NEH Grants Information Workshop

Florida Atlantic University
November 26, 2012
Visit our website: www.neh.gov
Organization of the NEH
(FY 2013 Request)

National Endowment for the Humanities $154,000,000

- Division of Education $13,550,000
- Division of Public Programs $13,900,000
- Division of Research $15,255,000
- Division of Preservation & Access $15,700,000
- Office of Challenge Grants $8,750,000 Matching
- Office of Digital Humanities $4,250,000
- Federal/State Partnership $40,350,000
- Special Initiatives $9,000,000
- Office of Challenge Grants $8,750,000 Matching
- Matching Federal/State Partnership $40,350,000
The NEH *Bridging Cultures* Initiative is designed “to help American citizens gain a deeper understanding of our own rich and varied cultural heritage, as well as the history and culture of other nations.”

- NEH Chairman Jim Leach
1846-1848: two neighbors went to war, transforming a continent and forging a new identity for its peoples

NEH CONNECTIONS
Prohibition Seminar
In this online professional seminar, learn how to combine Ken Burns’s series Prohibition with primary sources to teach this rich and exciting period. The seminar is on November 8, and the registration deadline is November 1. It is hosted by the National Humanities Center.

CALENDAR
November 3, 1783
Washington orders the Continental Army disbanded

Lesson 1: What Are the Qualities of a Good Military Leader?

BEST OF THE WEB
Al-Mizan
“Al-Mizan” is the Arabic word for balance. This exhibition at the Museum of the History of Science at Oxford University explores the connections between the sciences and arts in Muslim societies.

View Al-Mizan
FEATURE

Not Exactly a Hermit: Henry David Thoreau

By Donny Hetman | HUMANITIES, September/October 2012 | Volume 33, Number 5

“I had three chairs in my house,” Thoreau wrote, “one for solitude, two for friendship, three for society.”

photo by Steve Sharnick
† Click on image to enlarge.

The latest issue of Humanities
September/October 2012

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How can I find an NEH grant?

Grant Opportunities, Application Guidelines, and Resources for Managing Your Grant

SEARCH FOR A GRANT

Match your project to a grant program

Not sure where to start? Use this list as a springboard for finding a grant program that might fit your project.
EXPLORE PROJECTS At A Glance
Searching the funded projects database
Division of Education Programs

Grants to strengthen teaching and learning in schools and colleges
NEH Summer Seminars and Institutes

Provide opportunities to:
• Create intensive 2-to-5 week programs that reach a national audience of college and university faculty or school teachers
• Engage in collegial study of significant texts and topics in the humanities
• Use the academic resources of libraries, museums, archives

Deadline to propose a project for summer 2014: March 4, 2013
--Award amounts vary based on the length and type of project.

Deadline to attend a project in summer 2013: March 4, 2013
(Participants apply directly to individual projects.)
Why direct an NEH summer program?

• Influence your field: colleagues & publications
• Strengthen teaching & research by participants
• Join distinguished roster of NEH summer program leaders
• Choose participants from across the country, including graduate students
• Bring distinction to your home institution
• Context: resources, location, collegial inquiry
• Content: spend time with what you love!
• Compensation: get paid for your hard work

...what will you do with the opportunity?
Examples of NEH Summer Seminars and Institutes

Seminars and Institutes for College and University Teachers:

Persecution, Tolerance, Coexistence: Early Modern Responses to Religious Pluralism (Calvin College)

Music and Travel in Europe and the Americas, 1500-1800 (Newberry Library)

Brazilian Literature: Twentieth-Century Urban Fiction

(Arizona State University; to be held in Brazil)

Seminars and Institutes for School Teachers:

Africa in World History (Michigan State University)

Istanbul Between East and West: Crossroads of History

(University of California, San Diego; to be held in Istanbul)

Voices Across Time: Teaching American History through Song

(University of Pittsburgh)
The Dutch Republic and Britain: The Making of a European World Economy

A seminar by Prof Gerard M. Koot

History Dept
University of Massachusetts Dartmouth

With support from the National Endowment for the Humanities

Any views, findings, conclusions, or recommendations expressed in this program do not necessarily reflect those of the National Endowment for the Humanities.
Authors in the Prado

Spanish Painting and the Literature it Inspired

(in Spanish)

NEH Summer Seminar for School Teachers

Madrid, Spain

19 June-22 July 2011

Director: John R. Rosenberg, Dean, College of Humanities
Brigham Young University

