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External Grants
Most grants listed below require the institutional GRC log-in to access. If you need the GRC log-in, please see the newsletter in your UWL inbox or contact ORSP.

Local/Regional Grants

La Crosse Community Foundation
   General Fund-July 15, 2018
Robert & Eleanor Franke Charitable Fund-begins taking requests July 1, 2018
Wisconsin Humanities Council
   Major Grants-Aug 15, 2018
   Mini Grants-Aug 1, 2018

Arts/Humanities/International

American Musicological Society
   Subventions for Publications, Research, & Travel Grants-Aug 15, 2018
Council for International Exchange of Scholars
   Core Fulbright Scholar Program (US Scholars)-Aug 1, 2018
   Fulbright International Education Administrators Program-Aug 1, 2018
John F. Kennedy Library Foundation
   Research Grants and Fellowships – Aug 15, 2018
Institute for Humane Studies
   Hayek Fund for Scholars-rolling deadline
Mockingbird Foundation (music education)
   Music Education for Children, College/Adult Students, & Instructors-Aug 1, 2018
National Endowment for the Arts (NEA)
   Our Town-Aug 9, 2018 (creative place-making)
National Endowment for the Humanities (NEH)
   Documenting Endangered Languages-Sept 18, 2018
   Fellowship Programs at Independent Research Institutions-Aug 8, 2018
   Media Projects: Development and Production Grants-Aug 8, 2018
   Public Humanities Projects-Aug 8, 2018
Sage (Russell) Foundation
   Research and Scholar Programs-Aug 20, 2018
US Agency for International Development (USAID)
   Unsolicited Proposals and Grant Applications-Aug 1, 2018

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Education/Economic and Community Development

Grant (William T.) Foundation
   Research Grants-Aug 1, 2018
Scholars Program-July 5, 2018
Harry Frank Guggenheim Foundation *(violence, aggression, and dominance from a multi-disciplinary perspective)*

Research Grants-Aug 1, 2018
Koch (Charles G.) Charitable Foundation
Grants Program-Rolling deadline

Mott (Charles Stewart) Foundation
Civil Society, Education, and Environment Grants-LOIs accepted on a rolling basis
Retirement Research Foundation
Responsive Grants-Aug 1, 2018

Sloan (Alfred P.) Foundation
Economic Performance & the Quality of Life-LOIs accepted on a rolling basis
Sociological Initiatives Foundation *(linking research to social action)*
Action Research Projects-Aug 15, 2018

Spencer Foundation
Small Research Grants-Aug 1, 2018

US Department of Commerce *(innovation-based economic development efforts)*
Planning and Local Technical Assistance Programs Opportunity-Aug 1, 2018

US Department of Education
Fulbright-Hays: Group Projects Abroad Program-July 5, 2018

US Department of Justice
Research and Evaluation on Promising Reentry Initiatives-Aug 6, 2018

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**Health**

ASPen Rhoads Research Foundation *(membership required)*
Nutrition Research Grants Program-Aug 22, 2018

American Heart Association
Research Grants (Faculty & Undergraduates)-Multiple opportunities and deadlines

Pardee (Elsa U.) Foundation
Cancer Research Grants Program-Aug 31, 2018

Foundation for Physical Therapy
Research Grants-Aug 2, 2018

Ittleson Foundation *(public policy for AIDS, the environment, and mental health)*
Grants Program-Aug 31, 2018

National Institutes of Health (NIH)
Administrative Supplements to Existing NIH Grants-Deadlines vary by I/C
Behavioral and Social Research on Aging-Multiple deadlines based on FOA
Biology of Aging Program-Multiple deadlines based on FOA
Conference Grants to Advance Collaborative Research on Aging Biology (R13)-Aug 12,
2018
Cutting-Edge Basic Research Awards (R21)-Aug 20, 2018
Division of Cardiovascular Sciences-Multiple deadlines based on FOA
NIH Support for Conferences and Scientific Meetings (R13)-Aug 12, 2018
Hematology Research-Multiple deadlines based on FOA

