Arts & Humanities

National Endowment for the Humanities: NEH Summer Stipends Program. Program supports individuals pursuing advanced research that is of value to humanities scholars, general audiences, or both. Recipients usually produce articles, monographs, books, digital materials, archaeological site reports, translations, editions, or other scholarly resources. Summer Stipends support full-time work on a humanities project for a period of two months. Due: 9/26/13. Institutional limit applies. UL Lafayette can nominate 2 individuals for the program. Individuals interested in being nominated should submit a one page Letter of Intent to Ruth Landry at orsp@louisiana.edu no later than August 2, 2013. Template LOI can be found at Link: http://orsp.ucs.louisiana.edu/sites/orsp.ucs.louisiana.edu/files/NEH_Summer_Stipend-Internal_Letter_of_Intent-2013.docx. Link: http://www.neh.gov/grants/guidelines/stipends.html

National Endowment for the Humanities/Natl. Fndn. on the Arts & Humanities: America’s Historical and Cultural Organizations: Implementation Grants. America’s Historical and Cultural Organizations grants support projects in the humanities that explore stories, ideas, and beliefs in order to deepen our understanding of our lives and our world. The Division of Public Programs supports the development of humanities content and interactivity that excite, inform, and stir thoughtful reflection upon culture, identity, and history in creative and new ways. Grants for America’s Historical and Cultural Organizations should encourage dialogue, discussion, and civic engagement, and they should foster learning among people of all ages. To that end, the Division of Public Programs urges applicants to consider more than one format for presenting humanities ideas to the public. Due: 08/14/2013. Link: http://www.neh.gov/grants/ahco-implementation-aug-14-2013.pdf

National Endowment for the Humanities/Natl. Fndn. on the Arts & Humanities: America’s Historical and Cultural Organizations: Planning Grants. America’s Historical and Cultural Organizations grants support projects in the humanities that explore stories, ideas, and beliefs in order to deepen our understanding of our lives and our world. The Division of Public Programs supports the development of humanities content and interactivity that excite, inform, and stir thoughtful reflection upon culture, identity, and history in creative and new ways. Grants for America’s Historical and Cultural Organizations should encourage dialogue, discussion, and civic engagement, and they should foster learning among people of all ages. To that end, the Division of Public Programs urges applicants to consider more than one format for presenting humanities ideas to the public. Due: 08/14/2013. Link: http://www.neh.gov/grants/public/americas-historical-and-cultural-organizations-planning-grants
Education, Health, Social Science, & Service

Healthy Schools: Environmental Factors, Children’s Health and Performance, and Sustainable Building Practices. The U.S. Environmental Protection Agency (EPA), as part of its Science to Achieve Results (STAR) program, is seeking applications proposing research that will inform school (K-12 educational facilities) building design, construction and operation practices in order to foster safe and healthy school environments and maximize student achievement and teacher and staff effectiveness. Specifically, the goal is to understand the relationship between environmental factors defined broadly and the health, safety and performance of students, teachers and staff. In addition to health-related concerns, the school environment may similarly impact the performance of students, teachers and staff, including lowering student achievement outcomes, and reducing teacher effectiveness. Accordingly, research is needed to better understand the negative impacts of the school environment on students’ health, safety, and achievement, and to measure the positive potential benefits of effectively managing environmental factors and applying sustainable building practices. The results of this research will help ensure that the risks of environmentally-induced illness and injury to America’s students, teachers and other school staff are diminished or avoided and that students, teachers and staff are provided with optimal learning environments in their schools. Due: N/A. Link: [http://www.epa.gov/ncer/rfa/2013/2013_star_healthy_schools.html](http://www.epa.gov/ncer/rfa/2013/2013_star_healthy_schools.html)

