researching committee members can help you request the study section that's right for you. For more on requesting assignment, go to [Use the PHS Assignment Request Form](#).

For more on why to keep the reviewers in mind as you write your application, see [Know Your Audience](#).



Research Grant Writing Web Resources

[\[Back to Table of Contents\]](#)

Friday, February 3, 2023 AFRI Update

The [Agriculture and Food Research Initiative](#) (AFRI) streamlined the content of its Requests for Applications (RFA). In lieu of including long sections of general information in every RFA, the RFAs contain a reference link to this resources page. **Applicants must review the relevant information and application guidance in the links below carefully in order to prepare a complete application.** Failure to comply with this guidance may result in return of applications without review.

Award Information

- [AFRI Grant Types](#)
- [AFRI Project Types](#)

Eligibility Information

- [Table 1. Most Successful Institutions](#)
- [Table 2. Least Successful Institutions](#)
- [Figure 1. Flow Chart for Food and Agricultural Science Enhancement \(FASE\) - Strengthening Grant Eligibility](#)

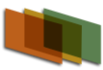
Application and Submission Information

- [AFRI Letter of Intent Instructions](#) (only relevant to specific program areas that **require** a letter of intent; see RFAs for more information)
- [FY 2021-2022 Education and Workforce Development RFA Additional Information for Part IV, C](#)
- [FY 2021-2022 Foundational and Applied Science RFA Additional Information for Part IV, C](#)
- [FY 2021 Sustainable Agricultural Systems RFA Additional Information for Part IV, C](#)
- [Data Management Plan](#)
 - [Data Management Plan Instructions](#)
 - [Frequently Asked Questions about Data Management Plans](#)
- [NIFA Grants Application Guide Location in Grants.gov](#)
- [NIFA Grants Application Guide](#)

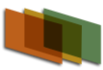
12 Days of Data Management and Sharing Tips & Resources

January 25, 2023 was the effective date of the new NIH Data Management and Sharing (DMS) Policy. Here are 12 tips and resources.

- [1-page flyer](#) on the who, what, where, and when of the DMS Policy
- [2-part webinar series](#) on understanding the DMS Policy and digging deeper into what's required
- [3 key steps](#) to implement the DMS Policy
- [4 sample DMS Plans](#) to assist as you develop a plan for your research, and an [optional format page](#)



- **5 minutes** is all it takes to determine what sharing policies apply to your research with this **decision tool**
- **6 elements** recommended for a robust DMS Plan, a key component for your funding application
- **7 examples of allowable costs** for data management and sharing
- **8+ slides** in our Implementing the DMS Policy slide deck
- **Fewer than 9 key differences** between the 2003 data sharing policy vs. the new DMS policy, illustrated on the policy comparison table
- **10 activities** that generally do and do not generate scientific data, including a **complete list of activity codes** generally subject to the DMS Policy
- **11+ FAQs** to address your questions, and **who to contact** for more information
- **Dozens of NIH-supported data repositories** and resources to help you **find** an appropriate repository for your research.



Educational Grant Writing Web Resources

[\[Back to Table of Contents\]](#)

Getting Started with Discretionary Grant Applications

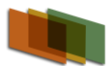
How to Apply

1. Watch the Department's [training webinar](#) for an introduction to the discretionary grant application process.
2. Register your organization with the [System for Award Management](#) (SAM.gov) and obtain a Unique Entity Identifier (UEI). The SAM registration process usually takes approximately 7 to 10 business days, but can take longer, depending on the completeness and accuracy of the data provided. SAM.gov will issue a UEI when you complete the registration process. You must continue to maintain an active SAM registration while the Department reviews your application and if you receive a grant award.
3. Register for an account on [Grants.gov](#), a clearinghouse for grant seekers to find and apply for federal funding opportunities. To complete your registration, you must have a Unique Entity Identifier (UEI) from SAM.gov, a [Taxpayer Identification Number](#) (TIN) from the Internal Revenue Service and designate an [E-Business Point of Contact \(E-Biz POC\) and Authorized Organization Representative \(AOR\)](#).
4. [Search for Grant Opportunities](#), including signing up for alerts announcing new competitions.
5. Read the Notice Inviting Applications (NIA), which provides information about a grant competition's program purpose, application requirements and deadlines, competition priorities, and selection criteria. Review the [Applicants Resources](#) section provided on this webpage and on the competition's [Program Office website](#).
6. Submit your application package electronically using [Grants.gov](#). Applicants generally have between 30 to 60 days to apply. A competition's closing date can be found on the NIA.

Search for Grant Opportunities

The Department's grant competitions open roughly between November and April. The number of discretionary grant opportunities depends on available funding from Congress, program competition cycles, and other program-specific factors. Grant competitions are not guaranteed to run annually.

- [Explore the Department's open grant competitions](#)
- [Check the Department's Grants Forecast Tool for upcoming grant opportunities](#)
- [Find and apply for grant competitions across the federal government on Grants.gov](#)
- Sign-up for notifications of new [Notices Inviting Applications](#) (NIAs) published in the Federal Register.



Agency Research News

[\[Back to Table of Contents\]](#)

Take Advantage of Our Many Resources for Enhancing the Rigor of Animal Research

"Despite the numerous successes stemming from animal research, concerning reports over the past decade have described biomedical experiments that fail to replicate or to translate in ways that improve human health. All research is not expected to translate to human treatments, as there is no perfect model. Scientific process is as much about failure as it is about success. **Yet part of the scientific process is also continual improvement, which includes working to understand what might contribute to unexpected outcomes within animal research.**"

The [Advisory Committee to the NIH Director \(ACD\) expressed that view in their 2021 final report](#) recommending ways for NIH to improve the rigor, reproducibility, and translatability of the research we support involving animal models. Former NIH Director, Dr. Francis Collins reinforced this notion when he [wrote soon after the ACD report's release](#), "The ability to reproduce biomedical research findings is foundational to the advancement of science and relies on rigorously designed and performed research studies. When a scientific finding can be reproduced by multiple scientists, it validates the accuracy of the data and ensures the study is ready to progress to the next phase of research."

Along these lines, I published a [JAMA Open editorial](#) last August stimulated by [an interesting analysis](#) showing that NIH-funded scientists are increasingly using "hype" and "appeals to emotion" in their proposal abstracts. As might be expected, scientists describe their ideas and plans in positive terms, but objective assessments of rigor paint less rosy pictures. The [ACD Working Group final report](#) offers a range of approaches to raising the level of NIH-funded animal research.

