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 NSF: Science, Technology, and Society (STS)  
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although it should be noted, these are non-binding authorizations and final funding levels will be determined through the annual congressional appropriations process.

In addition, the law also authorizes a new national "Innovation and Modernization" competitive grant program at DOE to evaluate and support efforts to better "align workforce skills with labor market needs." Under the new legislation, up to 20 percent of the Perkins budget, can be reallocated by the federal government in the form of competitive grants, to integrate STEM subjects into existing CTE programs.

These developments are welcome news for BMCC whose \$2.2 million Perkins grant is the largest program in the State of New York and among the largest nationally. The new legislation will ensure Perkins funding for at least five more years however, the new "Innovation and Modernization" competitive grant program will probably result in a reduction of at least 20% in direct Perkins funding. Nevertheless, the new competitive grants will allow BMCC seek federal funding for new initiatives aimed at improving STEM education.

**The provisions of the new law (to be called Perkins V) will become effective on July 1, 2019.** The first year of implementation will be considered a "transition year" and states will be able to submit a transition plan to cover requirements for the July 2019 - June 2020 program year. State (four-year) plans will likely be due in the spring of 2020 and will cover program years from July 1, 2020 - June 30, 2024. Over the coming months, the U.S. Department of Education will release more details regarding the requirements for its transition and four-year plans.

## Changes at CUNY Research Foundation: Acting Chancellor Appoints New Interim President

Richard Rothbard, President of the CUNY Research Foundation announced his retirement effective July 31<sup>st</sup> of this year. Richard has devoted more than 17 year of service to the RF. Collectively, he has provided more than three decades of service to CUNY, having served in numerous senior level positions over his long and distinguished career. As President of the Research Foundation, Richard was responsible for the implementation of numerous technological innovations, as well as instituting new administrative policies which greatly improved the quality of services for thousands of RF employees and researchers in the field. Under his leadership, the RF's portfolio of grants and contracts grew to its current high water mark of almost half-billion dollars. For those of us that have had the pleasure of working with President Rothbard, please join me in extending our deepest gratitude for a job well done and best wishes for this next chapter in his life. A national search will be underway to find Richard's successor, in the interim, Acting Chancellor Vita C. Rabinowitz has appointed Gayle Horwitz interim President of the Research Foundation.



Ms. Horwitz brings to CUNY a lifelong commitment to public service and 30 years of experience managing the finances at major organizations, which include; Battery Park City Authority, the New York City Comptroller's Office, the NYC Board of Education and, in the private sector, Nardello & Co. She has a successful record of accomplishment, improving the performance of organizations by focusing on sound fiscal practices and internal controls, policy development and internal and external communications. Most recently, she was appointed Interim Chairperson of the RF CUNY Board by Chancellor Milliken to assess the Research Foundation's operations and make appropriate recommendations regarding the renewal of the RF's agreement with CUNY. Ms. Hurwitz's appointment will ensure that the important work of the RF will continue while the university conducts its independent review of its policies and procedures. We are certain the RF will benefit greatly from her contributions.



## New Awards

### CUNY Collaborative Pedagogical Research Grant (CPRG) recipients:



*Principal Investigator:* **Ling Luo** (Modern Languages)

*Project Title:* "Novel Adaptive Learning Based Mobile-Assisted Language App for Mandarin Chinese." Funding: \$15,000

*Principal Investigators:* **Cara Kronen** (Teacher Education) and **Orlando Justo** (Business Management)

*Project Title:* "The Use of Culturally Responsive Pedagogical Techniques in Community College Business Programs at the City University of New York" Funding: \$15,000

### BMCC Faculty Receive Prestigious NSF Award



Professors Adolfin Koroch, Alexander Gosslau and Christine Priano of the Science Department received **\$235,000** in funding from NSF under the REU (Research Experience for Undergraduate) initiative to support the training of 10 students for eight-weeks during the summers of 2019 through 2021. The project will pair students from different disciplines to conduct research involving plant products consumed in the U.S. It is anticipated the program will train no fewer than 30, underrepresented minority and first generation college students from schools with limited research opportunities. The BMCC REU program is transformative, providing students with not only an invaluable research experience but also field trips and other extracurricular activities which will allow

participants to develop an identity as a scientist and encourage their pursuit of advanced degrees and careers in science.

Special thanks to Dr. John Tsapogas, Director of the CUNY Research Foundation's Office of Award Pre-Proposal Support, who intervened with officials from NSF on behalf of the college to ensure the project was funded for the current academic year. REU awards are generally made to senior colleges with a strong research infrastructure in place. BMCC is only community college in the nation to have received the prestigious REU award under NSF's Biological Directorate. Congratulations to Professors Adolfin Koroch, Alexander Gosslau and Christine Priano.

### Continuing Education Receives \$2.3 Million in Literacy Grants



BMCC's Center for Continuing Education and Workforce Development has been awarded three-year, \$1.2 million grant by the New York State Department of Education to provide comprehensive ESOL support for technology training. BMCC's Integrated English Literacy and Civics Education (IELCE) program will build on the solid foundation of its 25-year history of ESOL instruction by providing high quality technology training for non-native speakers in areas of high demand.

Additional funding in the amount of \$1,125,000 (over three-years), was received to fund three Literacy Zones in the Lower East Side/Chinatown area of Manhattan. The Literacy Zones are an integral part of a neighborhood hub

that coordinates in-depth case management, referrals, and educational counseling to support WIOA eligible learners and their families.

A one-year extension in the amount of \$225,000 was also awarded to the department's Adult Literacy Education by the New York State Education Department to support literacy and language classes directed to lower level students providing them with intensive instruction leading to college and career readiness. Congratulations to Denise Deagan, Rosa Cuidad and Irma Lance for continued success in the area of adult literacy.



## NSF Maps its Future Direction<sup>1</sup>

### NSF'S 10 BIG IDEAS

The National Science Foundation's [Dear Colleague Letter: STEM Education for the Future](#) issued on June 11th is an important read for prospective applicants, because **this Dear Colleague Letter (DCL) will establish the framework for what a successful STEM education proposal will look like going forward.**

As background to this discussion, The *NSF 2026 Idea Machine* will be launched this month (August). NSF notes that it **"is a competition to help set the U.S. agenda for fundamental research in science and engineering.**

Participants can earn prizes and receive public recognition by suggesting the pressing research questions that need to be answered in the coming decade, the next set of *'Big Ideas'* for future investment by NSF. It's an opportunity for interested stakeholders to contribute to NSF's mission to support basic research and enable new discoveries that drive the U.S. economy, enhance national security and advance knowledge to sustain the country's global leadership in science and engineering."

In the aggregate, these reports represent NSF's expanded future vision for STEM education and the integration of that vision into the new research directions the agency will support going forward. For those writing proposals to NSF in education and research, familiarity with the new configurations proposed by NSF will be important, particularly as they relate to the development and integration of new STEM education models and convergence research. Where NSF is going with all of this is still evolving, but those seeking to compete for funding will want to join them on this journey.

In the future, NSF will seek proposals related to harnessing the data revolution and the future of work at the human-technology frontier. This DCL will support three categories of proposals:

1. **Proposals focused on educational transformation:** These proposals will leverage technology, computation and/or big data to develop, implement, and analyze educational interventions designed to prepare a diverse workforce, researchers, and innovators of the future. Proposals that explore how students learn to integrate knowledge across disciplines to solve complex problems fall into this category.
2. **Proposals focused on the science of teaching and learning:** These proposals will leverage technology, computation and/or big data to develop, implement, and analyze new tools for assessing and evaluating convergent education strategies that aim to promote student learning at all levels.
3. **Planning grants, Research Coordination Networks, Conference Proposals:** These proposals will create communities of STEM educators to address convergent curriculum and pedagogical challenges across disciplinary boundaries brought about by the human-technology frontier, the data revolution, or both."

NSF will be encouraging original proposals for curricular innovations that cross boundaries, so that students gain the tools and knowledge needed to thrive in the technology revolution and become the creators/innovators of the future. NSF will encourage proposals that reflect a coordinated effort from interdisciplinary research teams of at least two PIs from different disciplines. Such teams can make learning a convergence experience and accomplish learning goals that are not otherwise achievable. Examples include, but are not limited to: computational skills in an application area such as genetics; automation and sensing in natural and manufactured environments; calculus, modeling and simulation of physical contexts and objects; art, psychology, conceptual design and mechanical design for better product development; or sociology and earth sciences to address adaptation to our environment. The DCL is rich in important information, an organizational listing of relevant programs and brief descriptions along with URL links that will help prospective applicants to become more competitive for NSF funding going forward.



<sup>1</sup> Cronan, Mike, Academic Research Funding Strategies. 2018

## Funding Opportunities

### **(AAS) Fellowships for Creative and Performing Artists and Writers**

**Deadline:** October 5, 2018

**Scope:** The American Antiquarian Society (AAS), a national research library and learned society of American history and culture, is calling for applications for visiting fellowships for historical research by creative and performing artists, writers, film makers, journalists, and other persons whose goals are to produce imaginative, non-formulaic works dealing with pre-twentieth-century American history.

Successful applicants are those whose work is for the general public rather than for academic or educational audiences. The Society's goal in sponsoring this program is to multiply and improve the ways in which an understanding of history is communicated to the American people. The fellowships will provide the recipients with the opportunity for a period of uninterrupted research, reading, and collegial discussion at the Society, located in Worcester, Massachusetts.

Funding for fellows who reside on campus in the Society's scholars' housing, located next to the main library building, the stipend will have the room fee deducted from the \$1850 stipend. (Room fees range from \$700 to \$500 per month.) The stipend will be \$1850 for fellows residing off campus. Fellows will not be paid a travel allowance. At least three fellowships will be awarded for residence of four weeks at the Society at any time during the period January 1, 2019, through December 31, 2019.

**Website:** [www.americanantiquarian.org/artistfellowship.htm](http://www.americanantiquarian.org/artistfellowship.htm)

### **(ACLS) American Council of Learned Societies Fellowships**

**Deadline:** September 26, 2018

**Scope:** ACLS invites research applications from scholars in all disciplines of the humanities and related social sciences. Faculty appointments are not required. The ultimate goal of the project should be a major piece of scholarly work by the applicant, which can take the form of a monograph, articles, digital publication(s), critical edition, or other scholarly resources. ACLS does not fund creative work (e.g., novels or films), textbooks, straightforward translation, or pedagogical projects. ACLS Fellowships are intended as salary replacement to help scholars devote six to twelve continuous months to full-time research and writing. The fellowship stipend is set at three levels based on academic rank: up to \$40,000 for Assistant Professor and career equivalent, up to \$50,000 for Associate Professor and career equivalent; and up to \$70,000 for full Professor and career equivalent. ACLS Fellowships are portable and are tenable at the fellow's home institution, abroad, or at another appropriate site for research.

An ACLS Fellowship may be held concurrently with other fellowships and grants and any sabbatical pay, up to an amount equal to the candidate's current academic year

salary. Tenure of the fellowship may begin no earlier than July 1, 2018 and no later than February 1, 2019.

**Website:** <http://www.acls.org/programs/acls/>

### **(ACLS) American Council of Learned Societies: Collaborative Research Fellowships**

**Deadline:** September 26, 2018

**Scope:** ACLS invites applications for the tenth annual competition for ACLS Collaborative Research Fellowships, which support small teams of two or more scholars collaborating intensively on a single, substantive project in the humanities and related social sciences. The goal of the project should be a tangible research product (such as joint print or web publications) for which at least two collaborators will take credit.

Fellowships provide up to \$60,000 in salary-replacement stipends for each collaborator to take a semester- or academic year-long supported research leave, as well as up to \$21,000 in project funds, which may be used for such purposes as travel, materials, or research assistance. The total amount of a fellowship for any collaborative project will vary depending on the number of collaborators and the duration of research leaves, but the total amount of stipends may not exceed \$180,000 for any one project. The fellowships are for a total period of up to 24 months, during which time project funds may be expended, to be initiated between July 1, 2018 and September 1, 2020. Collaborator's research leaves may be taken during any semester or year within the overall award period, and leaves need not be concurrent.

**Website:** <http://www.acls.org/programs/collaborative/>

### **Amateur Chamber Music Players Foundation: Chamber Music Workshops**

**Deadline:** September 1, 2018

**Scope:** Chamber music workshops for adult amateurs are a priority of ACMP. Grants are awarded to subsidize coaches' salaries, to reduce registration fees, and/or to allow for scholarships. Please note that this is a competitive grant. Ongoing support for workshops that have previously received funding is not guaranteed - each request is reviewed on its own merits. Please provide a detailed description of outreach and activities in the application, with particular attention to who will attend the workshop, how they are reached, and what they will accomplish by attending. ACMP requires grant recipients to submit a report, including a financial statement indicating how the grant was used. Awards are disbursed following receipt of this detailed account.

**Website:** [www.grantforward.com/sponsor/detail/amateur-chamber-music-players-foundation-86](http://www.grantforward.com/sponsor/detail/amateur-chamber-music-players-foundation-86)

### **Amgen Foundation: Science Education**

**Deadline:** Open

**Scope:** The Amgen Foundation seeks to advance excellence in science education to inspire the next generation of innovators, and invest in strengthening communities. The Amgen Foundation carefully considers each grant

application it receives, seeking out diverse organizations whose philosophies, objectives and approaches align with the Foundation goals and mission. The Foundation awards grants to local, regional, and international nonprofit organizations that are replicable, scalable and designed to have a lasting and meaningful effect in our communities. Grants should reflect Amgen's dedication to impacting lives in inspiring and innovative ways. Amgen Foundation grants range from \$10,000 to multi-million dollar commitments. The Amgen Foundation has established grant-making partnerships with qualified intermediary partners to manage donations to organizations chartered outside of the United States. Each year, the Foundation receives hundreds of grant proposals. While it is not possible for every organization to receive funding, those that are in alignment with the Foundation's guidelines and programmatic vision outlined below are given careful consideration. We welcome your ideas. The Science Education program is committed to raising the value of science literacy on a national and local level. The areas given priority consideration within science education are:

- Teacher quality and professional development in math and science: Comprehensive programs that enhance the quality of math and science teachers entering the classroom, and support teachers with meaningful professional-development opportunities that have a positive impact on student achievement.
- Pivotal hands-on science experience: Support programs that provide students and teachers with opportunities for hands-on, inquiry-based learning experiences that significantly impact students' excitement about science and scientific careers.

