

Writing Proposals
For Faculty

International Grant Writing Forum for Faculty in the Humanities and Social Sciences

November 25, 2008
9:30am – 1:00pm
Jones Room – Woodruff Library

Program

Introduction

Holli Semetko, Vice Provost for International Affairs; Director, Office of International Affairs;
Director, Claus M. Halle Institute for Global Learning

Forms of Support for International Work & Researching Funding Opportunities

Rosemary Hynce, Assistant Dean for Finance, Emory Graduate School

How to Write a Proposal

Ivan Karp, National Endowment for the Humanities Professor and Co-Director of the Center for
the Study of Public Scholarship

Open Forum: Discussion

BREAK

How are they Read? Judging and Evaluating Research Proposals

Laurie Patton, Charles Howard Candler Professor, Graduate Division of Religion

Which Grant When? Supporting a Research Career

Corinne A. Kratz, Professor of Anthropology and African Studies and Co-Director of the Center
for the Study of Public Scholarship

Open Forum: Discussion

The Next Steps

Focus on your proposal. Apply for the Intensive International Grant Writing Workshop
scheduled for February 20, 2009.

***This workshop is organized by the Office of International Affairs, the Center for the Study of
Public Scholarship and the Fox Center for Humanistic Inquiry.***

The Chronicle of Higher Education
Online Sources of Grant & Fellowship Opportunities for Faculty
<http://chronicle.com>

Grants.gov (all government grants and fellowships) – www.grants.gov

GrantsNet (sciences and science education) <http://sciencecareers.sciencemag.org/funding>

National Endowment for the Arts - <http://www.nea.gov/>

National Endowment for the Humanities - <http://www.neh.gov/>

National Institutes of Health (a division of US Department of Health & Human Services)
- <http://grants1.nih.gov/grants/oer.htm>

National Science Foundation - <http://www.nsf.gov/>

American Council of Learned Societies - <http://www.acls.org/fel-comp.htm>

Fulbright Scholars Program - <http://www.cies.org/>

American Association of University Women - <http://www.aauw.org/>

Smithsonian Fellowships - <http://www.si.edu/ofg/>

Carnegie Corporation of New York - <http://www.carnegie.org/>

Alfred P. Sloan Foundation - <http://www.sloan.org/main.shtml>

Spencer Foundation - <http://www.spencer.org/>

J. Paul Getty Grant Program - <http://www.getty.edu/grants/>

ACLS American Council of Learned Societies | www.acls.org



ACLS Collaborative Research Awards

Fellowship Details

Maximum award: up to \$140,000 per project, with no more than \$60,000 awarded to a single participant for salary replacement

Tenure: up to a total tenure period of 24 months, to be initiated between July 1, 2009 and September 1, 2011

Completed applications must be submitted through the ACLS Online Fellowship Application system (ofa.acls.org) no later than 9 p.m. Eastern Standard Time, November 12, 2008.

Notifications will be sent in April 2009.

ACLS invites applications for the inaugural competition for the **ACLS Collaborative Research Awards**. These awards support collaborative research in the humanities and related social sciences (1). A grant from The Andrew W. Mellon Foundation supports this program. Collaborations need not be interdisciplinary or inter-institutional, but must involve at least two scholars; applicants at the same institution must demonstrate why local funding is insufficient to support the project. It is hoped that projects of successful applicants will help demonstrate the range and value of both collaborative research and inquiry in the humanities, and model how such collaboration may be carried out successfully. Collaborations that involve the participation of assistant and associate faculty members, or that of scholars at different kinds of institutions, are particularly encouraged.

Objectives

The aim of this program is to offer teams of two or more scholars the opportunity to collaborate intensively on a single, substantive project. Each project should

- Seek salary-replacement stipends for supported research leaves for at least two scholars during fellowship tenure to pursue collaborative research;

- Yield tangible research outcomes, such as joint publications, web projects, or other collaboratively produced projects.

