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## This Week's Funding Opportunities

### Robert Wood Johnson Foundation - Developing Recommendations for Disaggregating Data Within the Asian American Population

Proposal Deadline: August 13, 2024 3:00 PM MT

#### Synopsis:

This funding opportunity will support a multifaceted research project that yields recommendations for actionable Asian American subgroup categories to be applied in the collection and analysis of race and ethnicity data. The goal of this award is to develop community-informed and evidence-based recommendations for how researchers should cluster the diverse Asian American population into smaller subgroups in ways that are feasible for real-world implementation. Advancing systematic disaggregation—whether it is at the collection, analysis, or reporting phase—can improve the health and social services fields' ability to target their resources where they are most needed in communities experiencing significant disparities.

For complete program information, [please click here](#).

### Burroughs Wellcome Fund – Climate and Health Interdisciplinary Awards (CHI)

Proposal Deadline: August 29, 2024 at 1 PM MT.

#### Synopsis:

The Burroughs Wellcome Fund Climate and Health Interdisciplinary Award provides support for collaborative exploratory work that opens new ground for comprehensively assessing or mitigating the impacts of climate change on human health. This program will support both individual scientists and multi-investigator teams. Early career faculty and postdoctoral fellows nearing their transition to independence are especially encouraged to apply, whether individually or within teams.

For complete program information, [please click here](#).

### Heising-Simons Foundation - Open Call for Support of Science Events and Gatherings

Proposal Deadline: August 30, 2024 12:59 PM MT

#### Synopsis:

The Heising-Simons Foundation's Science program is soliciting its first open call for proposals for support of meetings, workshops, conferences, summer schools, research collaboration gatherings, and other events related to astronomy, cosmology, fundamental physics, climate change science, as well as increasing the representation and retention of underrepresented groups within these areas. The Science program expects to fund up to \$400,000 total in grants during this open call for proposals, with each grant expected to be between \$20,000 and \$80,000. With this open call process, the Science program hopes to form new partnerships with scientists, institutions, and communities it has not yet worked with.

For complete program information, [please click here](#).

### Bridges to the Doctorate Research Training Program (T32)

Proposal Deadline: August 30, 2024 12:59 PM MT

#### Synopsis:

Notice seeking proposals to promote broad participation in the biomedical research workforce by strengthening research training environments and expanding the pool of well-trained master's students who transition to and complete biomedical Ph.Ds.

For complete program information, [please click here](#).

### NIH Bridges to the Baccalaureate Research Training Program (T34)

Proposal Deadline: September 25, 2024

#### Synopsis

The goal of the Bridges to the Baccalaureate Research Training Program is to provide structured activities to prepare a diverse cohort of research-oriented students to **transfer from associate degree-granting institutions to baccalaureate degree-granting institutions and complete a baccalaureate degree in disciplines related to the biomedical sciences**. This funding opportunity announcement provides support to eligible, domestic institutions to develop and implement effective, evidence-informed approaches to biomedical training and mentoring that will keep pace with the rapid evolution of the research enterprise.

NIGMS expects that the proposed research training programs will incorporate didactic, research, mentoring, and career development elements. This program requires strong **partnerships between at least two post-secondary educational institutions offering STEM degrees**. **At least one partner must be an institution that offers the associate degree as the highest STEM degree and the other partner(s) must offer baccalaureate degrees in biomedically relevant STEM fields**. Upon completion of the Bridges to the Baccalaureate Research Training program, trainees are expected to be well positioned to pursue research-oriented biomedical higher degree programs or enter careers in the biomedical research workforce.

**HSI and other MSIs are highly encouraged to apply.**

For complete program information, [please click here](#).

### Spotlight on Humanities in Higher Education

Proposal Deadline: October 1, 2024

#### Synopsis

The Spotlight on Humanities in Higher Education program supports small projects that help students from underserved populations gain access to and benefit from the humanities. Projects must enhance the teaching and study of the humanities at one or more colleges and universities that enroll fewer than 10,000 undergraduate students and that belong to at least one of the following categories: community colleges, minority-serving institutions, rural colleges and universities, or colleges and universities with more than 40% of students receiving Pell grants. These institutions, nonprofit organizations, and state, local, or Native American Tribal governments aiming to advance the humanities at these institutions are eligible to apply.

