Improving Your Odds for Success, Even *Before* Writing Your Application

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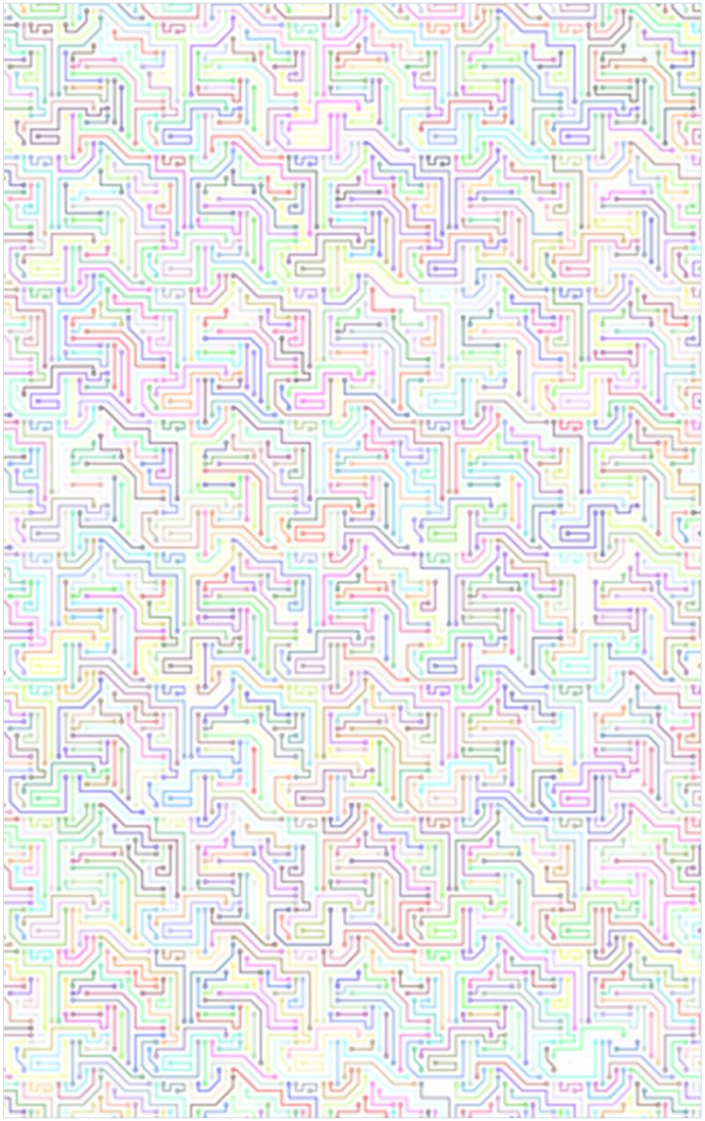
Pre-Award Manager, Sponsored Programs
dlundin@wisys.org
@WiSysDeborah

Session Overview

- Long-term strategies
  - Networking
  - Serve as a reviewer
- Project-specific strategies
  - Explore prior awards
  - Examine funded proposals
  - Develop a concept paper
  - Develop a plan for your writing goals
- Takeaways

Networking: Building relationships



Campus community

- Within home department, college/school
- Other colleges/schools, departments
- Other university divisions

State and region

- Other public/private IHEs
- State/local government
- Industry/Non-profit sector
- School districts

Professional field

- Conferences
- Journals
- Associations
- Social media

Funding sponsors

Behind the scenes: Serve as a reviewer

- See the review process in action
- Perspective while writing your proposal
- Network with field colleagues
- Contribute to the field

Reviewers are always needed!

NSF

NIH

NATIONAL ENDOWMENT FOR THE
Humanities

U.S. DEPARTMENT OF
ENERGY

Energy Efficiency &
Renewable Energy

NASA

DEPARTMENT OF EDUCATION
UNITED STATES OF AMERICA

VOLUNTEERS
NEEDED

UNIVERSITY OF
WISCONSIN SYSTEM
UW

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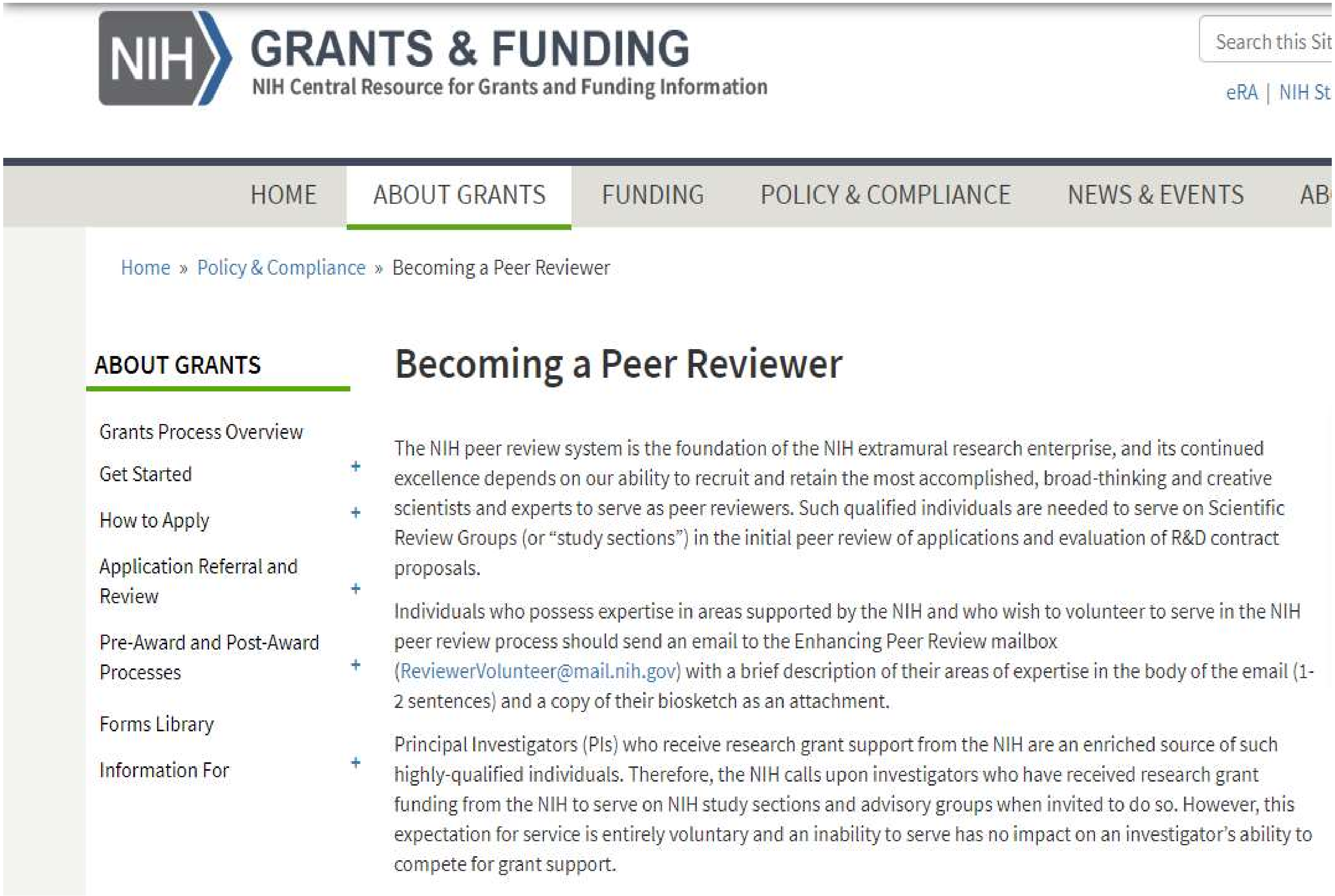
NATIONAL INSTITUTES OF HEALTH


NIH
GRANTS & FUNDING
NIH Central Resource for Grants and Funding Information
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HOME
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POLICY & COMPLIANCE
NEWS & EVENTS
AB
Home » Policy & Compliance » Becoming a Peer Reviewer
ABOUT GRANTS
Grants Process Overview
Get Started +
How to Apply +
Application Referral and Review +
Pre-Award and Post-Award Processes +
Forms Library
Information For +

Becoming a Peer Reviewer

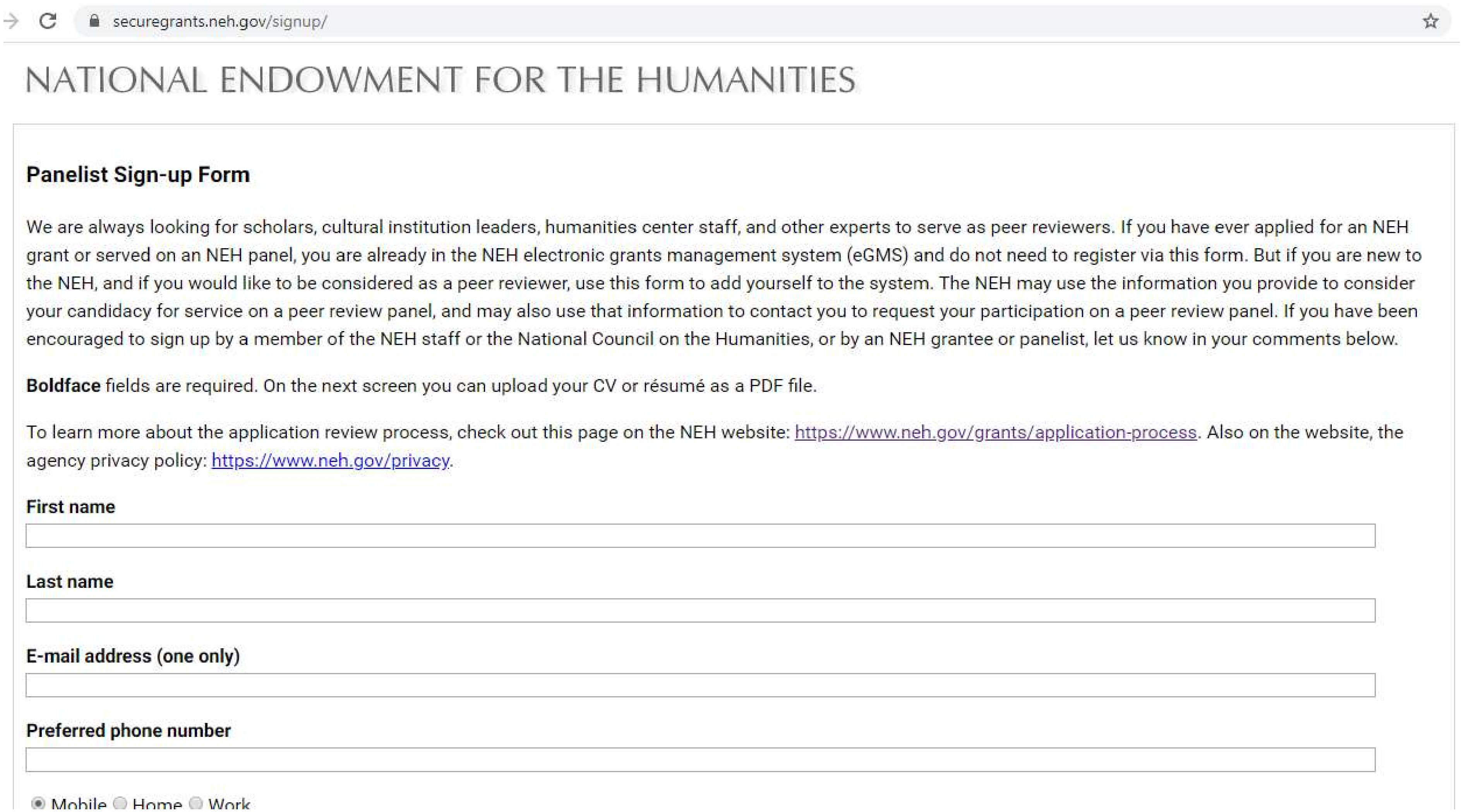
The NIH peer review system is the foundation of the NIH extramural research enterprise, and its continued excellence depends on our ability to recruit and retain the most accomplished, broad-thinking and creative scientists and experts to serve as peer reviewers. Such qualified individuals are needed to serve on Scientific Review Groups (or "study sections") in the initial peer review of applications and evaluation of R&D contract proposals.

Individuals who possess expertise in areas supported by the NIH and who wish to volunteer to serve in the NIH peer review process should send an email to the Enhancing Peer Review mailbox (ReviewerVolunteer@mail.nih.gov) with a brief description of their areas of expertise in the body of the email (1-2 sentences) and a copy of their biosketch as an attachment.

Principal Investigators (PIs) who receive research grant support from the NIH are an enriched source of such highly-qualified individuals. Therefore, the NIH calls upon investigators who have received research grant funding from the NIH to serve on NIH study sections and advisory groups when invited to do so. However, this expectation for service is entirely voluntary and an inability to serve has no impact on an investigator's ability to compete for grant support.

https://grants.nih.gov/grants/peer/becoming_peer_reviewer.htm

NATIONAL ENDOWMENT FOR THE HUMANITIES



NATIONAL ENDOWMENT FOR THE HUMANITIES

Panelist Sign-up Form

We are always looking for scholars, cultural institution leaders, humanities center staff, and other experts to serve as peer reviewers. If you have ever applied for an NEH grant or served on an NEH panel, you are already in the NEH electronic grants management system (eGMS) and do not need to register via this form. But if you are new to the NEH, and if you would like to be considered as a peer reviewer, use this form to add yourself to the system. The NEH may use the information you provide to consider your candidacy for service on a peer review panel, and may also use that information to contact you to request your participation on a peer review panel. If you have been encouraged to sign up by a member of the NEH staff or the National Council on the Humanities, or by an NEH grantee or panelist, let us know in your comments below.

Boldface fields are required. On the next screen you can upload your CV or résumé as a PDF file.

To learn more about the application review process, check out this page on the NEH website: https://www.neh.gov/grants/application-process. Also on the website, the agency privacy policy: https://www.neh.gov/privacy.