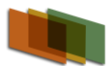
I also [updated](#) the ACD in June on our implementation of their recommendations. The full discussion is available via the [NIH videocast](#) to learn more (fast forward to 4 hours 39 minutes). Here, in lieu of going through each of the report's five themes, I will highlight some approaches raised during the meeting in response to their recommendations

We have [many resources](#) available that directly address several ACD recommendations. We encourage investigators to explore these materials as they are developing research plans and publishing the results of their research. Below are some selected examples:

NIH strongly encourages researchers to use a powerful, [free online tool](#) when designing their animal experiments proposed in grant applications.

The National Institute of General Medical Sciences hosts a [clearinghouse](#) on training resources for rigor, which among other things includes statistical topics and controls for animal research.

The National Institute on Aging (NIA) supports a [publicly available, searchable database](#) to increase the transparency, reproducibility, and translatability of preclinical studies of possible treatments for Alzheimer's disease. The platform allows for publications supported by NIA funding to be [graded](#) on rigor and transparency criteria being properly reported, such as blinding, sex as a biological variable, and randomization. It also is a venue for reporting unpublished studies (and assigns a Digital Object Identifier to these reports).



The National Institute of Neurological Disorders and Stroke funds [educational resources](#) to advance rigor in animal research and build a greater emphasis on rigor at universities around the country. They also [announced in August](#) the first awards aimed at improving education in the principles of rigorous research.

Activities are underway to educate the public on the value of animal research (see Recommendation 3.5). We updated our [Animals in NIH Research page](#) last summer. The updated site explains how [properly designed experiments involving animal models](#) contribute to improvements in public health.

NIH [published](#) a Notice of Special Interest in December 2021 to develop resources and technologies for enhancing rigor, reproducibility, and translatability of animal models in biomedical research (see recommendation 3.3). Applications must propose developing exploratory and highly innovative projects that are broadly applicable to multiple NIH Institutes or Centers or multiple organ systems. At the [May NIH Council of Councils meeting](#), a proposed [funding opportunity concept](#) outlined a strategy to fund new related resources through various other grant types including large multi-year grants, resource grants, and small business awards.

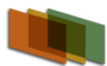
We are also exploring several strategies to promote strong research practices in future work. For instance, we just [published a guide notice](#) that encourages award recipients to include the [ARRIVE Essential 10](#) (essential elements of study design) in all NIH-supported publications describing vertebrate animal and cephalopod research (see Recommendation 4.2). The ARRIVE Essential 10 describes the information that the authors consider “the basic minimum to include in a manuscript, as without this information, reviewers and readers cannot confidently assess the reliability of the findings presented.” This checklist includes specific details about comparison groups and the experimental units, sample sizes, inclusion and exclusion criteria, randomization, blinding, outcome measures, statistical analysis methods, animals used, experimental procedures, descriptive statistics, and effect sizes and confidence intervals. In addition to the ARRIVE Essential 10, other methodological documentation and standards for reporting results have been developed by the research community and include [CONSORT](#) (for randomized trials) and [MDAR](#) (for the broader life sciences community).

Please stay tuned for more information and activities to come, including a related new ACD working group (announced [in November](#)) to help us consider new ways to develop and use [alternative methods](#) to advance biomedical research (see recommendation 3.6).

We are committed to ensuring our supported research is of the highest quality, efficient, explainable, and can be repeated by others, thereby increasing the validity of the scientific findings. When experiments involving animals are designed with rigor, the results are more likely to be replicated in future studies and translate in ways that improve the health of humans.

[Dear Colleague Letter: New to IUSE](#)

With this Dear Colleague Letter (DCL), the National Science Foundation's (NSF's) Division of Undergraduate Education (DUE) in the Directorate for STEM Education (EDU) encourages the submission of proposals to the Improving Undergraduate STEM Education (IUSE: EDU) Program from institutions that have not had prior funding from the IUSE: EDU Program. Proposers are encouraged to consider submission to Level 1 of the Engaged Student Learning track or to the Institutional and Community Transformation Capacity-Building track of the IUSE: EDU Program. Information about the objectives and expectations for Engaged Student Learning and Institutional and Community Transformation projects can be found in the IUSE: EDU program solicitation, [NSF 23-510](#).



Proposals in the Engaged Student Learning track of the IUSE: EDU Program focus directly on students or serve students through faculty professional development and related activities. Engaged Student Learning projects can contribute to developing the STEM and STEM-related workforce, advancing a disciplinary STEM field, broadening participation in STEM, educating a STEM-literate public, improving K-12 STEM education through undergraduate preservice STEM teacher preparation, encouraging life-long learning, and/or building STEM capacity in higher education. Institutional and Community Transformation proposals focus on systemic change that may be measured at the departmental, institutional, or multi-institutional level or across communities of STEM educators and/or educational researchers.

All IUSE: EDU projects are expected to increase knowledge about effective STEM education. This may be achieved by proposing one or more knowledge-generating questions and investigating them with thorough project evaluation or more formal research methods. Prospective investigators are encouraged to contact an NSF Program Officer to discuss their ideas. Proposers are encouraged to reference the *Common Guidelines for Education Research and Development* ([NSF 13-126](#)), a publication designed to help with developing and framing education-related projects. This publication was developed jointly by the NSF and the Institute of Education Sciences in the U.S. Department of Education. It describes several types of studies that can increase knowledge about student learning.

The Common Guidelines may be accessed at [NSF 13-126](#). A set of supporting FAQs is also available at [NSF 13-127](#). Proposals responding to this DCL should be submitted by published due dates for the IUSE: EDU Program. When responding to the DCL, please begin your proposal title with "New to IUSE: EDU DCL:". Submissions should follow the [NSF Proposal & Award Policies & Procedures Guide](#) (PAPPG) and the guidelines in the IUSE: EDU [program solicitation](#).

Enhancements To The Biographical Sketch And Current And Pending

NSF has recently made enhancements to the biographical sketch and current and pending (other) support fillable PDF formats. The updated formats are consistent with the *Proposal and Award Policies and Procedures Guide* (PAPPG) ([NSF 23-1](#)) and are available on the NSF [biographical sketch](#) and [current and pending \(other\) support](#) websites. NSF made the following enhancements in response to feedback received from the research community: **Current and Pending (Other) Support**

- Corrected the Status of Support radio button
- Corrected fonts and margins for compliance with NSF policy
- Included the revision date (rev. 01/19/2023) at the bottom of each page

Biographical Sketch

- Corrected margins for compliance with NSF policy
- Included the revision date (rev. 01/19/2023) at the bottom of each page

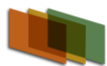
Staff from NSF and NIH conducted a webinar to discuss the revised formats and demonstrate the SciENCv system. A recording of the webinar will be made available in the coming days at:

<https://nspolicyoutreach.com/>. NSF appreciates the feedback from the research community.