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Science/Technology/Engineering/Math

Earthwatch Institute
Research Program-Jun 10, 2018 (LOI)

National Research Council
Research Associateship Programs for Grads, recent Ph.D.s, & Senior Researchers- Aug 1, 2018

National Science Foundation (NSF)
Biological Oceanography-Aug 15, 2018
Chemical Oceanography-Aug 15, 2018
Computer & Information Science & Engineering (CISE) Research Initiation Initiative (CRII)- Aug 8, 2018
Cognitive Neuroscience (CogNeuro)-Aug 13, 2018
Cultural Anthropology-Aug 15, 2018
Decision, Risk, & Management Sciences (DRMS)-Aug 20, 2018
Economics-Aug 20, 2018
Innovative Technology Experiences for Students & Teachers-Aug 8, 2018
Methodology, Measurement, & Statistics (MMS)-Aug 30, 2018
Perception, Action, & Cognition-Aug 1, 2018
Physical Oceanography-Aug 15, 2018
Political Science-Aug 15, 2018
Research Experiences for Undergraduates (REU)-Aug 22, 2018
Robert Noyce Teacher Scholarship Program-Aug 28, 2018
Science, Technology, & Society (STS)-Aug 3, 2018
Sociology-Aug 15, 2018
STEM + Computing K-12 Education-Jul 2, 2018

US Department of Agriculture (USDA)
Agriculture and Food Research Initiative: Professional Development for K-14 Teachers & Education Professionals -Jul 11, 2018

US Department of Defense
Awards to Stimulate & Support Undergraduate Research Experiences-Aug 22, 2018
DARPA: Information Innovation Office (understanding complex software systems)-Multiple deadlines based on FOA

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Community Connections: World Arts through K/Cultural Engagement (WAKE) (Dr. Rita Chen, Educational Studies)

Increasing community engagement is one of the pillars of UWL’s strategic plan, outlined as a “key component to our teaching, scholarly, & service mission.” ORSP has the opportunity to work with dedicated faculty and staff as they develop grant applications to serve and give back to our community. In this month’s newsletter, we would like to highlight the success of Dr. Rita Chen (Educational Studies) for her back-to-back successful grant procurement for the World Arts through K/Cultural Engagement (WAKE) program, which has been funded by the Wisconsin Humanities Council (WHC) and the La Crosse Community Foundation Global Awareness Fund.

As a state, Wisconsin’s residents are becoming more diverse. The 2010 US Census shows that Western Wisconsin, in particular, has grown in diversity. This shift can be seen in public school districts, such as La Crosse, Onalaska, West Salem, Sparta, and Arcadia. With diversity increasing in the classrooms, Chen says it is important for teachers to address the needs of the student population through a more globalized education. Two ways that she is helping to address this need is through 1) curriculum development with local schools and 2) piloting of the WAKE program in April 2018.

Since 2014, Chen and UWL teacher candidates under her mentorship have worked with 4th grade teachers and students at Northern Hills Elementary School (Onalaska School District) and a 6th grade teacher at Longfellow Middle School (La Crosse School District). The objectives of this collaboration are to embed 1) the philosophy of teaching for social justice and 2) culturally responsive teaching into the current language arts and social studies curriculum at these schools. Chen and her students have helped these teachers develop critical research activities around multicultural and/or social justice research; these project allowed students to take on “multiple perspectives in viewing the [current societal] problems we are facing, such as poverty, gender bias, gender inequality, technology advancement and its effect, [and] environmental issues (e.g., global warming, deforestation, animal extinction, disappearance of indigenous cultures and languages, etc.).” With the success of this curriculum development in the two school districts, Chen and the group felt it was time to upscale the “impact of the social justice and multicultural projects in the classroom to the entire community” by piloting the WAKE program in April 2018.