The Foundation's focus is to fund programs that enhance civic engagement by supporting science and education based initiatives, environmental programs, social services, as well as culture and arts in an effort to strengthen and enrich communities.

**Website:** <http://www.amgen.com/responsibility/grants-and-giving/amgen-foundation-grants/amgen-foundation-grant-guidelines/>

#### **(CUNY) Arts Research & Teaching Technology Equipment Grant Program**

**Deadline:** Pending

**Scope:** The landscape of education in the arts and humanities has undergone a marked change in recent decades, particularly with the advent of new communications technologies and digital media. The CUNY Office of Research seeks to embrace this change and has created this grant program to support arts faculty with technological needs. We welcome proposals from all full-time CUNY faculty in the arts & humanities who require technological equipment in order to pursue their research or teaching interests. Funds will be awarded on a competitive basis.

**Website:**

#### **(CUNY) Community College Research Grant (C3RG)**

**Deadline:** October, 2019 (estimated)

**Scope:** The Office of Research is committed to supporting research excellence at CUNY community colleges. Since 2006, the Community College Research Grant Program has funded collaborative, interdisciplinary, and undergraduate research projects resulting in faculty and student development. For the 2018-2019 competition, the program will accept proposals from faculty across all disciplines for awards of up to \$10,000. Proposals may be submitted by individual faculty or collaborative teams. We encourage applications that involve undergraduate students.

**Website:** <http://www2.cuny.edu/research/faculty-resources/internal-funding/community-college-research-grant-program/>

#### **(CUNY) Interdisciplinary Research Grant (IRG)**

**Deadline:** March 2, 2019 (estimated)

**Scope:** Urban societies across the globe are confronting numerous challenges related to the environment, human health, technology, infrastructure, and the ever-changing modes of social organization. Addressing these complex scientific and societal challenges requires problem-solving approaches that transcend individual disciplines and integrate a diverse range of skill sets and expertise. As the largest urban public university in the United States, CUNY boasts a highly diverse faculty with the requisite knowledge and competencies to address these urban challenges. The Interdisciplinary Research Grant 2018/2019 program seeks to support and encourage faculty researchers who will tackle challenges or problems that affect the needs of urban populations and the urban environment. We encourage applications that address specific challenges in ways that can be approached by combining expertise across disciplines (such as the health/social sciences, natural sciences and humanities). CUNY anticipates there will be approximately 5-8 one-year awards of \$40,000 made in 2018.

**Website:** <http://www2.cuny.edu/research/facultyresources/internal-funding/interdisciplinary-research-grantprogram/-2017-irg-grant-winners/>

#### **(CUNY) Office of Research Book Completion Award**

**Deadline:** February 2019 (estimated)

**Scope:** The CUNY Office of Research invites proposals from faculty who are working on research or creative projects they are developing into publishable book manuscripts. Funds will be awarded on a competitive basis to faculty in the arts, humanities and social sciences to develop or complete a book manuscript for publication. This grant program welcomes applications from faculty for book projects that are in the development and prospectus stage, as well as for manuscripts that have been accepted for publication and are nearing the completion and submission stage. **Website:** <http://www2.cuny.edu/research/faculty-resources/internal-funding/book-completion/>

**(CUNY) Research in the Classroom****Deadline:** November 2019 (estimated)

**Scope:** Faculty often view research and teaching as two distinct scholarly endeavors. And yet, there is compelling evidence that incorporating authentic research activities into classroom teaching benefits both students and faculty. While the apprentice model for mentored student research is still a gold standard, participation in undergraduate research can be effectively expanded using curriculum-based methods. The *Research in the Classroom* initiative is part of the new strategic framework for CUNY and represents one method for increasing experiential learning.

The CUNY Office of Research is offering grants for innovative ideas to incorporate authentic research projects into the undergraduate curriculum. Successful projects will be implemented into new or existing courses and must incorporate a researchable aim. For the purposes of this competition, authentic research is defined as a plan for seeking answers to a research question for which the outcome is unknown. The research question should be based on the expertise of the PI, and should involve the development of new avenues of inquiry. Proposals should include a discussion of the research question and how it will be operationalized in a course-based context. Awardees will be expected to implement their new course design in the Fall or winter spring semesters of the 2018/2019 academic year. Proposals should also include a section on how student outcomes will be assessed. More information on research in the classroom ideas can be found in a recent report from the National Academies Press, which can be downloaded without cost here: <http://bit.ly/2xstlvG>.

**Website:** <http://www2.cuny.edu/research/faculty-resources/internal-funding/research-in-the-classroom/>

**(CUNY) Summer Advanced Grant Writing Award****Deadline:** Pending

**Scope:** The CUNY Office of Research invites applications from Associate Professors who are preparing grant proposals to fund their research. The Summer Advanced Grantwriting Award (SAGA) will provide \$5,000 of summer salary in 2017 for faculty working on a proposal for a federal agency grant of at least \$100,000. Faculty from all disciplines are welcome to apply. **Website:** <http://www2.cuny.edu/research/faculty-resources/internal-funding/summer-advanced-grant-writing-award/>

**Dodge Foundation Grant****Deadline:** September 15, 2018

**Scope:** It is the policy of the Foundation to give priority to institutions and agencies in New York City with programmatic activities in the following categories: 1. those which help underprivileged youth build good character and sound values; 2. those with innovative programs that focus on early childhood education; 3. those supported by both the Founder and his descendants that continue to perform effective services; Consideration is also given to specific institutions

which do not fit into the above categories but have been supported consistently by the Foundation over a long period of time. The Foundation makes grants only to established institutions. It does not: 1. Support individuals through scholarship or other aid. 2. Support institutions dealing mainly with medical research, health care or health care training. 3. Generally support independent schools, colleges and universities excepting those that the Foundation has consistently supported over a long period of time, or to match gifts made under matching gift plans; 4. Make loans; 5. Manage programs or projects; 6. Make grants to endowment. **Website:** <http://www.chdodgefoundation.org/grants.shtml>

**(DoE) Minority Science and Engineering Improvement Program (MSEIP)****Deadline:** December 1, 2017 (estimated)

**Scope:** The Department of Education is seeking applications to improve science and engineering education at predominantly minority institutions and increase the numbers of underrepresented ethnic minorities in scientific careers. Funding for 25 institutional awards of \$100,000 to \$300,000 each; three design awards of \$15,000 to \$20,000 each; and three cooperative awards of \$100,000 to \$500,000 each. The project period is up to 36 months. **Eligibility:** Public and private nonprofit associate and baccalaureate-degree awarding minority higher education institutions that have a curriculum that includes science and engineering subjects and that partner with nonprofit higher education institutions that award baccalaureate degrees in science and engineering. Also eligible, nonprofit science-oriented organizations, professional scientific societies and higher education institutions that award the baccalaureate and that provide services and training for scientists and engineers from minority institutions. Consortia higher of organizations (higher education institutions, laboratories and organizations with science and engineering facilities) that provide needed services to minority institutions also may apply.

**Website:** <http://ocfo.ed.gov/fedreg.htm>

**(FDA/NSF) Scholar-In-Residence****Deadline:** Open

**Scope:** The National Science Foundation seeks applications for the Scholar-In-Residence at FDA announcement to enable investigators in science, engineering and computer science to develop research collaborations within the intramural research environment at the Food and Drug Administration. Funds: \$750,000 for an estimated five to 10 awards. The average award size and duration will vary depending on the availability of funds and the quality of proposals. Areas: NSF said the solicitation features three flexible mechanisms for support of research at FDA: Principal Investigators at FDA, Postdoctoral Researchers at FDA and Graduate Students at FDA. Funding supports research and collaborations with investigators in the intramural FDA laboratory research program, including opportunities for Principal Investigators and graduate students to conduct engineering and scientific research on topics contributing to public health, and to gain experience related to emerging

medical device technologies in a research setting, both individually and in collaborative teams.

**Website:** [www.nsf.gov/pubs/2018/nsf18556/nsf18556.htm](http://www.nsf.gov/pubs/2018/nsf18556/nsf18556.htm)

#### **Getty Foundation Pre and Postdoctoral Fellowships**

**Deadline:** October 1, 2018

**Scope:** Getty Predoctoral and Postdoctoral Fellowships are intended for emerging scholars to complete work on projects related to the Getty Research Institute's annual research theme. Recipients are in residence at the Getty Research Institute or Getty Villa, where they pursue research projects, complete their dissertations, or expand dissertation for publication. Fellows make use of the Getty collections, join in a weekly meeting devoted to the annual theme, and participate in the intellectual life of the Getty. Applications for Getty Pre- and Postdoctoral fellowships are welcome from scholars of all nationalities. Getty Predoctoral Fellowship applicants must have advanced to candidacy by the time of the fellowship start date and should expect to complete their dissertations during the fellowship period. Successful Predoctoral Fellowship applicants who are awarded their degree after the application deadline but before the fellowship begins, or who receive their doctorate while in residence, automatically become Postdoctoral Fellows. To be eligible to apply for the 2019-2020 scholar year, Postdoctoral Fellowship applicants should not have received their degree earlier than 2014. Getty Predoctoral Fellows are in residence for nine months from late-September to late-June and receive a stipend of \$25,000. Getty Postdoctoral Fellows are in residence for nine months from late-September to late-June and receive a stipend of \$30,000. Both fellowships also provide a workspace at the Getty Research Institute or the Getty Villa, an apartment in the Getty scholar housing complex, airfare to and from Los Angeles, and makes healthcare options available.

**Website:** [www.getty.edu/foundation/initiatives/residential/-getty\\_pre\\_postdoctoral\\_fellowships.html](http://www.getty.edu/foundation/initiatives/residential/-getty_pre_postdoctoral_fellowships.html)

#### **Getty Scholar Grants**

**Deadline:** October 1, 2018

**Scope:** Getty Scholar grants are for established scholars, or writers who have attained distinction in their fields. Recipients are in residence at the Getty Research Institute, where they pursue their own projects free from academic obligations, make use of Getty collections, join their colleagues in a weekly meeting devoted to an annual theme, and participate in the intellectual life of the Getty. Applications are welcome from researchers of all nationalities who are working in the arts, humanities, or social sciences. Applicants who received their degree less than five years ago should apply for a postdoctoral fellowship. Getty Scholars may be in residence from three to nine months: (a) Three-month residency: September to December, January to March, April to June: \$17,200; (b) Six-month residency: September to March, January to June: \$42,000; (c) Nine-month residency: September to June: \$65,000. The grant also includes an

office at the Getty Institute or the Getty Villa, airfare to and from Los Angeles, and available healthcare option.

**Website:** [http://www.getty.edu/foundation/initiatives/residential/getty\\_scholars.html](http://www.getty.edu/foundation/initiatives/residential/getty_scholars.html)

#### **(IMLS & NEH) Digital Humanities Advancement Grants**

**Deadline:** January 15, 2019

**Scope:** Digital Humanities Advancement Grants (DHAG) support digital projects throughout their lifecycles, from early start-up phases through implementation and long-term sustainability. Experimentation, reuse, and extensibility are hallmarks of this program, leading to innovative work that can scale to enhance scholarly research, teaching, and public programming in the humanities. This program is offered twice per year. Proposals are welcome for digital initiatives in any area of the humanities. Through a special partnership with NEH, the Institute of Museum and Library Services (IMLS) anticipates providing additional funding to this program to encourage innovative collaborations between museum or library professionals and humanities professionals to advance preservation of, access to, use of, and engagement with digital collections and services. IMLS and NEH may jointly fund some DHAG projects that involve collaborations with museums and/or libraries.

Digital Humanities Advancement Grants may involve

- creating or enhancing experimental, computationally-based methods, techniques, or infrastructure that contribute to the humanities;
- pursuing scholarship that examines the history, criticism, and philosophy of digital culture and its impact on society, or explores the philosophical or practical implications and impact of digital humanities in specific fields or disciplines; or
- revitalizing and/or recovering existing digital projects that promise to contribute substantively to scholarship, teaching, or public knowledge of the humanities.

**Website:** <https://www.neh.gov/grants/odh/digital-humanities-advancement-grants>

#### **(IMLS) Laura Bush 21st Century Librarian Program**

**Deadline:** March 20, 2019

**Scope:** The Institute of Museum and Library Services seeks applications for the Laura Bush 21st Century Librarian Program to support developing a diverse workforce of librarians to better meet the changing learning and information needs of the American public by enhancing the training and professional development of librarians, developing faculty and library leaders, and recruiting and educating the next generation of librarians. Funds: Planning Grants—up to \$50,000, National Forum Grants—up to \$100,000, Project Grants—up to \$1 million and Research Grants—up to \$500,000. Grant periods are one year for Planning Grants; one to two years for National Forum Grants; and one to three years for Project Grants and Research Grants, except for doctoral program projects, which may be one to four years. Eligibility: A library or a parent organization,

such as a school district, a municipality, a state agency or an academic institution, that is responsible for the administration of a library. See the announcement for complete details. IMLS said all applications must designate one of the following project categories: community anchors, national digital platform or curating collections. **Website:** [www.grants.gov](http://www.grants.gov); FON# LB21-FY18-1

#### **(IMLS) National Leadership Grants for Libraries**

**Deadline:** September 17, 2019 (for preliminary proposals); March 20, 2019 (for invited full proposals).

**Scope:** IMLS seeks applications for the National Leadership Grants for Libraries announcement to support projects that enhance the quality of library and archive services nationwide by advancing theory and practice. Funds: \$10 million total for up to 50 awards ranging from \$25,000 to \$1 million. Planning Grants are up to \$100,000; National Forum Grants are up to \$150,000; and Project and Research Grants are up to \$1 million. IMLS said all applications must designate one of the following project categories: lifelong learning, community catalysts, and national digital infrastructures and initiatives. Successful proposals will generate results such as new tools, research findings, models, services, practices or alliances that will be widely used, adapted, scaled or replicated to extend the benefits of federal investment.