Additional feedback and questions may be submitted to: policy@nsf.gov

NSF MADE A NUMBER OF SYSTEM UPDATES IN RESEARCH.GOV, FASTLANE, AND GRANTS.GOV

The National Science Foundation (NSF) made a number of system updates in Research.gov, FastLane, and Grants.gov in accordance with implementation of the revised *Proposal & Award Policies & Procedures Guide* (PAPPG) ([NSF 23-1](#)) for proposals submitted or due on or after January 30, 2023.



Please see the [Summary of Changes to the PAPPG \(NSF 23-1\)](#) and view the [Fall 2022 PAPPG \(NSF 23-1\) Revisions presentation](#). **Proposal Preparation and Submission in Research.gov**

- New proposals must be prepared and submitted in Research.gov. FastLane proposal preparation and submission functionality has been decommissioned. Grants.gov remains a submission option for most NSF proposals.
- New supplemental funding requests must be submitted in Research.gov regardless of the system (Research.gov, FastLane, or Grants.gov) used for proposal submission.
- Multiple Research.gov training resources are available:
- Visit the Research.gov [About Proposal Preparation and Submission](#) page for Frequently Asked Questions (FAQs), how-to guides, and video tutorials and the Research.gov [About Supplemental Funding Request Preparation and Submission](#) page for FAQs.
- Explore preparing Research.gov proposals and supplemental funding requests on the [Research.gov Proposal Preparation Demo Site](#) and [Research.gov Supplemental Funding Request Demo Site](#). All [Research.gov automated compliance checks](#) are enabled on the demo sites, and the sites can be used to verify proposal and supplemental funding request document compliance in Research.gov before uploading documents in the actual systems.
- View the [Fall 2022 Proposal Submission Modernization Update recording](#) including a demo of Research.gov proposal preparation features.

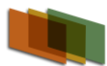
Additional System Enhancements to Support the PAPPG (NSF 23-1)

Biographical Sketch and Current and Pending (Other) Support

- As of January 30, 2023, Research.gov and Grants.gov only accept the revised biographical sketch and current and pending (other) support formats. Research.gov and Grants.gov will generate a [compliance](#) error message if a proposer or grantee attempts to upload a prior version of either document.
- The revised biographical sketch and current and pending (other) support formats are in [SciENCv](#), and the fillable PDFs are available on the NSF [biographical sketch](#) and [current and pending \(other\) support](#) websites. Proposers currently may use either SciENCv or the fillable PDFs. Beginning October 23, 2023, use of SciENCv will become mandatory.
- The Research.gov Project Reporting System will enforce use of the revised current and pending (other) support format when uploaded in annual and final project reports.
- View the [NSF Biographical Sketch and Current and Pending \(Other\) Support: SciENCv and NSF Formats webinar](#), [NSF presentation](#), and [NIH presentation](#).

Concept Outlines and ProSPCT

- Emails generated by the [Program Suitability and Proposal Concept Tool \(ProSPCT\)](#) for the concept outline submission type can be uploaded in the Research.gov Proposal Submission System. This applies to Rapid Response Research (RAPID), EARly-concept Grants for Exploratory Research (EAGER), Research Advanced by Interdisciplinary Science and Engineering (RAISE), and Planning proposals.
- For additional guidance, refer to PAPPG [Chapter I.D.1](#). and view the [Concept Outlines at NSF webinar](#).



Additional Updates

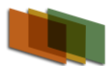
- A new checkbox has been added to the proposal Cover Sheet for Safe and Inclusive Working Environments for Off-Campus or Off-Site Research. Refer to the PAPPG [Chapter II.E.9.](#)
- Functionality has been added in the Research.gov Proposal Submission System for proposers to provide updated current and pending (other) support information requested by NSF program officers prior to making funding recommendations. Refer to PAPPG [Chapter II.D.2.h.\(ii\).](#)
- A new Post Award Disclosure of Current Support and In-Kind Contributions notification has been added. Access this new request using the Notification & Requests link under Awards & Reporting on the Research.gov My Desktop page. Refer to PAPPG [Chapter 9.C.](#)

FastLane Decommissioning

- Limited FastLane proposal capabilities such as proposal file updates and budget revisions will remain available for FastLane-submitted proposals until September 29, 2023. This includes proposals submitted to NSF via Grants.gov on or before November 18, 2022.
- Refer to the [FastLane Decommissioning](#) page for additional information. This page will be updated on an ongoing basis.

Questions?

- For NSF technical questions or immediate assistance, please contact the NSF Help Desk (7:00 AM – 9:00 PM Eastern Time, Monday through Friday except for federal holidays):
- Email the NSF Help Desk: rgov@nsf.gov
- Call the NSF Help Desk: 1-800-381-1532
- For NIH SciENCv technical questions or immediate assistance, please contact the NIH Help Desk (7:30 AM – 5:30 PM Eastern Time, Monday through Friday except for federal holidays):
- Email the NIH Help Desk: info@ncbi.nlm.nih.gov
- Create a ticket: <https://support.nlm.nih.gov/support/create-case/>
- Policy-related questions should be directed to policy@nsf.gov.



Agency Reports, Workshops & Research Roadmaps

[\[Back to Table of Contents\]](#)

Wastewater-based Disease Surveillance for Public Health Action

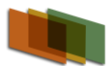
The COVID-19 pandemic spurred a rapid expansion of wastewater-based infectious disease surveillance systems to monitor and anticipate disease trends in communities. The Centers for Disease Control and Prevention (CDC) launched the National Wastewater Surveillance System in September 2020 to help coordinate and build upon those efforts. Produced at the request of CDC, this report reviews the usefulness of community-level wastewater surveillance during the pandemic and assesses its potential value for control and prevention of infectious diseases beyond COVID-19. Wastewater-based Disease Surveillance for Public Health Action concludes that wastewater surveillance is and will continue to be a valuable component of infectious disease management. This report presents a vision for a national wastewater surveillance system that would track multiple pathogens simultaneously and pivot quickly to detect emerging pathogens, and it offers recommendations to ensure that the system is flexible, equitable, and economically sustainable for informing public health actions. The report also recommends approaches to address ethical and privacy concerns and develop a more representative wastewater surveillance system. Predictable and sustained federal funding as well as ongoing coordination and collaboration among many partners will be critical to the effectiveness of efforts moving forward.