The award is for a total period of up to 24 months, to be initiated between July 1, 2009 and September 1, 2011. The award includes stipends to allow up to an academic year's leave from teaching for at least two participants, as well as up to \$20,000 in collaboration costs to facilitate face-to-face and virtual interactions. The collaboration funds may be used for such purposes as 1) travel to meet periodically

3. All project collaborators must hold a Ph.D. degree or its equivalent in publications and professional experience.

Application Requirements

Applications must include:

Completed application form

Proposal (no more than 10 pages, double-spaced). The proposal should explain the process and product of the collaboration. It should make clear the goal of the collaboration, its structure, how credit and acknowledgement would be determined, and how the process and project of collaboration would be mutually informing. Finally, the proposal should explain how collaboration enables research that is intellectually innovative and produces a final outcome that would be more productive than the sum of individual efforts of the project members.

Up to two additional pages of images, musical scores, or other similar supporting non-text materials

Participant Information Sheet, listing all project members and identifying the project coordinator for administrative purposes

Research Plan, including a timeline of the proposed research activities, including the location, duration, and names of individuals involved in each stage. This may be in the form of a graphic timeline or narrative description.

Bibliography (no more than three pages) that places the project in intellectual context and should include representative work in all of the disciplines involved in the project

Budget statement, outlining: salary replacement, and costs of research assistance, travel, and research materials

Publications list for each collaborator (no more than three pages for each collaborator)

At least four reference letters, with two letters for each project collaborator

Criteria Used in Judging Collaborative Research Award Applications

Peer reviewers in this program are asked to evaluate all eligible proposals on the following five criteria:

1. The intrinsic quality of the proposal and the clarity with which it is conveyed,
2. The significance of the project for research in the humanities (the general and specific fields in which it figures),
3. The plan of work,
4. The training and professional experience of the researchers (relative to their career stages), and
5. The extent to which the proposed project would serve as a model for other collaborative research projects.

CHRISTINA M. GILLIS

Writing Proposals for ACLS Fellowship Competitions

Proposal writing is a genre of its own. If rhetoric is the craft of persuasion, proposal writing is especially so. The goal is to persuade reviewers that the proposed project has the special merit to deserve funding—that the project will stand out as novel and significant, and that the methodology will be recognized as careful and thorough.¹ Whatever the project may mean to the author of the proposal, it is for the reviewers inseparable from the language in which it is presented. In the economy of proposal writing, every element must contribute to the argument and to the idiom of persuasion.

Like essays or articles written for publication, a proposal is an integral part of the scholar's professional life. Unlike essays or articles, though, the proposal is addressed to readers who focus their attention on whether the described project is the one to support. While the professional article constitutes the dissemination stage in the process of scholarly communication, the proposal belongs at the production end. The author asks the reviewers to select the project under review for funding that will help bring the project to fruition.

There is no one-size-fits-all formula for success in this genre. At the same time, however, certain fundamental rhetorical points should inform one's choice of the most effective language and organizational structure to argue for your pro-

posed work. The following remarks speak to those points.

AUDIENCES

When a scholar submits an application to ACLS, it is not filed away in a giant database, never to be seen again. Rather, submission of an application is the start of a substantial peer reviewed selection process in which diligent readers give the application their fairest consideration and judgment.

These reviewers are the proposal writer's *audience*. It is important for the applicant to try to enter into the thinking of those reviewing one's application, and to understand how it may be read. The structure of ACLS competitions is suggestive in this regard: The first-round reviewers are in the discipline of the applicants—or represent the range of disciplines that are the ingredients of an interdisciplinary project—though in any case may represent specific areas or subfields quite different from those of the applicant. The second-round reviewers, who meet as a selection committee, represent a number of disciplines across the humanities and social sciences. In sum, each of the reviewers judging any given application will have differing levels of familiarity with the particulars of the research represented by that application. The tricky task for the applicant is to find the

understood language group might well inform non-specialists of the importance of the relevant terms of analysis and suggest how the languages in question reflect a particular history.