Science, Technology, Engineering, & Mathematics


Mid-Scale Innovations Program in Astronomical Sciences (MSIP): Directorate for Mathematics and Physical Sciences/NSF. A vigorous Mid-Scale Innovations Program (MSIP) was recommended by the 2010 Astronomy and Astrophysics Decadal Survey, citing "many highly promising projects for achieving diverse and timely science." As described in this solicitation, the Division of Astronomical Sciences will establish a new mid-scale program to support a variety of astronomical activities within a cost range up to $40M. This program will be formally divided into four subcategories: 1) limited term, self-contained science projects; 2) longer term mid-scale facilities; 3) development investments for future mid-scale and large-scale projects; and 4) community open access capabilities. The MSIP will emphasize both strong scientific merit and a well-developed plan for student training and involvement of a diverse and inclusive workforce in instrumentation, facility development, or data management. Link: [http://www.nsf.gov/pubs/2013/nsf13567/nsf13567.htm](http://www.nsf.gov/pubs/2013/nsf13567/nsf13567.htm)
**National Science Foundation: Research in Engineering Education**. The Division of Engineering Education and Centers (EEC) seeks to enable a world-leading system of engineering education, equally open and available to all members of society, that dynamically and rapidly adapts to meet the changing needs of society and the nation's economy. Research areas of interest include, but are not limited to: Diversifying pathways to and through engineering degree programs. Research projects that align with this theme explore how engineering programs can engage and develop students with a broad range of backgrounds, interests, and experiences; investigate how informal or real world experiences germane to engineering—such as military service or being a maker—impact, improve, or accelerate learning; or investigate how to fundamentally restructure courses, curricula, or programs to substantially boost student success, especially for under-represented populations and veterans. Understanding how to increase the diffusion and impact of engineering education research. Research projects are sought that discover how to improve the process by which engineering education research is translated into practice; how to accomplish organizational and cultural change in institutions of engineering education that leads to improved learning outcomes; or identifying and overcoming barriers to widespread adoption of engineering education research. Research projects that partner with other engineering education stakeholders (e.g. private companies, NGOs, or professional societies) to measure the value and impact of engineering education research on practice are also sought. Understanding engineering education in broader, organizing frameworks such as innovation, globalization, complex engineered systems, or sustainability. Research in this theme explores learning from perspectives and contexts that cut across disciplines and in which learners integrate expertise from multiple fields. Research projects that align with this theme include discovering processes to effectively teach engineering students to succeed in such environments or discovering key concepts and principles of educating engineers within such frameworks; or exploring factors such as teamwork, communication, or identity formation in such environments. Increasing our understanding of how engineering students learn and the capacity that supports such discovery. Fundamental research is encouraged on how engineering is learned, including engineering epistemologies and identities; and how to evaluate or operationalize aspects of engineering thinking, doing, and knowing. More information can be found in the program's Frequently Asked Questions (FAQ), see link below. This program discourages proposals that seek to simply implement and/or evaluate pedagogical innovations that have been previously shown to be effective for engineering students; such projects may be considered in the TUES program of Due. An ideal engineering education research project addresses the iterative cycle in which research questions that advance understanding are informed by practice and the results of research are, in turn, translated into practice. In discussing how the planned work advances understanding, competitive proposals will ground the proposed work in a theoretical framework and frame the project in the context of relevant prior work. The proposal should discuss how the research results are broadly generalizable and transferable; the broader impacts of projects are an important part of NSF's merit review criteria. Successful projects will identify target audiences as well as effective communication methods to ensure broad dissemination. Competitive proposals also contain appropriate evaluation plans that inform the research effort and allow assessment of the project's impact and effectiveness. The REE program accepts a diverse range of project scales from small, exploratory projects to large investigations with a broad, systemic scope; project budgets should match the project scope. The number of awarded proposal is based on a projected average funding level of approximately $100,000 per project per year. All PIs are urged to discuss the budget of proposed projects with a cognizant program officer before submission. Because competitive proposals emphasize generalizable research that impacts engineering degree programs, teams which do not contain engineering faculty should contact a program officer before submission. Other considerations for proposals submitted to engineering education are outlined below: The duration of Faculty Early Career Development (CAREER) Program awards is five years. The submission deadline for Engineering CAREER proposals is in July every year. Supplements to existing awards may be submitted at any time, but must be discussed with the program director before submission. Grants for Rapid Response Research (RAPID) and Early-concept Grants for Exploratory Research (EAGER) must be discussed with the program director before submission. Further details are available in the PAPPG download, available below. Please refer to the Proposal and Award Policies and Procedures Guide (PAPPG), when you prepare your proposal. Full Proposal Due: 09/19/2013. Link: [http://www07.grants.gov/search/search.do?mode=VIEW&oppId=58510](http://www07.grants.gov/search/search.do?mode=VIEW&oppId=58510)