For complete program information, [please click here](#).

### VentureWell Fellowship

Proposal Deadline: October 1, 2024

#### Synopsis

VentureWell fellowship - designed to deepen our commitment to fostering systemic STEM innovation and entrepreneurship (I&E) growth within higher education and expand support for inclusive and sustainable innovation.

Our C&P Grants have empowered a generation of change makers nationwide, and we are excited to continue this mission by enhancing the role of faculty leaders as ecosystem builders in partnership with industry and government.

For complete program information, [please click here](#).

### NIH Developing and Testing Multi-level Physical Activity Interventions to Improve Health and Well-Being

Proposal Deadline: Anytime through November 14, 2027

#### Synopsis

The Office of Disease Prevention and participating Institutes, Centers and Offices are issuing this Notice to highlight interest in highly innovative multi-level interventions to increase and maintain health-enhancing physical activity in a wide range of population groups, including populations that experience health disparities, children, older adults, and persons at risk for mental/behavioral health conditions, and any subpopulations that can be characterized by the intersection of two or more of these descriptors.

Relevant physical activity intervention research includes translational research for pilot, exploratory, or developmental work in preparation for full-scale, fully powered efficacy studies, as well as studies seeking to adopt existing evidence-based interventions in a new context (e.g., population, setting, etc.). Research studies should be based on well-established theory, existing data, and/or evidence-based interventions. Furthermore, studies may focus on establishing efficacy, effectiveness, or dissemination and implementation of multi-level interventions.

For the Funding Opportunity Announcement, [please click here](#).

## Upcoming Webinars & Relevant Reports

NSF HSI Equitable Transformation in STEM Education (ETSE) Program  
Upcoming Webinars and Office Hours

July 30 – August 28, 2024



- [July 30, 2024, 10:00 a.m. – 11:00 a.m MT.](#)
- [August 1, 2024, 2:00 p.m. – 3:00 p.m MT.](#)
- [August 5, 2024, 12:00 p.m. – 1:00 p.m MT.](#)
- [Click here to see additional dates and times](#)

Hispanic Serving Institutions (HSI) are an important component of the nation's higher education ecosystem and play a critical role in realizing the National Science Board Vision Report for a more diverse and capable science and engineering workforce.

The goals of the NSF HSI Equitable Transformation in STEM Education (ETSE) Program are to:

1. Enhance the quality of undergraduate science, technology, engineering, and mathematics (STEM) education at HSIs.
2. Increase the recruitment, retention, and graduation rates of students pursuing associate's or baccalaureate degrees in STEM at HSIs.

Meeting these goals requires institutions to understand and embrace their students' strengths, challenges, identities and lived experiences. This can happen in many ways and across many areas of an institution. As such, the IUSE: HSI program provides multiple opportunities to support an institution's goal to become more student centered, including the Equitable Transformation in STEM Education (ETSE) competition. This competition includes the following tracks:

- Departmental/Division Transformation Track (DDTT) - New
- Institutional Transformation Track (ITT)
- Emerging Faculty Research Track (EFRT) - New
- HSI Program Resource Hubs (Hubs).

The ETSE competition focuses on (1) institutional transformation projects that support HSIs in their effort to achieve equity in STEM education, and (2) the infrastructure—the HSI-Net network of resource hubs—which supports the overall program goals.

[Register here to attend the event.](#)

#### Understanding the 2024 Cohort: Hanover's Admitted Student Survey Webinar Thursday, August , 2024 - 12pm MT

In this webinar experts from Hanover Research and a panel of experienced higher education leaders will present and reflect on the results of Hanover's annual 2024 Admitted Student Survey. The survey includes the responses of over 1,000 students who were admitted to undergraduate and graduate institutions in the United States in 2024. The results provide a window into the factors that influenced students' 2024-25 enrollment decisions, their changing perceptions of higher education, and the types of support they may need from institutions in their first year.