NAE Committee on Extraordinary Engineering Impacts on Society

On August 18-19, 2022, the National Academy of Engineering (NAE) held a symposium to explore how support of fundamental engineering and engineering education research by the National Science Foundation (NSF) has led to positive societal and economic impacts. The symposium - which was sponsored by the NSF Directorate for Engineering - was held to provide input to the NAE Committee on Extraordinary Engineering Impacts on Society as part of a larger effort to develop clear, compelling narratives for the public about the sources and effects of engineering innovations. Speakers at the symposium shared their personal stories and provided insights on how engineers influence not only technology and the national infrastructure but the economy, population health, manufacturing, disaster resilience, and many other aspects of daily life. This publication summarizes the presentations and discussion of the symposium.

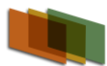
Evaluating the Process to Develop the Dietary Guidelines for Americans, 2020-2025: Final Report (2023)

In response to a request from Congress, the Health and Medicine Division of the National Academies of Sciences, Engineering, and Medicine conducted a study comparing the process to develop the Dietary Guidelines for Americans, 2020-2025 (DGA 2020-2025) to recommendations included in the previously published National Academies report, Redesigning the Process for Establishing the Dietary Guidelines for Americans. This report describes the findings of the committee and conclusions related to this assessment. Notably, this report does not evaluate the merits of the DGA 2020-2025 but evaluates the process by which they were created relative to the recommendations made in the previously published National Academies report.



Assessing Intake of Food and Dietary Supplements in Older Adults

Dietary assessment in older adults presents many unique problems due to the diversity of health states and capabilities that span the population group. Little is known about dietary intakes, body composition, and nutritional status among individuals 75 and older. The National Academies Food and Nutrition Board hosted a virtual workshop series in spring 2022 intended to provide guidance to researchers and clinicians. The workshops aimed to outline considerations relating to different methods of assessing intakes of food and dietary supplements in older adults. The covered topics included current status of dietary and nutrition assessment of older adults and advances and key issues in this topic; nutritional screening of older adults; and nutritional practices, challenges, and policies that affect older adults. This Proceedings highlights presentations and discussions from the workshops.



New Funding Opportunities

[\[Back to Table of Contents\]](#)

Content Order

New Funding Posted Since January 15 Newsletter
URL Links to New & Open Funding Solicitations
Solicitations Remaining Open from Prior Issues of the Newsletter
Open Solicitations and BAAs

User Note: URL links are active on date of publication, but if a URL link breaks or changes a Google search on the key words will typically take you to a working link. Also, entering a grant title and/or solicitation number in the Grants.gov search box will work as well.

New Funding Solicitations Posted Since January 15 Newsletter

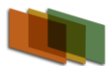
Future Manufacturing (FM)

The goal of Future Manufacturing is to support fundamental research and education of a future workforce to overcome scientific, technological, educational, economic, and social barriers in order to catalyze new manufacturing capabilities that do not exist today. Future Manufacturing imagines manufacturing decades into the future. It supports research and education that will enhance U.S. leadership in manufacturing by providing new capabilities for established companies and entrepreneurs, by improving our health, quality of life, and national security, by expanding job opportunities to a diverse STEM workforce, and by reducing the impact of manufacturing on the environment. At the same time, Future Manufacturing enables new manufacturing that will address urgent social challenges arising from climate change, global pandemics and health disparities, social and economic divides, infrastructure deficits of marginalized populations and communities, and environmental sustainability. Future Manufacturing will require creative convergent approaches in science, technology and innovation, empirical validation, and education and workforce development. It will benefit from cross-disciplinary partnerships among scientists, mathematicians, engineers, social and behavioral scientists, STEM education researchers, and experts in arts and humanities to provide solutions that are equitable and inclusive. Future Manufacturing will require major advances in technologies for the sustainable synthesis and production of new materials, chemicals, quantum and semiconductor devices and integrated systems, and components and systems of assured quality with high yield and at reasonable cost. It will require advances in artificial intelligence and machine learning, new cyber infrastructure, new approaches for mathematical and computational modeling, new dynamics and control methodologies, new ways to integrate systems biology, synthetic biology and bioprocessing, and new ways to influence the economy, workforce, human behavior, and society.

Due April 19.

Accelerating Research Translation

The National Science Foundation (NSF) seeks to increase the scale and pace of advancing discoveries made while conducting academic research into tangible solutions that benefit the public. This is the primary aim of the "Accelerating Research Translation" (ART) program. Specifically, the primary goals of this program are to build capacity and infrastructure for translational research at U.S. Institutions of



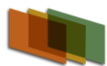
Higher Education (IHEs) and to enhance their role in regional innovation ecosystems. In addition, this program seeks to effectively train graduate students and postdoctoral researchers in translational research, benefiting them across a range of career options. A particular intent of ART is to support IHEs that want to build the necessary infrastructure to boost the overall institutional capacity to accelerate the pace and scale of translation of fundamental research outcomes into practice by supporting the development of a range of activities essential for this activity. The ART program is not intended to support IHEs that already have high levels of translational research activity as part of their R&D enterprise (as noted by their number of invention disclosures, patents issued, start-ups, licenses/options, revenue from royalties, the overall volume of industry-funded research, broad adoption of research outputs by communities or constituents, etc.). Such institutions are encouraged to become part of the ART network as valuable collaborators, providing expertise in building the necessary infrastructure for translational research at other IHEs responding to this solicitation. The ART program is also not intended as a resource for conducting additional fundamental research. See sections II and VI of this solicitation for additional information. This solicitation seeks proposals that enable IHE-based teams to propose a blend of: (1) activities that will help build and/or strengthen the institutional infrastructure to sustainably grow the institutional capacity for research translation in the short and long terms; (2) educational/training opportunities, especially for graduate students and postdoctoral researchers, to become entrepreneurs and/or seek use-inspired and/or translational research-oriented careers in the public and/or private sectors; and (3) specific, translational research activities that offer immediate opportunities for transition to practice to create economic and/or societal impact. The funded teams will form a nationwide network of 'ART Ambassadors' who will champion the cause of translational research. **Due April 9.**

Global Centers (GC) Use-Inspired Research Addressing Global Challenges in Climate Change and Clean Energy

This solicitation launches an ambitious new program to fund international, interdisciplinary collaborative research centers that will apply best practices of broadening participation and community engagement to develop use-inspired research on climate change and clean energy. This program will prioritize research collaborations fostering team science, community-engaged research, and use knowledge-to-action frameworks. The proposed research work should maximize the benefits of international, interdisciplinary collaborations.