Stipend $3900

INFORMATION: NEH.BYU.EDU

This five week intensive course designed for K-12 teachers and graduate students preparing to be teachers looks at the dialog between masterpieces of Spanish literature and art. Artists and writers to be studied include Velázquez, Goya, Picasso, Calderón, Lope de Vega, Buero Vallejo, Alberti, Arrabal and others. NEH Summer Fellows accepted to participate in this seminar will have free access to the Museo del Prado (including days when it is closed to the public), will enjoy lectures from museum curators, will participate in guided excursions to Toledo, Segovia, Salamanca, and more.
NEH Landmarks of American History and Culture Workshops

Provide opportunities to:
• Create intensive one-week programs that reach national audiences of school teachers
• Engage in collegial study of significant texts and topics in the American experience at historic sites
• Integrate the use of archival sources and material evidence into school curricula

Deadline to propose a project for summer 2014: March 4, 2013
---Award amounts vary

Deadline to apply to attend a project in summer 2013: March 4, 2013
---- Participants apply directly to individual projects.)
Examples of NEH Landmarks of American History & Culture Workshops
Two One-Week Programs with 40 Teachers in Each

The Fourteenth Colony: Missions, Presidios, and Colonists on the Spanish Frontier, 1769-1848
-- to consider multiple interpretive frameworks for the study of colonial missions in and around Monterrey Bay in connection with Spanish and indigenous histories

Jump at the Sun: Zora Neale Hurston and Her Eatonville Roots
-- to study African-American folklorist and author Zora Neale Hurston and her formative years in Eatonville, Florida.

Forever Wild: the Adirondacks in the Gilded Age and Progressive
-- to explore the social, cultural, political, and economic relevance of wilderness environments in the late 19th- early 20th-century, based in upstate New York.
Home Page

Dear Colleague: The University of New Mexico, our Museum partners and the Office of the State Historian are excited to have K-12 teachers from around the country join us in Santa Fe for the 2010 workshop, Contested Homelands: Knowledge, History and Culture of Santa Fe. The workshop dates are June 13-18, 2010 and June 20-25, 2010. Spaces are available for 40 teachers in each workshop. This workshop promises to be a challenging and rewarding opportunity for teachers to learn about the colonial experience in Santa Fe. You will learn how to integrate this colonial story into the larger curriculum related to colonial America.

The 400th anniversary celebration of Santa Fe is a timely opportunity for teachers from around the country to study the complex history and culture of the area by investigating the historic sites of Santa Fe and surrounding Pueblos. The workshops will be structured around the concept of homelands and include the study of historic sites, artifacts and stories in historic Santa Fe and surrounding communities. Specifically the Camino Real de Tierra Adentro (a National Historic Trail), the Palace of the Governors (a National Historic Landmark) and Taos Pueblo (a National Historic Landmark and a UNESCO World Heritage Site) will be interpreted, studied and contrasted to understand the complexity of historical homelands. Additionally, structures, museums, centers and libraries in the historic district of Santa Fe that house artifact and document collections will be utilized to foster deeper understandings.
Humanities Initiatives
at Historically Black Colleges and Universities,
Tribal Colleges and Universities,
& Institutions with High Hispanic Enrollment

• Deadline: June 27, 2013
• Grant Amount: Up to $75,000
• Duration: 12 to 36 months

---intended to strengthen and enrich humanities education and scholarship at designated institutions. Grants may be used to enhance the humanities content of existing programs, develop new programs, or lay the foundation for more extensive endeavors in the future.
Enduring Questions

Offer opportunities to:

- Design a new course for undergraduates that promotes engagement with fundamental issues in the humanities
- Focus on an explicitly stated question drawing upon significant readings from a range of historical periods
- Stimulate inquiry beyond vocational or specialized areas (not limited to those trained in or teaching in humanities disciplines)
- Engage in deep, sustained programs of reading to encounter influential thinkers over the centuries and into the present day

**Deadline:** September 13, 2012

**Awards up to $25,000, including $15,000 stipend for project director(s)**
Enduring Questions Sample Grants

Wilbur Wright College (City Colleges of Chicago, IL)
*Enduring Questions: What Is Freedom?*
The development of a community college course that examines the question “what is freedom?” through philosophy, psychology, political science, religion and literature.

SUNY-Brockport (Brockport, NY)
*NEH Enduring Questions Course on “What is Forgiveness?”*
The development of a junior level undergraduate seminar that explores the concept of forgiveness through literature, philosophy, religion, criminal justice, and international relations.