The purpose of the WAKE program is to “raise awareness of the diverse cultural heritage located within the La Crosse and Onalaska communities and to unite the community through commonalities associated with each culture.” To raise this awareness, five groups of cultural experts (including individuals from the Native American, Hmong, Latina/o, African-American, and African communities in La Crosse) developed workshops for students and local community members to learn about a significant tradition of each culture. The common theme that united these workshops was the use of performance (e.g., storytelling,
dancing, music, etc.) to guide participants in exploring, discussing, and appreciating the common connections that bring us together and unite us as human beings. With the UWL teacher candidates' help from Chen’s Foundations of Literacy class, the students from the Onalaska and La Crosse School Districts endeavored to take multicultural perspectives when researching and presenting their social justice projects at the WAKE event. These social justice projects allowed parents and community members to learn what students were engaging in academically and to learn about other cultures in their community.

The two successful grants Chen obtained to support the WAKE program underscore not the only the need for this type of cultural programming at the community level, but also the power and importance of community connections between UWL and the school districts with which the campus partners. UWL's School of Education, Professional, & Continuing Education strives to prepare effective teachers and responsible citizens in a diverse world. The anticipated outcomes of the WAKE event, from Chen’s perspective, were to 1) provide more opportunities for community and cultural groups to share their experiences and develop mutual understanding of human differences, 2) provide cross-cultural communication and education through the performing arts, and 3) plant seeds of acceptance in the minds of young generations to remove exclusive, harmful mentalities and move towards becoming a multilingual and multicultural society. In the end, the WAKE event allowed collaborators, participants, and cultural experts to participate in a “third space” (i.e., a space in which cross-disciplinary relationships and collaborations flourish), which allowed “teachers, students, and students’ families to build a sense of community and co-construct knowledge that is meaningful and accessible to all members in the school community.”

WKBT La Crosse News documented the success of the WAKE event and published the following article highlighting it. Survey results from the pilot program show that the event was successful, and Chen is already planning to reach out to other schools who are interested in hosting a WAKE program for the 2018-2019 school year.

_Funded in part by a grant from the Wisconsin Humanities Council, with funds from the National Endowment for the Humanities. Any views, findings, conclusions or recommendations expressed in this project do not necessarily represent those of the National Endowment for the Humanities. The Wisconsin Humanities Council supports and creates programs that use history, culture, and discussion to strengthen community life for everyone in Wisconsin._

_The WAKE event is funded in part with grant support from the La Crosse Community Foundation._

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Foundation Spotlight

Teagle Foundation

The Teagle Foundation’s mission is to promote and enhance liberal arts education, which the foundation holds as fundamental to meaningful work, effective citizenship, and living a full life. The foundation supports research and projects that focus on developing and improving curriculum, pedagogy, and assessment, while simultaneously focusing on quality and cost in the process.

The foundation supports partnerships of 4-6 institutions of higher education that a) explicitly put engaged student learning in the liberal arts at the center of their mission; b) allocate their resources to sustain this mission; c) have stable enrollments and finances; d) achieve good graduation rates, typically 65% or more after six years; and e) systematically assess student progress.

Current Initiatives:

1. **Faculty Planning and Curricular Coherence**: This initiative supports efforts for faculty to work together and to create a more coherent and intentional curriculum with goals, pathways, and outcomes that are clear to students and other constituencies with a stake in the future of higher education.
   - Grant amounts range from $100,000-$300,000 over 24-36 months.
   - Foundation contact: Program Director, Loni Bordoloi Pazich (bordoloi@teagle.org)

2. **Liberal Arts and the Professions**: This initiative has the goal of embedding liberal arts education throughout the curriculum of undergraduate professional programs by forging links between faculty in the liberal arts and professional fields. Such curricular integration will not only have a positive effect on how students in professional fields pursue their future work, but will also enrich the liberal arts curriculum itself with perspectives that merit sharing beyond the community of professional practitioners.
   - Grant amounts range from $200,000-$300,000 over 24-36 months.
   - Foundation contact: Program Director, Loni Bordoloi Pazich (bordoloi@teagle.org)

3. **Special Projects**: The foundation will occasionally make special grants for projects that are aligned with their interests in advancing the liberal arts, broadening access to a liberal arts education, and enhancing student learning, and yet do not fall within the parameters of their formal requests for proposals.