Climate change is a global threat that impacts the natural and human world through changes in regional weather patterns, acceleration of species extinctions, alteration of the structure and function of ecosystems as well as by affecting human societies, the built environment, and processes in urban and rural areas around the globe. Given the complexity of the problem and the cascading nature of impacts, climate change demands convergent, interdisciplinary research collaborations that bring together studies of any number of topics such as greenhouse gas emissions, atmospheric and oceanic circulation drivers, impacts of natural and built environment, human behavior, and policy constraints, coupled with innovative artificial intelligence (AI), computational and data science solutions, to help assess or mitigate community impacts and/or lead to technology developments.

The changes to the global climate system are diverse, with some areas experiencing greater flooding frequencies or intensities, others impacted by more frequent or more severe heat or droughts, and still others suffering from sea level rise. Impacts on natural systems vary greatly from changes in the distribution of plants and animals, alterations in the flow of energy and materials within ecosystems, changes in the timing of biological processes, altered molecular and cellular processes, to increased



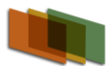
occurrences of infectious diseases. Changes to human systems show complex responses, including those in transportation and agricultural production, cultural innovation, economic policies, as well as in diverse effects on manufacturing, electrical production and distribution, and computation.

Conceiving solutions to climate change may involve decarbonization efforts such as switching to renewable or clean energy or deploy technologies that directly remove CO₂ from the atmosphere such as Net Zero initiatives. Developing solutions will require interdisciplinary collaboration and international cooperation to accelerate the transition to clean energy or net zero through science, technology, and policy. In some regions solutions might employ urban planning to address environmental justice issues or reduce exposure to high heat or flooded areas, other solutions might use nature-inspired design to develop resilient environments. Still others might focus on engineering solutions to failing power grids, employ novel statistical and mathematical methods to pro-actively evaluate the associated climate-induced risks, use AI, biotechnology or advanced manufacturing to innovate solutions, while others might create economic policies to incentivize social change. This list is not exhaustive.

Climate change is complex and solutions requires synergistic partnerships. It crosses geo-political borders, and mitigation and adaptation require a mix of scientific, technological, and policy knowledge, and an inclusive approach that involves stakeholder groups to develop the informed approaches, responses, and actions. Global cooperation among researchers is needed to bring a range of skills, experiences, and knowledge to understanding the problem, devising solutions, and training the world's scientific workforce. The diverse needs, priorities, experiences, and perspectives of impacted communities will be essential components to drive innovative research to mitigate impacts of climate change on human and natural systems, promote adaptation to climate change, and explore clean energy alternatives.

NSF is committed to building a diverse and inclusive workforce to increase the Nation's capacity to perform STEM research and development, enhance innovation, and create new technologies that benefit society. Many of the communities that are most vulnerable to the effects of climate change include significant populations of groups that have historically not been included in STEM fields or in the development of STEM research. Important aims of this program are to broaden participation in research and engage stakeholders in innovative and meaningful ways that benefit individuals, communities, society, and STEM disciplines through diversity, equity, inclusion, and access (DEIA). Successful proposals will embrace both broadening participation and stakeholder engagement as key values that are integrated into the design of the Centers and the choice of science priorities to explore. Broadening participation, in this context, includes rethinking how one identifies, approaches, and prioritizes scientific questions to involve a diversity of individuals in the scientific enterprise. Diversifying the research workforce through a variety of approaches that support sustainable inclusion in the workplace is an important component of broadening participation. Stakeholder engagement through citizen science, partnerships, community engagement and many more types of activities that help drive research priorities will also support and facilitate broadening participation in STEM.

The main objectives of a Center must focus on any combination of research disciplines supported by NSF. However, if some of the stakeholders' expertise fall out of that scope, justification must be provided as to how their expertise is required to advance the main research focus of the Centers. Centers are expected to be driven by a bold vision for high-impact, use-inspired, basic research along with a strategy to integrate diverse perspectives from different stakeholder groups into the research endeavor, including perspectives from beyond the academic sector. It is expected that this effort will



enhance societal benefits and expand international partnerships while building a diverse scientific and stakeholder community able to potentially carry out the work beyond the Center funding period. Centers are expected to create and promote opportunities for students and early career researchers to gain education and training in world class research while enhancing diversity, equity, inclusion, and accessibility. Centers are expected to undertake sustainable activities that advance knowledge, empower resilient communities, and generate discovery of innovative solutions at a regional and/or global scale. **Due April 12, 2023 - May 10, 2023**

FY23 Reducing Agricultural Carbon Intensity and Protecting Algal Crops (RACIPAC)

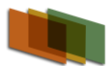
The Bioenergy Technologies Office's (BETO's) Renewable Carbon Resources (RCR) program develops science-based strategies and technologies to cost-effectively transform renewable carbon resources such as **agricultural waste and algae** into high-quality, environmentally sustainable, conversion-ready feedstocks for biofuels and bioproducts. This funding opportunity announcement (FOA), through two distinct topic areas – the first focused on climate-smart agricultural practices and the second on algae crop protection – supports BETO's RCR Program's strategies for the development of **conversion-ready feedstocks for biofuels and bioproducts** and supports the Biden Administration's goal to produce sustainable aviation fuels. Climate-smart agricultural practices, such as conservation tillage, cover crops, nutrient management, and soil amendments (e.g., biochar applications), are promising approaches to reduce carbon intensity and improve sustainable production of biomass resources. Topic Area 1 projects will assess the efficacy of **climate-smart agricultural** practices that reduce the carbon intensity (CI) of **biomass feedstocks for biofuels**. Implementation of climate-smart agricultural practices is essential to produce low CI feedstocks, particularly from agricultural residues to enable sustainable aviation fuel production with lower greenhouse gas emissions. Topic Area 1, Climate-Smart Agricultural Practices for Low Carbon Intensity Feedstocks, has two subtopic areas:

- Subtopic Area 1a: Climate-Smart Agricultural Practices to Produce Low CI Feedstocks Derived from Agricultural Residues, and
- Subtopic Area 1b: Biochar Strategies to Increase Soil Carbon Levels and Agronomic Benefits of Crops for Energy Production

Cultivating algae (micro-, macro-, and cyanobacteria) and converting it to biofuels and bioproducts is an important component of BETO's strategy for enabling the production of sustainable aviation fuels (SAF). One of the major cost contributors of producing algae is biomass loss due to predation, competition, and pest infestations. Developing effective strategies to protect algal biomass production is essential to meeting BETO's long-term goals of decarbonizing the transportation and industrial sectors via cost competitive algal-derived biofuels and bioproducts. Topic Area 2, Algae Crop Protection, focuses on developing crop protection methods and strategies for algae cultivation systems. Questions regarding the FOA must be submitted to

FY23BETORACIPACFOA@ee.doe.gov.