First name

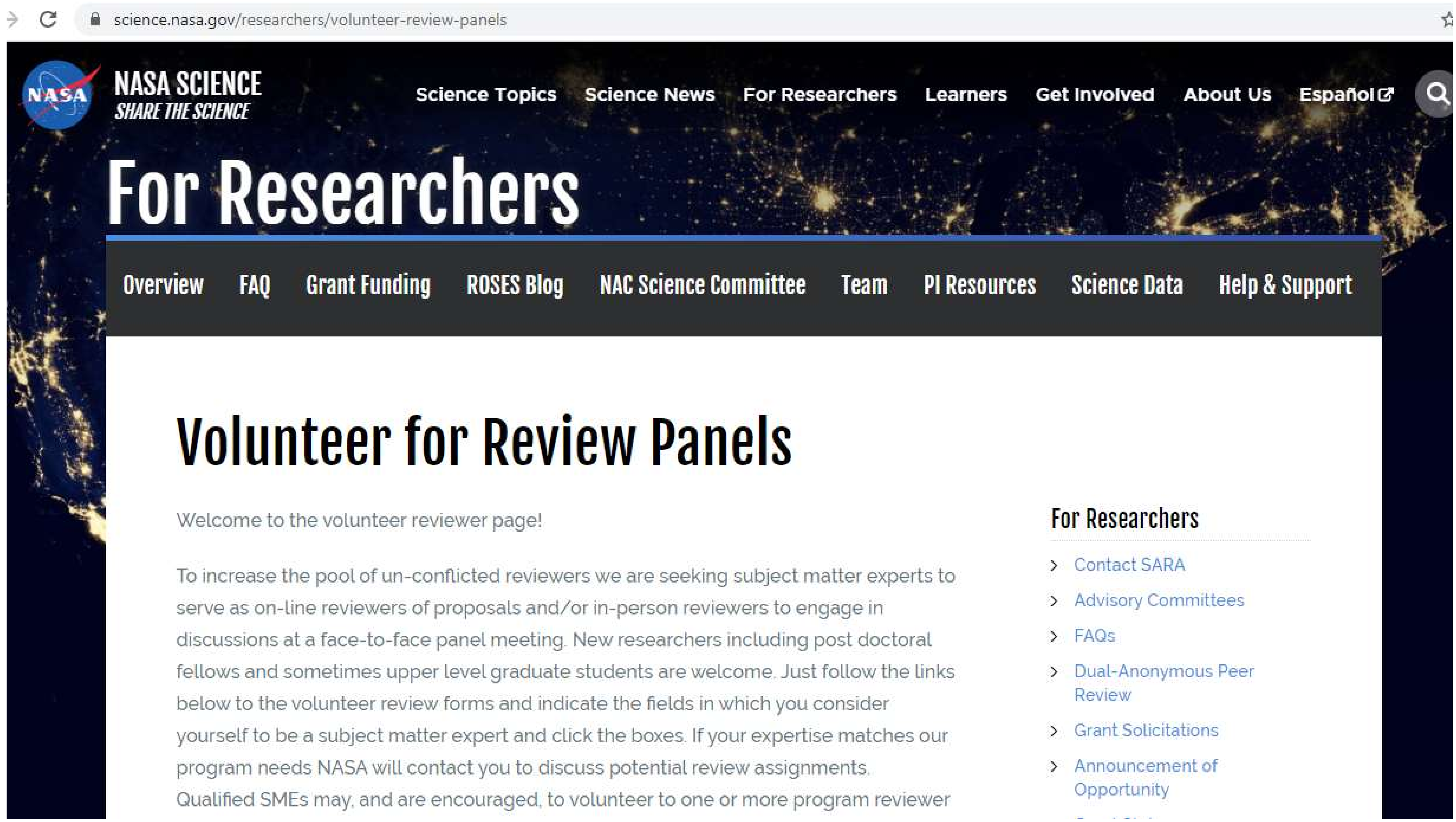
Last name

E-mail address (one only)

Preferred phone number

● Mobile ○ Home ○ Work

NATIONAL AERONAUTICS AND SPACE ADM


science.nasa.gov/researchers/volunteer-review-panels
NASA
NASA SCIENCE
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Science Topics
Science News
For Researchers
Learners
Get Involved
About Us
Español
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FAQ
Grant Funding
ROSES Blog
NAC Science Committee
Team
PI Resources
Science Data
Help & Support

For Researchers

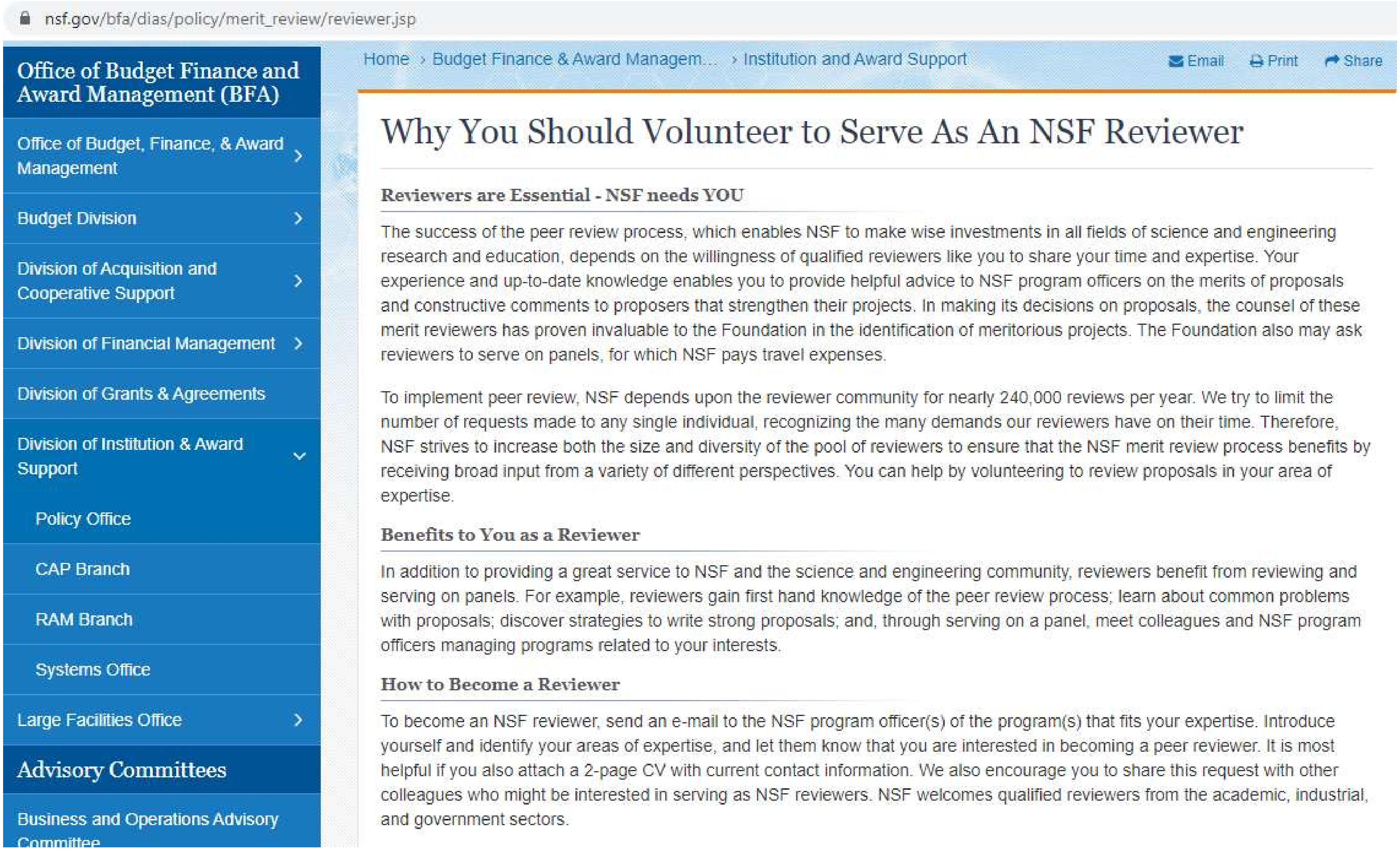
Volunteer for Review Panels

Welcome to the volunteer reviewer page!

To increase the pool of un-conflicted reviewers we are seeking subject matter experts to serve as on-line reviewers of proposals and/or in-person reviewers to engage in discussions at a face-to-face panel meeting. New researchers including post doctoral fellows and sometimes upper level graduate students are welcome. Just follow the links below to the volunteer review forms and indicate the fields in which you consider yourself to be a subject matter expert and click the boxes. If your expertise matches our program needs NASA will contact you to discuss potential review assignments. Qualified SMEs may, and are encouraged, to volunteer to one or more program reviewer

For Researchers
Contact SARA
Advisory Committees
FAQs
Dual-Anonymous Peer Review
Grant Solicitations
Announcement of Opportunity

NATIONAL SCIENCE FOUNDATION


nsf.gov/bfa/dias/policy/merit_review/reviewer.jsp
Office of Budget Finance and Award Management (BFA)
Office of Budget, Finance, & Award Management
Budget Division
Division of Acquisition and Cooperative Support
Division of Financial Management
Division of Grants & Agreements
Division of Institution & Award Support
Policy Office
CAP Branch
RAM Branch
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Large Facilities Office
Advisory Committees
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Why You Should Volunteer to Serve As An NSF Reviewer

Reviewers are Essential - NSF needs YOU

The success of the peer review process, which enables NSF to make wise investments in all fields of science and engineering research and education, depends on the willingness of qualified reviewers like you to share your time and expertise. Your experience and up-to-date knowledge enables you to provide helpful advice to NSF program officers on the merits of proposals and constructive comments to proposers that strengthen their projects. In making its decisions on proposals, the counsel of these merit reviewers has proven invaluable to the Foundation in the identification of meritorious projects. The Foundation also may ask reviewers to serve on panels, for which NSF pays travel expenses.

To implement peer review, NSF depends upon the reviewer community for nearly 240,000 reviews per year. We try to limit the number of requests made to any single individual, recognizing the many demands our reviewers have on their time. Therefore, NSF strives to increase both the size and diversity of the pool of reviewers to ensure that the NSF merit review process benefits by receiving broad input from a variety of different perspectives. You can help by volunteering to review proposals in your area of expertise.

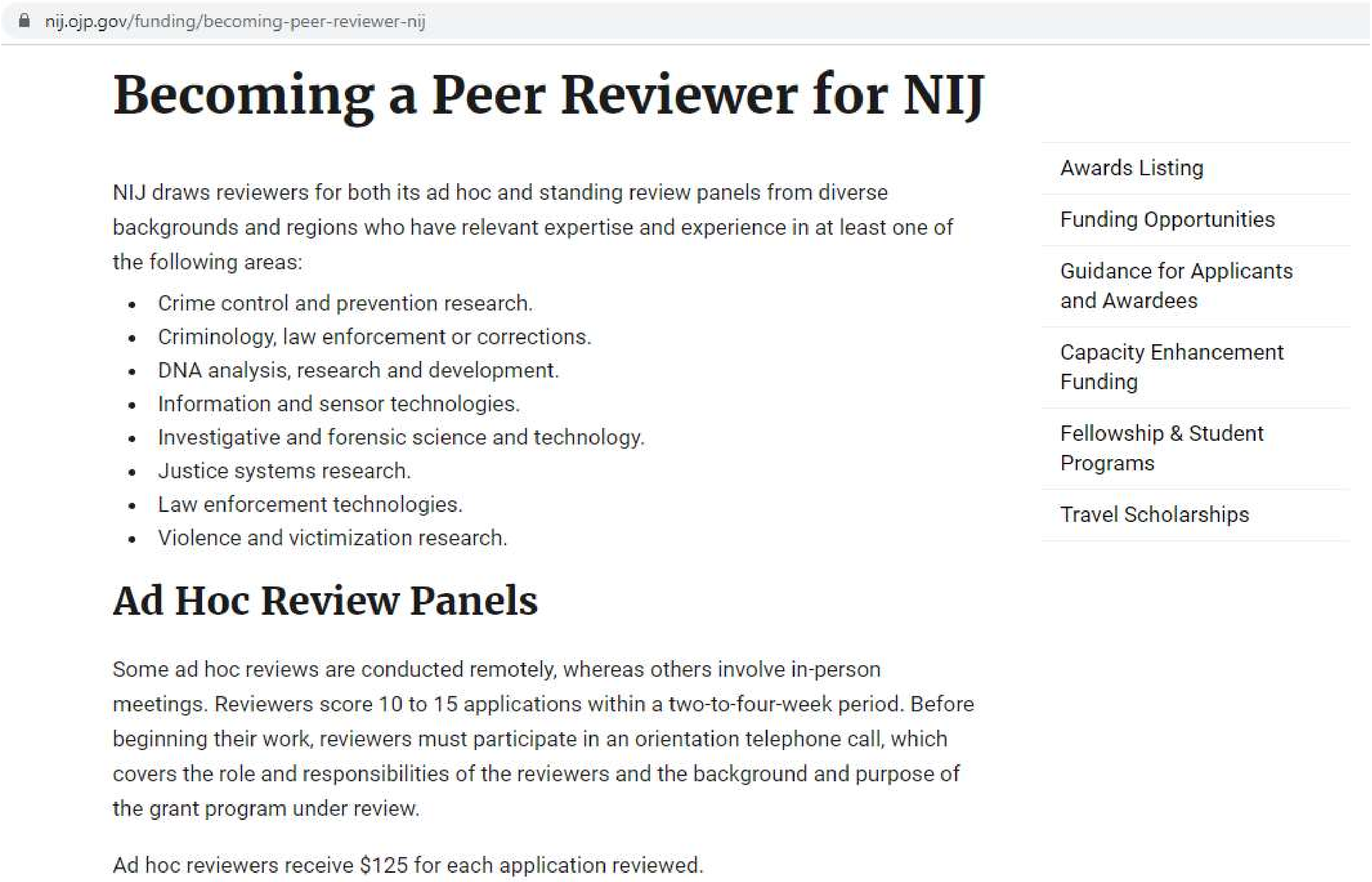
Benefits to You as a Reviewer

In addition to providing a great service to NSF and the science and engineering community, reviewers benefit from reviewing and serving on panels. For example, reviewers gain first hand knowledge of the peer review process; learn about common problems with proposals; discover strategies to write strong proposals; and, through serving on a panel, meet colleagues and NSF program officers managing programs related to your interests.

