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This Week's New Funding Opportunities

Department of Education HSI Program- Fund for the Improvement of Postsecondary Education (FIPSE): Basic Needs for Postsecondary Students Program

Proposal Deadline: August 5, 2024

Synopsis

The Basic Needs for Postsecondary Students Program provides grants to HSI institutions, or a consortia or system of such institutions, to advance systemic and sustainable solutions to student basic needs insecurity through support programs that address the basic needs of students and to report on practices that improve outcomes for students.

To this end, this competition is designed to promote student success by supporting interventions and programs that holistically address the basic needs of students and reporting on those practices that improve student outcomes. The competition includes absolute priorities designed to take a systemic evidence-based approach to improving outcomes for underserved students, and to benefit the institutions serving the highest number of students with basic needs insecurities, including Minority-serving institutions.

The competitive preference priorities are focused on supporting projects that meet the needs of the whole student and provide comprehensive student support services, as well as establishing a system of high-quality data collection and analysis to build evidence that furthers the research, development, continuous improvement, and scaling of basic needs programs and services. The two invitational priorities focus on leveraging public benefit programs and developing campus-wide strategies to address student mental health needs.

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

NEA Sound Health Network

Proposal Deadline: August 1, 2024

Synopsis

The Sound Health program seeks to expand public understanding of the connections between music and wellness: how music is processed by the brain, how living artful lives through music can impact development and learning, and the therapeutic use of music for specific health conditions. To date, the Sound Health program has produced concerts, workshops, symposia, and other events to spotlight important work at the intersection of music, neuroscience, music therapy, and music education.

NEA has identified the need for continued progress, on several fronts, to accelerate the growth and dissemination of rigorous evidence supporting policy, practice, and public awareness about music's benefits for health and healing. Those areas include:

- Collaborative research capacity-building: creating opportunities for the exchange of insights and information among researchers from different fields of expertise.
- Convenings: periodic (e.g., annual) large gatherings of researchers and practitioners across the domains of music, music therapy, neuroscience, and healthcare will create opportunities to network and showcase their work for each other and, potentially, for a wider audience.
- Communications: promotion and distribution of publications, events, and funding opportunities concerning music, neuroscience, and health through media platforms, as well as outlets and professional development opportunities for researchers to better share their findings with the general public.

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

NSF Research Experiences for Undergraduates (REU)

Proposal Deadline: August 21, 2024

Synopsis

The Research Experiences for Undergraduates (REU) program supports active research participation by undergraduate students in any of the areas of research funded by the National Science Foundation. REU projects involve students in meaningful ways in ongoing research programs or in research projects specifically designed for the REU program. This solicitation features two mechanisms for supporting student research:

1) REU Sites are based on independent proposals to initiate and conduct projects that engage a number of students in research. REU Sites may be based in a single discipline or academic department or may offer interdisciplinary or multi-department research opportunities with a coherent intellectual theme.

2) REU Supplements may be included as a component of proposals for new or renewal NSF grants or cooperative agreements or may be requested for ongoing NSF-funded research projects.

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

NEH Public Scholars

Proposal Deadline: August 28, 2024

Synopsis

The Public Scholars program offers grants to individual authors for research, writing, travel, and other activities leading to the creation and publication of well-researched nonfiction books in the humanities written for the broad public. Writers with or without an academic affiliation may apply, and no advanced degree is required. The program encourages non-academic writers to deepen their engagement with the humanities by strengthening the research underlying their books, and it encourages academic writers in the humanities to communicate the significance of their research to the broadest possible range of readers. NEH especially encourages applications from independent writers, researchers, scholars, and journalists.

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

Andy Warhol Foundation for the Visual Arts

Proposal Deadline: September 1, 2024

Synopsis

The Andy Warhol Foundation offers three types of grants—Curatorial Research Fellowships, Exhibition support, and multiyear program grants. We also serve the needs of artists through an invitational Regional Re-granting program and two ongoing Special Initiatives: Creative Capital and the Arts Writers Grant.

Grants are made on a project basis to curatorial programs at museums, artists' organizations, and other cultural institutions to originate innovative and scholarly presentations of contemporary visual arts. Projects may include exhibitions, catalogues, and other organizational activities directly related to these areas. The program also supports the creation of new work through regranting initiatives and artist-in-residence programs. The foundation values the contributions of all artists, reflecting the true diversity of the contemporary art field, and encourages proposals that highlight women, artists of color, and under-represented practitioners.