The eXCHANGE system is currently designed to enforce hard deadlines for Concept Paper and Full Application submissions. The APPLY and SUBMIT buttons automatically disable at the defined submission deadlines. The intention of this design is to consistently enforce a standard deadline for all applicants. Applicants that experience issues with submissions PRIOR to the FOA Deadline: In the event that an Applicant experiences technical difficulties with a submission, the Applicant should contact the eXCHANGE helpdesk for assistance (exchangehelp@hq.doe.gov). The eXCHANGE



helpdesk and/or the EERE eXCHANGE System Administrators (exCHANGE@ee.doe.gov) will assist the Applicant in resolving all issues. Applicants that experience issues with submissions that result in a late submission: In the event that an Applicant experiences technical difficulties with a submission that results in a late submission, the Applicant should contact the eXCHANGE helpdesk for assistance (exchangehelp@hq.doe.gov). The eXCHANGE helpdesk and/or the EERE eXCHANGE System Administrators (exCHANGE@ee.doe.gov) will assist the Applicant in resolving all issues (including finalizing the submission on behalf of, and with the Applicant's concurrence). DOE will only accept late applications when the Applicant has a) encountered technical difficulties beyond their control; b) has contacted the eXCHANGE helpdesk for assistance; and c) has submitted the application through eXCHANGE within 24 hours of the FOA's posted deadline. **The required Concept Paper due date for this FOA is 03/20/2023 at 5PM ET. The Full Application due date for this FOA is 05/16/2023 at 5PM ET.**

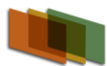
Solicitations Remaining Open from Last Newsletter

Animal and Biological Material Resource Centers (P40) (Clinical Trials Not-Allowed)

This FOA encourages grant applications for Animal and Biological Material Resource Centers. These Centers provide support for special colonies of laboratory animals, as well as other resources such as informatics tools, reagents, cultures (cells, tissues, and organs) and genetic stocks that serve the biomedical research community in a variety of research areas on a local, regional, and national basis. The goal of projects supported by this FOA is to provide research resources that facilitate optimization and enhancement of scientific rigor, transparency, and experimental reproducibility of biomedical research. Proposed Animal and Biological Material Resource Centers must have broad application to multiple NIH Institutes or Centers (ICs) to align with the ORIP's NIH-wide mission (<https://orip.nih.gov/about-orip>). This funding opportunity is designed to support both continuation of existing resources and to develop new ones when appropriate. Prior to preparing an application, all applicants are strongly encouraged to consult with Scientific/Research staff to be advised on appropriateness of the intended resource plans for this program, competitiveness of a potential application, and ORIP's program priorities. **Due January 21 and after.**

Emerging Mathematics in Biology (eMB)

The Emerging Mathematics in Biology (eMB) program seeks to stimulate fundamental interdisciplinary and potentially transformative research pertaining to the development of innovative mathematical/statistical/computational theories, tools, and modeling approaches to investigate challenging questions of great interest to biologists and public health policymakers. It supports research projects in mathematical biology that address challenging and significant biological questions through novel applications of traditional, but nontrivial, mathematical tools and methods or the development of new theories particularly from foundational mathematics and/or computational/statistical tools, including Artificial Intelligence/Deep Learning/Machine Learning (AI/DL/ML). With an emphasis on innovative uses of foundational mathematics with the potential of infusion of AI, to advance our understanding of complex and heterogenous biological systems at all



scales (molecular, cellular, organismal, population, ecosystems, etc.), the Emerging Mathematics in Biology program seeks to support innovative projects from strong interdisciplinary teams with the objective to develop innovative mathematical tools for enhanced understanding of biological systems.

Examples of research challenges include, but are not limited to Applications of foundational mathematics in genomics and other applications; Mathematical foundations for the uses of AI/DL/ML theory and methods in biomathematics; Improved modeling approaches and tools for emerging and reemerging infectious diseases; Modeling of the effects of climate change and clean energy on biological systems; Neuroscience; Applications of mathematics in biotechnology. This solicitation is to encourage new collaborations between mathematical, computer, and biological scientists as well as to support innovative research activities by well-established existing teams. **Due March 23.**

Biodiversity on a Changing Planet (BoCP)

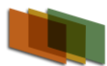
The BoCP program is a cross directorate and international program led by NSF that invites submission of interdisciplinary proposals addressing grand challenges in biodiversity science within the context of unprecedented environmental change, including climate change. Successful BoCP proposals will test novel hypotheses about functional biodiversity and its connections to shifting biodiversity dynamics on a changing planet, with an emphasis on integrative research into the complex intersections among climatic, geological, paleontological, and biological processes. Integrative research is likely to combine multiple perspectives--including organismal, species, ecological, evolutionary, phylogenetic, geological, and/or paleontological approaches-- at various scales. Proposals that seek to improve predictive capability about functional biodiversity across temporal and spatial scales by considering the linkages between past, present, and future biological, climatic, and geological processes are also encouraged. While this focus complements several core programs at NSF, it differs by requiring an integrative approach to understanding functional biodiversity as it relates to shifting biodiversity dynamics under changing environmental conditions.

The program supports both US-only collaborative proposals and proposals with international partnerships with the National Natural Science Foundation of China (NSFC), the São Paulo Research Foundation (FAPESP) of Brazil, and the National Research Foundation (NRF) of South Africa. International collaborative proposals are to be submitted jointly, with the US PIs submitting to NSF and the collaborating Chinese, Brazilian, or South African PIs submitting to their appropriate national funding agencies. **Dur March 29.**

Future of Work at the Human-Technology Frontier: Core Research (FW-HTF)

In 2016, the National Science Foundation (NSF) unveiled a set of "Big Ideas," 10 bold, long-term research and process ideas that identify areas for future investment at the frontiers of science and engineering (see https://www.nsf.gov/news/special_reports/big_ideas/index.jsp). The Big Ideas represent unique opportunities to position our Nation at the cutting edge of global science and engineering leadership by bringing together diverse disciplinary perspectives to support convergence research. As such, when responding to this solicitation, even though proposals must be submitted to the Directorate for Engineering (ENG) Office of Emerging Frontiers and Multidisciplinary Activities (ENG/EFMA), once received, the proposals will be managed by a cross-disciplinary team of NSF Program Directors.

The overarching vision of this program is to support multi-disciplinary research to sustain economic competitiveness, to promote worker well-being, lifelong and pervasive learning, and quality of life, and



to illuminate the emerging social and economic context and drivers of innovations that are shaping the future of jobs and work.

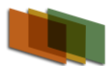
For the purposes of this solicitation, work is defined as mental or physical activity to achieve income, profit, or other tangible benefits. A proposal for a research grant in this program must focus on advancing fundamental understanding of future work and work outcomes for workers and society.