Morehead State University (Morehead, KY)
*NEH Enduring Questions Course on Good and Evil*
The development of a course that examines the nature of good and evil through the study of philosophy, literature, sociology, psychology, and film.
Division of Research Programs

Grants to facilitate research and original scholarship
Fellowships and Summer Stipends

**Fellowships**
- Grants to support uninterrupted study for 6-12 months
- $4,200 per month -- maximum of $50,400 for 12 mo.
- Deadline: May 1, 2013

**Summer Stipends**
- Grants to support uninterrupted study for 2 months ($6,000 total)
- Two nominees per institution
- Deadline: September 27, 2012
Awards for Faculty at Historically Black Colleges and Universities, Tribal Colleges and Universities, \& Institutions with High Hispanic Enrollment

- Deadline: **April 16, 2013**
- Grant Amount: **$4,200 per month** (or full-time equivalent) — maximum **$50,400** (12 months full-time)
- Duration: **2 to 12 months** full-time (4 to 24 half-time)
Also from the Division of Research Programs

Collaborative Research
Original research requiring the participation of two or more scholars or resources beyond one scholar. Collaborative scholarship, archaeology projects, scholarly conferences, etc.
Deadline: December 6, 2012

Scholarly Editions and Translations
Preparation by a team of editors of authoritative and annotated texts, documents, and translations of value to humanities scholars and general readers
Deadline: December 6, 2012
More from the Division of Research Programs

Fellowships Programs at Independent Research Institutions

- study in Jerusalem, Cairo, Amman, Munich, Istanbul, Athens, China, India, and many sites in the U.S.
- Fellowships for post-degree scholars
- Deadline: August 15, 2013 for institutions applying for support of their programs
- Individual scholars: check listing on NEH website; http://www.neh.gov/projects/fpiri.html
Office of Challenge Grants

Grants to strengthen the institutional base of the humanities
CHALLENGE GRANTS CAN PROVIDE FUNDS FOR:

• Institution building, long-term benefits to humanities
• Fellowships, research funds, library acquisition funds, computer upgrades and maintenance funds, higher education scholarships, endowments
• Construction and renovation
• Acquisitions of equipment, computer hardware and software, bibliographic collection
• Development and fund-raising costs

Deadlines:  Regular Challenge Grants, May 1, 2013

Challenge Grant Initiative for Two-Year Colleges, February 20, 2013
CHALLENGE GRANTS ARE MATCHING AWARDS...

- NEH Challenge Grants help institutions increase their fund-raising capacity
- Recipients raise $3 in private funds for each $1 in federal matching funds
- $2/$1 ratio for HBCUs, Tribal Colleges, and Two-Year Colleges
- Recipients must match an NEH challenge grant with nonfederal gifts only
Office of Digital Humanities

Grants to stimulate innovation in the digital humanities
Digital Humanities Start-Up Grants

Start-Up Grants have two levels of funding:
Level I Grants---up to $30,000
Level II ---up to $60,000 in outright funding.

• Small grants designed to spark experiments, innovation, and new ideas, including research to investigate new methods and techniques of value for humanities scholarship.

• Can be used to fund small workshops to address an important technology issue in the Academy (e.g. scholarly communications, open access).

Deadline: September 12, 2013
Digital Humanities Implementation Grants

• Unlike NEH’s start-up grant program, which emphasizes basic research, prototyping, experimentation, and potential impact, the Digital Humanities Implementation Grants program seeks to identify projects that have successfully completed their start-up phase and are well positioned to have a major impact.

Awards range from $100,000 to $325,000

Deadline: January 23, 2013
Institutes for Advanced Topics in the Digital Humanities

- A DH institute program (but doesn’t have to be in the summer).
- A great way to share institutional expertise in the digital humanities.
- Consider attending an institute as a participant or hosting one yourself.