**Website:** <https://www.imls.gov/grants/available/national-leadership-grants-museums>

#### **Institute for Advanced Study School of Historical Studies Postdoctoral(s)**

**Deadline:** October 15, 2018

**Scope:** The School of Historical Studies supports scholarship in all fields of historical research, but is concerned principally with the history of western, near eastern and Asian civilizations, with particular emphasis upon Greek and Roman civilization, the history of Europe (medieval, early modern, and modern), the Islamic world, East Asian studies, art history, the history of science and philosophy and modern international relations.

The School also offers the Edward T. Cone Membership in Music Studies. Each year the School welcomes approximately forty Members selected on the basis of both external and internal review. Most are working on topics in the above mentioned fields, but each year the School also selects some scholars working in other areas of historical research. Members in the School are appointed for either one term (first term Sept. 23 to Dec. 20, second term Jan. 13 to April 10) or for two terms, amounting to a full academic year. Requirements include the Ph.D. (or equivalent) at the time of application and a substantial record of publication.

The School takes into account the stage of the scholar's academic career when considering the list of publications, but in general applicants should have at least several articles already published in scholarly publications in order to be considered eligible. Qualified candidates of any nationality are invited to apply. **FUNDING:** Stipends will normally be

offered up to a maximum of \$75,000 for the full academic year, or \$37,500 for one term. A few senior scholars will be offered additional funding to help make up for losses in salary. Stipends may be supplemented by other grants, including sabbatical salaries, but if the total exceeds the salary at the time of application the Institute stipend will be reduced accordingly.

**Website:** [https://www.hs.ias.edu/mem\\_announcement](https://www.hs.ias.edu/mem_announcement)

#### **Josiah Macy Jr. Foundation: Board Grants**

**Deadline:** Open

**Scope:** The Josiah Macy Foundation is primarily focused on domestic health professional education. The foundation's funding priorities are:

- Improve education for the care of underserved populations, with an emphasis on primary care.
- Demonstrate or encourage inter-professional education and teamwork among healthcare professionals.
- Provide new curriculum content for health professional education, including patient safety, quality improvement, systems performance and professionalism.
- Develop new models for clinical education, including graduate medical education reform.
- Increase faculty skills in health professions education with a special emphasis on the career development of underrepresented minorities.

Board grants are generally one to three years in duration and are selected three times each year at its board meetings.

Grants are made only to tax-exempt institutions or agencies no grants are made directly to individuals. The Foundation does not consider requests for general undesignated support, endowments, equipment, construction or renovation projects, capital campaigns and activities outside the United States and its territories.

**Website:** <http://www.macyfoundation.org/apply>

#### **Kazanjan Economic Foundation**

**Deadline(s):** September 15, 2018 and February 15, 2019

**Scope:** The Calvin K. Kazanjan Economic Foundation is a small, non-profit organization with limited resources. The Foundation will look most favorably at programs that match grants of support with funds from other organizations, learned institutions, universities, colleges, and government sources. While the Kazanjan Foundation maintains a vital interest in the overall efforts to increase economic literacy, the Board of Trustees will give special attention to proposals and projects with national impact that addresses the following issues and audiences:

The Foundation has an abiding interest in elevating the nations understanding of the need for economic education. It will support programs that raise various public's participation in economic education and/or create a demand for greater economic literacy.

- The application of new strategies for teaching

economics including on-line and web-based instruction is of interest to the Foundation.

- Projects, policy studies, or programs that encourage measurement of economic understanding more often and/or more effectively are of specific interest.
- The large number of students at risk of leaving school, and hence never effectively participating in the nation's economic system are of concern to the Foundation.
- Programs that help otherwise disenfranchised youth and/or young adults with children learn to participate in the economic system are very important to the Foundation. Helping those working in social service agencies, particularly social workers, provide financial and economic understanding is a focus of the Foundation's funding.

The Kazanjian Foundation makes grants of various sizes. The average grant is approximately \$22,000, however grants as large as \$150,000 have been made. Grants are given for projects only. The Foundation does not make annual fund gifts. Occasionally, a multi-year grants is made for larger projects. **Website:** <http://kazanjian.org/>

#### **Kress Foundation: History of Art Grants Program**

**Deadline(s):** October 1, 2018 and January 1, 2019

**Scope:** The History of Art grant program supports scholarly projects that will enhance the appreciation and understanding of European art and architecture. Grants are awarded to projects that create and disseminate specialized knowledge, including archival projects, development and dissemination of scholarly databases, documentation projects, museum exhibitions and publications, photographic campaigns, scholarly catalogues and publications, and technical and scientific studies. Grants are also awarded for activities that permit art historians to share their expertise through international exchanges, professional meetings, conferences, symposia, consultations, the presentation of research, and other professional events. Grants are awarded to non-profit institutions with 501(c)3 status based in the United States, including supporting foundations of European institutions. In 2017, 6 awards were made, ranging from \$4,300 to \$65,700.

**Website:** [www.kressfoundation.org/grants/default.aspx?id=142](http://www.kressfoundation.org/grants/default.aspx?id=142)

#### **Kress Foundation: Conservation Grants Program**

**Deadline(s):** October 1, 2018 and January 1, 2019

**Scope:** The Conservation program supports the professional practice of art conservation, especially as it relates to European art of the pre-modern era. Grants are awarded to projects that create and disseminate specialized knowledge, including archival projects, development and dissemination of scholarly databases, documentation projects, exhibitions and publications focusing on art conservation, scholarly publications, and technical and scientific studies. Grants are

also awarded for activities that permit conservators and conservation scientists to share their expertise with both professional colleagues and a broad audience through international exchanges, professional meetings, conferences, symposia, consultations, the presentation of research, exhibitions that include a prominent focus on materials and techniques, and other professional events.

Support for conservation treatments is generally limited to works from the distributed Kress Collection, and is coordinated through the Kress Program in Paintings Conservation at the Conservation Center of the New York University Institute of Fine Arts. In 2017, three grants were made between \$5,000 and \$23,000.

**Website:** <http://www.kressfoundation.org/grants/main/>

#### **Kress Foundation: Digital Resources Grants Program**

**Deadline(s):** October 1, 2018 and April 1, 2019

**Scope:** The Digital Resources program is intended to foster new forms of research and collaboration as well as new approaches to teaching and learning. Support will also be offered for;

- the digitization of important visual resources (especially art history photographic archives) in the area of pre-modern European art history;
- primary textual sources (especially the literary and documentary sources of European art history);
- for promising initiatives in online publishing;
- and for innovative experiments in the field of digital art history.

Please note that this grant program does not typically support the digitization of museum object collections. Grants are awarded to non-profit institutions with 501(c) 3 status, based in the United States. In 2017, five grants were made, ranging from \$11,000 to \$70,000.

**Website:** [www.kressfoundation.org/grants/digital-resources/](http://www.kressfoundation.org/grants/digital-resources/)

#### **Lilly Fellows: Regional Conferences or Workshops**

**Deadline:** September 15, 2018

**Scope:** Regional Collaboration and Conferences Grants represent a flexible category of programs that encourage examination of topics of special significance to faculty, administrators, and students at a particular institution or group of institutions, or matters of special intellectual concern to faculty and others in Christian higher education. The focus, character, and constituency of the conference, collaboration, or workshop may vary to suit the needs of the applicant, within the general guidelines listed above. Previous successful conferences, collaborations, and workshops have focused on issues facing schools in a particular region, topics of current debate among faculty at a particular school, student life issues, graduate student matters, various theological or denominational traditions in higher education, an array of topics in liberal and professional education, and issues of civic and public concern to the Christian intellectual community.

Funding is available for up to two Regional Collaborations or Conferences taking place in the 2016-2017 academic year at \$12,500 each. It is expected that in many cases the host institution or group of institutions may also contribute to funding the conference. Institutions that have already received a grant in this category will not be eligible in the same category again for three years. Regional Conferences or Workshops represent a flexible category of programs, priority is given to applications that connect representatives from campuses within a particular geographical region.

**Website:** <http://www.lillyfellows.org/GrantsPrizes/RegionalConferences.aspx>

#### **Luce Foundation: Higher Education Grants**

**Deadline:** Open

**Scope:** Higher education has been a focus of the Foundations grantmaking since the Foundations very first grant in 1936 to Yenching University in Beijing. Over half of all grant monies awarded since the Foundations establishment have been to higher education institutions. Through its grants to colleges and universities, the Luce Foundation aims to advance three goals:

- To stimulate and support scholarship, especially projects that break new ground and that cross-disciplinary and geographic boundaries
- To ensure that high-quality research, especially in the humanities and qualitative social sciences, informs policymaking and public discussion
- To prepare the next generation of diverse scholars and academic leaders

Most of the grantmaking in support of these goals takes place through the Foundations thematic programs, Asia, Theology, or Clare Boothe Luce or its special initiatives like that on Religion in International Affairs. More details about those programs guidelines and lists of previous grants, including to colleges and universities, can be found at the following

**Website:** <http://www.hluce.org/highedu.aspx>

#### **Morris Family Foundation Grant**

**Deadline:** October 9, 2018 (Early applications encouraged).

**Scope** The mission of the Morris Family Foundation is to support the growth of innovative, effective educational practices. We support education in its broadest definition; i.e., the transmission of information. We support projects centered on learners across the lifespan. Projects may take place in traditional school-based settings, or may take the form of vocational education, distance learning or the transmission of cultural information. We are particularly interested in supporting underserved populations and creative uses of technology. We envision a way for educators to free themselves from traditional funding streams, which are generally averse to risk. We seek to provide one-time seed grants to innovative projects which may not otherwise get off the ground. Ideally, grantees will assist in building an infrastructure to support an ongoing project. The Foundation

will assist grantees in securing future funding, if necessary. The Morris Family Foundation believes that a good idea + good people + good leadership leads to positive change. Grants to multiple organizations are often made in a single cycle. The most important consideration is that the size of your request is in line with the project you are proposing.

**Website:** <http://themorrisfamilyfoundation.com/process/>

#### **(NARA) Access to Historical Records: Archival Projects**

**Deadline:** October 4, 2018

**Scope:** The National Archives and Records Administration seeks applications for the FY2019 Access to Historical Records: Archival Projects announcement to support projects that promote access to America's historical records to encourage understanding of our democracy, history and culture. A grant period is for one or two years and for up to \$100,000. Up to 10 grants are expected in this category, for a total of up to \$700,000. NARA said it is especially interested in collections of America's early legal records, such as the records of colonial, territorial, county and early statehood and tribal proceedings that document the evolution of the nation's legal history. All types of historical records are eligible, including documents, photographs, born-digital records and analog audio and moving images. Projects may preserve and process historical records to: create new online finding aids to collections and digitize historical records collections and make them freely available online.

**Website:** [www.grants.gov](http://www.grants.gov); FON# ARCHIVAL-201810

#### **National Gallery of Art: Visiting Senior Fellowships & Associate Appointments**

**Deadline(s):** September 21, 2018 and March 21, 2019

**Scope:** The Center for Advanced Study in the Visual Arts announces its program for Paul Mellon and Ailsa Mellon Bruce Visiting Senior Fellowships. Fellowships are for full-time research, and scholars are expected to reside in Washington and to participate in the activities of the Center throughout the fellowship period. Lectures, colloquia, and informal discussions complement the fellowship program. Each visiting senior fellow is provided with a study. In addition, visiting senior fellows who relocate to Washington are provided with housing in apartments near the Gallery, subject to availability.

Visiting senior fellows have access to the notable resources represented by the art collections, the library, and the image collections of the National Gallery of Art, as well as to the Library of Congress and other specialized research libraries and collections in the Washington area. Paul Mellon and Ailsa Mellon Bruce Visiting Senior Fellowships are intended to support research in the history, theory, and criticism of the visual arts (painting, sculpture, architecture, landscape architecture, urbanism, prints and drawings, film, photography, decorative arts, industrial design, and other arts) of any geographical area and of any period.

Visiting senior fellowship applications are also solicited from scholars in other disciplines whose work examines artifacts

or has implications for the analysis and criticism of visual form. Visiting senior fellowships are intended for those who have held the PhD for five years or more at the time of application, or who possess an equivalent record of professional accomplishment.

The Center awards up to 12 short-term (up to 60 days) Paul Mellon and Ailsa Mellon Bruce Visiting Senior Fellowships annually. Stipends for two-month fellowships range from \$7,000 to \$8,000, depending on relocation requirements, in addition to housing, as available. The Center will consider appointment of associates who have obtained outside awards for full-time research and would like to be affiliated with the Center. Appointments to associate status will be considered for periods of up to 60 days.

**Website:** <http://www.nga.gov/content/ngaweb/research/casva/fellowships/visiting-seniorfellowships.html>

### **National Hispanic Business Group: Education Fund**

**Deadline:** Open

**Scope:** The National Hispanic Business Group (NHBG) strongly believes in the idea of providing young adults with an opportunity to achieve personal fulfillment and success through higher education. Through its Education Fund, the NHBG encourages and motivates students interested in attending college in pursuit of a business degrees.