How to apply: Requests for proposals are by invitation only, and they typically reflect a collaboration of 4-6 colleges/universities that exhibit an alignment of priorities and draw participants together as a community of practice. Although partners share goals, their
project execution may vary from campus to campus, given their unique contexts.

Grantees must first submit a 3-5 page concept paper in response to a current request for proposals (RFP). This concept paper should outline project goals, demonstrate alignment with Teagle’s mission and RFP, and provide an overview of the project description (with an eye towards collaborative learning through a community of practice).

- The required 4-6 partner institutions should be named in the concept paper.
- Key questions to keep in mind when developing the concept paper:
  - In what ways will your institution substantively differ or be strengthened as a result of a Teagle grant?
  - How will those substantive changes be sustained beyond the life of a grant?
  - How will the partners benefit from collaborating with one another?

**Deadline:** Concept papers are considered on a rolling basis. The board of directors reviews grant requests in February, May, and November. If a proposal is invited, program staff will confer with you to determine the appropriate timeline for submitting a full proposal in time for potential review by the board.

**Website:** [http://www.teaglefoundation.org/](http://www.teaglefoundation.org/)

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Latest News

**NEH Humanities Summer Stipends: UWL NOIs due Aug. 3**

The National Endowment for the Humanities (NEH) Summer Stipends 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. Stipends support full-time work on a humanities project for a period of two months. Projects are supported at any stage of development.

Applicants must be nominated by their institution, and there is a limit of two applicants per institution. **Interested individuals should complete a UWL notice of interest (NOI) form and submit it according to the deadline listed below.** Before submitting the NOI form, applicants should discuss their project with their department chair and college dean. Submit the completed NOI form to grants@uwlox.edu by the deadline below; include your
department chair and college dean in the CC line. ORSP will facilitate review of NOIs, with anticipated notification of nomination by August 17, 2018. Please contact ORSP (grants@uwlax.edu) with questions.

**Deadlines:**

- **UWL notice of interest form (required)** due to grants@uwlax.edu: August 3, 2018
- NEH proposal submission deadline: September 26, 2018 (annually recurring)

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**ED Announces IES Education and Special Education Research Competitions**

Under the Institute of Education Sciences (IES), the US Department of Education (ED) is inviting applications for the Education Research and Special Education Research grant programs.

IES's 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 students. These interested individuals include parents, educators, students, researchers, and policymakers.

IES’s **National Center for Education Research (NCER)** will hold five competitions in the following areas:

- Education Research
- Education Research and Development Centers
- Statistical and Research Methodology in Education
- Partnerships and Collaborations Focused on Problems of Practice or Policy
- Low-Cost, Short-Duration Evaluations of Education Interventions

IES’s **National Center for Special Education Research (NCSER)** will hold four competitions in the following areas:

- Special Education Research
- Research Training Programs in Special Education
- Low-Cost, Short-Duration Evaluation of Special Education Interventions
- Research Networks Focused on Critical Problems of Policy and Practice in Special Education

The following grant programs have an application submission deadline of August 23, 2018. Suggested letters of intent (LOIs) are due June 21, 2018:
• Education Research (includes 13 programs of research topics; see IES website for details and individual RFPs for each program)
• Partnerships and Collaborations Focused on Problems of Practice and Policy
• Research Training Programs in Special Education
• Special Education Research Grants
• Statistical and Research Methodology in Education

Additional deadlines for FY19 IES grants can be found on IES's website. See the Federal Register Notice for further details on funding priorities.