Does the proposed project reflect a novel or special technical approach or unusual, hard-won data? A scholar who has done extensive field or archival research, or has refined a set of tools, or has trained in a special research skill might allocate some portion of the proposal to explaining how the nature of those experiences, tools, or skills shape a new approach of the proposed book or article.

One kind of proposal might take the form of a single prose statement, without sections delineated according to the application guidelines. Another kind might briefly introduce the major question and then move to a list of aims that provide an explanatory structure. A third kind might offer a more expanded introductory section, followed by a chapter by chapter summary demonstrating how each contributes to the major thesis. Still another kind might cast the entire proposal into sub-sections: an introduction or overview, methodology, plan of work, and so on. How the structure is fashioned is a matter of personal preference and one's judgment as to how to best to put forth the argument.

The applicant should keep in mind that the reviewer is likely to be reading a tall stack of proposals. This heightens the importance of being clear, persuasive, and economical whatever strategy is followed—and answering all the questions regarding how the work will be done. The reviewers want to know why a particular methodology is appropriate for the questions being asked, how the research will be carried out, what has already been accomplished what time frame is envisioned for completion.

SIGNIFICANCE: THE BIG PICTURE

Proposal writing entails advocacy on various levels. The author of the proposal advocates not only for the proposed work in the context of his/her discipline, but also for the value of that work in the larger context of the humanities as a whole. Thus, applicants to ACLS Fellowship competitions are asked to explain, in a separate paragraph, the project's significance to scholars across the humanities and related disciplines—that is, to scholars in humanities disciplines aside from one's own. Even if this paragraph is written after the proposal is drafted, consideration of the broad significance of the work for other fields should help guide the planning of the proposal and how one's work speaks to various levels of interest.

One of the proposal writer's tasks is to explain the ways in which the project speaks to questions specific to the various formations of the humanities—disciplines, sub-fields, interdisciplinary emphases. Another task is to demonstrate to the reviewers a capacity to consider the big picture. What does this big picture look like—and how do specialized or formal or technical modes of humanities or social science research fit into that big picture? While there are no formulaic answers, the proposal writer will do well to start with the basic question: how would I explain my topic and why is it significant to another scholar with humanities training who is well versed in his or her domain and the general course of human heritage and civilization but knows nothing of my own discipline? The answers to such a question might touch on specific points of dialogue or dynamics among particular disciplines. It is important, at all events, to outline how one's topic, as a significant scholarly pursuit within the given discipline (or interdisciplinary framework) relates to others—for example, to say how a specific moment in French art history, the syntax of Maori, a grasp of poetic form, philosophical understanding of natural kinds, or the history of the Seleucids, relate to their

Now fast forward to another spring. The proposal has been out of the scholar's hands for five or more months, but the project itself has not. It is still there, and so it will remain. Whatever news the letter brings regarding the fate of the proposal, the scholar should still look to his or her research as worthy of further development. Next year will bring another competition with another group of readers and another applicant pool. The applicant who does not succeed in one competition year should plan to enter the competition in subsequent years.

APPENDIX: POSSIBLE PROPOSAL STRATEGIES

QUESTIONS IN THE FIELD

All proposals should in some way address questions raised in the field of study, whether defined as the discipline, some particular territory within the discipline, or an area that moves across disciplinary boundaries. Perhaps the most common strategy is the effective reference to focused, easily recognizable, and previously unaddressed or inadequately addressed questions in the field: State the question and explain how the project will answer that question. It is not sufficient to identify an important question that has not been asked before or that has been inadequately answered, or to propose a new perspective on an old problem: one must note *why* the question has been inadequately answered to date, or *why* a new perspective is needed.