With over a third of the Hispanic population in the U.S. less than 18 years of age, helping to provide opportunities to young adults interested in achieving a higher education is a critical component for shaping the next generation of business and community leaders. Through our Education Fund, the NHBG gives back to the community by providing financial assistance to Hispanic students enrolled in an accredited College or University on a full time basis and in pursuit of an undergraduate business degree. To be eligible to apply for the NHBG scholarship a student must meet the following criteria:

- Be of Hispanic-Latino heritage.
- Be a U.S. citizen or a permanent U.S. resident.
- Live within the Tri-State Region.
- Attend an accredited college on a full-time basis.
- Have a minimum grade point average of 3.0 on a 4.0.
- Have a demonstrated need for financial assistance

**Website:** <http://www.nhbg.org/education-fund/>

### **National Humanities Center Fellowships**

**Deadline:** October 17, 2018

**Scope:** The National Humanities Center offers up to 40 residential fellowships for advanced study in the humanities during the academic year, September through May. Applicants must have doctorate or equivalent scholarly credentials. Mid-career scholars as well as senior scholars are encouraged to apply. Emerging scholars with a strong record of peer-reviewed work may also apply. The Center does not normally support the revision of a doctoral dissertation. In addition to scholars from all fields of the humanities, the Center accepts individuals from the natural

and social sciences, the arts, the professions, and public life who are engaged in humanistic projects.

The Center is international and welcomes applications from scholars outside the United States. Most of the Center's fellowships are unrestricted. Several, however, are designated for particular areas of research, including fellowships for environmental studies, English literature, art history, Asian studies, theology, and for early-career female philosophers. The Center also invites applicants from scholars in interdisciplinary fields, including African-American studies, area studies, bioethics, cultural studies, history of science and technology, film and media studies. The amounts awarded are individually determined, according to the needs of the Fellow and the Center's ability to meet them. The Center seeks to provide half salary up to \$65,000 with the expectation that a Fellow's home institution will cover the remaining salary. The Center also covers travel expenses to and from North Carolina for Fellows and dependents living with the Fellow in North Carolina during the fellowship.

**Website:** <http://nationalhumanities-center.org/become-a-fellow/>

### **(NEA) Literature Fellowships: Translation Projects**

**Deadline:** December 5, 2018

**Scope:** The National Endowment for the Arts seeks applications for the NEA Literature Fellowships: Translation Projects announcement to support projects for the translation of specific works of prose, poetry or drama from other languages into English. Funds: Awards ranging from \$12,500 to \$25,000. Areas: NEA said it encourages translations of writers and of works that are not well-represented in English translation.

**Website:** <https://www.arts.gov/grants/apply-grant/grants-individuals>

### **(NEA) Urban Grants**

**Deadline:** September 30, 2018

**Scope:** NEAs Urban Grants support development of large local NEA affiliates representing pre-K-12 educators, higher education faculty, and education support professionals. This grant funding is intended for projects that increase membership recruitment and involvement, build Association capacity, issue organizing, and organizing and engage communities. Grants fund activities for twelve months from the date of the award. The grant amount is up to \$5,000. Up to twenty-five urban grants are awarded annually.

**Website:** <http://www.nea.org/grants/39362.htm>

### **(NEH) Collaborative Research Grants**

**Deadline:** December 5, 2018 (estimated)

**Scope:** The Collaborative Research grant program encourages collaboration that proposes diverse approaches to topics, incorporates multiple points of view, and explores new avenues of inquiry that lead to publications and other resources for scholarly audiences and/or general audiences.

Collaborative Research grants support groups of two or more scholars engaging in significant and sustained research in the humanities. The program seeks to encourage interdisciplinary work, both within the humanities and beyond. Projects that include partnerships with researchers from the natural and social sciences are encouraged, but they must remain firmly rooted in the humanities and must employ humanistic methods. Eligible projects must propose tangible and sustainable outcomes such as co-authored or multi-authored books; born-digital publications; themed issues of peer-reviewed journals; and content-rich, open-access digital resources (for example, websites, databases, or tools). All grantees are expected to disseminate the results of their work to scholarly audiences and/or general audiences. Collaborative Research offers three types of awards to address different sorts of projects and stages of development.

**Type 1: Convening Grants** - up to \$50,000. Convening grants last one year and typically fund conferences and working group meetings to sharpen the chosen research topic and discuss and plan subsequent publication.

**Type 2: Publication Grants** - up to \$250,000 (no more than \$100,000 per year). Publication grants last one to three years and support the project toward completion of its publication goals. Publications can appear in traditional print or in digital form. Note that costs paid to publishers and subventions are not supported.

**Type 3: Archaeology Grants** - up to \$250,000 (no more than \$100,000 per year). Archaeology grants last one to three years and support projects that lead to publication.

**Website:** <https://www.neh.gov/grants/research/-collaborative-research-grants>

### **(NEH) Fellowships**

**Deadline:** October 15, 2018

**Scope:** \$58,800 available for up to three awards from 4 to 9 months. The award is \$4,200 per month. Room and half-board at the Institute is \$1,200 per month and the remainder is stipend. Open to post-doctoral scholars who are U.S. citizens (or alien residents for at least three years). Applicants must have completed all requirements, except for the actual conferral of the degree, by the application deadline for the fellowship.

**Website:** <https://aiarfellowships.fluidreview.com/>

### **(NEH) Humanities Connections Grant Program**

**Deadline:** October 17, 2018

**Scope:** The Humanities Connections Grant Program seeks to expand the role of the humanities in undergraduate education at two- and four-year institutions. Grants will support innovative curricular approaches that foster productive partnerships among humanities faculty and their counterparts in the social and natural sciences and in pre-service or professional programs (such as business, engineering, health sciences, law, computer science, and other technology-driven fields).

Competitive applications will demonstrate - that the proposed curricular projects address significant and compelling topics or issues in undergraduate education at the applicant institution(s); - that these projects engage the intellectual skills and habits of mind cultivated by the humanities; and - that faculty and students will benefit from meaningful collaborations in teaching and learning across disciplines as a result of the project. Humanities Connections projects have four core features:

- integration of the subject matter, perspectives, and goals of two or more disciplines (with a minimum of one in and one outside of the humanities);
- collaboration between faculty from two or more separate departments or schools at one or more institutions;
- experiential learning as an intrinsic part of the curricular plan; and
- long-term institutional support for the proposed curriculum innovation(s).

Humanities Connections grants are funded at two levels: Planning and Implementation.

- Planning Grants (up to twelve months) support the interdisciplinary collaboration of faculty from two or more separate departments or schools (a minimum of one in and one outside of the humanities), with the goal of designing a new, coherent curricular program or initiative.
- The grant gives the institution(s) the opportunity to create a firm foundation for implementing the program. Planning goals will include identifying the members of a planning committee and organizing the planning process; defining the rationale, design, and structure that would undergird a comprehensive and institutionally sustainable effort; and establishing potential scenarios for curriculum development. Institutions may draw on current short-term initiatives or curricular programs run by individual departments in this effort.

The outcome of a successful planning phase should be a project in, or ready for, the implementation stage.

**Website:** <https://www.neh.gov/grants/education/humanities-connections-planning-grants>

### **(NEH) Humanities Open Book Program**

**Deadline:** September 26, 2018

**Scope:** The Humanities Open Book Program is designed to make outstanding out-of-print humanities books available to a wide audience. By taking advantage of low-cost "ebook" technology, the program will allow teachers, students, scholars, and the public to read humanities books that have long been out of print. Eligibility is limited to (a) U.S. nonprofit organizations with IRS tax-exempt status; and (b) state and local governmental agencies and federally recognized Indian tribal governments. Individuals are not eligible to apply. Awards are for one to three years and range from \$50,000 to

\$100,000. Some projects will receive awards from the NEH, while others will receive awards from the Mellon Foundation.

**Website:** [www.neh.gov/grants/odh/humanities-open-book-program](http://www.neh.gov/grants/odh/humanities-open-book-program)

#### **(NEH) Landmarks of American History and Culture**

**Deadline:** February 14, 2019

**Scope:** The Landmarks of American History and Culture program supports a series of one-week workshops for a national audience of K-12 educators that enhance and strengthen humanities teaching at the K-12 level.

The program defines a landmark as a site of historic importance within the United States and its territories that offers educators a unique and compelling opportunity to deepen and expand their knowledge of the diverse histories, cultures, traditions, languages, and perspectives of the American people. Projects employ a place-based approach, teaching historic sites through critical interpretation in order to explore central themes in American history and government, as well as in literature, art, music, and related humanities subjects.

Each workshop accommodates thirty-six participants (NEH Summer Scholars) and is offered twice during the summer (for a total of seventy-two participants). Workshops may be hosted by institutions such as community colleges, universities, four-year colleges, learned societies, libraries or other repositories, centers for advanced study, cultural organizations, professional associations, and schools or school systems. Host institutions provide facilities and arrange for accommodations for participants, who receive a stipend. NEH expects host institutions to furnish facilities conducive to scholarly engagement with topics and sites.

**Website:** [www.neh.gov/grants/education/landmarks-american-history-and-culture-workshops-school-teachers?utm\\_medium=email&utm\\_source=govdelivery](http://www.neh.gov/grants/education/landmarks-american-history-and-culture-workshops-school-teachers?utm_medium=email&utm_source=govdelivery)

#### **(NEH) Public Scholars Program**

**Deadline:** February 6, 2019

**Scope:** The Public Scholar Program supports well-researched books in the humanities intended to reach a broad readership. Some humanities scholarship is necessarily specialized, but the humanities can also engage broad audiences in exploring subjects of general interest. Such scholarship might present a narrative history, tell the stories of important individuals, analyze significant texts, provide a synthesis of ideas, revive interest in a neglected subject, or examine the latest thinking on a topic. Books supported by this program must be grounded in humanities research and scholarship, making appropriate use of primary and/or secondary sources. They must also be written in a readily accessible style, addressing significant humanities themes in a way that will appeal to a large audience of general readers. Applications to write books directed primarily to scholars are not appropriate for this program. By establishing the Public Scholar Program, NEH has entered a long-term commitment to encourage scholarship in the

humanities for general audiences. The program is open to both individuals affiliated with scholarly institutions and to independent scholars, researchers, and writers. Projects may be at any stage of development.

**Website:** <https://www.neh.gov/grants/research/public-scholar-program>

#### **(NEH) Scholarly Editions and Translations Grants**

**Deadline:** December 5, 2018

**Scope:** Scholarly Editions and Translations grants support the preparation of editions and translations of pre-existing texts of value to the humanities that are currently inaccessible or available only in inadequate editions or transcriptions. Typically, the texts and documents are significant literary, philosophical, and historical materials; but other types of work, such as musical notation, are also eligible. Projects must be undertaken by at least one editor or translator and one other collaborating scholar. These grants support full-time or part-time activities for periods of one to three years. Applicants should demonstrate familiarity with the best practices recommended by the Association for Documentary Editing or the Modern Language Association Committee on Scholarly Editions. Translation projects should also explain the theory and method adopted for the particular work to be translated. Editions and translations produced with NEH support contain scholarly and critical apparatus appropriate to their subject matter and format. This usually means introductions and annotations that provide essential information about a text's form, transmission, and historical and intellectual context. Proposals for editions of foreign language materials in the original language are eligible for funding, as well as proposals for editions of translated materials. Information about Preliminary Draft Proposals Prospective applicants may submit a draft of their proposal for staff review (optional) no later than October 15.

**Website:** [www.neh.gov/grants/research/scholarly-editions-and-translations-grants](http://www.neh.gov/grants/research/scholarly-editions-and-translations-grants)

#### **(NEH) Summer Stipends**

**Deadline:** September 27, 2018

**Scope:** Summer Stipends support individuals pursuing advanced research that is of value to humanities scholars, general audiences, or both. Eligible projects usually result in articles, monographs, books, digital materials and publications, archaeological site reports, translations, or editions. Projects must not result solely in the collection of data; instead, they must also incorporate analysis and interpretation.

Summer Stipends support projects at any stage of development. Eligibility: The Summer Stipends program accepts applications only from individual researchers, teachers, and writers, whether they have an institutional affiliation or not. Applicants with college or university affiliations must, however, be nominated by their institutions. Summer Stipends provide \$6,000 for two consecutive months of full-time research and writing. Recipients must work full-time on their projects for these two months and may

hold other research grants supporting the same project during this time. Summer Stipends normally support work carried out during the summer months, but arrangements can be made for other times of the year.

**Website:** [www.neh.gov/grants/research/summer-stipends](http://www.neh.gov/grants/research/summer-stipends)

#### **(NEH) Summer Seminars and Institutes**

**Deadline:** February 14, 2019 (estimated)

**Scope:** NEH Summer Seminars and Institutes grants broaden and deepen understanding of the humanities in supporting professional development programs, specifically designed for a national audience of K-12 educators or college and university faculty. The programs provide one- to four-week opportunities for participants (NEH Summer Scholars) to explore a variety of topics relevant to K-12 or undergraduate education in the humanities. NEH Summer Seminars and Institutes;

- focus on the study and teaching of significant texts and other resources;
- provide models of excellent scholarship and teaching;
- contribute to the intellectual growth of the of participants; and
- build lasting communities of inquiry.

An NEH Summer Seminar or Institute may be hosted by a college, university, learned society, center for advanced study, library or other repository, cultural or professional organization, or school or school system. The host site must provide facilities for collegial interaction and scholarship. The program must be held only in the United States and its territories. Seminars and Institutes are designed either for K-12 educators or for college and university faculty. Programs for K-12 educators must involve someone with significant K-12 experience in both project planning and implementation and must respond to K-12 curricular needs.

**Website:** <https://www.neh.gov/grants/education/summer-seminars-and-institutes>

#### **New York Public Library: Cullman Center for Scholars and Writers: Fellowships**

**Deadline:** September 28, 2018

**Scope:** The Dorothy and Lewis B. Cullman Center for Scholars and Writers offers Fellowships to people whose work will benefit directly from access to the research collections at the Stephen A. Schwarzman Building at Fifth Avenue and 42nd Street. Renowned for the extraordinary comprehensiveness of its collections, the Library is one of the world's preeminent resources for study in anthropology, art, geography, history, languages and literature, philosophy, politics, popular culture, psychology, religion, sociology, sports, and urban studies.