Source: US Department of Education

ED Announces New STEM Apprenticeship Program

The US Department of Education (ED) has unveiled a new program, Pathways to STEM Apprenticeship for High School Career and Technical Education (CTE) Students. The program is designed to support state efforts to expand and improve the transition of high school CTE students to postsecondary education and employment through apprenticeships. While the lead applicants must be a state board or agency, all projects must include at least one postsecondary partner and at least one employer. This competition has one absolute priority that must be addressed by all applicants: Promoting STEM Education, with a Particular Focus on Computer Science.
Approximately five awards of up to $750,000 each are available to support projects lasting up to 36 months. The deadline for the notice of intent (NOI), which is strongly encouraged, is June 18, 2018. The full application is due July 17, 2018.
More information is available in the Federal Register notice and on the ED Perkins Collaborative Resource Network website, which also has details on how to take part in a pre-application webinar to be held June 5, 2018 at 1:00 PM CST.

Sources: GRC Grantweek and US Department of Education

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<td>Computer Science and Mathematics &amp; Statistics</td>
<td>National Science Foundation (NSF)</td>
<td>Building Pathways: CSforAll In Western Wisconsin</td>
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<td>Daniel Hyson</td>
<td>Psychology</td>
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<td>Observing and Providing Elementary School Teachers with Feedback on Their Teacher-Student Interactions: Becoming Trained as a Trainer of Graduate Students and School Psychologists</td>
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<td>Susan Kelly and Donna Bossman (Co-PI, Ingersoll Rand)</td>
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<td>Emelee Volden, Diane Sasaki, Marjorie Bazluki, and Heather Linville</td>
<td>International Education &amp; Engagement (IEE), Center for Advancing Teaching &amp; Learning (CATL), and Educational Studies</td>
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Recent Awards
UWL Grants

UWL Faculty Development Grant

Program contact: Center for Advancing Teaching & Learning (CATL)

Program summary: Faculty Development Grants support the professional development of faculty and instructional academic staff and projects intended to improve teaching and learning. There are three types of grants:

1. Teaching Innovation Grant: These grants support instructors who want to expand their pedagogical knowledge and expertise. Funds support small-scale projects in which instructors try innovative teaching practices and approaches in their classroom. The innovation can be something completely new, invented by the applicant, or a practice new to the applicant even if the practice itself is not a “new” one in the field of teaching.

2. Scholarship of Teaching & Learning Grant (SoTL): SoTL grants support projects intended to advance teaching through scholarly inquiry into student scholarship, teaching, and learning. Projects should 1) Focus explicitly on observed student learning “problems” that reflect a gap between what instructors expect students to learn and their actual performance; 2) propose a study to investigate the causes and possible solutions to the problem; 3) present systematic evidence that explains the problem and how to improve student learning; 4) culminate in a scholarly product that can be peer reviewed.

3. Professional Development Grant: These grants support instructors to develop expertise or projects that enhance the quality of undergraduate and/or graduate academics at UWL. The grants may support activities during the academic year and summer. Projects may
involve multiple applicants. Professional development projects typically are one of two types: 1) short-duration projects (e.g., attendance at a workshop on teaching in one's discipline); or 2) longer, ongoing projects (e.g., participation in a faculty seminar for a semester) that expand the training of the applicant in their area of expertise, and can be translated to the classroom or other areas of undergraduate and/or graduate academics.

**Deadline:** September 28, 2018 at noon

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**UWL Visiting Scholar/Artist of Color Program**

**Program contact:** Provost Office

**Program summary:** The Visiting Scholar/Artist of Color Program supports bringing four or more scholars/artists of color to campus each year. The purpose of a larger number of shorter visits (rather than semester-long programs) is to increase the program's visibility on campus and increase the potential representation of individuals across the university. Members of UWL faculty and academic staff may nominate individuals to visit campus during the academic year. A primary goal is significant interaction with students as well as faculty and staff by the visiting scholar/artist. Travel costs and honoraria may be requested in the grant.

**Deadline:** July 9, 2018 (for fall semester scholars)

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