How to Become a Reviewer

To become an NSF reviewer, send an e-mail to the NSF program officer(s) of the program(s) that fits your expertise. Introduce yourself and identify your areas of expertise, and let them know that you are interested in becoming a peer reviewer. It is most helpful if you also attach a 2-page CV with current contact information. We also encourage you to share this request with other colleagues who might be interested in serving as NSF reviewers. NSF welcomes qualified reviewers from the academic, industrial, and government sectors.

NATIONAL INSTITUTE OF JUSTICE



nij.ojp.gov/funding/becoming-peer-reviewer-nij

Becoming a Peer Reviewer for NIJ

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.

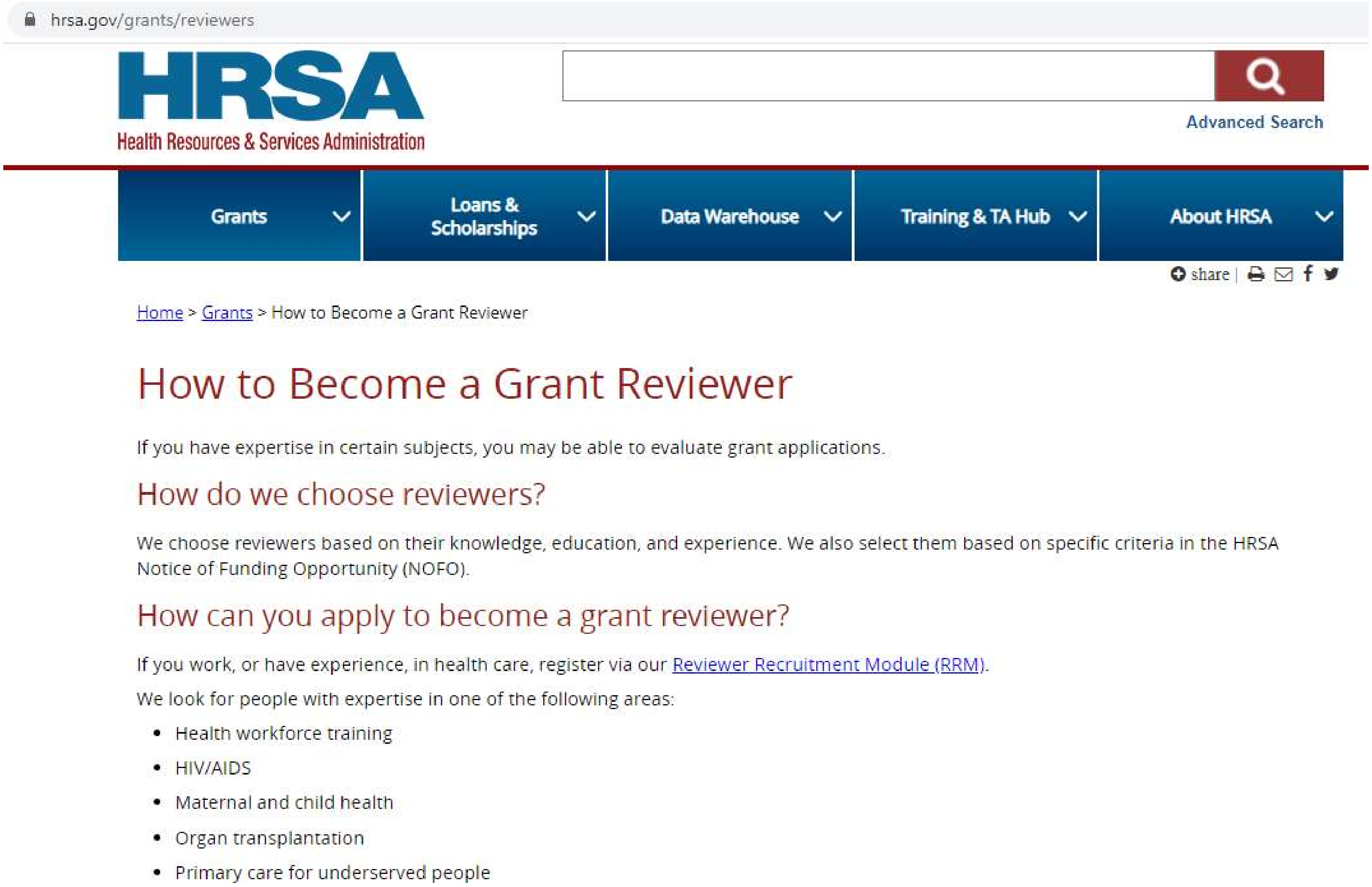
Ad Hoc Review Panels

Some ad hoc reviews are conducted remotely, whereas others involve in-person meetings. Reviewers score 10 to 15 applications within a two-to-four-week period. Before beginning their work, reviewers must participate in an orientation telephone call, which covers the role and responsibilities of the reviewers and the background and purpose of the grant program under review.

Ad hoc reviewers receive $125 for each application reviewed.

Awards Listing
Funding Opportunities
Guidance for Applicants and Awardees
Capacity Enhancement Funding
Fellowship & Student Programs
Travel Scholarships

HEALTH RESOURCE & SERVICES ADM


hrsa.gov/grants/reviewers
HRSA
Health Resources & Services Administration
Advanced Search
Grants
Loans & Scholarships
Data Warehouse
Training & TA Hub
About HRSA
share

Home > Grants > How to Become a Grant Reviewer

How to Become a Grant Reviewer

If you have expertise in certain subjects, you may be able to evaluate grant applications.

How do we choose reviewers?

We choose reviewers based on their knowledge, education, and experience. We also select them based on specific criteria in the HRSA Notice of Funding Opportunity (NOFO).

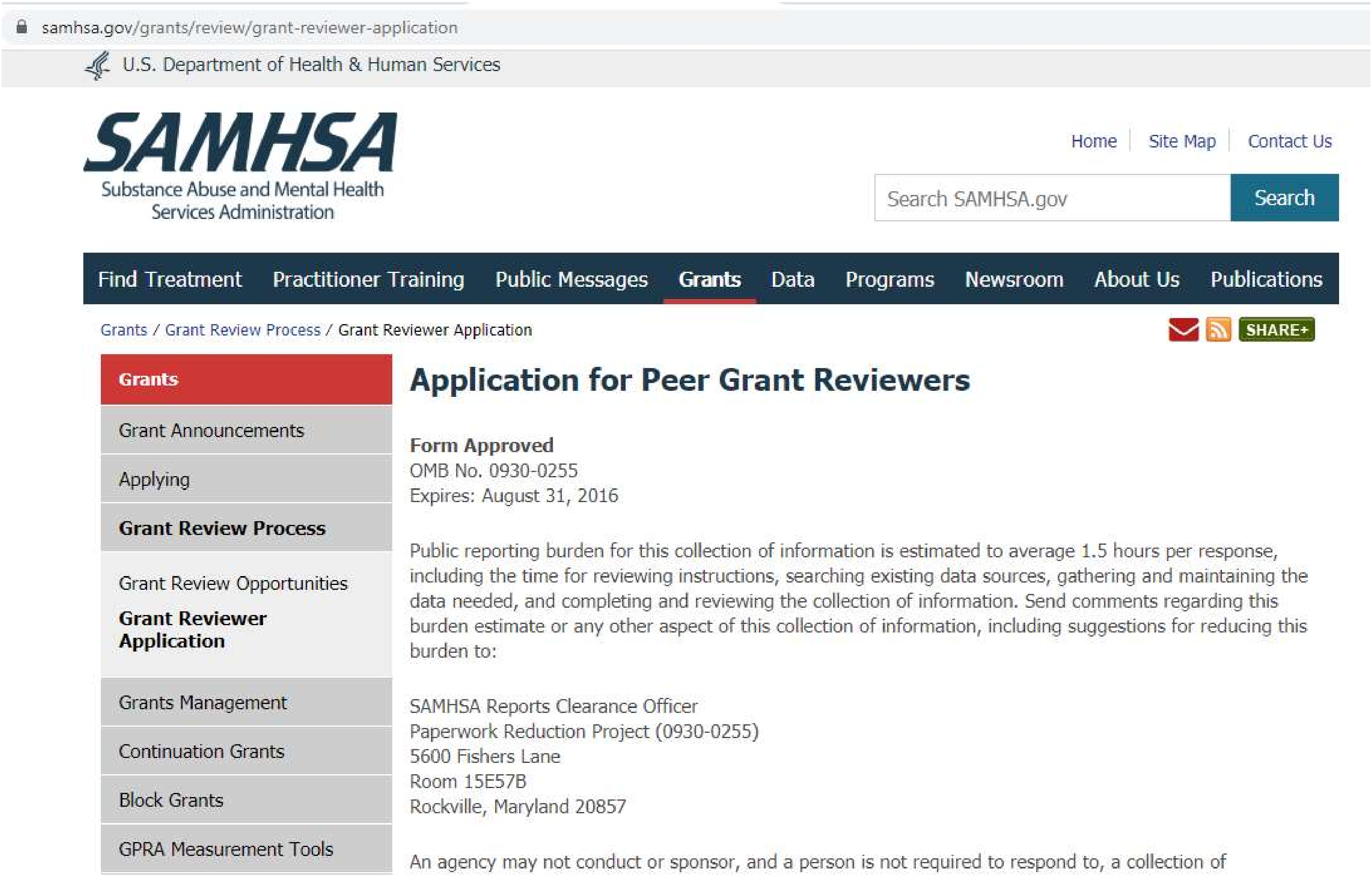
How can you apply to become a grant reviewer?

If you work, or have experience, in health care, register via our Reviewer Recruitment Module (RRM).

We look for people with expertise in one of the following areas:

- Health workforce training
- HIV/AIDS
- Maternal and child health
- Organ transplantation
- Primary care for underserved people

SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADM


samhsa.gov/grants/review/grant-reviewer-application
U.S. Department of Health & Human Services
SAMHSA
Substance Abuse and Mental Health Services Administration
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Find Treatment
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Applying
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Grant Review Opportunities
Grant Reviewer Application
Grants Management
Continuation Grants
Block Grants
GPRA Measurement Tools

Application for Peer Grant Reviewers

Form Approved
OMB No. 0930-0255
Expires: August 31, 2016

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Room 15E57B
Rockville, Maryland 20857

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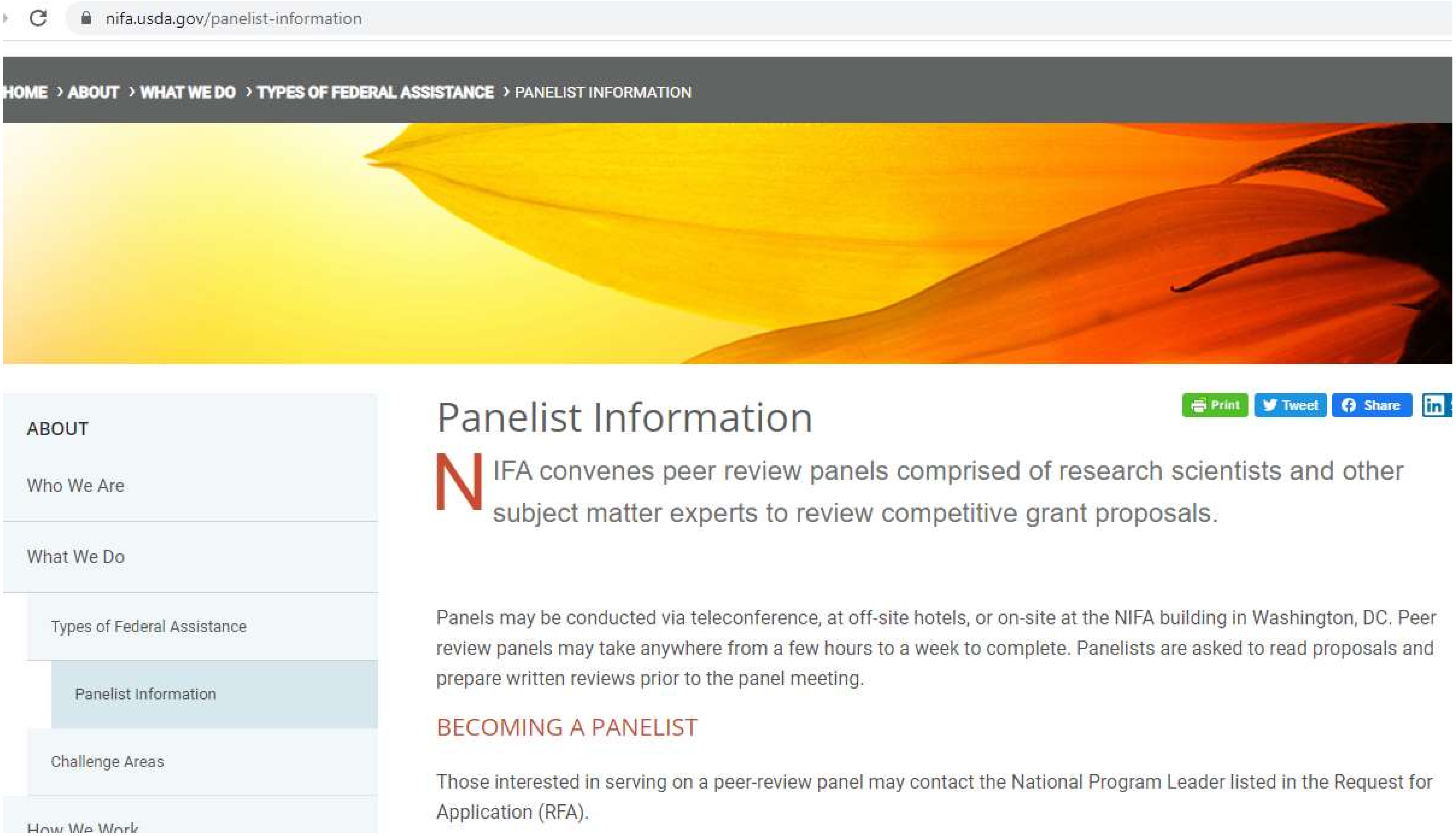
nifa.usda.gov/panelist-information
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ABOUT
Who We Are
What We Do
Types of Federal Assistance
Panelist Information
Challenge Areas
How We Work