*Deadline: March, 2013*
NEH Summer Institute for Advanced Topics in Digital Humanities

Digital Cultural Mapping: Transformative Scholarship and Teaching in the Geospatial Humanities

Elected on November 5, 2014 by admin

Recent Posts

Digital Cultural Mapping
Division of Preservation and Access

Grants to preserve and provide access to humanities resources
Division of Preservation and Access Grants

Grants for Humanities Collections and Reference Resources:
- Grants to preserve and create access to humanities collections
- Grants to create research and reference tools such as encyclopedias, dictionaries, historical atlases, databases, and bibliographies
- Foundations projects support the formative stages of initiatives to preserve and create access to humanities collections or to produce reference resources

Maximum award is $350,000, for up to 3 years; award level for Foundations is up to $40,000 for up to 2 years

Deadline: July 16, 2013
More Preservation and Access Grants

- Research and development projects
- Education and training grants
- National digital newspaper program
- Preservation assistance grants for smaller institutions
- Grants to document endangered languages
- Grants to sustain cultural heritage collections

For deadlines, please consult the NEH website
Division of Public Programs

Grants to provide opportunities for lifelong learning
Division of Public Programs Grants

Projects designed to connect humanities scholarship and the general public through exhibitions, discussion series, lectures and symposia, site interpretation, television, radio, film, and websites.

Core Programs:

- America’s Historical and Cultural Organizations
  --two levels: Planning and Implementation
- America’s Media Makers
  --two levels: Development and Production

Planning and Development awards range from $40,000 to $75,000.
Implementation awards typically do not exceed $400,000.
Production awards may range from $100,000 to $800,000.

Next deadline: January 9, 2013
Who Can Apply?

Who is the applicant?
Individual or institutional grant?

Please consult the "Eligibility" section of specific program guidelines for further information.
Grants for Individuals

If you are a citizen of the United States or a U.S. territory, or are a foreign national who has lived in the United States or a U.S. territory for at least three years immediately preceding an application, you are eligible to apply for a grant.

Examples: Fellowships & Stipends
Grants for Institutions

U.S. nonprofit institutions (public agencies or private nonprofit organizations) are eligible for funding; state and local governments are also eligible.

Examples: Most NEH grants other than Fellowships & Stipends

NATIONAL ENDOWMENT FOR THE Humanities
How do I apply?

• Visit the NEH website and READ THE GUIDELINES
DO some homework

• Check out recent awards in the programs that interest you

• Consult samples of successful proposals (PDFs online, or ask) and other resources (FAQs, etc.)
Enduring Questions

RECEIPT DEADLINE: September 15, 2009 (for projects beginning June 1, 2010)

Date posted: July 7, 2009

Catalog of Federal Domestic Assistance (CFDA)
Number: 45.163

Questions?

Contact the staff of NEH’s Division of Education Programs at 202-606-8463 and enduringquestions@neh.gov. Hearing-impaired applicants can contact NEH via TDD at 1-866-372-2930.

1. Program Description

The Enduring Questions grant program supports a faculty member’s development of a new course that will foster intellectual community through the study of an enduring question. This course will encourage undergraduate students and a teacher to grapple with a fundamental question addressed by the humanities, and to join together in a deep and sustained program of reading in order to encounter influential thinkers over the centuries and into the present day.

What is an enduring question? The following list is neither prescriptive nor exhaustive but serves to illustrate:

- What is the good life?
- What is happiness?

NEH Information

- Endowment-Wide Programs and Initiatives

Guideline Overview

I. Program Description
II. Award Information
III. Eligibility
IV. Application and Submission
V. Application Review
VI. Award Administration
VII. Points of Contact
VIII. Other Information

Budget Resources

- Budget instructions (5-Page PDF)
- Budget Form (14-Page PDF)
- Definitions of types of funding

Program Resources

- DUNS number requirement
- Frequently Asked Questions
- Sample Projects:
  - Boston College (9-page PDF)
  - Earlham College

Sample Projects:
DO read the program guidelines carefully
(so you won’t hear these comments)

• The description lacks considerable detail (and the structure does not seem to conform to the grant guidelines).

• This project is worth doing, but seems to fall outside the bounds of this competition.
DON’T go it alone

• Talk to us
  - Speak with an NEH program officer early in the process

• Phone a friend
  - Ask colleagues on your campus/in your field to review and critique your proposal

• Work together
  - Keep good connections between scholars and the sponsored programs office
DO submit a draft proposal

• Give the NEH program officer ample time to review materials
• Remain calm as the program officer offers suggestions
• Have questions? Seize the moment!
DO proofread carefully

Minor errors chip away at the confidence your application should inspire:

The proposal rambles a bit and is poorly proofread (somewhat troubling for a proposal to study literature).

This elegantly-written proposal to explore an intrinsically interesting episode has a preliminary feel and lacks cohesion.
Don't forget to explain the significance of your project and its scholarly content

- The intellectual rationale for this seminar is very clear and persuasive. The issue of globalization, and in particular the cross-border movement of people, is one of the most important of this century, and this proposal provides an excellent multidisciplinary humanities perspective on this phenomenon.
• The proposal is very impressive for both its substance and clarity: the narrative situates the project within historical and theoretical contexts, and the bibliography features a reasonable number of representative texts from the ancients to the present day.