After this webinar higher education leaders will be able to more effectively use Hanover's annual report to learn what moves potential students from applicants to enrollees, which in turn, can help refresh campus enrollment plans, and uncover strategies to increase students' readiness to accept, attend, and succeed.

Speakers include:- Dr. Elaine Turner - Dean of the College of Agricultural & Life Sciences, University of Florida (FL) - Dr. Amy Bosley - President, Northwest Vista College (TX) - Mr. David Kuskowski - Associate Vice President for Enrollment Management, Clemson University (SC)- Dr. Jason Cohen - Higher Education Research Advisor, Hanover Research- Ms. Emily Kelleher - Senior Higher Education Research Advisor, Hanover Research

[Register here for this webinar.](#)

#### Microcredential Trends in Higher Education

In this brief, Hanover Research provides an overview of the current microcredential space, including definitions, approaches to stacking these credentials, student and employer perceptions, and popular alternative credential topics. Colleges and universities can use this brief to develop an understanding of the current microcredential landscape to inform their strategy for developing these offerings.

##### Key Findings

- Non-degree offerings and employer partnerships with colleges and universities to train their employees are on the rise. However, many institutions are still developing their strategies. Certificates are popular offerings in higher education, while non-academic provider are more likely to offer badges and MOOCs. Many institutions describe their microcredential strategies as emerging or non-existent. Additionally, while employers report an interest in partnerships with two- and four-year institutions to train their employees, many do not have established relationships.
- Business, healthcare, education, and technology are top areas in which higher education institutions offer alternative credentials. Published data on popular courses and a review of graduate certificate trends indicate learner demand for these general topics, with specific interest in areas such as management, educational technology, nursing, public health, and cloud computing.
- Soft skills, particularly communication, are in demand among employers and learners, while recent focus on new technologies such as AI has driven interest in related microcredentials. Among top courses and key skills sought by employers, soft skills dominate with especially strong demand for written and spoken communication. Courses related to ChatGPT and other AI topics have become popular via sources such as SkillSoft; other technology skills common in job postings include SQL and programming, both general skills and specific languages (e.g., Python). LinkedIn also reports growing interest in green skills such as carbon accounting.

To see the full report, please email Carman Melendrez at [carman.melendrez@unco.edu](mailto:carman.melendrez@unco.edu).

#### Research and Application in Team Science: Barriers and Opportunities for Facilitating Team Science Workshop & Committee Meeting

Tuesday, August 6th - 11:00 PM - 3:00 PM MT

The Committee on Research and Application in Team Science will hold a public workshop that will include presentations and discussions by young researchers, lead investigators, and funders of Team Science, as well as barriers and opportunities in the field.

The overall goals of the study are to (1) explore the relationship between team science and diversity, equity, inclusion, and accessibility, including best practices, barriers, impacts, and the role of virtual and hybrid environments; (2) develop a contemporary understanding of best practices in team science; (3) evaluate the growing role of virtual and hybrid teams; (4) identify gaps in resources and training for team science; and (5) better understand how to measure the effectiveness of teams."

[REGISTER NOW](#)

[Click here for more information about this event.](#)

## Student Funding Opportunities

### NSF Graduate Research Fellowship Program (GRFP)

Proposal Deadlines: October 15 -18, 2024

#### Synopsis:

The purpose of the NSF Graduate Research Fellowship Program (GRFP) is to help ensure the quality, vitality, and diversity of the scientific and engineering workforce of the United States. The program recognizes and supports outstanding graduate students who are pursuing full-time research-based master's and doctoral degrees in science, technology, engineering, and mathematics (STEM) or in STEM education. The GRFP provides three years of support over a five-year fellowship period for the graduate education of individuals who have demonstrated their potential for significant research achievements in STEM or STEM education. NSF actively encourages submission of applications from the full spectrum of diverse talent that society has to offer which includes underrepresented and under-served communities.

NSF GRFP was established to recruit and support individuals who demonstrate the potential to make significant contributions in STEM. NSF especially encourages applications from undergraduate seniors and Bachelor's degree-holders interested in pursuing research-based graduate study in STEM. First- and second-year graduate students in eligible STEM fields and degree programs are also encouraged to apply.

For complete program information, [please click here](#).