Scholarly research undertaken in the field of contemporary art is funded through Curatorial Research Fellowships. Curators at any stage of their careers are eligible to apply and must have the formal support of an institution and its director. It is assumed that research will lead to a significant exhibition, though this is not a requirement. Generally these fellowships are for projects with long lead times and may involve significant travel. Grants to curators do not preclude separate proposals from sponsoring institutions in any given grant round.

For an overview of the three funding programs and links to individual application guidelines, [please click here](#).

NEH Dialogues on the Experience of War

Proposal Deadline: September 17, 2024

Synopsis

The NEH is seeking proposals for the study and discussion of important humanities sources about war and military service, in the belief that these sources can help U.S. military veterans and others think deeply and in dialogue about the issues that they raise.

Dialogues discussion groups may include exclusively veterans (including a subset of veterans such as students or residents of a group facility); nonveteran students or members of the public; military-affiliated persons; or any mix of these groups.

To read the NOFO with complete program information, [please click here](#).

NIH STrengthening Research Opportunities for NIH Grants (STRONG): Resource Limited Institutions

Proposal Deadline: September 18, 2024 & 2025

Synopsis

The STRONG-RLI program supports research capacity needs assessments by eligible Resource-Limited Institutions (RLIs). The program will also support the recipient institutions to use the results of the assessments to develop action plans for how to meet the identified needs. RLIs are defined as institutions with a mission to serve historically underrepresented populations in biomedical research that award degrees in the health professions (and in STEM fields and social and behavioral sciences) and have received an average of \$0 to \$25 million per year of NIH Research Project Grant support for the past three fiscal years.

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

NEH Climate Smart Humanities Organizations

Proposal Deadline: September 18, 2024

Synopsis

The NEH Climate Smart Humanities Organizations program strengthens the institutional base of the humanities by funding operational assessments and strategic planning efforts to sustain and protect historical, cultural, educational, intellectual, and physical assets from the risks of climate change. Projects will result in a climate action, resilience, or adaptation plan including detailed assessments, measurable actions, and expected outcomes.

Proposals must address how strategic planning for climate change will increase the organization's resilience and support its work in the humanities over the long term. Projects are financed through a combination of federal matching funds and gifts raised from third-party, non-federal sources.

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

New Reports & Funding Agency Resources

[Four Ways To Foster Creativity in Student Entrepreneurs](#)

While Developing Their Problem-Solving Skills

Through the NSF Improving Undergraduate STEM Education (IUSE) workshop series, social scientists collaborated with entrepreneurship educators to bridge the gap between their areas of expertise. The resulting white papers provide research-based insights and classroom techniques for inclusive entrepreneurship educators.

Part of being an entrepreneur means anticipating and innovating for the future. This begins with generating ideas, an essential part of the creative thinking process, and evaluating those ideas in order to produce the best possible solutions to complex challenges. Student entrepreneurs must learn how to examine the feasibility, practicality, and potential impact of their innovations, while at the same time allowing their creativity to flourish. It can be a challenging balance to strike, both for students and for entrepreneurship educators who work to ensure their students' inventions are both novel and realistic.

By teaching problem-solving skills, educators equip students to develop their creative thinking within a real-world context and ultimately be more successful in their entrepreneurship endeavors.

In their new white paper, Roger Beaty and Nathalie Duval-Couetil have outlined four practical ways to integrate creative thinking and problem-solving into the curriculum.

Click here to download the White Paper: "Theoretical Perspectives on Creative Thinking for Problem Solving: Implications for Entrepreneurship Education Research and Practice".

NIH Grants Process for Beginners: Webinar Resources Available

Did you miss the webinar on the NIH grants process for beginners? Not to worry, the event resources are now available! Reference the [slides](#) or dive right in to the [video](#), which includes sections on:

- Learn the basics with [NIH Grants Process: A Walk-Through for Beginners](#)
- Tune in for answers to your questions in the [NIH Expert Q&A Panel, Part 1](#)
- Test your knowledge with [Submission Policies: You Make the Call](#)
- More questions and answers in the [NIH Expert Q&A Panel, Part 2](#)
- Take our panelists' advice: [Grant Application Tips from NIH Experts](#)

For more resources, see the [event page](#).

NIH Announces Updates to NIH Institutional Training Grant Applications and Required Data Tables

Over the past decade, NIH has made significant investments to develop, implement, assess and disseminate innovative, effective approaches to research training and mentoring and to prepare trainees for a variety of career paths in the biomedical research workforce. The updates announced in this webinar recording build on these efforts.