Panelist Information

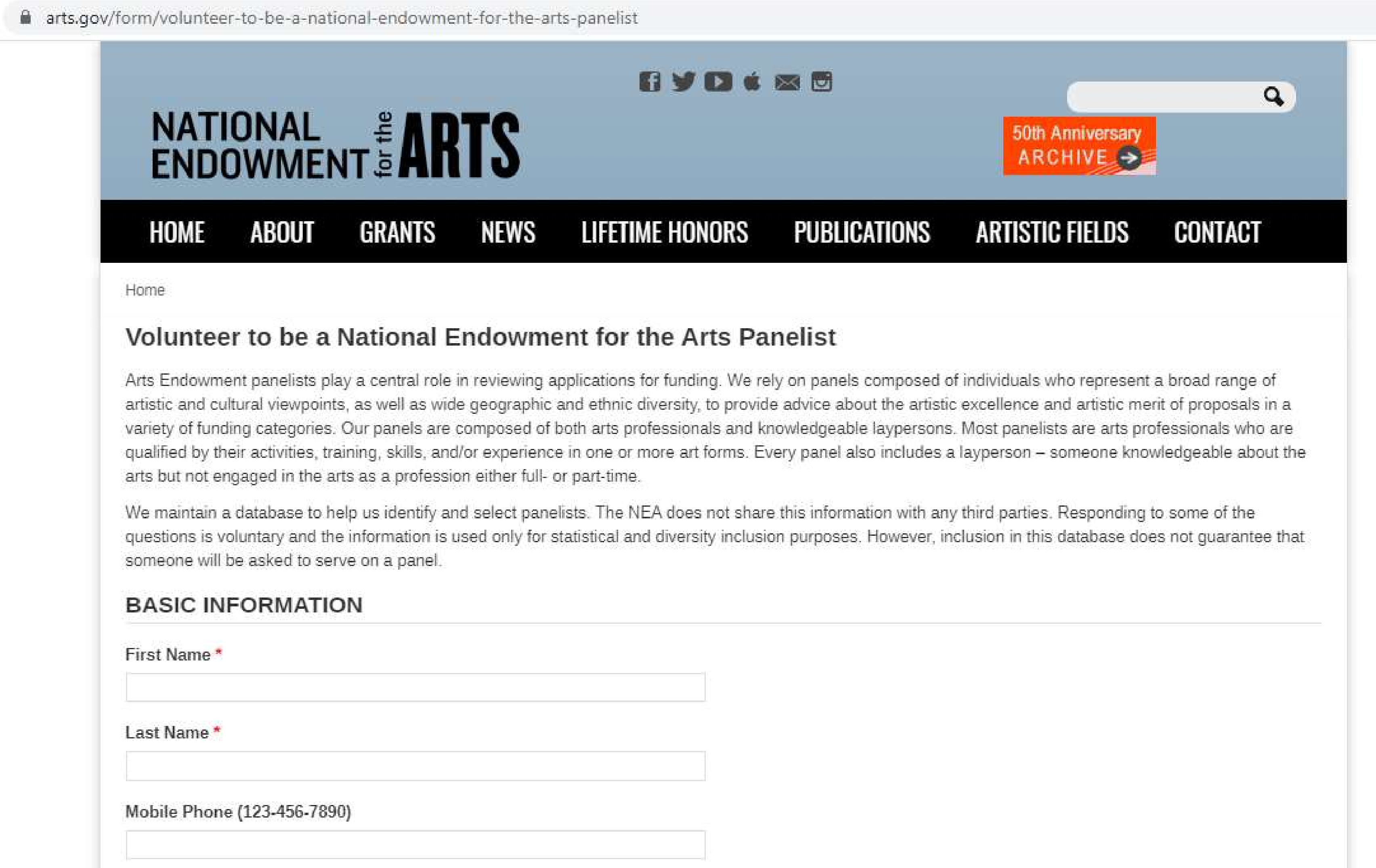
NIFA convenes peer review panels comprised of research scientists and other subject matter experts to review competitive grant proposals.

Panels may be conducted via teleconference, at off-site hotels, or on-site at the NIFA building in Washington, DC. Peer review panels may take anywhere from a few hours to a week to complete. Panelists are asked to read proposals and prepare written reviews prior to the panel meeting.

BECOMING A PANELIST

Those interested in serving on a peer-review panel may contact the National Program Leader listed in the Request for Application (RFA).

NATIONAL ENDOWMENT FOR THE ARTS


arts.gov/form/volunteer-to-be-a-national-endowment-for-the-arts-panelist
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NEWS
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ARTISTIC FIELDS
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Volunteer to be a National Endowment for the Arts Panelist

Arts Endowment panelists play a central role in reviewing applications for funding. We rely on panels composed of individuals who represent a broad range of artistic and cultural viewpoints, as well as wide geographic and ethnic diversity, to provide advice about the artistic excellence and artistic merit of proposals in a variety of funding categories. Our panels are composed of both arts professionals and knowledgeable laypersons. Most panelists are arts professionals who are qualified by their activities, training, skills, and/or experience in one or more art forms. Every panel also includes a layperson – someone knowledgeable about the arts but not engaged in the arts as a profession either full- or part-time.

We maintain a database to help us identify and select panelists. The NEA does not share this information with any third parties. Responding to some of the questions is voluntary and the information is used only for statistical and diversity inclusion purposes. However, inclusion in this database does not guarantee that someone will be asked to serve on a panel.

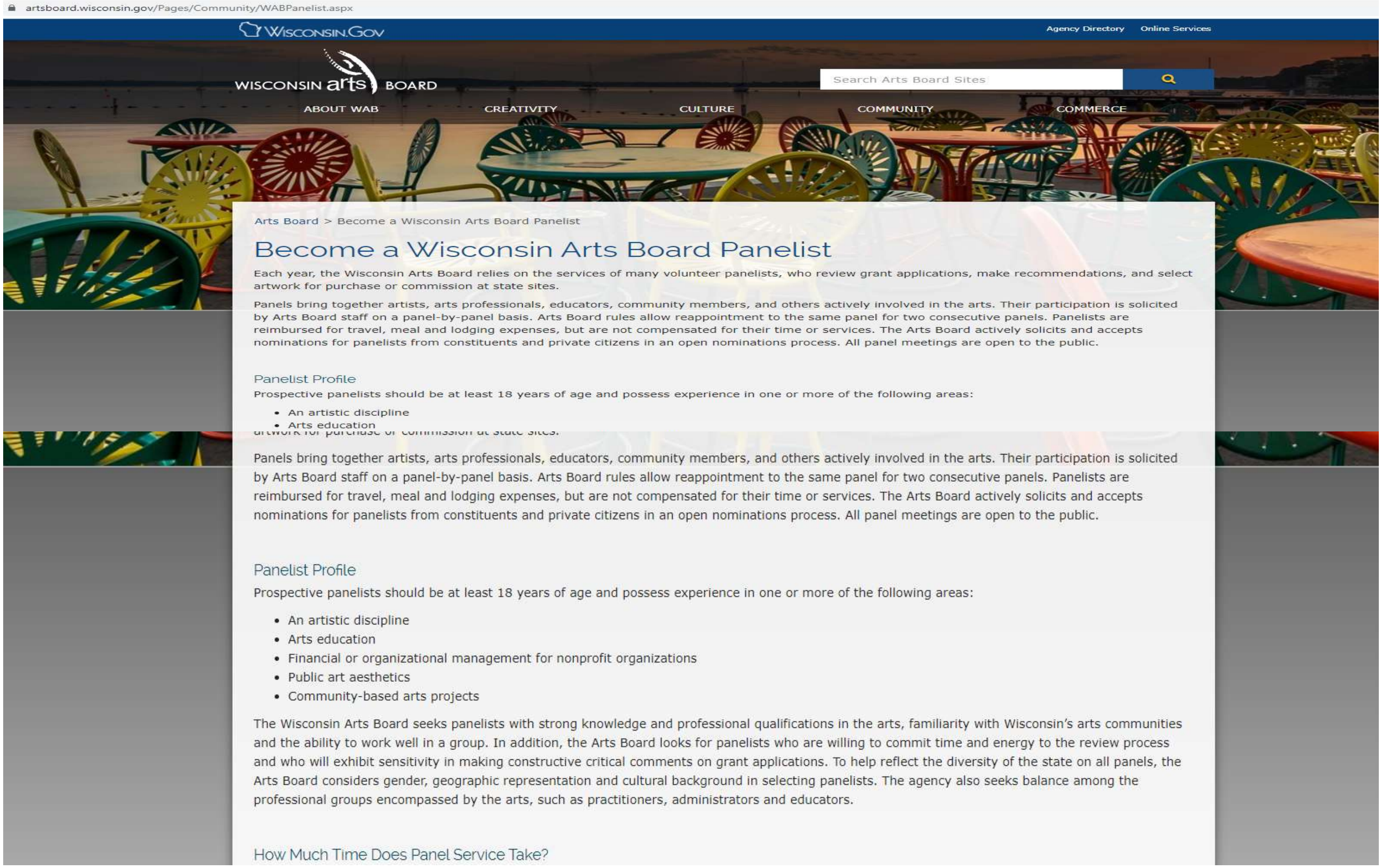
BASIC INFORMATION

First Name *

Last Name *

Mobile Phone (123-456-7890)

WISCONSIN ARTS BOARD



Arts Board > Become a Wisconsin Arts Board Panelist

Become a Wisconsin Arts Board Panelist

Each year, the Wisconsin Arts Board relies on the services of many volunteer panelists, who review grant applications, make recommendations, and select artwork for purchase or commission at state sites.

Panels bring together artists, arts professionals, educators, community members, and others actively involved in the arts. Their participation is solicited by Arts Board staff on a panel-by-panel basis. Arts Board rules allow reappointment to the same panel for two consecutive panels. Panelists are reimbursed for travel, meal and lodging expenses, but are not compensated for their time or services. The Arts Board actively solicits and accepts nominations for panelists from constituents and private citizens in an open nominations process. All panel meetings are open to the public.

Panelist Profile

Prospective panelists should be at least 18 years of age and possess experience in one or more of the following areas:

- An artistic discipline
- Arts education

artwork for purchase or commission at state sites.

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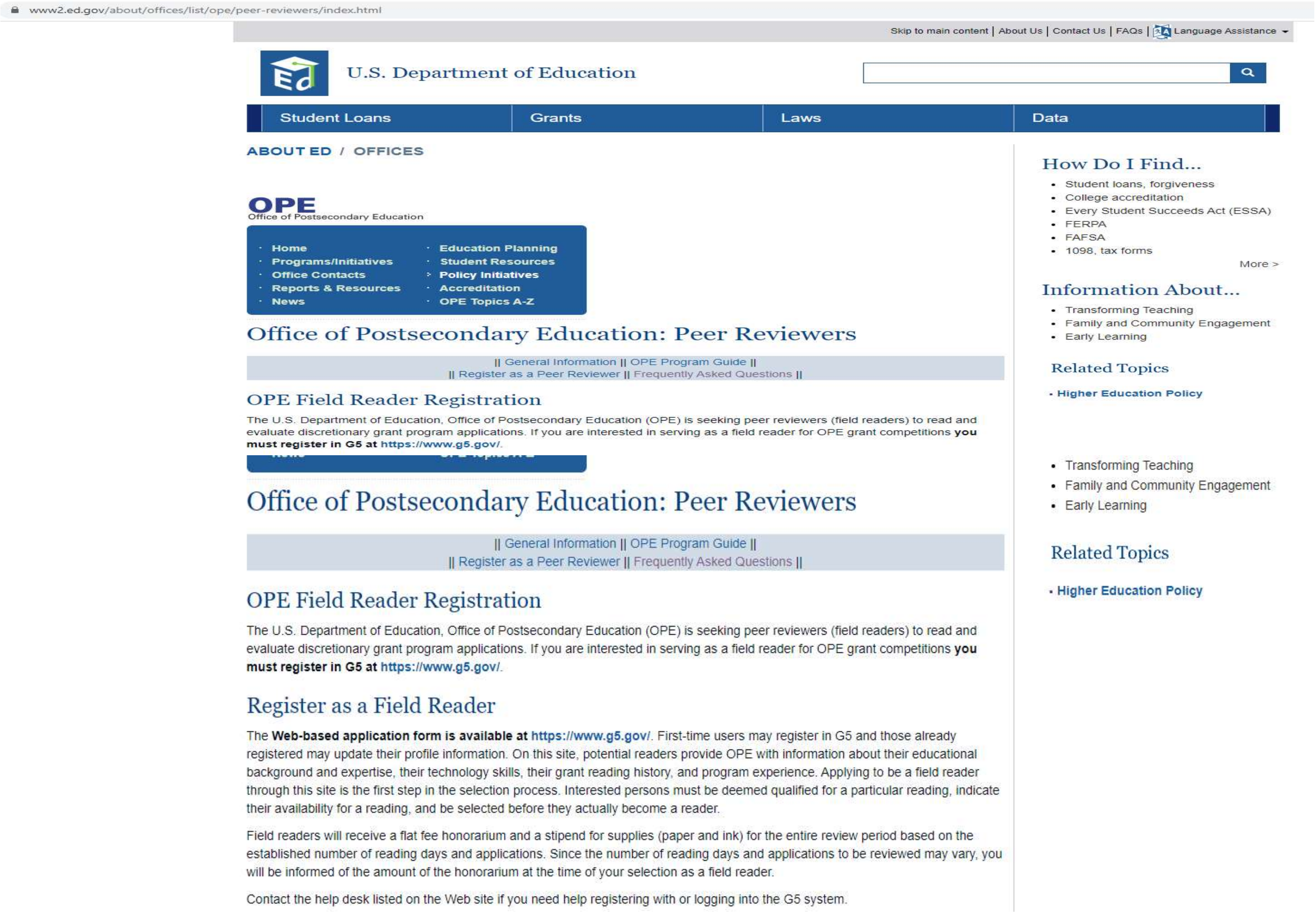
- An artistic discipline
- Arts education

- Financial or organizational management for nonprofit organizations
- Public art aesthetics
- Community-based arts projects

The Wisconsin Arts Board seeks panelists with strong knowledge and professional qualifications in the arts, familiarity with Wisconsin's arts communities and the ability to work well in a group. In addition, the Arts Board looks for panelists who are willing to commit time and energy to the review process and who will exhibit sensitivity in making constructive critical comments on grant applications. To help reflect the diversity of the state on all panels, the Arts Board considers gender, geographic representation and cultural background in selecting panelists. The agency also seeks balance among the professional groups encompassed by the arts, such as practitioners, administrators and educators.