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resources for study in anthropology, art, geography, history, languages and literature, philosophy, politics, popular culture, psychology, sociology, sports, and urban studies.

A Cullman Center Fellow receives a stipend of up to \$70,000, an office, a computer, and full access to the Library's physical and electronic resources. Fellows work at the Center for the duration of the Fellowship term, which runs from September through May. Each Fellow gives a talk over lunch on his or her current work-in-progress to the other Fellows and to a wide range of invited guests, and may be asked to take part in other programs at The New York Public Library.

**Website:** <http://tinyurl.com/yb8z6x3h>

#### **Newberry Library: Lloyd Lewis Fellowships in American History**

**Deadline:** November 1, 2019

**Scope:** Long-Term Fellowships are intended to support individual scholarly research and promote serious intellectual exchange through active participation in the Newberry's scholarly activities, including Fellows Seminars and Weekly Colloquium. These residential fellowships are available to postdoctoral scholars for 4 to 9 months with a stipend of \$4,200 per month. Awardees may combine their Newberry fellowship award with sabbatical funding or other stipendiary support. Fellows are welcome to stay in residence at the Newberry beyond the terms of their fellowship, but the amount of their stipend cannot be increased beyond the initial award. Lloyd Lewis Fellowships in American History support scholarship in any area of American history that is applicable to the Newberry's collection.

Long-Term Fellowships are open only to postdoctoral scholars who have been awarded the PhD degree by the Newberry's application deadline. The Newberry will only consider applicants who have achieved ABD status or terminal degree status by the Newberry's application deadline. Applicants pursuing Master's degrees in fields that grant PhDs are not eligible for Newberry fellowships. The Arthur and Lila Weinberg Fellowship is an exception to this rule, as it is open to individuals who do not have an advanced degree or are not working in academia, and who are working on creative projects. **Website:** <http://www.newberry.org>

#### **(NIA) Examining Diversity, Recruitment and Retention in Aging Research**

**Deadline:** Letters of Intent are due 30 days prior to the application due date; proposals are due September 25, 2018; January 25, 2019; and May 25, 2019.

**Scope:** The National Institute on Aging seeks (R24) resource-related research project applications for the Examining Diversity, Recruitment and Retention in Aging Research announcement to encourage collaborative teams to target gaps in methods and outcomes regarding research participant recruitment and retention. Funds: An estimated \$3 million in FY2019 for one to three awards. The maximum project period is three years.

NIA will support the creation of collaborative teams that will develop a portfolio of timely and essential enabling resources designed to enhance the recruitment and retention of a large diverse community population for aging research. The primary activities that should be completed by the teams within the project period are: develop and evaluate innovative approaches to recruitment and retention; test new approaches and disseminate methods to the field; engage, educate and motivate community members to participate in research; facilitate their enrollment and demonstrate measurable success; incorporate community members and patient/volunteer liaisons into the recruitment infrastructure and enable them to be active partners in recruiting additional community members; and provide sustainable participants to active NIA-funded clinical research.

**Website:** [www.grants.gov](http://www.grants.gov); FON# PAR-18-749

#### **(NIGMS) Bridges to the Baccalaureate Program (R25)**

**Deadline:** September 25, 2018

**Scope:** The NIH Research Education Program (R25) supports research education activities in the mission areas of the NIH. The over-arching goal of this National Institute of General Medical Sciences (NIGMS) R25 program is to support educational activities that enhance the diversity of the biomedical research workforce. To accomplish the stated over-arching goal, this FOA will support creative educational activities with a primary focus on Courses for Skills Development, Research Experiences, and Curriculum or Methods Development. A program application must include each activity, and describe how they will be synergized to make a comprehensive program.

The Bridges to Baccalaureate Program is intended to provide these activities to community college students to increase transition to and completion of Bachelor's degree in biomedical sciences. This program requires partnerships between community colleges or other two-year post-secondary educational institutions granting the associate degree with colleges or universities that offer the baccalaureate degree. Additionally, recruitment and retention plans are required as part of the application.

**Website:** [www.nigms.nih.gov/Research/mechanisms/Pages/bridgesbaccalaureate.aspx](http://www.nigms.nih.gov/Research/mechanisms/Pages/bridgesbaccalaureate.aspx)

#### **(NIH) Academic Research Enhancement Awards (AREA)**

**Deadline:** October 25, 2018

**Scope:** The objectives of the AREA program are to provide support for meritorious research, to strengthen the research environment of schools that have not been major recipients of NIH support, and to expose available undergraduate and/or graduate students in such environments to meritorious research. The AREA program will enable qualified scientists to receive support for small-scale research projects. Funding: Applicants may request up to \$300,000 for the entire project period of up to 3 years.

#### **(NIH) Research Career Development Program**

**Deadline:** September 7, 2018

**Scope:** The overall goal of the NIH Research Career Development program is to help ensure that a diverse pool of highly trained scientists is available in appropriate scientific disciplines. In addition to this opportunity, NIH Institutes and Centers (ICs) support a variety of other mentored career development programs designed to foster the transition of new investigators to research independence. These other programs may be more suitable for particular candidates. The objectives of the NIH Academic Leadership Career Award (K07) are to increase the pool of individuals with academic and research expertise in a specific area of biomedical research and to enhance the educational or research capacity at the grantee institution. The K 07 Leadership Award: provides support for senior investigators who are interested in improving the curricula and enhancing the health-related research capacity within an academic institution.

Candidates for K07 awards from the National Institute on Aging (NIA) must have (1) acknowledged scientific expertise and leadership skills and (2) sufficient research or clinical training or teaching experience in aging and geriatric research to implement a program to advance a field of aging research within the sponsoring institution. This project does not require cost sharing, with the average award at \$125,000. In addition to paying 25% to 50% of the Academic Leader's salary, the funds may be used to provide pilot funding for research by junior faculty, curriculum development in the area of aging being expanded, travel of junior faculty to other sites to learn techniques or to develop collaborations, guest faculty to work with the junior faculty on particular research skills or for any additional activity that helps build the research area at the institution.

**Website:** <https://www.nia.nih.gov/research/grants-funding/k07-nia-academic-leadership-career-award>.

#### **(NSF) ADVANCE: Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers**

**Deadline:** December 12, 2018 - Letter of Intent

January 09, 2019 - Full Proposal

**Scope:** Despite significant increases in the proportion of women pursuing STEM doctoral degrees, women are significantly underrepresented as faculty, in almost all STEM fields. The problems of recruitment, retention, and advancement that are the causes of this underrepresentation vary by discipline and across groups of women faculty. The ADVANCE program is designed to foster gender equity through a focus on the identification and elimination of organizational barriers that impede the full participation and advancement of all women faculty in academic institutions. Organizational barriers that inhibit equity may exist in areas such as policy, practice, culture, and organizational climate. The goals of the ADVANCE program are;

1. to develop systemic approaches to increase the representation and advancement of women in academic STEM careers;

2. to develop innovative and sustainable ways to promote gender equity that involve both men and women in the STEM academic workforce; and
3. to contribute to the research knowledge base on gender equity and the intersection of gender and other identities in STEM academic careers.

There are three program tracks. All projects are expected to build on prior ADVANCE work and gender equity research and literature to broaden the implementation of organizational and systemic strategies to foster gender equity in STEM academic careers.

**Website:** <https://www.nsf.gov/pubs/2016/nsf16594/nsf16594.pdf>

### **(NSF) Advanced Technological Education**

**Deadline:** October 4, 2018 for full proposals.

**Scope:** The National Science Foundation invites applications under its premier two-year college activity, the Advanced Technology Education program, which focuses on the education of technicians for high-tech fields critical for economic growth. Funding: approximately \$800,000 over three years. Eligibility: Two-year colleges must have a leadership role in all projects, which involve partnerships with two-year colleges, four-year colleges and universities, secondary schools, business, industry and government. Projects should respond to employers' needs for prepared technicians with adaptable skills. The program supports two major tracks: ATE projects and ATE centers. Projects include activities with national or regional focus that address: program improvement to increase the relevance of technician education to modern practices and the number of students prepared for the high-performance workplace; professional development of school teachers and college faculty; curriculum and education materials development for national dissemination; teacher preparation; research on technician education; and institutional reform of technician education.

**Website:** [www.nsf.gov/pubs/2017/nsf17568/nsf17568.htm](http://www.nsf.gov/pubs/2017/nsf17568/nsf17568.htm)

### **(NSF) Advancing Informal STEM Learning (AISL)**

**Deadline:** November 7, 2018

**Scope:** The Advancing Informal STEM Learning (AISL) program seeks to advance new approaches to and evidence-based understanding of the design and development of STEM learning opportunities for the public in informal environments; provide multiple pathways for broadening access to and engagement in STEM learning experiences; advance innovative research on and assessment of STEM learning in informal environments; and engage the public of all ages in learning STEM. The program supports six types of projects: (1) Pilots and Feasibility Studies, (2) Research in Service to Practice, (3) Innovations in Development, (4) Broad Implementation, (5) Literature Reviews, and (6) Conferences. **Website:** [www.nsf.gov/funding/pgm\\_-\\_summ.jsp?pims\\_id=504793](http://www.nsf.gov/funding/pgm_-_summ.jsp?pims_id=504793)

### **(NSF) Algebra and Number Theory Programs**

**Deadline:** October 12, 2018

**Scope:** The Algebra and Number Theory program supports research in algebra, algebraic and arithmetic geometry, number theory, and representation theory. Principal Investigators should carefully read the program solicitation "Conferences and Workshops in the Mathematical Sciences" (link below) to obtain important information regarding the substance of proposals for conferences, workshops, summer/winter schools, and similar activities. For conference proposals with budgets not exceeding \$50,000, which in accordance with NSF policy can be reviewed internally at NSF, the following target dates are in effect: For an event that will take place at some time prior to October 1 during a given year. For an event that will occur in the period October 1 through December 31 of a given year, the proposal should be submitted in May of that year. A conference proposal with a budget exceeding \$50,000 should be submitted seven months before the event is scheduled to take place for external review.

**Website:** [www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=5431](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5431)

### **(NSF) Conferences and Workshops in the Mathematical Sciences**

**Deadline:** Open

**Scope:** Conferences, workshops, and related events (including seasonal schools and international travel by groups) support research and training activities of the mathematical sciences community. Proposals for conferences, workshops, or conference-like activities may request funding of any amount and for durations of up to three years. Proposals under this solicitation must be submitted to the appropriate DMS programs in accordance with the lead-time requirements specified on the program web page. Funding: \$200,000 to \$4 million for 10-100 awards. **Website:** [http://www.nsf.gov/funding/pgm\\_-\\_summ.jsp?Pims\\_id=11701](http://www.nsf.gov/funding/pgm_-_summ.jsp?Pims_id=11701)

### **(NSF) Core Research**

**Deadline:** September 13, 2018

**Scope:** The EHR Core Research (ECR) program of fundamental research in STEM education provides funding in critical research areas that are essential, broad and enduring. EHR seeks proposals that will help synthesize, build and/or expand research foundations in the following focal areas: STEM learning, STEM learning environments, STEM workforce development, and broadening participation in STEM. The ECR program is distinguished by its emphasis on the accumulation of robust evidence to inform efforts to;

1. understand,
2. build theory to explain, and
3. suggest interventions (and innovations) to address persistent challenges in STEM interest, education, learning, and participation.

The program supports advances in fundamental research on STEM learning and education by fostering efforts to develop foundational knowledge in STEM learning and learning contexts, both formal and informal, from childhood through

adulthood, for all groups, and from the earliest developmental stages of life through participation in the workforce, resulting in increased public understanding of science and engineering. The ECR program will fund fundamental research on: human learning in STEM; learning in STEM learning environments, workforce development, and research on broadening participation in STEM.

**Website:** [www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=503214](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=503214)

#### **(NSF) Cultivating Cultures for Ethical STEM**

**Deadline:** February 22, 2019

**Scope:** Cultivating Cultures for Ethical STEM (CCE STEM) funds research projects that identify (1) factors that are effective in the formation of ethical STEM researchers and (2) approaches to developing those factors in all the fields of science and engineering that NSF supports. CCE STEM solicits proposals for research that explores the following: 'What constitutes responsible conduct for research (RCR), and which cultural and institutional contexts promote ethical STEM research and practice and why?' Factors one might consider include: honor codes, professional ethics codes and licensing requirements, an ethic of service and/or service learning, life-long learning requirements, curricula or memberships in organizations that stress responsible conduct for research, institutions that serve under-represented groups, institutions where academic and research integrity are cultivated at multiple levels, institutions that cultivate ethics across the curriculum, or programs that promote group work, or do not grade. Successful proposals typically have a comparative dimension, either between or within institutional settings that differ along these or among other factors, and they specify plans for developing interventions that promote the effectiveness of identified factors. CCE STEM research projects will use basic research to produce knowledge about what constitutes or promotes responsible or irresponsible conduct of research, and how to best instill students with this knowledge. In some cases, projects will include the development of interventions to ensure responsible research conduct. Proposals for awards from minority-serving institutions and institutions primarily serving persons with disabilities are strongly encouraged.

**Website:** [www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=505027](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=505027)

#### **(NSF) Decision, Risk, and Management Science**

**Deadline:** January 18, 2019

**Scope:** The Decision, Risk and Management Sciences program supports scientific research directed at increasing the understanding and effectiveness of decision making by individuals, groups, organizations, and society. Disciplinary and interdisciplinary research, doctoral dissertation research improvement grants (DDRIGs), and workshops are funded in the areas of judgment and decision making; decision analysis and decision aids; risk analysis, perception, and communication; societal and public policy decision making; management science and organizational design. The

program also supports small grants that are time-critical (Rapid Response Research - RAPID) and small grants that are high-risk and of a potentially transformative nature (EARly-Concept Grants for Exploratory Research - EAGER).