The specific objectives of the Future of Work at the Human-Technology Frontier program are to (1) facilitate inter-disciplinary or convergent research that employs the joint perspectives, methods, and knowledge of behavioral science, computer science, economics, engineering, learning sciences, research on adult learning and workforce training, and the social sciences; (2) develop deeper understandings of how human needs can be met and values respected in regard to how new technologies, conditions, and work experiences are changing; (3) support deeper understanding of the societal infrastructure that accompanies and leads to new work technologies and new approaches to work and jobs, and that prepares people for the future world of work; (4) encourage the development of a research community dedicated to designing intelligent technologies and work organization and modes inspired by their positive impact on individual workers, the work at hand, the way workers learn and adapt to technological change, creative and inclusive workplaces (including remote locations, homes, classrooms, or virtual spaces), and benefits for social, economic, educational, and environmental systems at different scales; (5) promote deeper basic understanding of the interdependent human-technology partnership to advance societal needs by advancing design of intelligent technologies that operate in harmony with human workers, including consideration of how adults learn the new skills needed to interact with these technologies in the workplace, and by enabling broad and diverse workforce participation, including improving accessibility for those challenged by physical, learning or cognitive impairment and other visible and invisible disabilities; and (6) understand, anticipate, and explore ways of mitigating potential risks including inequity arising from future work at the human-technology frontier.

Proposals to this program should describe inter-disciplinary or convergent research that addresses technological, human, and **societal dimensions of future work**. Technological innovations should be integrated with advances in cognitive and behavioral sciences, computer science, economic science, engineering, learning sciences, education, research on adult learning and workforce training, and the social sciences. Proposals that address the impact of large-scale disruptions such as the Covid-19 pandemic on the future of jobs and work are also of interest. Submissions are encouraged from institutions in EPSCOR jurisdictions (<https://beta.nsf.gov/funding/initiatives/epscor/state-websites>) and emerging research institutions, as defined in the CHIPS & Science Act, Section 10002(5) ([42 USC 18901\(5\)](#)). **Due March 30**

Strengthening Global Capacity for Molecular Surveillance and Outbreak Response for Foodborne, Waterborne, and Fungal Diseases

The purpose of this NOFO is to strengthen global capacity for molecular surveillance and outbreak response for foodborne, waterborne, and fungal diseases. The Surveillance and Outbreak Response strategy will include the following activities: 1) Waterborne Disease Surveillance Strengthening and Outbreak Response; 2) Genomic surveillance, data systems and outbreak response for fungal diseases; 3) Enteric disease surveillance strengthening, including case confirmation. The Capacity Building strategy will include the following activities: 1) Country-level Water, Sanitation, and Hygiene (WASH) programs capacity building; 2) Wastewater and Environmental Surveillance capacity building;



3) Regional capacity building for Whole Genome Sequencing (WGS), bioinformatics, lab diagnosis and outbreak preparedness; 4) Country-level WGS and lab diagnosis capacity building and 5) Epidemiology and Laboratory Workforce development for foodborne, waterborne, and fungal diseases. Locations of activities will vary, based on CDC priority, but will include multiple regional and country-level locations. **Due April 2.**

EPA-R-OEJECR-OCS-23-02 Environmental Justice Government-to-Government Program

EPA is issuing this solicitation requesting applications for projects that support and/or create model state, tribal, local, and territorial government activities that lead to measurable environmental or public health results in communities disproportionately burdened by environmental harms and risks. These projects will help transform disadvantaged and underserved communities into healthy, thriving communities capable of addressing the environmental and public health challenges they have historically faced, as well as current and future challenges. **Due Date April 10.**

Environmental Justice Collaborative Problem-Solving Cooperative Agreement Program

EPA is issuing this solicitation to request applications for projects supporting community-based nonprofit organizations (CBOs) in their efforts to collaborate and partner with other stakeholders (e.g., local businesses and industry, local government, medical service providers, academia, etc.) to develop solutions that will significantly address environmental and/or public health issue(s) in communities disproportionately burdened by environmental harms and risks. These projects will help transform disadvantaged and underserved communities into healthy, thriving communities capable of addressing the environmental and public health challenges they have historically faced, as well as current and future challenges. **Due Date April 10.**

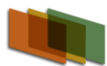
Open Solicitations and BAAs

[BAA's remain open for one or more years. During the open period, agency research priorities may change or other modifications are made to a published BAA. If you are submitting a proposal in response to an open solicitation, as below, check for modifications to the BAA at Grants.gov or by utilizing [Modified Opportunities by Agency](#) to receive a Grants.gov notification of recently modified opportunities by agency name.]

Broad Agency Announcement for the Army Rapid Capabilities Office

This Broad Agency Announcement (BAA), W56JSR-18-S-0001, is sponsored by the Army Rapid Capabilities Office (RCO). The RCO serves to expedite critical capabilities to the field to meet Combatant Commanders' needs. The Office enables the Army to experiment, evolve, and deliver technologies in real time to address both urgent and emerging threats while supporting acquisition reform efforts. The RCO executes rapid prototyping and initial equipping of capabilities, particularly in the areas of cyber, electronic warfare, survivability and positioning, navigation and timing (PNT), as well as other priority projects that will enable Soldiers to operate and win in contested environments decisively. This BAA is an expression of interest only and does not commit the Government to make an award or pay proposal preparation costs generated in response to this announcement. Questions concerning the receipt of your submission should be directed:

<http://rapidcapabilitiesoffice.army.mil/eto/>



Technical questions will be sent to the appropriate Technical Points of Contact (TPOC), topic authors, and/or Subject Matter Experts (SMEs) to request clarification of their areas of interest. No discussions are to be held with offerors by the technical staff after proposal submission without permission of the Army Contracting Command-Aberdeen Proving Ground (ACC-APG) Contracting Officer. **Open to March 23, 2023.**

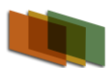
W911NF-18-S-0005 U.S. Army Research Institute for the Behavioral and Social Sciences Broad Agency Announcement for Basic, Applied, and Advanced Research (Fiscal Years 2018-2023)

The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) announces the ARI FY18-23 Broad Agency Announcement for Basic, Applied, and Advanced Scientific Research. This Broad Agency Announcement, which sets forth research areas of interest to the United States Army Research Institute for the Behavioral and Social Sciences, is issued under the provisions of paragraph 6.102(d)(2) of the Federal Acquisition Regulation (FAR), which provides for the competitive selection of proposals. Proposals submitted in response to this BAA and selected for award are considered to be the result of full and open competition and in full compliance with the provisions of Public Law 98-369 (The Competition in Contracting Act of 1984) and subsequent amendments. The U.S. Army Research Institute for the Behavioral and Social Sciences is the Army's lead agency for the conduct of research, development, and analyses for the improvement of Army readiness and performance via research advances and applications of the behavioral and social sciences that address personnel, organization, training, and leader development issues. Programs funded under this BAA include basic research, applied research, and advanced technology development that can improve human performance and Army readiness.