How Much Time Does Panel Service Take?

DEPARTMENT OF EDUCATION - OPE



www2.ed.gov/about/offices/list/ope/peer-reviewers/index.html
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Student Loans
Grants
Laws
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Office of Postsecondary Education
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Programs/Initiatives
Office Contacts
Reports & Resources
News
Education Planning
Student Resources
Policy Initiatives
Accreditation
OPE Topics A-Z

Office of Postsecondary Education: Peer Reviewers

|| General Information || OPE Program Guide ||
|| Register as a Peer Reviewer || Frequently Asked Questions ||

OPE Field Reader Registration

The U.S. Department of Education, Office of Postsecondary Education (OPE) is seeking peer reviewers (field readers) to read and evaluate discretionary grant program applications. If you are interested in serving as a field reader for OPE grant competitions **you must register in G5 at** https://www.g5.gov/.

How Do I Find...

- Student loans, forgiveness
- College accreditation
- Every Student Succeeds Act (ESSA)
- FERPA
- FAFSA
- 1098, tax forms

More >

Information About...

- Transforming Teaching
- Family and Community Engagement
- Early Learning

Related Topics

- **Higher Education Policy**

Office of Postsecondary Education: Peer Reviewers

|| General Information || OPE Program Guide ||
|| Register as a Peer Reviewer || Frequently Asked Questions ||

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- Transforming Teaching
- Family and Community Engagement
- Early Learning

Related Topics

- **Higher Education Policy**

Register as a Field Reader

The **Web-based application form is available at** https://www.g5.gov/. First-time users may register in G5 and those already registered may update their profile information. On this site, potential readers provide OPE with information about their educational background and expertise, their technology skills, their grant reading history, and program experience. Applying to be a field reader through this site is the first step in the selection process. Interested persons must be deemed qualified for a particular reading, indicate their availability for a reading, and be selected before they actually become a reader.

Field readers will receive a flat fee honorarium and a stipend for supplies (paper and ink) for the entire review period based on the established number of reading days and applications. Since the number of reading days and applications to be reviewed may vary, you will be informed of the amount of the honorarium at the time of your selection as a field reader.

Contact the help desk listed on the Web site if you need help registering with or logging into the G5 system.

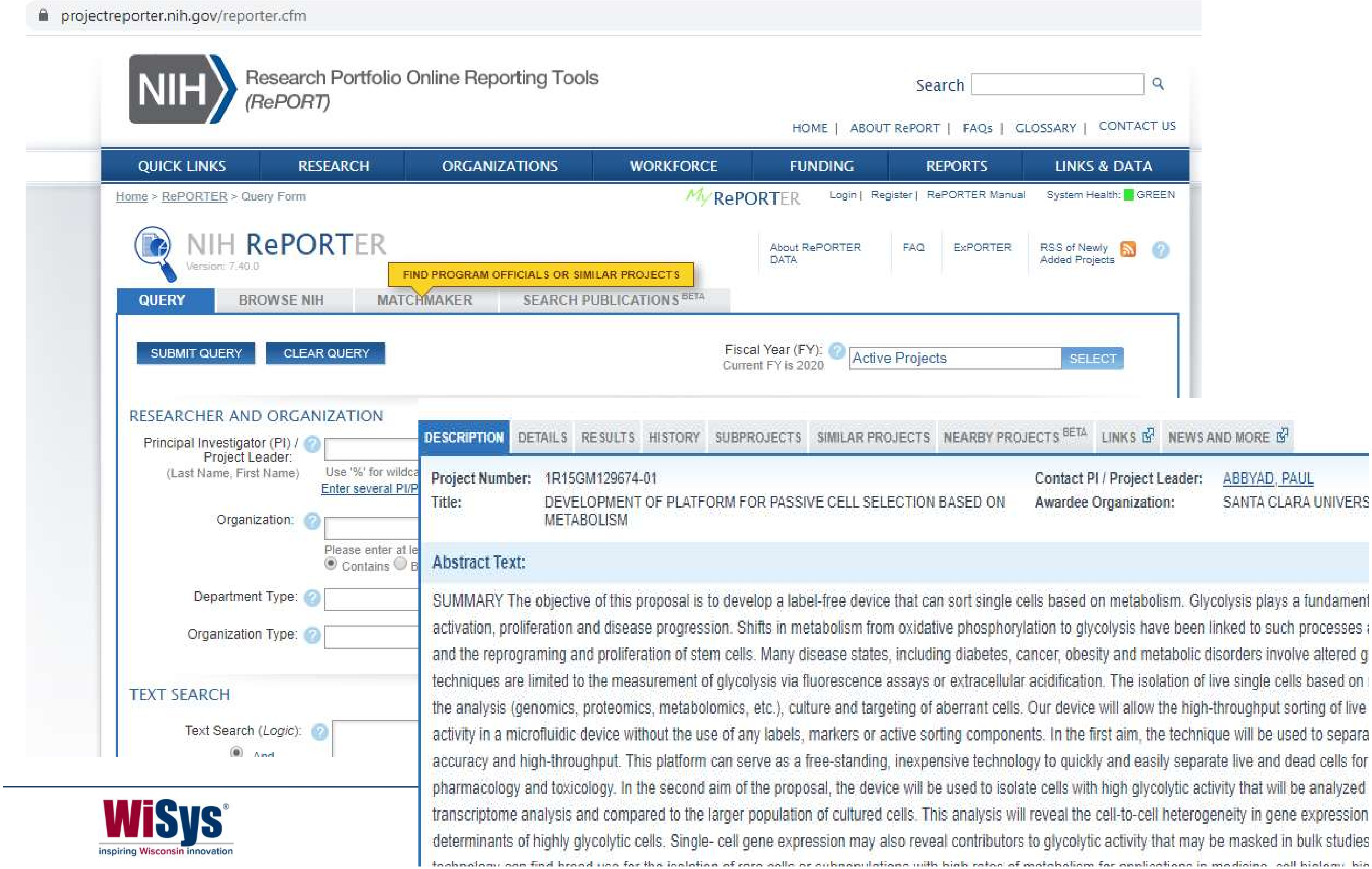
Review prior awards, awarded proposals

Source options

Awards information
- NIH RePORTER
- NSF Awards
- USDA CRIS, Data Gateway
- Energy: PAMS
- NEH
- USDE
- Non-federal: web sites and annual reports, tax form 990s

Copies of proposals
- within the institution
- within the UW system
- at your alma mater/mentor
- cold outreach
- Grants Resource Center (check with your ORSP)
- Federal? FOIA
- Google

NIH RePORTER



projectreporter.nih.gov/reporter.cfm

Research Portfolio Online Reporting Tools (RePORT)

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Version: 7.40.0

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Fiscal Year (FY): Active Projects SELECT
Current FY is 2020

RESEARCHER AND ORGANIZATION

Principal Investigator (PI) / Project Leader:
(Last Name, First Name)
Use '%' for wildca
Enter several PI/P

Organization:
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Department Type:

Organization Type:

TEXT SEARCH

Text Search (Logic):
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DESCRIPTION DETAILS RESULTS HISTORY SUBPROJECTS SIMILAR PROJECTS NEARBY PROJECTS BETA LINKS NEWS AND MORE

Project Number: 1R15GM129674-01
Title: DEVELOPMENT OF PLATFORM FOR PASSIVE CELL SELECTION BASED ON METABOLISM
Contact PI / Project Leader: ABBYAD, PAUL
Awardee Organization: SANTA CLARA UNIVERS

Abstract Text:

SUMMARY The objective of this proposal is to develop a label-free device that can sort single cells based on metabolism. Glycolysis plays a fundament
activation, proliferation and disease progression. Shifts in metabolism from oxidative phosphorylation to glycolysis have been linked to such processes
and the reprograming and proliferation of stem cells. Many disease states, including diabetes, cancer, obesity and metabolic disorders involve altered g
techniques are limited to the measurement of glycolysis via fluorescence assays or extracellular acidification. The isolation of live single cells based on
the analysis (genomics, proteomics, metabolomics, etc.), culture and targeting of aberrant cells. Our device will allow the high-throughput sorting of live
activity in a microfluidic device without the use of any labels, markers or active sorting components. In the first aim, the technique will be used to separa
accuracy and high-throughput. This platform can serve as a free-standing, inexpensive technology to quickly and easily separate live and dead cells for
pharmacology and toxicology. In the second aim of the proposal, the device will be used to isolate cells with high glycolytic activity that will be analyzed
transcriptome analysis and compared to the larger population of cultured cells. This analysis will reveal the cell-to-cell heterogeneity in gene expression
determinants of highly glycolytic cells. Single- cell gene expression may also reveal contributors to glycolytic activity that may be masked in bulk studies

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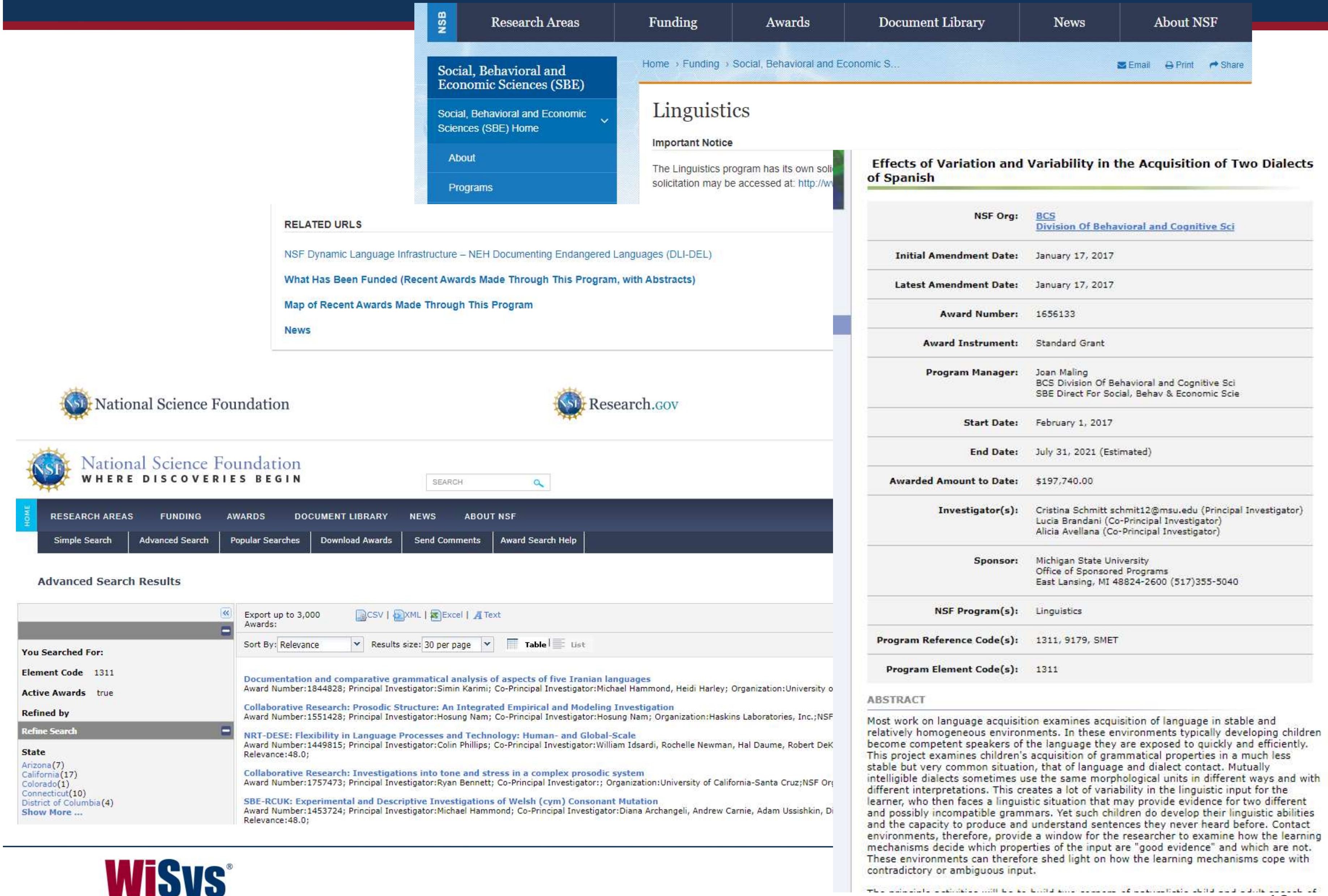
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Programs

Linguistics

Important Notice

The Linguistics program has its own soli
solicitation may be accessed at: http://w

RELATED URLS

NSF Dynamic Language Infrastructure – NEH Documenting Endangered Languages (DLI-DEL)

What Has Been Funded (Recent Awards Made Through This Program, with Abstracts)

Map of Recent Awards Made Through This Program

News

National Science Foundation

Research.GOV

National Science Foundation
WHERE DISCOVERIES BEGIN

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Award Search Help
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Table | List

Advanced Search Results

You Searched For:

Element Code 1311

Active Awards true

Refined by

State
Arizona(7)
California(17)
Colorado(1)
Connecticut(10)
District of Columbia(4)
Show More ...