A proposal for a project on Bambara art might explain that the spiritually-imbued artifacts of that tradition have not been adequately examined in terms of their social value; a second line of explanation might focus more broadly on the connections between visual culture, spiritual traditions, and social currency—and lay out the specific goals of the proposed book. A proposal on

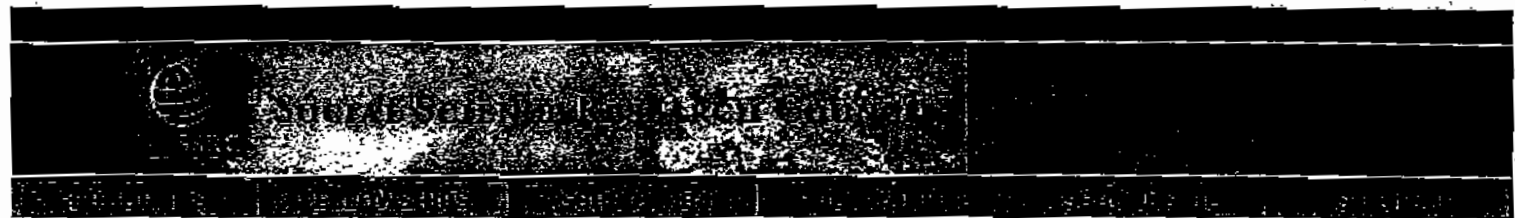
class in modern French literature might first state that while class is a dominant theme in the period, no one has explored its appearance in the particular genre the applicant will explore. The applicant might go on to suggest that the proposed work will explain how these accounts of class reveal regional differences in French literature of the day, political concerns regarding social stability, and the dynamics of literary schools in the period.

SNAPSHOTS AND STORIES

Snapshots and short stories can be very effective in attracting a reviewer's attention to a proposal. In a proposal on hidden dimensions of a ritual, a religious studies scholar might offer a vignette of Central American women praying to a surrogate deity; a geographer might offer a snapshot of a leisure fishing community in urban New Jersey to show how members of a working class immigrant group retain connections with their natural environment. Similarly, an economic historian proposing to interpret the development of water rights management in Southeast Asia might offer a thumbnail account of monsoon damage to agriculture in the Mekong Delta. A literature scholar might offer a series of Latin epigraphs prefacing modern works to illustrate a point about the links authors attempt to establish between their own writings and those of classical figures. A music theorist might recount the recent history of interpretations of musical expression in order to set the context for an account of a proposed new mode of analysis. In these examples, the snapshot or story is short (rarely longer than one paragraph) but *dramatic*—setting the stage for the investigation to come by giving the reviewer a concrete reference point.

INTELLECTUAL AND SCHOLARLY TRAJECTORY

As establishing a connection between scholar and project is essential to a successful proposal, an



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The Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions

By Adam Przeworski and Frank Salomon

Writing proposals for research funding is a peculiar facet of North American academic culture, and as with all things cultural, its attributes rise only partly into public consciousness. A proposal's overt function is to persuade a committee of scholars that the project shines with the three kinds of merit all disciplines value, namely, conceptual innovation, methodological rigor, and rich, substantive content. But to make these points stick, a proposal writer needs a feel for the unspoken customs, norms, and needs that govern the selection process itself. These are not really as arcane or ritualistic as one might suspect. For the most part, these customs arise from the committee's efforts to deal in good faith with its own problems: incomprehension among disciplines, work overload, and the problem of equitably judging proposals that reflect unlike social and academic circumstances.

Writing for committee competition is an art quite different from research work itself. After long deliberation, a committee usually has to choose among proposals that all possess the three virtues mentioned above. Other things being equal, the proposal that is awarded funding is the one that gets its merits across more forcefully because it addresses these unspoken needs and norms as well as the overt rules. The purpose of these pages is to give competitors for Council fellowships and funding a more even start by making explicit some of those normally unspoken customs and needs.

Capture the Reviewer's Attention?