Those contemplating submissions of a proposal are encouraged to contact the ARI Technical Point of Contact (TPOC) for the respective topic area cited in the BAA. If the R&D warrants further inquiry and funding is available, submission of a proposal will be entertained. The recommended three-step sequence is (1) telephone call to the ARI TPOC or responsible ARI Manager, (2) white paper submission, (3) full proposal submission. Awards may be made in the form of contracts, grants, or cooperative agreements. Proposals are sought from educational institutions, non-profit/not-for-profit organizations, and commercial organizations, domestic or foreign, for research and development (R&D) in those areas specified in the BAA. The U.S. Army Research Institute for the Behavioral and Social Sciences encourages Historically Black Colleges and Universities/Minority Serving Institutions (HBCU/MSI) and small businesses to submit proposals for consideration. Foreign owned, controlled, or influenced organizations are advised that security restrictions may apply that could preclude their participation in these efforts. Government laboratories, Federal Funded Research and Development Centers (FFRDCs), and US Service Academies are not eligible to participate as prime contractors or recipients. However, they may be able to participate as subcontractors or Subrecipients (eligibility will be determined on a case-by-case basis). **Open to April 29, 2023.**

FA8650-17-S-6001 Science and Technology for Autonomous Teammates (STAT)

The objective of Science and Technology for Autonomous Teammates (STAT) program is to develop and demonstrate autonomy technologies that will enable various AF mission sets. This research will be part of Experimentation Campaigns in: 1 -Multi-domain Command and Control; 2-Intelligence, Surveillance, Recognizance (ISR) Processing Exploitation and Dissemination (PED); and 3- Manned-Unmanned combat Teaming to demonstrate autonomy capabilities to develop and demonstrate



autonomy technologies that will improve Air Force operations through human-machine teaming and autonomous decision-making. The technology demonstrations that result from this BAA will substantially improve the Air Force's capability to conduct missions in a variety of environments while minimizing the risks to Airmen. The overall impact of integration of autonomous systems into the mission space will enable the Air Force to operate inside of the enemy's decision loop.

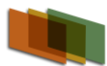
STAT will develop and apply autonomy technologies to enhance the full mission cycle, including mission planning, mission execution, and post-mission analysis. Particular areas of interest include multi-domain command and control, manned-unmanned teaming, and information analytics. The technology demonstrations that result from this BAA will substantially improve the Air Force's capability to conduct missions in a variety of environments while minimizing the risks to Airmen. The overall impact of integration of autonomous systems into the mission space will enable the Air Force to operate inside of the enemy's decision loop. This effort plans to demonstrate modular, transferable, open system architectures, and deliver autonomy technologies applicable to a spectrum of multi-domain applications. Development efforts will mature a set of technologies that enable airmen to plan, command, control, and execute missions with manageable workloads. The software algorithms and supporting architectures shall:

- Ingest and understand mission taskings and commander's intent
- Respond appropriately to human direction and orders
- Respond intelligently to dynamic threats and unplanned events

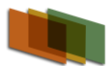
Chosen technologies will be open, reusable, adaptable, platform agnostic, secure, credible, affordable, enduring, and able to be integrated into autonomous systems. The program will be comprised of various technologies developed by AFRL and Industry, integrated into technology demonstrations and deliverables with all the necessary software, hardware, and documentation to support AFRL-owned modeling and simulation environments for future capability developments. Thus, all technology development efforts must adhere to interface designs and standards. **Open to July 23, 2023.**

ARMED FORCES PEST MANAGEMENT BOARD (AFPMB)

The Armed Forces Pest Management Board (AFPMB), an agency of the Department of Defense (DoD), is soliciting pre-proposals for original and innovative research designed to develop new interventions for protection of deployed military personnel from diseases caused by arthropod-borne pathogens and to improve control of bed bugs and filth flies. Diseases of significant concern include Lyme disease, malaria, dengue fever and other arboviruses. The program supports development of: (1) new toxicants or the adaptation of existing toxicants to medically relevant pests; (2) new insecticide application techniques; (3) new personal protection tools that prevent human-vector contact; (4) decision support tools and (5) novel vector surveillance tools that focus on improved control outcomes. Ideally the research would support **Advanced Technology Development** (see [DoD Financial Management Regulation Volume 2B, Chapter 5](#), DoD RDT&E Budget Activity 3) of new insecticides or improved formulations of existing insecticides for vector control, new technology or enhanced modalities of personal protection from biting arthropods, or improved efficacy and sustainability of equipment for vector surveillance and application of pesticides for vector control in a military operational environment. Research should be product-oriented, consisting of advanced research related to a particular technology or new capability, evaluation of experimental products for military uses, or research directed towards development of an existing prototype product for commercial manufacture. Research should include semi-field or field evaluation of prototype products.



Research should not include testing and evaluation of commercial products. Any pesticide end use products described in the proposed research should be destined for registration by the U. S. Environmental Protection Agency (EPA). The research must be primarily applicable to the military, products should be transferable to civilian uses. The program consists of competitive grants open to principal investigators (PIs) from academia, industry, and local or state government agencies. Federal Agencies (including DoD) may apply subject to appropriate regulations. This BAA is intended to solicit pre-proposals for AFPMB for those parts of development not related to a specific system or hardware procurement in accordance with Title 2, Subtitle A, Chapter II, Part 200 CFR. The purpose of this BAA is to identify the best available science, and as such, there are no set-asides associated with any awards resulting from this BAA. Specific areas of interest are described in the "Areas of Interest" section of this BAA. This Announcement provides a general description of project areas, including specific areas of interest, general information, evaluation and selection criteria, and proposal preparation instructions. All documentation and or attachments that are required with the submission of a full proposal, if requested, are described in the Mandatory Proposal Forms section of this announcement. Awards are typically made under grants; however, other funding opportunities may be considered. **Open to Oct. 31, 2024**



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- **Assistance for new and junior faculty** - help in identifying funding opportunities and developing competitive research proposals, particularly to NSF CAREER, DoD Young Investigator, DOE Early Career and other junior investigator programs.
- **Graphics and design assistance** - [assistance with proposal graphics](#), book and presentation design, and more.
- **Assistance for your project narrative:** [in-depth reviews](#), rewrites, and edits
- **Editing and proof reading** - proposals, journal articles, book manuscripts
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