The updates will affect institutional training, international institutional training, and institutional career development awards. Key changes include:

- The Recruitment Plan to Enhance Diversity will be its own attachment in the PHS 398 Research Training Program Plan Form.
- Mentor training expectations will be more clearly defined in parent T32 Notices of Funding Opportunity.
- Institutional Training data tables will be updated to reduce burden and promote consistent information collection across training programs.
- "Responsible Conduct of Research" and "Recruitment Plan to Enhance Diversity" will now be included among the Additional Review Considerations that contribute to the overall impact score.

To read the changes please [click here](#).
To listen to the Training Grant Miniseries, please [click here](#).

Previously Announced 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](#).

NSF Hispanic Serving Institutions: Improving Undergraduate STEM Education

Proposal Deadline: *Tentatively* August/September, 2024

Synopsis

The goals of the HSI program are to enhance the quality of undergraduate STEM education and to increase the recruitment, retention, and graduation rates of students pursuing associate's or baccalaureate degrees in STEM. Achieving these, given the diverse nature and context of the HSIs, requires additional strategies that support building capacity at HSIs through innovative approaches to:

1. incentivize institutional and community transformation; and
2. promote fundamental research:
 - (i) on engaged student learning,
 - (ii) about what it takes to diversify and increase participation in STEM effectively, and
 - (iii) that improves our understanding of how to build institutional capacity at HSIs.

Intended outcomes of the HSI Program include broadening participation of students historically underrepresented in STEM and expanding student pathways to continued STEM education and integration into the STEM workforce.

UNC qualifies for Tracks 2 and 3:

Track 2: The Implementation and Evaluation Projects (IEP) track: supports the implementation of evidence-based unit-, department-, or multi-department-level activities that will enhance the quality of undergraduate STEM education. These projects may design and implement a new educational practice or practices, and/or adapt/replicate evidence-based practices that are already known to be effective.

Track 3: The Institutional Transformation Projects (ITP) track: supports institution-wide structural or systemic changes to enhance undergraduate STEM education at the proposing HSI. The ITP must be grounded in STEM education research and broadening participation research and be designed to make institutional infrastructure and policy changes to support long-term institutional changes that encourage and support faculty in implementing evidence-based practices that enhance student outcomes in STEM at the proposing HSI.

In addition to the core research of the proposed project, all tracks may support faculty research that is inter-, multi-, or trans-disciplinary, discipline-specific research, STEM education research, discipline-based STEM education research, or broadening participation research. Fundamental research is particularly encouraged on engaged student learning at HSIs, and on effectively diversifying and increasing participation in STEM at HSIs. Research-related funds may be requested for undergraduate student research, supplies, equipment required to carry out the research, and faculty research development activities.

The 2024 solicitation is forthcoming. If you are interested in preparing a proposal in advance of the release of the 2024 Solicitation, however, which is highly encouraged, please review the 2023 Guidelines.

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](#).

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 specially 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.](#)

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

This NOSI applies to due dates on or after June 5, 2024 and subsequent receipt dates through November 14, 2027

Synopsis

The Office of Disease Prevention and participating Institutes, Centers and Offices are issuing this Notice to highlight the 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 complete program information, [please click here.](#)

NSF National STEM Teacher Corps Pilot Program

Letters of Intent Due: August 20, 2024
Full Proposals Due : October 01, 2024

Synopsis

The purpose of this program is to elevate the profession of STEM teaching by establishing a National STEM Teacher Corps Pilot Program to recognize outstanding STEM teachers in our Nation's classrooms, reward them for their accomplishments, elevate their public profile, and create rewarding career paths to which all STEM teachers can aspire, both to prepare future STEM researchers and to create a scientifically literate public.

With this solicitation, NSF is inviting proposals to establish an initial set of Regional Alliances responsible for (a) recruiting eligible applicants to become members of the National STEM Teacher Corps; (b) screening, interviewing, and selecting members; and (c) supporting other activities detailed in the Program Description.

Each Alliance will be awarded as a cooperative agreement that represents the breadth of activities important to National STEM Teacher Corps Pilot Program and serves to elevate the public profile of STEM teachers within the region. Collectively these Alliances are expected to have a national impact.

The National STEM Teacher Corps also welcomes planning proposals submitted at any time during the year.