Fellowship Links

[Current Funding Opportunities](#)

[Online Application Portal](#)

[The Art of Writing Proposals](#)

[Taxability Information and Packet](#)

[Contact](#)

Aim for Clarity

Remember that most proposals are reviewed by multidisciplinary committees. A reviewer studying a proposal from another field expects the proposer to meet her halfway. After all, the reader probably accepted the committee appointment because of the excitement of surveying other people's ideas. Her only reward is the chance that proposals will provide a lucidly-guided tour of various disciplines' research frontiers. Don't cheat the reviewer of this by inflicting a tiresome trek through the duller idiosyncrasies of your discipline. Many disciplines have parochial traditions of writing in pretentious jargon. You should avoid jargon as much as you can, and when technical language is really needed, restrict yourself to those new words and technical terms that truly lack equivalents in common language. Also, keep the spotlight on ideas. An archeologist should argue the concepts latent in the ceramic typology more than the typology itself, a historian the tendency latent in the mass of events, and so forth. When additional technical material is needed, or when the argument refers to complex ancillary material, putting it into appendices decongests the main text.

Establish the Context

Your proposal should tell the committee not only what will be learned as a result of your project, but what will be learned that somebody else does not already know. It is essential that the proposal summarize the current state of knowledge and provide an up-to-date, comprehensive bibliography. Both should be precise and succinct. They need not constitute a review of the literature but a sharply focused view of the specific body or bodies of knowledge to which you will add. Committees often treat bibliographies as a sign of seriousness on the part of the applicant, and some members will put considerable effort into evaluating them. A good bibliography testifies that the author did enough preparatory work to make sure the project will complement and not duplicate other people's efforts. Many proposals fail because the references are incomplete or outdated. Missing even a single reference can be very costly if it shows failure to connect with research directly relevant to one's own.

convince readers that such topics are not merely timely, but that their current urgency provides a window into some more abiding problem. Among many social scientists, explicit theoretical interest counts heavily as a point of merit. Theoretical exposition need not go back to the axiomatic bases of the discipline, proposal readers will have a reasonable interdisciplinary breadth, but it should situate the local problem in terms of its relevance to live, sometimes controversial, theoretical currents. Help your reader understand where the problem intersects the main theoretical debates in your field and show how this inquiry puts established ideas to the test or offers new ones. Good proposals demonstrate awareness of alternative viewpoints and argue the author's position in such a way as to address the field broadly, rather than developing a single sectarian tendency indifferent to alternatives.

Use a Fresh Approach.

Surprises, puzzles, and apparent contradictions can powerfully persuade the reviewer whose disciplinary superego enforces a commitment to systematic model building or formal theorizing: Given its long-standing democratic traditions, Chile was expected to return to democracy before other countries in the Southern Cone, and yet . . . Is it because these traditions were already extinct by 1973 or because the assumption on which this prediction was based is false? Everyone expected that One Big Union—the slogan of the movement—would strike and win wage increases for workers. Yet statistical evidence shows just the contrary: strong unions do not strike but instead restrain workers' wage demands.

It is often worthwhile to help readers understand how the research task grows from the intellectual history or current intellectual life of the country or region that generated it. Council committees strive to build linkages among an immense diversity of national and international intellectual traditions, and members come from various countries and schools of thought. Many committee members are interested in the interplay of diverse traditions. In fact, the chance to see intellectual history in the making is another reason

etc. How will you tease the relationship of underlying forces from the mass of experience? The process of gathering data and moving from data to interpretation tends to follow disciplinary customs, more standard in some fields than in others; help readers from other fields recognize what parts of your methodology are standard, which are innovative. Be as specific as you possibly can be about the activities you plan to undertake to collect information, about the techniques you will use to analyze it, and about the tests of validity to which you commit yourself. Most proposals fail because they leave reviewers wondering what the applicant will actually do. Tell them! Specify the archives, the sources, the respondents, and the proposed techniques of analysis.

A research design proposing comparison between cases often has special appeal. In a certain sense all research is comparative because it must use, implicitly or explicitly, some point of reference. Making the comparison explicit raises its value as scientific inquiry. In evaluating a comparative proposal, readers ask whether the cases are chosen in such a way that their similarities and differences illuminate the central question. And is the proposer in a position to execute both legs of the comparison? When both answers are positive, the proposal may fare particularly well.