**Website:** [http://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=5423](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5423)

#### **(NSF) Developmental Sciences (DS)**

**Deadline:** January 15, 2019

**Scope:** The Developmental Sciences project supports basic research that increases our understanding of cognitive, linguistic, social, cultural, and biological processes related to human development across the lifespan. Research supported by this program will add to our knowledge of the underlying developmental processes that support social, cognitive, and behavioral functioning, thereby illuminating ways for individuals to live productive lives as members of society. DS supports research that addresses developmental processes within the domains of cognitive, social, emotional, and motor development across the lifespan by working with any appropriate populations for the topics of interest including infants, children, adolescents, adults, and non-human animals. The program also supports research investigating factors that affect developmental change including family, peers, school, community, culture, media, physical, genetic, and epigenetic influences. The budgets and durations of supported projects vary widely and are greatly influenced by the nature of the project. Investigators should focus on innovative, potentially transformative research plans and then develop a budget to support those activities, rather than starting with a budget number and working up to that value. A typical project funded through the DS program is approximately 3 years in duration with a total budget, including both direct and indirect costs, between \$100,000 and \$200,000 per year.

The DS program also accepts proposals for workshops and small conferences. These typically have total budgets, including direct and indirect costs, of approximately \$35,000. In addition, it is often useful for interested applicants to submit a one-page summary page so the Program Director can advise the investigator on the fit of the project for DS prior to preparation of a full proposal. New Investigators are encouraged to solicit assistance in the preparation of their proposals via consultation with senior researchers in their area, pre-submission review by colleagues, and events at professional conferences geared towards educating investigators seeking federal funding.

**Website:** [www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=8671](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=8671)

#### **(NSF) Discovery Research PreK-12 Program**

**Deadline:** November 14, 2018

**Scope:** The Discovery Research PreK-12 program (DRK-12) seeks to enhance the learning and teaching of science, technology, engineering, mathematics and computer science (STEM) by preK-12 students and teachers, through research

and development of STEM education innovations and approaches.

Projects in the DRK-12 program build on research in STEM education and prior development efforts that provide theoretical and empirical justification for proposed projects. Projects should result in research-informed and field-tested outcomes and products that inform teaching and learning. Teachers and students who participate in DRK-12 studies are expected to enhance their understanding and use of STEM content, practices and skills. The DRK-12 program invites proposals that address immediate challenges that are facing preK-12 STEM education as well as those that anticipate radically different structures and functions of preK-12 teaching and learning. The DRK-12 program has three major strands: (1) *Assessment*; (2) *Learning*; and (3) *Teaching*. The program recognizes the synergy among the three strands and that there is some overlap and interdependence among them. However, proposals should identify a clear focus of the proposed research efforts consistent with the proposal's main objectives and research questions. The program supports six types of projects: (1) Exploratory, (2) Design and Development, (3) Impact, (4) Implementation and Improvement, (5) Syntheses, and (6) Conferences. All six types of projects apply the three DRK-12 program strands.

**Website:** [www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=500047](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=500047)

#### **(NSF) Economics**

**Deadline:** January 18, 2019

**Scope:** The Economics program supports research designed to improve the understanding of the processes and institutions of the U.S. economy and of the world system of which it is a part. This program also strengthens both empirical and theoretical economic analysis as well as the methods for rigorous research on economic behavior. It supports research in almost every area of economics, including econometrics, economic history, environmental economics, finance, industrial organization, international economics, labor economics, macroeconomics, mathematical economics, and public finance. The Economics program welcomes proposals for individual or multi-investigator research projects, doctoral dissertation improvement awards, conferences, symposia, experimental research, data collection and dissemination, computer equipment and other instrumentation, and research experience for undergraduates.

The program places a high priority on interdisciplinary research. Investigators are encouraged to submit proposals of joint interest to the Economics Program and other NSF programs and NSF initiative areas. The program places a high priority on broadening participation and encourages proposals from junior faculty, women, other underrepresented minorities, Research Undergraduate Institutions, and EPSCoR states. The program also funds conferences and interdisciplinary research that strengthens

links among economic, the other social sciences as well as math and statistics.

**Website:** [www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=5437](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5437)

#### **(NSF) Foundations Program**

**Deadline:** September 25, 2018,

**Scope:** The National Science Foundation seeks applications for the Foundations Program to support research in mathematical logic and the foundations of mathematics. Funds: Recent awards have ranged from \$16,700 to \$1.1 million. Areas: NSF said areas include proof theory, recursion theory, model theory, set theory and infinitary combinatorics.

**Website:** [https://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=5548](https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5548)

#### **(NSF) Improving Undergraduate STEM Education: Education and Human Resources (IUSE)**

**Deadline:** October 1, 2018

**Scope:** The fields of science, technology, engineering, and mathematics (STEM) hold much promise as sectors of the economy where we can expect to see continuous vigorous growth in the coming decades. STEM job creation is expected to outpace non-STEM job creation significantly, according to the Commerce Department, reflecting the importance of STEM knowledge to the US economy.

The National Science Foundation (NSF) plays a leadership role in development and implementation of efforts to enhance and improve STEM education in the United States. Through the NSF Improving Undergraduate STEM Education (IUSE) initiative, the agency continues to make a substantial commitment to the highest caliber undergraduate STEM education through a Foundation-wide framework of investments. The IUSE: EHR program is a core NSF undergraduate STEM education program that seeks to improve the effectiveness of undergraduate STEM education for both majors and non-majors. The program is open to application from all institutions of higher education and associated organizations. NSF places high value on educating students to be leaders and innovators in emerging and rapidly changing STEM fields as well as educating a scientifically literate populace. In pursuit of this goal, IUSE: EHR supports projects that have the potential to improve student learning in STEM through development of new curricular materials and methods of instruction, and development of new assessment tools to measure student learning. In addition to innovative work at the frontier of STEM education, this program also encourages replications of research studies at different types of institutions and with different student bodies to produce deeper knowledge about the effectiveness and transferability of findings.

IUSE: EHR also seeks to support projects that have high potential for broader societal impacts, including improved diversity of students and instructors participating in STEM education, professional development for instructors to ensure adoption of new and effective pedagogical techniques

that meet the changing needs of students, and projects that promote institutional partnerships for collaborative research and development. NSF especially welcomes proposals that will pair well with the efforts of INCLUDES ([https://www.nsf.gov/news/special\\_reports/nsfincludes/index.jsp](https://www.nsf.gov/news/special_reports/nsfincludes/index.jsp)) to develop STEM talent from all sectors and groups in our society. Collaborations are encouraged between IUSE proposals and existing INCLUDES projects, provided the collaboration strengthens both projects.

The IUSE program recognizes and respects the variety of discipline-specific challenges and opportunities facing STEM faculty as they strive to incorporate results from educational research into classroom practice and work with education research colleagues and social science scholars to advance our understanding of effective teaching and learning. Toward these ends the program features two tracks: (1) Engaged Student Learning and (2) Institutional and Community Transformation. Two tiers of projects exist within each track: i) Exploration and Design and (ii) Development and Implementation.

**Website:** [www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_](http://www.nsf.gov/funding/pgm_summ.jsp?pims_)

#### **(NSF) Information and Intelligent Systems-Core Programs**

**Deadline:** October 2, 2018

**Scope:** The National Science Foundation seeks applications for the Information and Intelligent Systems-Core Programs announcement. Funds: \$100 million total for up to 200 awards ranging from \$50,000 to \$3 million. Classes of projects include:

- small projects up to \$500,000 total budget, with durations up to three years;
- medium projects \$500,001 to \$1.2 million total budget, with durations up to four years; and
- large projects \$1.2 million to \$3 million total budget, with durations up to five years.

NSF funding will support research and education projects that develop new knowledge in three core programs: the Cyber-Human Systems program, the Information Integration and Informatics program and the Robust Intelligence program.

**Website:** <https://www.nsf.gov/pubs/2018/nsf18570/nsf-18570.htm>

#### **(NSF) International Research Experiences for Students**

**Deadline:** September 11, 2018

**Scope:** The International Research Experiences for Students (IRES) program supports international research and research-related activities for U.S. science and engineering students. The IRES program contributes to development of a diverse, globally-engaged workforce with world-class skills. IRES focuses on active research participation by undergraduate or graduate students in high quality international research, education and professional development experiences in NSF-funded research areas. The overarching, long-term goal of the IRES program is to

enhance U.S. leadership in research and education and to strengthen economic competitiveness through training the next generation of research leaders. This solicitation features three mechanisms; proposers are required to select one of the following tracks to submit their proposal. **Track I** focuses on the development of world-class research skills in international cohort experiences. **Track II** is dedicated to targeted, intensive learning and training opportunities that leverage international knowledge at the frontiers of research. **Track III** calls for U.S. institutional partnerships and coalitions to develop and evaluate innovative models for high-impact, large-scale international research and professional development experiences for graduate students, as individuals or groups.

(1) **Track I:** IRES Sites (IS) projects engage a group of undergraduate and/or graduate students in active high quality collaborative research at an international site with mentorship from researchers at a host lab. IRES Sites must be organized around a coherent intellectual theme that may involve a single discipline or multiple NSF disciplines.

(2) **Track II:** Advanced Studies Institutes (ASI) are intensive short courses with related activities that engage advanced graduate students in active learning and research at the frontiers of knowledge. ASIs typically range in length from ten to twenty-one days and must be held outside the United States. ASIs must have a compelling rationale for their international location and should involve distinguished active researchers in the target field from the U.S. and abroad. ASIs should enable students to develop skills and broaden professional networks, leveraging international participation and complementary resources (expertise, facilities, data, field site, etc.) for mutual benefit.

(3) **Track III:** New Concepts in International Graduate Experience (IGE) projects propose, implement, and evaluate creative ideas for catalyzing the development of globally engaged U.S. scientists and engineers at the graduate student level. The IGE IRES track invites professional societies and organizations in the U.S. directly associated with science and engineering education or research activities to propose innovative large-scale programs to provide high-quality international research and/or research-related professional development experiences for U.S. graduate students as individuals or groups. The proposed experiences should enhance transferable skills and expand professional networks. The proposed international professional development model may focus on research or research-related activities in any NSF-funded area(s). Proposals that utilize, leverage and potentially expand existing global networks are encouraged.

**Website:** [www.nsf.gov/pubs/2018/nsf18505/nsf18505.htm](http://www.nsf.gov/pubs/2018/nsf18505/nsf18505.htm)

#### **(NSF) Law & Social Sciences**

**Deadline:** January 15, 2019

**Scope:** The Law & Social Sciences (LSS) Program considers proposals that address social scientific studies of law and law-like systems of rules. The Program is inherently

interdisciplinary and multi-methodological. Successful proposals describe research that advances scientific theory and understanding of the connections between law or legal processes and human behavior. Social scientific studies of law often approach law as dynamic, made in multiple arenas, with the participation of multiple actors. Fields of study include many disciplines, and often address problems including though not limited to: Crime, Violence, Law & Social Sciences Punishment, Economic Issues, Governance, Legal Decision Making, Legal Mobilization and Conceptions of Justice, Litigation and the Legal Profession LSS provides the following modes of support: Standard Research Grants and Grants for Collaborative Research, Doctoral Dissertation Research Improvement Grants, Interdisciplinary Postdoctoral Fellowships, Workshop and Conference Awards. LSS also participates in a number of specialized funding opportunities through NSF's crosscutting activities, including: Faculty Early Career Development (CAREER), Research Experiences for Undergraduates (REU), Research at Undergraduate Institutions (RUI), Grants for Rapid Response Research (RAPID) and Early-concept Grants for Exploratory Research (EAGER).

**Website:** [www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=504727](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=504727)

#### **(NSF) Linguistics**

**Deadline:** January 15, 2019

**Scope:** The Linguistics Program supports basic science in the domain of human language, encompassing investigations of the grammatical properties of individual human languages, and of natural language in general. Research areas include syntax, semantics, morphology, phonetics, and phonology. The program encourages projects that are interdisciplinary in methodological or theoretical perspective, and that address questions that cross disciplinary boundaries, such as (but not limited to):

- What are the psychological processes involved in the production, perception, and comprehension of language?
- What are the computational properties of language and/or the language processor that make fluent production, incremental comprehension or rapid learning possible?
- How do the acoustic and physiological properties of speech inform our theories of language and/or language processing?
- What role does human neurobiology play in shaping the various components of our linguistic capacities?
- How does language develop in children?
- What social and cultural factors underlie language variation and change?

The Linguistics Program does not make awards to support clinical research projects, nor does it support work to develop or assess pedagogical methods or tools for language instruction. The Linguistics Program accepts proposals for a variety of project types: research proposals from scholars with PhDs or equivalent degrees, proposals for Doctoral

Dissertation Research Improvement (DDRI) awards, and CAREER proposals. NSF will also consider proposals for workshops, conferences, and training activities. Proposals for will be held less than one year after submission may be returned without review.

**Website:** [www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=5408](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5408)

#### **(NSF) Major Research Instrumentation Program**

**Deadline:** January 1, 2019 to January 22, 2019

**Scope:** The Major Research Instrumentation (MRI) Program serves to increase access to multi-user scientific and engineering instrumentation for research and research training in our Nation's institutions of higher education and not-for-profit scientific/engineering research organizations. An MRI award supports the acquisition or development of a multi-user research instrument that is, in general, too costly and/or not appropriate for support through other NSF programs. MRI provides support to acquire critical research instrumentation without which advances in fundamental science and engineering research may not otherwise occur. MRI also provides support to develop next-generation research instruments that open new opportunities to advance the frontiers in science and engineering research. Additionally, an MRI award is expected to enhance research training of students who will become the next generation of instrument users, designers and builders. An MRI proposal may request up to \$4 million for either acquisition or development of a research instrument. Beginning with the FY 2018 competition, each performing organization may submit in revised "Tracks" as defined below, with no more than two submissions in Track 1 and no more than one in Track 2.