## Previously Announced Funding Opportunities

### Institute of Museum and Library Services Grants: Laura Bush 21st Century Librarian Program & National Leadership Grants for Libraries

Proposal Deadline for BOTH programs: September 20, 2024

NOTE: the Notice of Funding Opportunity has not been released for either program!

#### Laura Bush 21st Century Librarian Program (LB21) Synopsis

LB21 supports the training and professional development of library and archives professionals; developing faculty and information leaders; and recruiting, educating, and retaining the next generation of library and archives professionals in order to develop a diverse library and archival workforce and meet the information needs of their communities. Applications to IMLS should both advance knowledge and understanding and ensure that the federal investment made generates benefits to society. Specifically, the goals for this program are to generate projects of far-reaching impact that:

- Recruit, train, develop, and retain a diverse workforce of library and archives professionals.
- Develop faculty, library, and archives leaders by increasing the institutional capacity of libraries, archives, and graduate programs related to library and information science.
- Enhance the training and professional development of the library and archival workforce to meet the needs of their communities.

[Click here for the FY 2025 Notice of Funding Opportunity.](#)

#### National Leadership Grants for Libraries (NLG-L) Synopsis

NLG-L supports projects that address critical needs of the library and archives fields and have the potential to advance practice and strengthen library and archival services for the American public. Successful proposals will generate results such as new models, tools, research findings, services, practices, and/or alliances that can be widely used, adapted, scaled, or replicated to extend and leverage the benefits of federal investment. Applications to IMLS should both advance knowledge and understanding and ensure that the federal investment made generates benefits to society. Specifically, the goals for this program are to generate projects of far-reaching impact that:

- Build the workforce and institutional capacity for managing the national information infrastructure and serving the information and education needs of the public.
- Build the capacity of libraries and archives to lead and contribute to efforts that improve community well-being and strengthen civic engagement.
- Improve the ability of libraries and archives to provide broad access to and use of information and collections with emphasis on collaboration to avoid duplication and maximize reach.



- Strengthen the ability of libraries to provide services to affected communities in the event of an emergency or disaster.
- Strengthen the ability of libraries, archives, and museums to work collaboratively for the benefit of the communities they serve.

[Click here for the FY 2025 Notice of Funding Opportunity.](#)

## NEH Humanities Connections Projects

**Proposal Deadline: September 5, 2024**

### Synopsis

The Humanities Connections program seeks to expand the role of the humanities in undergraduate education at two- and four-year institutions by encouraging partnerships between humanities faculty and their counterparts in other areas of study. Awards support the planning or implementation of curricular projects connecting the humanities to the physical and natural sciences, pre-service or professional programs, including law and business; computer science, data science, and other technology-driven fields; or other non-humanities departments or schools. Projects must incorporate the approaches and learning activities of both the humanities and the non-humanities disciplines involved.

Two funding levels:

- Planning: Up to \$50,000, 12-month project period
- Implementation: Up to \$150,000, 18-36-month project period

Important dates to keep in mind:

- An Office Hour with NEH staff will be held from 11 – 12 pm Mountain on 7/16/2024. [Click here to join.](#)
- Get feedback from NEH staff by [submitting an optional draft](#) by 7/25/2024. Drafts should be submitted to [hc@neh.gov](mailto:hc@neh.gov) by 11:59 pm Eastern.
- Submit your final application through [grants.gov](https://grants.gov) by 11:59 pm Eastern on 9/5/2024.

The Notice of Funding Opportunity, a recorded webinar, sample narratives, and more can be found on the program page here: [Humanities Connections \(neh.gov\)](https://www.ned.gov/humanities-connections)

## NEA Translation Project Fellowships 2026

**Proposal Deadline: July 16, 2025**

### Synopsis

Through fellowships to published translators, the National Endowment for the Arts (NEA) supports projects for the translation of specific works of prose, poetry, or drama from other languages into English. The work to be translated should be of interest for its literary excellence and merit.

NEA encourages translation projects that feature languages, perspectives, and writers that are not well represented in English, as well as work that has not previously been translated into English, fostering mutual support for the diverse beliefs and values of all individuals and groups.