Sort By: Relevance
Results size: 30 per page

Documentation and comparative grammatical analysis of aspects of five Iranian languages
Award Number:1844828; Principal Investigator:Simin Karimi; Co-Principal Investigator:Michael Hammond, Heidi Harley; Organization:University o

Collaborative Research: Prosodic Structure: An Integrated Empirical and Modeling Investigation
Award Number:1551428; Principal Investigator:Hosung Nam; Co-Principal Investigator:Hosung Nam; Organization:Haskins Laboratories, Inc.;NSF

NRT-DESE: Flexibility in Language Processes and Technology: Human- and Global-Scale
Award Number:1449815; Principal Investigator:Colin Phillips; Co-Principal Investigator:William Idsardi, Rochelle Newman, Hal Daume, Robert DeK
Relevance:48.0;

Collaborative Research: Investigations into tone and stress in a complex prosodic system
Award Number:1757473; Principal Investigator:Ryan Bennett; Co-Principal Investigator:; Organization:University of California-Santa Cruz;NSF Or

SBE-RCUK: Experimental and Descriptive Investigations of Welsh (cym) Consonant Mutation
Award Number:1453724; Principal Investigator:Michael Hammond; Co-Principal Investigator:Diana Archangeli, Andrew Carnie, Adam Ussishkin, Di
Relevance:48.0;

Effects of Variation and Variability in the Acquisition of Two Dialects of Spanish

NSF Org:	BCS Division Of Behavioral and Cognitive Sci
Initial Amendment Date:	January 17, 2017
Latest Amendment Date:	January 17, 2017
Award Number:	1656133
Award Instrument:	Standard Grant
Program Manager:	Joan Maling BCS Division Of Behavioral and Cognitive Sci SBE Direct For Social, Behav & Economic Scie
Start Date:	February 1, 2017
End Date:	July 31, 2021 (Estimated)
Awarded Amount to Date:	$197,740.00
Investigator(s):	Cristina Schmitt schmit12@msu.edu (Principal Investigator) Lucia Brandani (Co-Principal Investigator) Alicia Avellana (Co-Principal Investigator)
Sponsor:	Michigan State University Office of Sponsored Programs East Lansing, MI 48824-2600 (517)355-5040
NSF Program(s):	Linguistics
Program Reference Code(s):	1311, 9179, SMET
Program Element Code(s):	1311

ABSTRACT

Most work on language acquisition examines acquisition of language in stable and relatively homogeneous environments. In these environments typically developing children become competent speakers of the language they are exposed to quickly and efficiently. This project examines children's acquisition of grammatical properties in a much less stable but very common situation, that of language and dialect contact. Mutually intelligible dialects sometimes use the same morphological units in different ways and with different interpretations. This creates a lot of variability in the linguistic input for the learner, who then faces a linguistic situation that may provide evidence for two different and possibly incompatible grammars. Yet such children do develop their linguistic abilities and the capacity to produce and understand sentences they never heard before. Contact environments, therefore, provide a window for the researcher to examine how the learning mechanisms decide which properties of the input are "good evidence" and which are not. These environments can therefore shed light on how the learning mechanisms cope with contradictory or ambiguous input.

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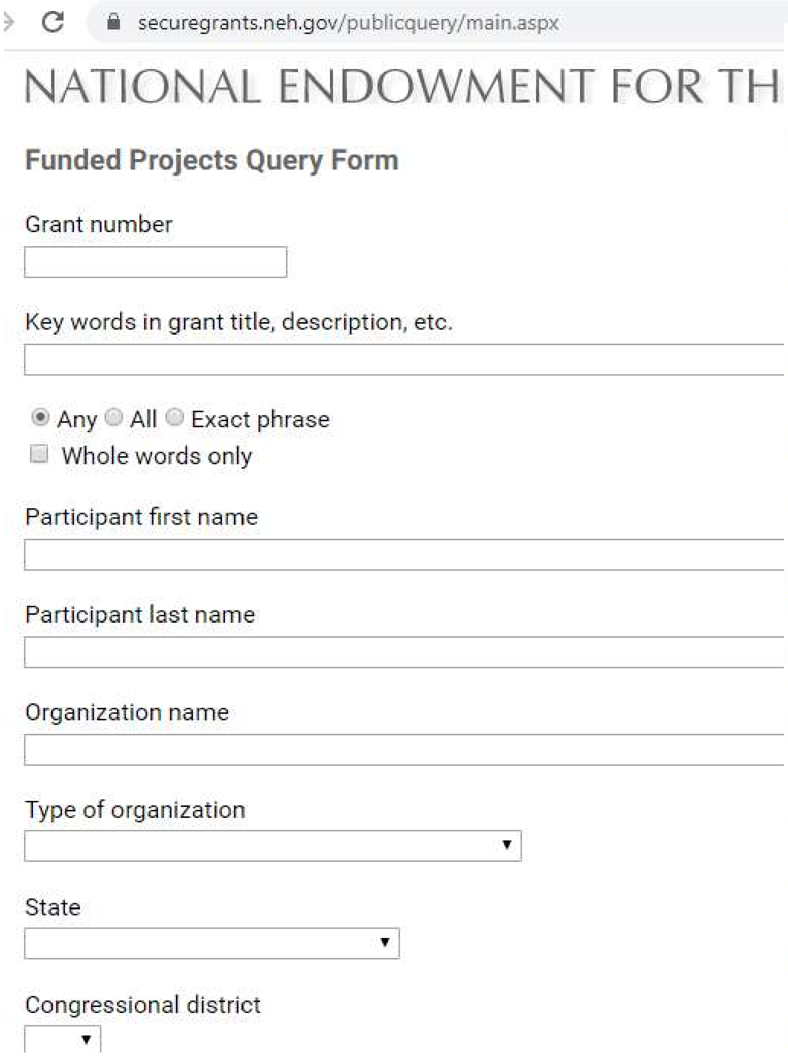
NATIONAL ENDOWMENT FOR THE HUMANITIES



securegrants.neh.gov/publicquery/main.aspx

NATIONAL ENDOWMENT FOR TH

Funded Projects Query Form

Grant number

Key words in grant title, description, etc.

● Any ○ All ○ Exact phrase

☐ Whole words only

Participant first name

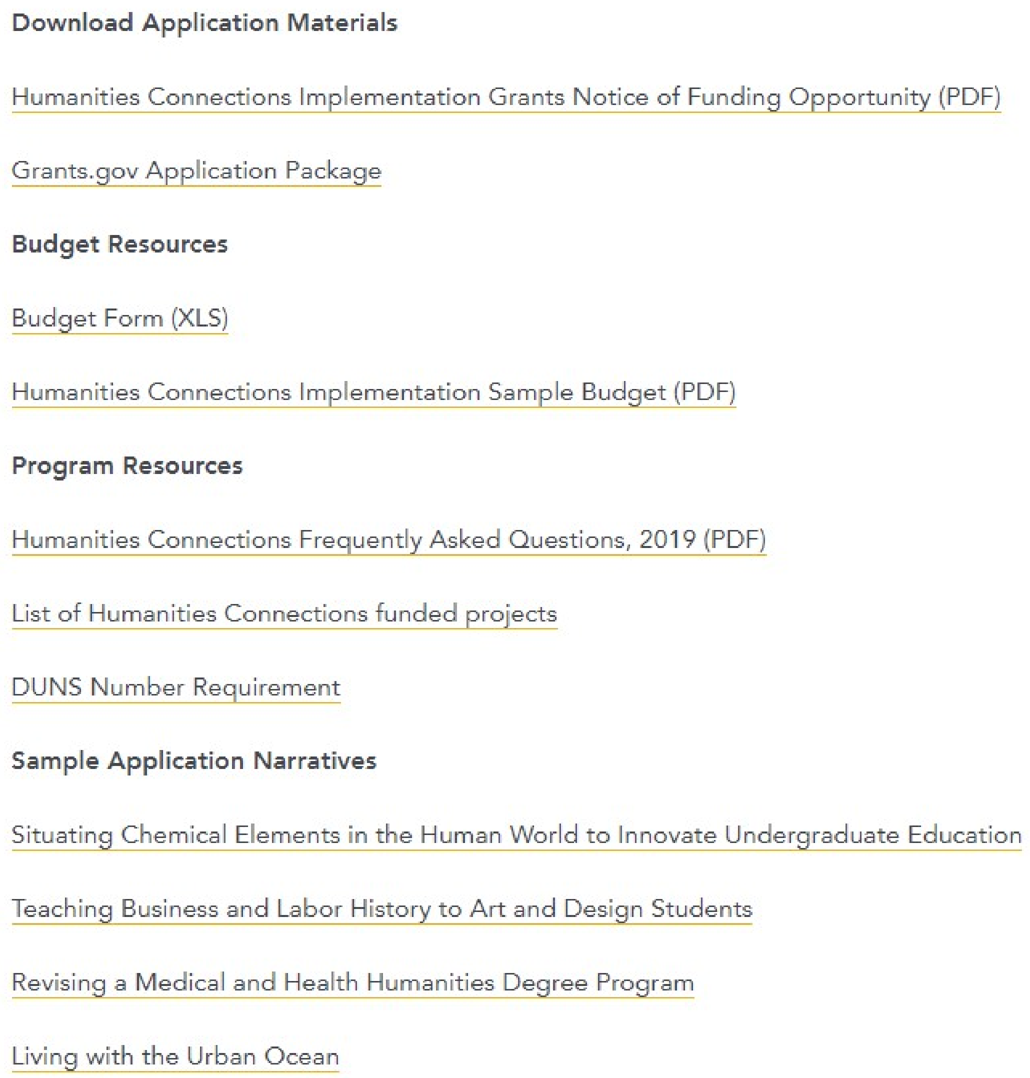
Participant last name

Organization name

Type of organization

State

Congressional district



Download Application Materials

Humanities Connections Implementation Grants Notice of Funding Opportunity (PDF)

Grants.gov Application Package

Budget Resources

Budget Form (XLS)

Humanities Connections Implementation Sample Budget (PDF)

Program Resources

Humanities Connections Frequently Asked Questions, 2019 (PDF)

List of Humanities Connections funded projects

DUNS Number Requirement

Sample Application Narratives

Situating Chemical Elements in the Human World to Innovate Undergraduate Education

Teaching Business and Labor History to Art and Design Students

Revising a Medical and Health Humanities Degree Program

Living with the Urban Ocean

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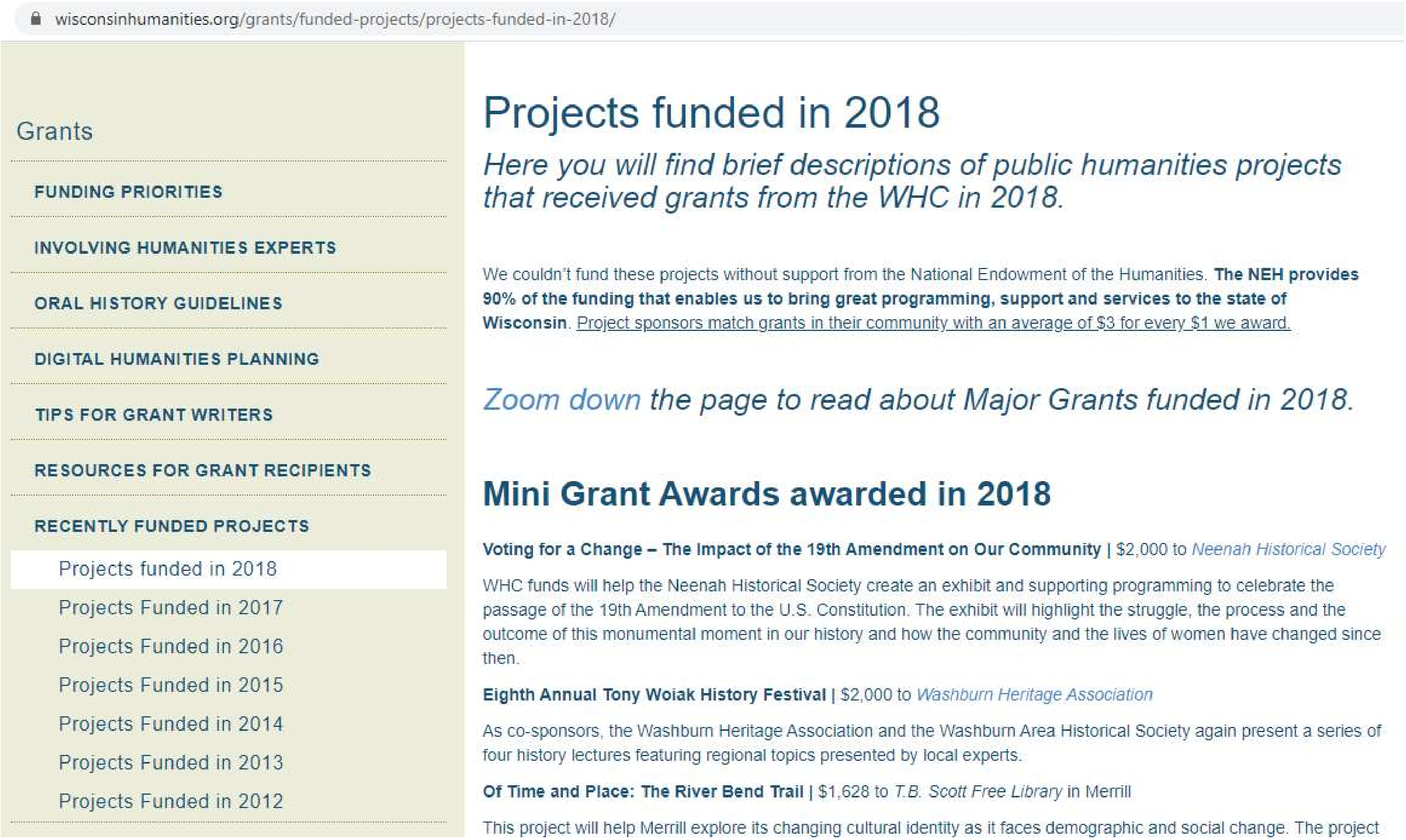

wisconsinhumanities.org/grants/funded-projects/projects-funded-in-2018/
Grants
FUNDING PRIORITIES
INVOLVING HUMANITIES EXPERTS
ORAL HISTORY GUIDELINES
DIGITAL HUMANITIES PLANNING
TIPS FOR GRANT WRITERS
RESOURCES FOR GRANT RECIPIENTS
RECENTLY FUNDED PROJECTS
Projects funded in 2018
Projects Funded in 2017
Projects Funded in 2016
Projects Funded in 2015
Projects Funded in 2014
Projects Funded in 2013
Projects Funded in 2012

Projects funded in 2018

Here you will find brief descriptions of public humanities projects that received grants from the WHC in 2018.