The proposal should prove that the researcher either possesses, or cooperates with people who possess, mastery of all the technical matters the project entails. For example, if a predominantly literary project includes an inquiry into the influence of the Tupian language on rural Brazilian Portuguese, the proposal will be checked for the author's background in linguistics and/or Indian languages, or the author's arrangements to collaborate with appropriate experts.

Specify Your Objectives

A well-composed proposal, like a sonata, usually ends by alluding to the original theme. How will research procedures and their products finally connect with the central question? How will you know if your idea was wrong or right? In some disciplines this imperative traditionally means holding to the strict canon of the falsifiable hypothesis. While respecting

Components of a Successful Research Proposal

Ivan Karp

A successful research proposal is divided into four parts.

1. "What"

The description of the project specifies the topic of research independently and without reference to the temporal, spatial, or formal and generic contexts of research. This is customarily referred to as the "Review of the Literature," and in this section the applicant describes the state of play with respect to a field of knowledge that usually encompasses more than a single discipline. This section of the proposal provides evidence that there is a problem or gap in knowledge on which research can make an important contribution. For some research agencies, it can be valuable to specify what is to be learned in terms of propositions called "hypotheses." For other agencies this would be very counterproductive and a more discursive style is associated with successful grants. It is very important to describe your project in terms that the particular funding committees find to be comfortable. In order to know that you need to seek out successful proposals to use as models and to talk with faculty and colleagues who know the granting agency and committee.

2. "Where" or sometimes "When"

This section of the proposal specifies the spatial or temporal contexts of the research. This may be a region, such as the American South, a time, such as the Renaissance, or, usually both—for example, "Renaissance Florence," or "Precolonial Western Kenya." It includes a description of what forms of human behavior, culture or society are to be investigated—for example, "The Epic Among the Precontact Quechua Speaking People of Ecuador," or "Political Consensus in the European Parliament." In this section the applicant presents what is known, what aspects of the knowledge base are contested, and describes what the research will find out. Customarily the temporal or geographical scale of this section starts out large and moves to smaller scale topics that will be the actual research topic. Thus a proposal might move from "Democratic Politics in Africa," to "Multiparty Elections in Kenya," or an art historian might start with the iconography of religion in Renaissance art and wind up with a study of municipal buildings in Sienna. In this section the applicant specifies his or her contribution to understanding social, cultural and formal processes in a broadly defined place and/or time and moves to more specific locales. This is a critical part of the proposal for many applicants wishing to conduct international research, since many of the committees that fund this type of research are composed of an interdisciplinary array of scholars who are held together by a shared commitment to place, such as African Studies or Latin American or European Studies. They want to know what the payoff is not for a specific discipline, but for knowledge of a region and/or time. They also want to know how the "where" section of a proposal connects to the key problems, the "why" section.

3. "How"

Commonly called methodology, this section of a proposal specifies the methods that will be used in the research. The selection of methods is determined almost entirely by the nature of the research and not by a predetermined set of methods learned in a course. This means that you have to justify each and every method by its relationship to the topic, place and time of research, and, especially, the nature of what is to be studied. Fulfilling this requirement, which is vital for a successful proposal, can only be achieved when the "How" section refers continually to the

TECHNICAL REVIEW - DOCTORAL DISSERTATION RESEARCH ABROAD
 Score this application in terms of the Rating Scale. Indicate your score for each criterion in the box to the right. Do not use decimal points. Add the scores of the criteria and enter the sum in the box marked Total Points. Transfer the Total Points to the appropriate block in Section II on the Cover Page.