...and not

• While I find this project rather captivating in itself, I am having some difficulty seeing in what way it would enhance research, teaching and learning.
DO attend to details

• With no supporting reference letters, it is impossible to gauge the department and institutional support behind this project.

• While the potential is strong, the proposal indicates that it has not been as thoroughly thought out as one would like. More detail on the plan for the sessions should have been provided. The lack of a tentative reading list is one indication of this. Also, the case for the field trips and the role they would play was not sufficiently worked out.
DO include a work plan or schedule of activities

• I wish there was a more detailed outline of the proposed research.

• The goals are very worthwhile, but the project is not clearly developed. The work load is fairly weak. The section of the application that reviews project content is too general. This application needs a detailed schedule.
DON’T irritate your readers

• Write for a general audience - it will be read by people from varied backgrounds
• Avoid jargon and “terms of art”
• Use care in making claims

Reality check. I take strong issue with the comment that (fill in the blank) studies teachers are among the more reflective in the academy. I find them, generally, to be among the most dogmatic and least reflective.
and more . . .

- Avoid advocacy and “special pleading”

It seems that the motivations for this project may be separated into two categories: pedagogical and political. Both are noble, in my opinion, but the political goal of publicizing the plight of the oppressed in [XXX] seems to outweigh the pedagogical concerns.
I think the impact of this program on participants will be significant. As described, it will offer insights into the dynamics of immigration that are not readily found in textbooks.

This appears to be an extremely worthy application that will impact directly—and with powerful implications both in the classroom and beyond—undergraduate students particularly in need of such creative approaches to the subject matter.
GETTING TO “YES”

• I see no reason to doubt that the goals of this institute are realistic. The infrastructure is in place, and a considerable amount of fairly detailed and thoughtful planning seems to have taken place already.

• This proposal is wonderfully conceived and organized. The focus is perfectly pitched — the institute provides an opportunity to master the contexts and writings of one important 20th century master.
DON’T Wait Until the Last Minute To Prepare and Submit Your Proposal via Grants.gov

• If it is an institutional grant, make sure your institution is registered with Grants.gov.
• If it is an individual grant, then you will need to make sure you are registered!
Follow Up, Follow Through

1) Whether or not you get the grant, ask for a “why” or “why not” letter that includes the panelists’ written comments.

2) Talk to the Program Officer who chaired the panel (or the person with whom you worked before the deadline, if applicable).

3) Try, try again: think about revising your proposal.
How will my application be evaluated?
The NEH Grant Review Process

Peer Review Panels:

Invited scholars and experts review applications and identify exemplary proposals

National Council for the Humanities:

Review and Recommend

Chairman:

Funding decisions based on recommendations of panelists, staff, and Council
Remember ...

Outstanding humanities subjects, texts, scholars, and scholarship are at the center of all successful NEH grants
NEXT STEPS

• The NEH peer review takes time -- Notification dates appear in guidelines Section VI, “Award Administration Information”
• Whether or not you get the grant, ask the NEH to send you a “why” or “why not” letter that contains verbatim comments by the panelists.
• Consider serving as an NEH panelist yourself (send us an e-mail; sign up in PRISM online)
... don’t forget
The NEH Federal-State Partnership

State Humanities Councils
http://www.neh.gov/whoweare/statecouncils.html
Florida’s native cultures were wiped out after Europeans arrived. Who were Florida’s first people? Read about them in FORUM. Here’s a sneak peek. Get FORUM here.

To learn more about Florida’s first people, check out our Teaching Florida page. This is the perfect resource for teachers—and for anyone interested in learning more about Florida.

Go to our Viva Florida page to see more!

Journeys to Florida

This is only one of many events and resources we are sponsoring for Florida’s 500th anniversary, marked from 1513 when Spanish explorers first arrived on our shores.

Journey with us as we explore Florida’s cultural roots in Cape Coral’s Edson Park and Bicentennial Park.
Note: All deadlines listed in this presentation or in other materials distributed at this workshop should be verified against the official current listing well in advance of applying.

This listing can be found on the NEH website under “Apply for a Grant”:

www.neh.gov/grants/grantsbydivision.html
Thank You!
Barbara Ashbrook
Assistant Director
Division of Education Programs
202/606-8388
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