We couldn't fund these projects without support from the National Endowment of the Humanities. **The NEH provides 90% of the funding that enables us to bring great programming, support and services to the state of Wisconsin**. Project sponsors match grants in their community with an average of $3 for every $1 we award.

Zoom down the page to read about Major Grants funded in 2018.

Mini Grant Awards awarded in 2018

Voting for a Change – The Impact of the 19th Amendment on Our Community | $2,000 to *Neenah Historical Society*

WHC funds will help the Neenah Historical Society create an exhibit and supporting programming to celebrate the passage of the 19th Amendment to the U.S. Constitution. The exhibit will highlight the struggle, the process and the outcome of this monumental moment in our history and how the community and the lives of women have changed since then.

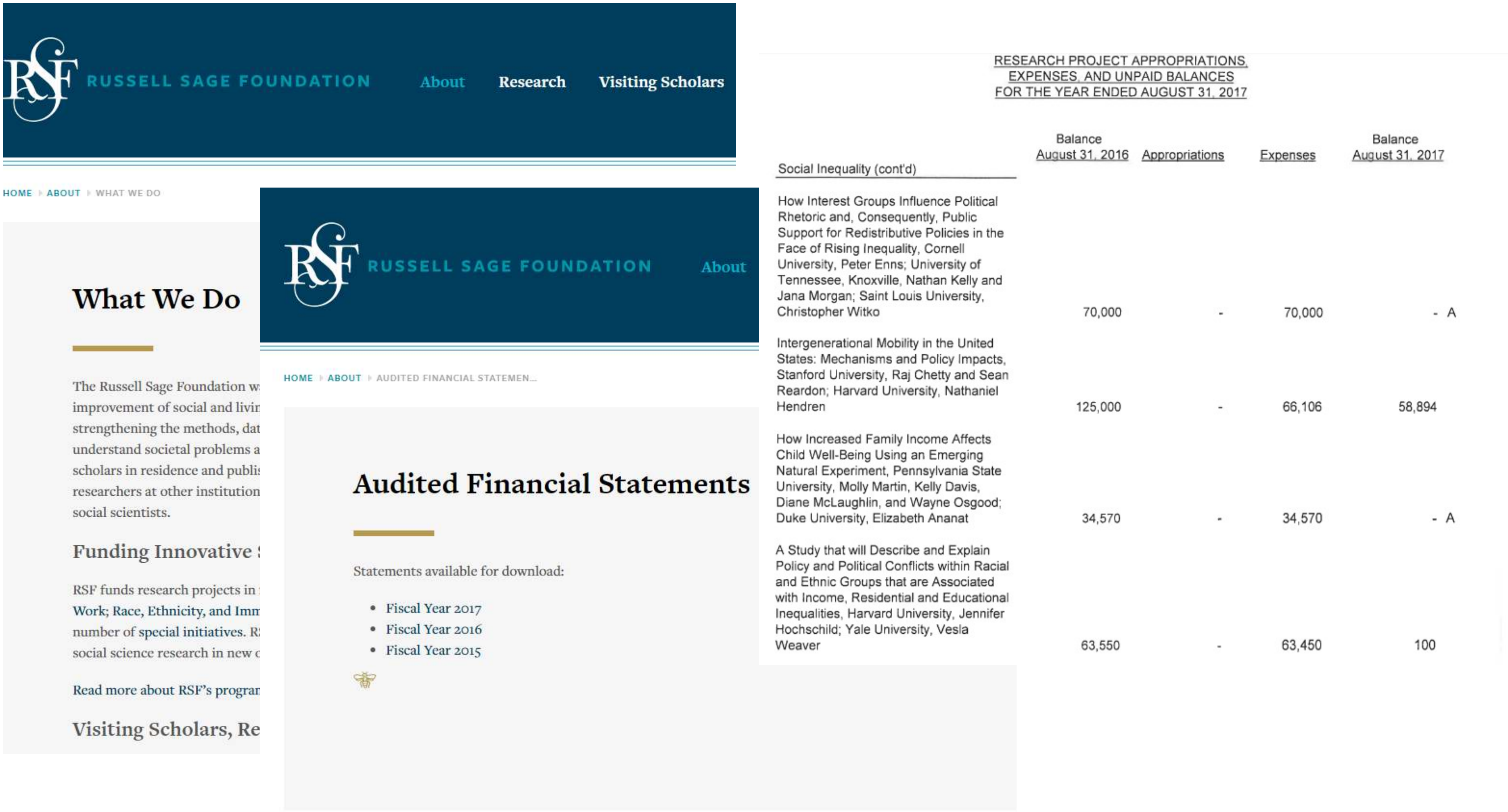
Eighth Annual Tony Woiak History Festival | $2,000 to *Washburn Heritage Association*

As co-sponsors, the Washburn Heritage Association and the Washburn Area Historical Society again present a series of four history lectures featuring regional topics presented by local experts.

Of Time and Place: The River Bend Trail | $1,628 to *T.B. Scott Free Library* in Merrill

This project will help Merrill explore its changing cultural identity as it faces demographic and social change. The project

RUSSELL SAGE FOUNDATION



RUSSELL SAGE FOUNDATION

HOME ▸ ABOUT ▸ WHAT WE DO

What We Do

The Russell Sage Foundation w
improvement of social and livir
strengthening the methods, dat
understand societal problems a
scholars in residence and publis
researchers at other institution
social scientists.

Funding Innovative

RSF funds research projects in
Work; Race, Ethnicity, and Imm
number of special initiatives. R
social science research in new c

Read more about RSF's prograr

Visiting Scholars, Re

RUSSELL SAGE FOUNDATION

HOME ▸ ABOUT ▸ AUDITED FINANCIAL STATEMEN...

Audited Financial Statements

Statements available for download:

- Fiscal Year 2017
- Fiscal Year 2016
- Fiscal Year 2015

RESEARCH PROJECT APPROPRIATIONS,
EXPENSES, AND UNPAID BALANCES
FOR THE YEAR ENDED AUGUST 31, 2017

Social Inequality (cont'd)	Balance August 31, 2016	Appropriations	Expenses	Balance August 31, 2017
How Interest Groups Influence Political Rhetoric and, Consequently, Public Support for Redistributive Policies in the Face of Rising Inequality, Cornell University, Peter Enns; University of Tennessee, Knoxville, Nathan Kelly and Jana Morgan; Saint Louis University, Christopher Witko	70,000	-	70,000	- A
Intergenerational Mobility in the United States: Mechanisms and Policy Impacts, Stanford University, Raj Chetty and Sean Reardon; Harvard University, Nathaniel Hendren	125,000	-	66,106	58,894
How Increased Family Income Affects Child Well-Being Using an Emerging Natural Experiment, Pennsylvania State University, Molly Martin, Kelly Davis, Diane McLaughlin, and Wayne Osgood; Duke University, Elizabeth Ananat	34,570	-	34,570	- A
A Study that will Describe and Explain Policy and Political Conflicts within Racial and Ethnic Groups that are Associated with Income, Residential and Educational Inequalities, Harvard University, Jennifer Hochschild; Yale University, Vesla Weaver	63,550	-	63,450	100

Review prior awards, awarded proposals

Sources

Awards information

- NIH RePORTER
- NSF Awards
- USDA CRIS, Data Gateway
- Energy: PAMS
- NEH
- USDE
- Non-federal: web sites and annual reports, tax form 990s

Copies of proposals

- within the institution
- within the UW system
- at your alma mater/mentor
- cold outreach
- Grants Resource Center (check with your ORSP)
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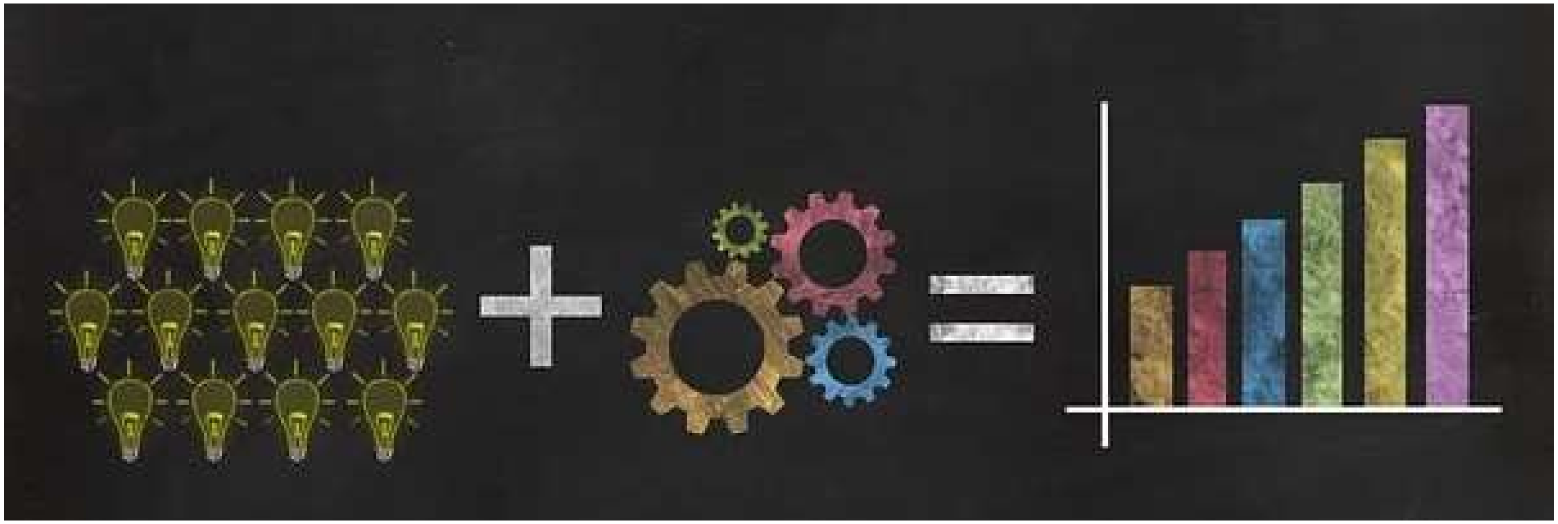
Teamwork as a project strategy



- ✓An ESI strategy
- ✓Fill an expertise gap
- ✓Interdisciplinary
- ✓Outside the box approaches
- ✓Maximize the reach/ impact of funding
- ✓Sponsor requirement
- ✓Feedback loop

Refine and share ideas (concept paper)

- ✓Project mapping
- ✓Feedback loop
- ✓Collaborator recruitment tool
- ✓Sponsor reach out
- ✓Writing activity

Concept paper outline

1. Project title (in the form of a research question)
2. Need/Purpose/Rationale
   a) What others have written on the topic
   b) Identify the gap in knowledge to be filled
   c) An explanation of why it is important to pursue and fill the gap, establish significance
3. Project Description
   a) Identify the investigation that will fill the knowledge gap, emphasizing its innovative/novel features, potential for being transformative
   b) Include a description of overall goal(s), objectives, and a concise overview of methods, and a discussion of how the methods/data will answer the research question
4. How will the project advance knowledge/know-how in the field?
5. What are the benefits to be realized, beyond the project outcomes?