For complete program information, [please click here.](#)

## HSI Specific/Resource Limited/Undergraduate Focused Institutional Funding Opportunities

### NSF Hispanic Serving Institutions: Equitable Transformation in STEM Education (ETSE)

**Proposal Deadline: September 11, 2024**

### Synopsis

The Hispanic Serving Institutions: Equitable Transformation in STEM Education (HSI: ETSE) solicitation is a part of the larger Improving Undergraduate STEM Education (IUSE): Hispanic Serving Institutions (HSI) program at NSF. The IUSE: HSI program funds a breadth of projects across HSIs.

The new ETSE competition introduces two new tracks:

1. Departmental/Division Transformation Track which centers on the transformation of a single department or division within an institution; and
2. Emerging Faculty Research which is a new track that invites proposals from individual investigators at 2- and 4-year Primarily Undergraduate Institutions (PUIs), including community colleges, to engage in STEM research, including undergraduate STEM education or STEM broadening participation research.

Webinars in which key features and expectations of the HSI program will be discussed are being planned. Information regarding the webinars will be posted to the [HSI program webpage for this solicitation](#).

For complete program information, [please click here.](#)

### NIH Academic Research Enhancement Award (AREA) for Undergraduate-Focused Institutions

**Proposal Deadline: October 25, 2025**

### Synopsis

The National Institutes of Health (NIH) aims to support biomedical research projects proposed by faculty members at undergraduate-focused institutions that do not receive substantial funding from the NIH. The three objectives of this NOFO are to:

1. Provide support for meritorious research at undergraduate-focused institutions or institutional components;
2. Strengthen the research environment at these institutions/components; and
3. Give undergraduate students an opportunity to gain significant biomedical research experience through active involvement in the research.

The AREA program will enable eligible organizations to receive support for small-scale research projects led by faculty members. It is anticipated that investigators supported under the AREA program will benefit from the opportunity to conduct independent research; that the grantee institution will benefit from a research environment strengthened through AREA grants; and that **students at recipient institutions will benefit from exposure to and participation in scientific research in the biomedical sciences to encourage them to consider careers in biomedical research.** This AREA NOFO emphasizes the engagement and inclusion of undergraduates in research.

The **research project must involve undergraduate students, and the research team must be composed primarily of undergraduate students.** Student involvement in research may include participation in the design of experiments and controls, collection and analysis of data, execution and troubleshooting of experiments, presenting at meetings, drafting journal articles, participation in lab meetings to discuss results and future experiments, etc. The AREA program is a research grant program, not a training or fellowship program, and, as such, applications should not include training plans such as didactic training or non-research activities relating to professional development.

For the Funding Opportunity Announcement, [please click here.](#)

### NSF Hispanic-Serving Institutions: Enriching Learning, Programs, and Student Experiences (HSI:ELPSE)

**Proposal Deadline: February 12, 2025**

### Synopsis

The Hispanic Serving Institutions: Enriching Learning, Programs, and Student Experiences (HSI:ELPSE) solicitation is specifically focused on studying and improving the student experience in the following settings:

- STEM courses, particularly for students pursuing STEM degrees;
- Certificate, minor, and/or degree programs;
- Academic departments or divisions; and
- Schools and colleges that represent a part of the entire institution (e.g., a School of Engineering or a College of Natural Sciences).

Institutions are encouraged to consider how their mission and HSI designation could re-imagine and/or strengthen courses, degree programs, departments, or divisions. The HSI:ELPSE solicitation welcomes projects that implement, test and refine promising practices and/or conduct research related to broadening participation or improving recruitment, retention, graduation and other positive STEM outcomes for undergraduates.

Institutions are expected to use institutional data to identify equity gaps, identify areas of need, and unpack the factors that shape students' individual realities and shared experiences. Perspectives gained from these data should be central to the design of the project.

**UNC qualifies for the Implementation and Evaluation (IEP) Track, which has two levels.** IEP Level 2 proposals have several required elements beyond those for Level 1 proposals, including the need for a research plan and a detailed letter of support from upper-level administrators that addresses sustainability. The HSI program accepts planning and conference proposals at any time.

For complete program information, [please click here.](#)



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