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

National Science Foundation Research Traineeship Program (NRT)

Proposal Deadline: September 6, 2024

Synopsis

The NSF Research Traineeship (NRT) program seeks proposals that explore ways for graduate students in research-based master's and doctoral degree programs to develop the skills, knowledge, and competencies needed to pursue a range of STEM careers. The program is dedicated to effective training of STEM graduate students in high priority interdisciplinary or convergent research areas, through a comprehensive traineeship model that is innovative, evidence-based, and aligned with changing workforce and research needs. Proposals are requested that address any interdisciplinary or convergent research theme of national priority.

The NRT program addresses workforce development, emphasizing broad participation, and institutional capacity building needs in graduate education. The program encourages proposals that involve strategic collaborations with the private sector, non-governmental organizations (NGOs), government agencies, national laboratories, field stations, teaching and learning centers, informal science centers, and academic partners.

UNC qualifies for Track 1, which may request a total budget up to \$3 million and up to five years in duration for projects with a focus on STEM graduate students in research-based PhD and/or master's degree programs.

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

Four Institute of Education Sciences Competitions: Education Research; Statistical and Research Methodology in Education; Special Education Research; and Special Education Research Training

Proposal Deadline: September 12, 2024

Synopsis

In awarding these research grants, the Institute of Education Sciences (IES) intends to provide national leadership in expanding knowledge and understanding of:

1. developmental and school readiness outcomes for infants and toddlers with or at risk for a disability,
2. education outcomes for all learners from early childhood education through postsecondary and adult education, and
3. employment and wage outcomes when relevant (such as for those engaged in career and technical, postsecondary, or adult education).

The IES research grant programs are designed to provide interested individuals and the general public with reliable and valid information about education practices that support learning and improve academic achievement and access to education opportunities for all learners. These interested individuals include parents, educators, learners, researchers, and policymakers. In carrying out its grant programs, IES provides support for programs of research in areas of demonstrated national need. In awarding research training grant programs, IES aims to prepare individuals to conduct rigorous and relevant education and special education research that advances knowledge within the field and addresses issues important to education policymakers and practitioners.

IES is announcing four research competitions through two of its centers:

1. The IES National Center for Education Research (NCER) is announcing two competitions in the following areas: education research, and statistical and research methodology in education.
2. The IES National Center for Special Education Research (NCSEER) is announcing two competitions—one competition in each of the following areas: special education research, and special education research training.

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

Three William T. Grant Foundation Grants

Research Grants on Improving the Use of Research Evidence

The online application will open on June 12. The next deadline to submit a letter of inquiry is August 7, 2024

Research Grants on Reducing Inequality

The online application will open on June 12. The next deadline to submit a letter of inquiry is August 7, 2024

Institutional Challenge Grant

The online application is now open. The next deadline to submit an application is September 12, 2024

Department of Education: 2024 Education Innovation and Research (EIR) Competitions

Proposal Deadline: July 22, 2024

Synopsis

On May 6, 2024, the U.S. Department of Education published in the Federal Register the notice inviting applications for the Education Innovation and Research (EIR) program's Early-phase, Mid-Phase, and Expansion competitions.

EIR provides funding to create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students; and rigorously evaluate such innovations.

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

Department of Education: Transformative Research in the Education Sciences

Proposal Deadline: September 12, 2024

Synopsis

In fiscal year (FY) 2025, the Transformative Research in the Education Sciences Grants program will focus on accelerating learning and reducing persistent education inequities by leveraging evidence-based principles from the learning sciences coupled with advanced technology to create high-reward, scalable technology solutions. Decades of learning sciences research—the interdisciplinary study of how people learn and how characteristics of the learning environment affect the learning process—have resulted in robust principles for learning that can serve as the basis for creating novel learning experiences. Technology is rapidly advancing, creating new opportunities to explore how it can support learning. Technology also provides a means to integrate evidence-based principles into the learning process at scale.

Through this program, researchers, product developers, and educators will work together to develop a transformative solution to a persistent challenge in education. The partners will leverage these insights and advances, conduct research to inform the development of a solution, and prepare the solution for scaling by considering issues such as product-market fit, the needs of users, and how variability in local context affects how the solution is implemented. These projects will be challenging due to the complexities of these partnerships combined with the barriers to adapting advanced technology for use in education. However, by bringing these partners together from the very beginning, there is the potential to create high-reward, scalable technology solutions to persistent challenges in education.

To download complete program instructions, [please click here.](#)



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