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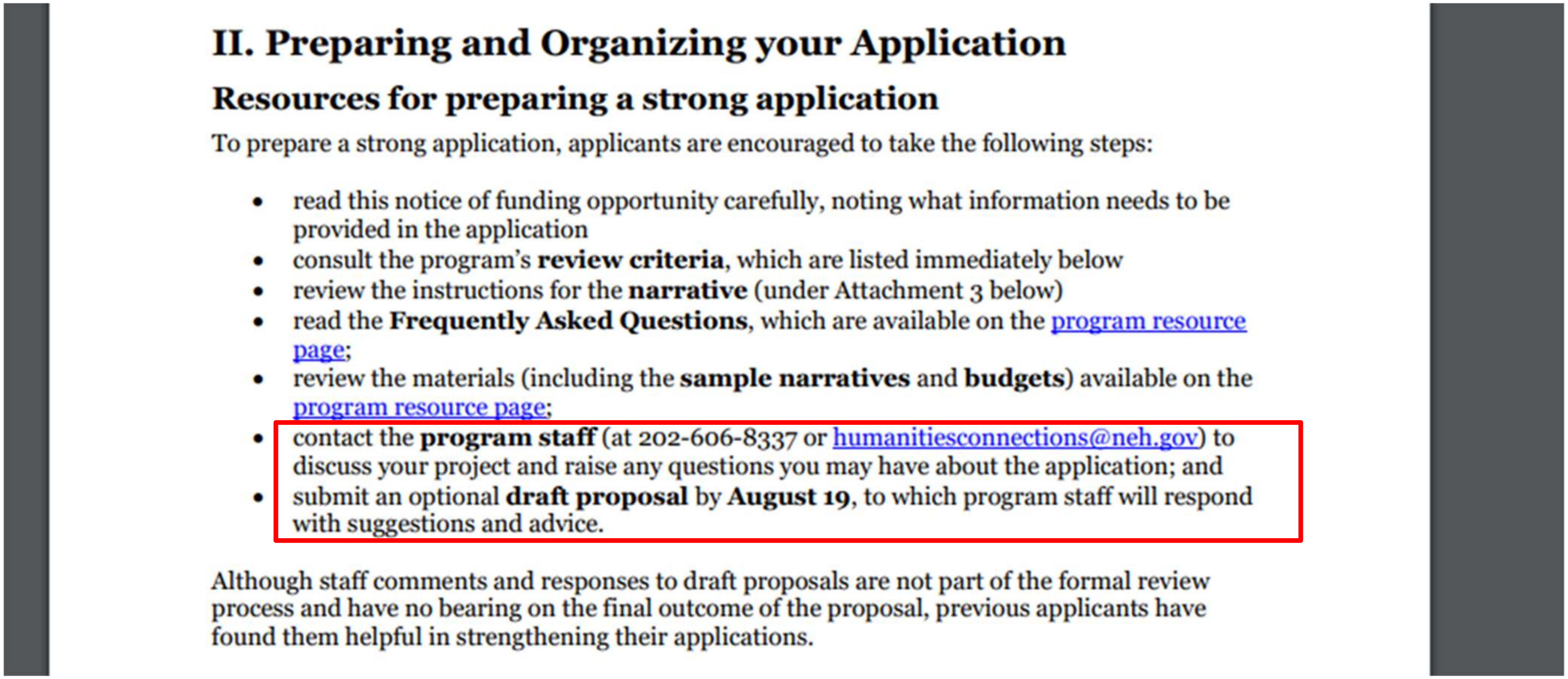

II. Preparing and Organizing your Application

Resources for preparing a strong application

To prepare a strong application, applicants are encouraged to take the following steps:

- read this notice of funding opportunity carefully, noting what information needs to be provided in the application
- consult the program's **review criteria**, which are listed immediately below
- review the instructions for the **narrative** (under Attachment 3 below)
- read the **Frequently Asked Questions**, which are available on the program resource page;
- review the materials (including the **sample narratives** and **budgets**) available on the program resource page;
- contact the **program staff** (at 202-606-8337 or humanitiesconnections@neh.gov) to discuss your project and raise any questions you may have about the application; and
- submit an optional **draft proposal** by **August 19**, to which program staff will respond with suggestions and advice.

Although staff comments and responses to draft proposals are not part of the formal review process and have no bearing on the final outcome of the proposal, previous applicants have found them helpful in strengthening their applications.

Proposal deadline: September 19

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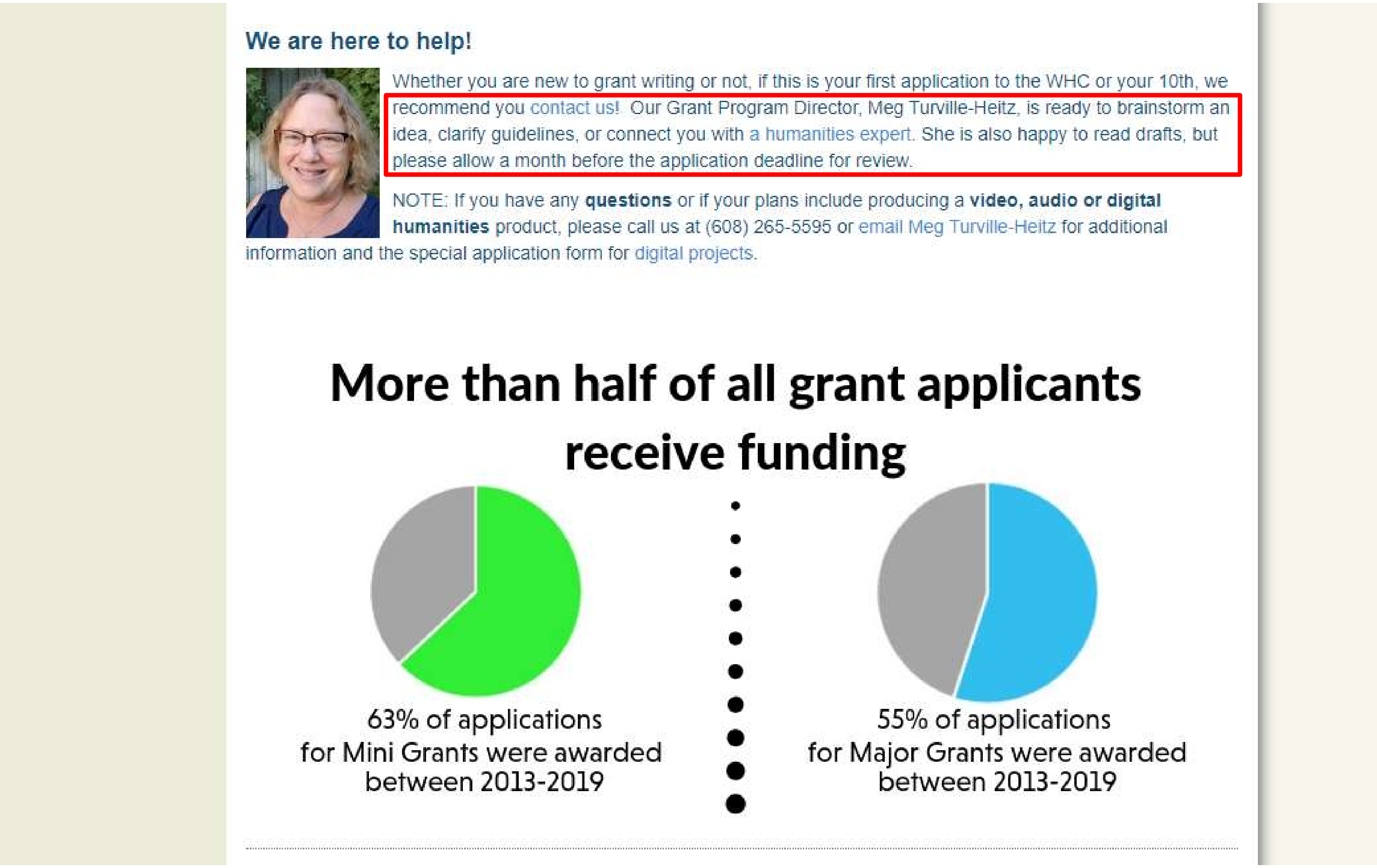


We are here to help!

Whether you are new to grant writing or not, if this is your first application to the WHC or your 10th, we recommend you contact us! Our Grant Program Director, Meg Turville-Heitz, is ready to brainstorm an idea, clarify guidelines, or connect you with a humanities expert. She is also happy to read drafts, but please allow a month before the application deadline for review.

NOTE: If you have any **questions** or if your plans include producing a **video, audio or digital humanities** product, please call us at (608) 265-5595 or email Meg Turville-Heitz for additional information and the special application form for digital projects.

More than half of all grant applicants receive funding

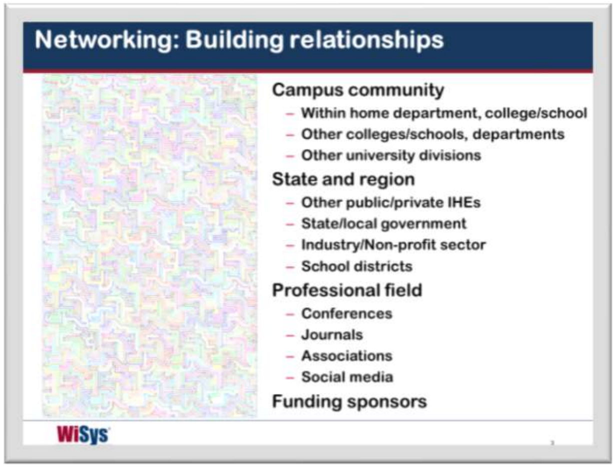
63% of applications
for Mini Grants were awarded
between 2013-2019

55% of applications
for Major Grants were awarded
between 2013-2019

Plan for your writing goals

- Work backward from the deadline
- Consider institution's internal processes
- Identify strategies for reclaiming writing time
- Feedback loop
- Build in time for the unexpected
- Need structured accountability?

Presentation takeaways



Networking: Building relationships

- Campus community
  - Within home department, college/school
  - Other colleges/schools, departments
  - Other university divisions
- State and region
  - Other public/private IHEs
  - State/local government
  - Industry/Non-profit sector
  - School districts
- Professional field
  - Conferences
  - Journals
  - Associations
  - Social media
- Funding sponsors

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Reviewers are always needed!

NSF
NIH
National Endowment for the Humanities
NASA
U.S. Department of Energy
Energy Efficiency & Renewable Energy
Volunteers Needed
University of Wisconsin System
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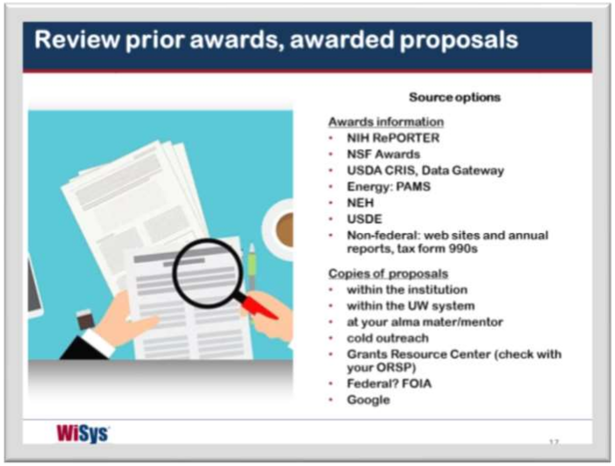

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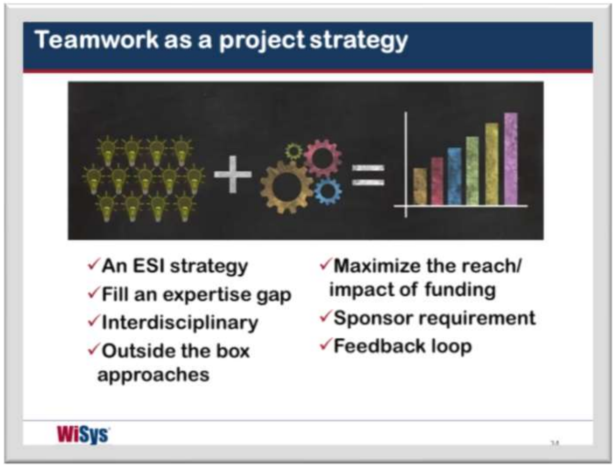

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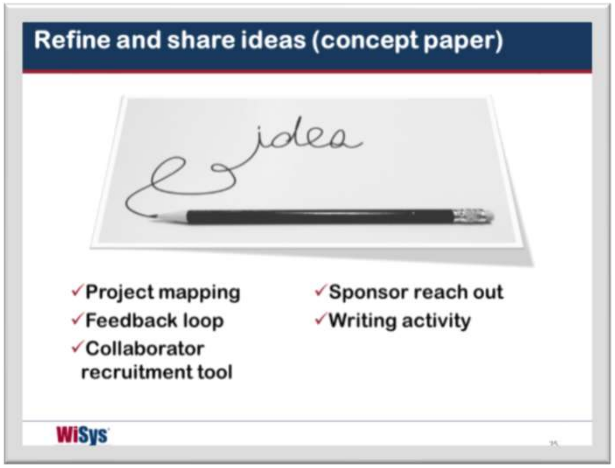

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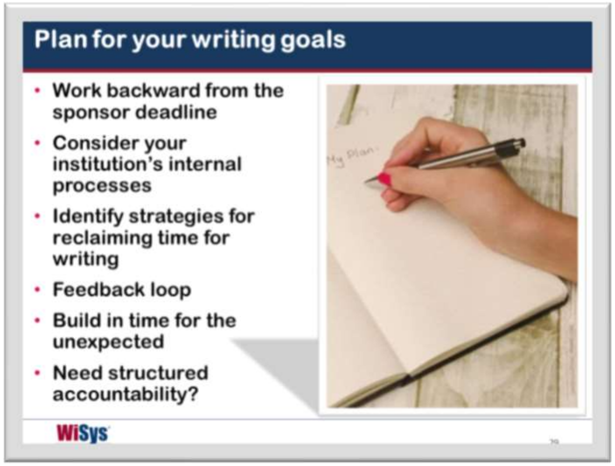

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Audience questions?

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UW-Green Bay
April 1, 2020
Reg. deadline: March 4

UW-Stevens Point
April 8, 2020
Reg. deadline: March 11

UW-Parkside
April 15, 2020
Reg. deadline: March 16

UW-Eau Claire
April 28, 2020
Reg. Deadline: March 6

UW-Platteville
April 28, 2020
Reg. deadline: April 6

UW-Stout
May 5, 2020
Reg. deadline: April 7

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SYMPOSIUM

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July 27 – 28, 2020

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Webinar Topics for AY 2019-20

- Funding Opportunities for Your Teaching, Research, and Scholarship, October 3
- Funding Focus: The National Science Foundation's Major Research Instrumentation (MRI) Program, October 9
- Budget Building Fundamentals, November 7
- The Timeline From Great Idea to Project Execution, November 13
- Analyzing RFPs for Sponsor Hot Buttons, December 5
- Searching for Non-Federal Grant Funding, February 6
- Funding Focus: The National Science Foundation's Faculty Early Career Development Program (CAREER), February 12
- Improving Your Odds for Success, Even before Writing Your Application, March 5
- **Common Grant Writing Pitfalls, March 11**
- **Goals, Objectives and Outcomes: The "GOO" that Holds a Proposal Together, April 2**

To see full session descriptions and register online, go to https://www.wisys.org/grants/webinars

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