**Website:** [www.nsf.gov/pubs/2018/nsf18513/nsf18513.htm](http://www.nsf.gov/pubs/2018/nsf18513/nsf18513.htm)

#### **(NSF) Mathematical Sciences Infrastructure Program**

**Deadline:** December 17, 2018.

**Scope:** The National Science Foundation seeks applications for the Mathematical Sciences Infrastructure Program to support projects that positively influence the entire mathematical sciences research community, most often those cutting across multiple sub-disciplines. Funds: Recent awards have ranged from \$25,000 to \$3.4 million. Areas: NSF said activities include working research sessions, such as conferences and symposia, as well as larger initiatives focused on enhancing and developing the mathematical sciences at the national scale. In addition, the program will support a limited number of unsolicited training projects aimed at the undergraduate, graduate or postdoctoral levels that include a core mathematical sciences research component for trainees.

**Website:** [www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=12756](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=12756)

#### **(NSF) Political Science**

**Deadline:** January 15, 2019

**Scope:** The Political Science Program supports scientific research that advances knowledge and understanding of citizenship, government, and politics. Research proposals

are expected to be theoretically motivated, conceptually precise, methodologically rigorous, and empirically oriented. Substantive areas include, but are not limited to, American government and politics, comparative government and politics, international relations, political behavior, political economy, and political institutions. In recent years, program awards have supported research projects on bargaining processes; campaigns and elections, electoral choice, and electoral systems; citizen support in emerging and established democracies; democratization, political change, and regime transitions; domestic and international conflict; international political economy; party activism; political psychology and political tolerance. The Program also has supported research experiences for undergraduate students and infrastructural activities, including methodological innovations, in the discipline.

**Website:** [www.nsf.gov/funding/pgm\\_summ.jsp?-pims\\_id=5418](http://www.nsf.gov/funding/pgm_summ.jsp?-pims_id=5418)

#### **(NSF) Probability Program**

**Deadline:** September 10, 2018 through Sept. 25, 2018.

**Scope:** The National Science Foundation seeks applications for the Probability Program to support research in the theory and applications of probability. Funds: Recent awards have ranged from \$15,000 to \$2.1 million. Areas: NSF said subfields include discrete probability, stochastic processes, limit theory, interacting particle systems, stochastic differential and partial differential equations, and Markov processes. Research in probability that involves applications to other areas of science is especially encouraged.

**Website:** [https://www.nsf.gov/funding/pgm\\_summ.jsp?-pims\\_id=5555](https://www.nsf.gov/funding/pgm_summ.jsp?-pims_id=5555)

#### **(NSF) Re-entry to Active Research Program (RARE)**

**Deadline:** Ongoing.

**Scope:** National Science Foundation seeks applications for the Re-entry to Active Research (RARE) Program to catalyze the advancement along the academic tenure track of highly meritorious individuals who are returning from a hiatus from active research. Funds: \$1.2 million for up to four awards. The maximum project period is three years.: NSF said the RARE program includes two tracks to catalyze the advancement of investigators along the academic tenure system after a research hiatus, either to a tenure-track position or to a higher-tenured academic rank: Track 1-re-engages investigators in a competitive funding opportunity with accommodations for a gap in record that is a result of the research hiatus; and Track 2 - retrains investigators for whom the research hiatus has led to the need for new or updated techniques, such that retraining is required to return the investigator to competitive research activity.

**Website:** [www.nsf.gov/pubs/2018/nsf18525/nsf18525.htm?WT.mc\\_id=USNSF\\_25&WT.mc\\_ev=click](http://www.nsf.gov/pubs/2018/nsf18525/nsf18525.htm?WT.mc_id=USNSF_25&WT.mc_ev=click)

#### **(NSF) Research Experiences for Teachers (RET) in Engineering and Computer Science**

**Deadline:** September 19, 2018

**Scope:** NSF's Directorate for Engineering (ENG) and the Directorate for Computer and Information Science and Engineering (CISE) have joined to support the Research Experiences for Teachers (RET) in Engineering and Computer Science program. This program supports active long-term collaborative partnerships between K-12 Science, Technology, Engineering, Computer and Information Science, and Mathematics (STEM) in-service and pre-service teachers, full-time community college faculty, and university faculty and students to enhance the scientific disciplinary knowledge and capacity of the STEM teachers and/or community college faculty through participation in authentic summer research experiences with engineering and computer science faculty researchers. The research projects and experiences all revolve around a focused research area related to engineering and/or computer science that will provide a common cohort experience to the participating educators. The K-12 STEM teachers and/or full-time community college faculty also translate their research experiences and new scientific knowledge into their classroom activities and curricula.

The university team will include faculty, graduate and undergraduate students as well as industrial advisors. Involvement of graduate students in support of academic-year classroom activities is particularly encouraged. Partnerships with inner city, rural or other high needs schools are especially encouraged, as is participation by underrepresented minorities, women, veterans, and persons with disabilities. As part of the long-term partnership arrangements, university undergraduate/graduate students will partner with pre-college/community college faculty in their classrooms during the academic year to support the integration of the RET curricular materials into classroom activities. This announcement features two mechanisms for support of in-service and pre-service K-12 STEM teachers and full-time community college faculty: (1) RET supplements to ongoing ENG and CISE awards and (2) new RET Site awards. RET supplements may be included outside this solicitation in proposals for new or renewed ENG and CISE grants or as supplements to ongoing ENG and CISE-funded projects. RET in Engineering and Computer Science Sites, through this solicitation, are based on independent proposals from engineering and/or computer and/or information science departments, schools or colleges to initiate and conduct research participation projects for K-12 STEM teachers and/or full-time community college faculty.

**Website:** [www.nsf.gov/pubs/2017/nsf17575/nsf17575.htm](http://www.nsf.gov/pubs/2017/nsf17575/nsf17575.htm)

#### **(NSF) Research in Undergraduate Institutions (RUI) and Research Opportunity Awards (ROA)**

**Deadline:** Open

**Scope:** The Research in Undergraduate Institutions (RUI) and Research Opportunity Awards (ROA) funding opportunities support research by faculty members at predominantly undergraduate institutions (PUIs).

RUI proposals support PUI faculty in research that engages them in their professional field(s), builds capacity for research at their home institution, and supports the integration of research and undergraduate education.

ROAs similarly support PUI faculty research, but these awards typically allow faculty to work as visiting scientists at research-intensive organizations where they collaborate with other NSF-supported investigators. Eligible PUIs are accredited colleges and universities (including two-year community colleges) that award Associate's degrees, Bachelor's degrees, and/or Master's degrees in NSF-supported fields, but have awarded 20 or fewer Ph.D./D.Sci. degrees in all NSF-supported fields during the combined previous two academic years. All NSF directorates may support RUI and ROA funding activities. Funding for these awards is contained within research and education program allocations and not held as a separate allocation. RUI and ROA proposals are evaluated and funded by NSF programs in the disciplinary areas of the proposed research and are funded at their discretion. Prospective PIs should contact disciplinary program officers to identify specific NSF programs and to determine the feasibility and timing of RUI/ROA requests.

**Website** [http://www.nsf.gov/crssprgm/rui\\_roa/contacts.jsp](http://www.nsf.gov/crssprgm/rui_roa/contacts.jsp).

An RUI proposal may be: A request to support an individual research project or a collaborative research project involving PUI faculty and students at their own or other institutions. A request involving shared research instrumentation. The types of Research Opportunity Awards (ROA) opportunities include: A supplement to an existing NSF award to support ROA activities for PUI faculty. Requests to rebudget funds in an existing NSF award to support ROA activities for PUI faculty. Submission of a new collaborative proposal between a PUI and another institution(s), with a ROA component as a subaward or as part of a linked collaborative proposal.

**Website:** <https://www.nsf.gov/pubs/2014/nsf14579/-nsf14579.htm>

### **(NSF) Science of Science and Innovation Policy**

**Deadline:** September 10, 2018

**Scope:** The Science of Science & Innovation Policy (SciSIP) program supports research designed to advance the scientific basis of science and innovation policy. The program funds research to develop models, analytical tools, data and metrics that can be applied in the science policy decision making process and concern the use and allocation of scarce scientific resources.

Proposals also may develop methodologies to analyze science, technology and innovation data, and to usefully convey that information to a variety of audiences. Proposals that create and improve science, engineering and innovation data, including the design of new metrics and indicators, particularly proposals that demonstrate the viability of collecting and analyzing data on knowledge generation and innovation in organizations, are encouraged. The SciSIP program welcomes individual or multi-investigator research

projects, doctoral dissertation research improvement grants, experimental research, and data collection and dissemination. The SciSIP program also places a high priority on interdisciplinary research and on broadening participation. It encourages proposals from junior faculty, women, and underrepresented minorities, Research Undergraduate Institutions (RUI), and EPSCoR. SciSIP also supports additional types of proposals.

**Website:** [www.nsf.gov/funding/pgm\\_summ.jsp?ims\\_id=501084](http://www.nsf.gov/funding/pgm_summ.jsp?ims_id=501084)

### **(NSF) Science, Technology, and Society (STS)**

**Deadline:** February 4, 2019

**Scope:** The STS program draws from a variety of disciplines: anthropology, communication studies, history, philosophy, political science, and sociology to address the broad spectrum of STS research areas, topics, and approaches. Within this tradition, the STS program supports the NSF mission by welcoming proposals that provide an STS approach to NSF research-focused Big Ideas. (a) Harnessing the Data Revolution for 21st Century Science and Engineering; (b) Navigating the New Arctic; (c) The Quantum Leap: Leading the Next Quantum Revolution; (d) Work at the Human-Technology Frontier; (e) Understanding the Rules of Life: Predicting Phenotype; (f) Windows on the Universe: The Era of Multi-Messenger Astrophysics. Funding: \$6.2 million for about 40 awards.

**Website:** [www.nsf.gov/funding/pgm\\_summ.jsp?-pims\\_id=5324](http://www.nsf.gov/funding/pgm_summ.jsp?-pims_id=5324)

### **(NSF) Secure and Trustworthy Cyberspace**

**Deadline:** ongoing

**Scope:** The National Science Foundation seeks applications for the Secure and Trustworthy Cyberspace announcement to protect and preserve the growing social and economic benefits of cybersystems while ensuring security and privacy. Funds: \$68 million total for awards ranging from \$50,000 to \$10 million. NSF said six areas are critical to successful cybersecurity research and development: scientific foundations, risk management, human aspects, transitioning successful research into practice, workforce development and enhancing the research infrastructure.

**Website:** [www.nsf.gov/pubs/2018/nsf18572/nsf18572.htm](http://www.nsf.gov/pubs/2018/nsf18572/nsf18572.htm)

### **(NSF) Smart and Connected Health**

**Deadline:** December 11, 2018

**Scope:** The goal of the interagency Smart and Connected Health (SCH): Connecting Data, People and Systems program is to accelerate the development and integration of innovative computer and information science and engineering approaches to support the transformation of health and medicine. Approaches that partner technology-based solutions with biomedical and bio-behavioral research are supported by multiple agencies including NSF and NIH. The purpose of this program is to develop next-generation multidisciplinary science that encourages existing and new research communities to focus on breakthrough ideas in a

variety of areas of value to health, such as networking, pervasive computing, advanced analytics, sensor integration, privacy and security, modeling of socio-behavioral and cognitive processes and system and process modeling. Effective solutions must satisfy a multitude of constraints arising from clinical/medical needs, barriers to change, heterogeneity of data, semantic mismatch and limitations of current cyberphysical systems and an aging population. Such solutions demand multidisciplinary teams to address issues ranging from fundamental science and engineering to public health practice. Funding: \$11-20 million for 8-16 awards.

**Website:** [www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=504739](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=504739)

### **(NSF) Sociology**

**Deadline:** January 15, 2019

**Scope:** The Sociology Program encourages theoretically focused empirical investigations aimed at improving the explanation of fundamental social processes. Included is research on organizations and organizational behavior, population dynamics, social movements, social groups, labor force participation, stratification and mobility, family, social networks, socialization, gender roles, and the sociology of science and technology. The Program supports both original data collections and secondary data analysis that use the full range of quantitative and qualitative methodological tools. Theoretically grounded projects that offer methodological innovations and improvements for data collection and analysis are also welcomed. The Sociology Program also funds doctoral dissertation research to defray direct costs associated with conducting research, for example, dataset acquisition, additional statistical or methodological training, meeting with scholars associated with original datasets, and fieldwork away from the student's home campus. Projects are evaluated using the two Foundation-wide criteria, intrinsic merit and broader impacts. In assessing the intrinsic merit of proposed research, four components are key to securing support from the Sociology Program: (1) the issues investigated must be theoretically grounded; (2) the research should be based on empirical observation or be subject to empirical validation or illustration; (3) the research design must be appropriate to the questions asked; and (4) the proposed research must advance our understanding of social processes, structures and methods. **Website:** [www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=5369](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5369)

### **(NSF) Statistics Program**

**Deadline:** Dec. 1, 2018 through Dec. 17, 2018

**Scope:** NSF seeks applications for the Statistics Program to support research in statistical theory and methods, including research in statistical methods for applications to any domain of science and engineering. Recent awards have ranged from \$10,000 to \$932,000. NSF said statistical theory forms the base for statistical science, while the methods are used for stochastic modeling and the collection, analysis and

interpretation of data. The methods characterize uncertainty in the data and facilitate advancement in science and engineering. The program encourages proposals ranging from single-investigator projects to interdisciplinary team projects. **Website:** [www.grants.gov](http://www.grants.gov); FON# PD-18-1269

### **School of American Research Resident Scholar Fellowships**

**Deadline:** November 5, 2018

**Scope:** Resident scholar fellowships are awarded annually by the School for Advanced Research (SAR) to up to six scholars who have completed their research and who need time to prepare manuscripts or dissertations on topics important to the understanding of humankind. Resident scholars may approach their research from the perspective of anthropology or from related fields such as history and sociology. Scholars from the humanities and social sciences are encouraged to apply. The resident scholar selection process is guided by the School's longstanding commitment to support research that advances knowledge about human culture, evolution, history, and creative expression. SAR views its mission, its scholars, and its attractive campus environment as the connective tissue that supports the kinds of research that underlie its national reputation. Resident scholars are provided with an office, low-cost housing, a stipend (amount varies according to award), library assistance, and other benefits. Books written by scholars may be considered for publication by SAR Press in its Resident Scholar Series. Fellowships involve a nine-month tenure, from September 1 through May 31.

**Website:** [http://sarweb.org/index.php?resident\\_scholars](http://sarweb.org/index.php?resident_scholars)

### **Sloan Research Fellowships**

**Deadline:** September 17, 2018

**Scope:** The Sloan Research Fellowships seek to stimulate fundamental research by early-career scientists and scholars of outstanding promise. These two-year fellowships are awarded yearly to 126 researchers in recognition of distinguished performance and a unique potential to make substantial contributions to their field. Sloan Research fellowships total \$65,000. Candidates must hold a tenure track (or equivalent) position at a college, university, or other degree-granting institution. Tenure track faculty positions at the candidate's institution must include a yearly teaching requirement. Candidates must hold a Ph.D. (or equivalent) in chemistry, computational or evolutionary molecular biology, computer science, economics, mathematics, neuroscience, ocean sciences, physics, or a related field; Candidates' most recent Ph.D. (or equivalent) must have been awarded on or after September 1, 2012. Nominations for the 2019 Sloan Research Fellowships will open in summer 2018.

**Website:** <https://sloan.org/fellowships/>

### **Soros Fellowships for New Americans**

**Deadline:** November 1, 2018

**Scope:** The Paul and Daisy Soros, Hungarian immigrants and American philanthropists, established their Fellowship program for New American immigrants and children of

immigrants in December of 1997 with a charitable trust of fifty million dollars. They created the program as a way to give back to the country that had afforded their family such great opportunities. Mr. and Mrs. Soros decided on a fellowship program because it allowed them to assist young New Americans at critical points in their educations, which they felt was an unmet need. They also wished to call attention to the extensive and diverse contributions of New Americans to the quality of life in the United States. The rigorous selection process is focused on identifying the most promising New Americans who are poised to make significant contributions to the nation through their work. In addition, the selection team looks for a commitment to the United States fundamental principles and ideals. The Fellows can study in any degree-granting program in any field at any university in the United States. Selection is based on merit the specific selection criteria emphasize creativity, originality, initiative and sustained accomplishment. Neither financial need nor distributive considerations are taken into account in the selection process. Each Fellows attends two weekend conferences of Fellows. The great majority continue to be involved with the program through regional dinners, service in the selection process for later classes, and through the Paul & Daisy Soros Fellows Association.

**Website:** <https://www.pdsoros.org/apply>

#### **Spencer Foundation: Large-Scale Education Projects**

**Deadline:** October 2, 2018

**Scope:** The Spencer Foundation is accepting Letters of Intent from investigators for its Lyle Spencer Research Awards program. Grants of up to \$1 million will be awarded in support of intellectually ambitious, large-scale education research projects. In an effort to create much-needed space for creative and ambitious research projects that promise to advance our understanding of educational practice and its improvement, the program encourages proposals from scholars across a variety of disciplines and fields. To be eligible, principal investigators and co-PIs must have an earned doctorate in an academic discipline or professional field, or appropriate experience in an education research-related profession.

In addition, the PI must be affiliated with a college, university, school district, nonprofit research facility, or nonprofit cultural institution that is willing to serve as the administering organization if the grant is awarded. The foundation does not award grants directly to individuals. LOIs must be received no later than October 2, 2018. Upon review selected applicants will be invited to submit a brief essay explaining the aims, context, and rationale for the proposed project. See the Spencer Foundation website for program guidelines.

**Website:** [www.spencer.org/lyle-spencer-research-awards](http://www.spencer.org/lyle-spencer-research-awards)

#### **Spencer Research Awards: Advancing Understanding of Education Practice and Its Improvement**

**Deadline:** October 2, 2018

**Scope:** The Lyle Spencer Research Awards Program is intended to support intellectually ambitious research oriented

to improving the practice of education, independent of any particular reform agendas or methodological strictures. In this program, the Foundation envisions a large-minded conception of educational practice that encompasses formal and informal learning as well as the institutional, policy, and normative frameworks that influence and are influenced by learning and developmental processes. Moreover, the Foundation recognizes learning occurs across settings-from the classroom to the workplace and even onto the playing field-any of which may, in the right circumstance, provide the basis for rewarding study.

Principal Investigators (PIs) and Co-PIs applying for a Lyle Spencer Research Award must have an earned doctorate in an academic discipline or professional field, or appropriate experience in an education research-related profession. The PI must be affiliated with a college, university, school district, non-profit research facility, or non-profit cultural institution that is willing to serve as the administering organization if the grant is awarded. The Spencer Foundation does not award grants directly to individuals. Lyle Spencer Research Award budgets are limited to \$1,000,000, including indirect costs.

**Website:** <http://www.spencer.org/lyle-spencer-research-awards>

#### **Tinker Foundation: Institutional Grants**

**Deadline:** September 15, 2018

**Scope:** The Foundation's Institutional Grants program has as its goal the creation of effective policy changes to improve the lives of Latin Americans. The Board of Directors has identified three program areas in which focused, expert research has the potential to make significant positive impact:

1. Democratic Governance;
2. Education;
3. Sustainable Resource Management.

Projects should have a strong public policy component, offer innovative solutions to problems facing these regions, and incorporate new mechanisms for addressing these programmatic areas. Activities may include, but are not restricted to, research projects, workshops and conferences related to the Foundation's areas of interest. The Foundation encourages collaboration among organizations in the United States and Latin America and prefers to fund those institutions that are actively engaged with external stakeholders in addressing an issue of concern. Funding for general support may be considered on a limited basis. Potential applicants are encouraged to submit a brief letter of inquiry to ascertain the Foundation's interest prior to submitting a full proposal.

**Website:** <http://www.tinker.org/content/institutional-grants>

#### **Upper Manhattan Empowerment Zone (UMEZ): Arts Engagement Grant**

**Deadline:** September 18, 2018

**Scope:** UMEZ Arts Engagement is a new grant program launched in December 2017 to enhance the diversity and

frequency of arts and cultural presentations in Upper Manhattan. The program provides direct support for these activities to Upper Manhattans artists and nonprofit arts organizations under the guiding principle that support for artists of diverse disciplines, practices, cultural backgrounds, and career stages contributes to the vibrancy and sustainability of the communities in which they live and work.

Upper Manhattan is home to a remarkable concentration of artists and arts organizations representing multiple art forms, traditions, and aesthetics including one of the largest concentrations of culturally-specific groups in the country. With this in mind, UMEZ Arts Engagement invites proposals from artists and arts organizations that are:

1. based in Upper Manhattan and
2. presenting art projects or programming in Upper Manhattan, making their work more widely available to the public.

The program encourages effective and innovative approaches to engaging audiences that build on projects and programming with strong artistry at their core. How UMEZ Arts Engagement Works; UMEZ Arts Engagement will award grants of \$1,000 to \$10,000 to support public-facing arts projects or programming taking place in Upper Manhattan. This area is defined as north of 98th Street on the east side of Fifth Avenue; and north of 110th Street on the west side.

Funding is available for projects in the performing, literary, media, and visual arts, ranging from folk/traditional forms to contemporary and socially-engaged artistic practices. LMCC encourages proposals that connect audiences to rich arts experiences as demonstrated by opportunities to attend and/or participate in arts events and programming including concerts, performances, public art, exhibitions, screenings, festivals, readings, and more. UMEZ Arts Engagement strongly supports the payment of artist fees, recognizing that in order for communities to benefit most from artistry, artists must thrive.

The program is accompanied by technical assistance to applicants, and networking and promotional opportunities for funded projects. Competitive projects will demonstrate strong artistic merit, thoughtful project planning, and clear and feasible plans to reach the public.

**Website:** <https://lmcc.net/program/umez-arts-engagement/>

#### **Whitehall Foundation: Grant Programs**

**Deadline(s):** October 1, 2018 and January 15, 2019

**Scope:** The Grants-in-Aid program is designed for researchers at the assistant professor level who experience difficulty in competing for research funds because they have not yet become firmly established. Grants-in-Aid can also be made to senior scientists. All applications will be judged on the scientific merit and innovative aspects of the proposal, as well as on past performance and evidence of the applicants continued productivity. Grants-in-Aid are awarded for a one-year period and do not exceed \$30,000. The applicant must

meet all three of the following eligibility requirements in order to participate in the application process:

1. Appropriate title - must be an Assistant Professor (or higher). If the institution does not use this title, a letter from the department chair confirming the applicant's eligibility is required.
2. Status - must hold Principal Investigator status.
3. Independent - must be considered an independent investigator with his/her own dedicated lab space or with lab space independent of another investigator.

**Website:** <http://www.whitehall.org/>

## **Research Grant Writing Web Resources**

### [A Scientist's Guide to Achieving Broader Impacts through K-12 STEM Collaboration](#)

The National Science Foundation and other funding agencies are increasingly requiring broader impacts in grant applications to encourage US scientists to contribute to science education and society. Concurrently, national science education standards are using more inquiry-based learning (IBL) to increase students' capacity for abstract, conceptual thinking applicable to real-world problems. Scientists are particularly well suited to engage in broader impacts via science inquiry outreach, because scientific research is inherently an inquiry-based process. We provide a practical guide to help scientists overcome obstacles that inhibit their engagement in K-12 IBL outreach and to attain the accrued benefits. Strategies to overcome these challenges include scaling outreach projects to the time available, building collaborations in which scientists' research overlaps with curriculum, employing backward planning to target specific learning objectives, encouraging scientists to share their passion, as well as their expertise with students, and transforming institutional incentives to support scientists engaging in educational outreach."

### [Learn how to become an NIJ proposal peer reviewer](#)

NIJ draws reviewers for both its ad hoc and standing review panels from diverse backgrounds and regions who have relevant expertise and experience in at least one of the following areas:

- Crime control and prevention research.
- Criminology, law enforcement or corrections.
- DNA analysis, research and development.
- Information and sensor technologies.
- Investigative and forensic science and technology.
- Justice systems research.
- Law enforcement technologies.
- Violence and victimization research.

### Boosting the numbers of STEM majors? The role of high schools with a STEM program

This article investigates whether attending a high school that offers a specialized science, technology, engineering, and/or mathematics program (high school with a STEM program) boosts the number of students majoring in STEM when they are in college. The study used a longitudinal sample of students in North Carolina, tracking students from middle school through college graduation, to estimate the effect of attending a high school with a STEM program on their interest in STEM, odds of declaring, and chances of persisting in a STEM major. Although multilevel models indicate that attending a high school with a STEM program has a positive association with students' STEM-related outcomes, once researchers controlled for sample self-selection through propensity score matching, there was no evidence that attending high schools with a math and science-focused program significantly influences trajectories of STEM educational advantage for public school students in North Carolina. The study concludes that perhaps even more important for college STEM success than what happens in high school is what STEM-related academic, familial, and formal/informal learning experiences the student had prior to entering high school.

### Expanding STEM opportunities through inclusive STEM-focused high schools

Inclusive STEM high schools (ISHSs) admit students on the basis of interest rather than competitive examination. This study examines the central assumption behind these schools—that they provide students from subgroups underrepresented in STEM with experiences that equip them academically and attitudinally to enter and stay in the STEM pipeline. Hierarchical modeling was applied to data from student surveys and state longitudinal data records for 5113 students graduating from 39 ISHSs and 22 comprehensive high schools in North Carolina and Texas. Compared to peers from the same demographic group with similar Grade 8 achievement levels, underrepresented minority and female ISHS students in both states were more likely to undertake advanced STEM coursework. Hispanics in Texas and females in both states expressed more STEM career interest in Grade 12 if they attended an ISHS. Positive relationships between ISHS attendance and grade point average were found in the total sample and each subgroup in North Carolina.

Positive ISHS advantages in terms of test scores for the total student sample were found for science in both states and for mathematics in Texas. For the various student subgroups, test score differences favored the ISHS samples but attained statistical significance only for African Americans' science achievement scores in the Texas study.

### STEMucation Academy: An Online Professional Development Workshop for Teachers

STEMucation Academy helps teachers meet their academic standards and provides 25 contact hours upon completion of a unit of instruction for their classroom. The engineering design process is a simple concept to understand, but it is challenging to implement well. Like many skills, it takes practice. That is what a majority of STEMucation Academy is dedicated to: designing and implementing your own unit using challenge-based learning and the engineering design process to enhance any unit of study, not just math and science.

## Researching Grant Opportunities Two Search Engines Available to Faculty and Staff



BMCC provides two comprehensive internet-based search engines for funding information. The **PIVOT-COS** database is a tool that provides global and

local connections that strengthen research by exploring new avenues for funding and collaboration. **GrantForward** enables registered users to customize, and save and share searches and funding opportunities/alerts. Users may access information from anywhere when logged in to their accounts.

**GrantForward** is more useful to Arts and Humanities and faculty and provides more information on philanthropy funding whereas **PIVOT-COS** is better suited for the science faculty and those interested in international grants. If you have not yet done so, create your profile on **PIVOT-COS** and/or **GrantForward** by visiting the Sponsored Program Office's website at: [www.bmcc.cuny.edu/grant-app/login.jsp](http://www.bmcc.cuny.edu/grant-app/login.jsp)

To assist you navigating through both of these search engines, refer to the Quick Start Guide on **PIVOT-COS** website or consult the online tutorials available at the bottom of the **GrantForward** homepage.

The Quarterly Newsletter is published by the BMCC Office of Sponsored Programs.

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