RATING SCALE			
If total points are:	5	10	15
Outstanding	5	10	15
Very Good	4	8	12
Good	3	6	9
Average	2	4	6
Poor	1	2	3
Unacceptable or not described	0	0	0

4. The justification for overseas field research, and preparations to establish appropriate and sufficient research contacts and affiliations abroad.
YOUR COMMENT:

(10)

5. The applicant's plans to share the results of the research in progress and a copy of the dissertation with scholars and officials of the host country or countries.
YOUR COMMENT:

(10)

6. The guidance and supervision of the dissertation advisor or committee at all stages of the project, including guidance in developing the project, understanding research conditions abroad, and acquainting the applicant with research in the field.
YOUR COMMENT:

(10)

QUALITY OF PROPOSED PROJECT
 (Please record this total in Section II on the cover page)

TOTAL POINTS:
 (0-60)



IRIS Database

Search the IRIS Database for funding opportunities in every field from agriculture to zoology, or view upcoming deadlines in 25 subject areas.

IRIS Alert Service

Receive automatic email notifications of new grant opportunities as they are posted to the site through the IRIS Alert Service.

Expertise Service

Create electronic bios and search for colleagues in your field with the IRIS Expertise Service.

Administrator Menu

Need IRIS usage reports for your institution? Here's where to get them.

Tutorial for using the IRIS Database

How to Search IRIS

1. Start simple.

Search the database using simple terms and see what you get. Don't use too many variables at first. Add them later, to pare down your search results.

2. Use fairly broad search terms, at least at the beginning.

Think in terms of subject areas, not specific topics. Many sponsors describe their funding opportunities in general terms. This is especially true of programs in the humanities and social sciences. So instead of searching IRIS for funding to support research on (say) social policy in late 19th-century Germany, try searching on "German History" or "European History". This technique can also work in the sciences, although the likelihood of finding specialized terms in the descriptions for these programs is higher.

3. You don't have to use every field in the search screen.

Use the pop-up picklists in front of each field to select the search criteria you want. For example, if you are looking for funding opportunities in chemical engineering, enter the term "chemical engineering" in the "IRIS Keywords" field. You can add qualifiers from the bottom half of the search screen to make your search more focused.

4. Always enclose search phrases in quotation marks ("...").

Phrases are search terms of more than one word. For example, the search term "chemical engineering" is a phrase and should be enclosed in quotation marks. So should "national science foundation". The search term "engineering" is not a phrase and does not need to be enclosed in quotation marks.

If you would prefer not to enclose phrases in quotation marks, you can link your search terms together with AND. For example, instead of typing "chemical engineering" in a search field, you could type chemical AND engineering.

For more on the use of AND, OR, or NOT, see paragraph 10 below.

5. When in doubt about a keyword, consult the IRIS Keyword Thesaurus.

The IRIS Keyword Thesaurus contains the "official" IRIS keywords that we apply to every funding opportunity in the database. You can search the Thesaurus to find the keyword you have in mind, or the next best fit. You can also load keywords directly from the Thesaurus into your search statement. Just click on the "Choose Keywords" button and select the keywords you want. (keyword thesaurus in pdf) (keyword index in pdf)

Example:

("distance learning" or "distance education") and internet

12. Be careful when entering the names of U.S. government departments and private foundations.

IRIS puts the main name of the government department first, then puts the words "Department of" in parentheses. Examples:

- Correct: Sponsor = "agriculture (department of)"
- Incorrect: Sponsor = "department of agriculture"

Similarly, IRIS puts the family names of named foundations first, then puts the given names and initials in parentheses. Examples:

- Correct: Sponsor = "johnson (robert wood) foundation"
- Incorrect: Sponsor = "robert wood johnson foundation"

13. You can save your search results as text files or HTML source files.

Do the search, display the results in the preferred format (list, long, medium, or short), and then choose "Save As..." under the "File" pull-down menu of your browser (both Netscape and Microsoft Internet Explorer have "Save As..." options under this menu).

If you want to save the search results as a plain text file, choose "Text" or "Plain Text" in the "Save As..." dialog box (file extension: .txt). The browser will prompt you to choose a directory on your hard drive for storing the file. You can also assign it a name.

If you would prefer to save your search results as a "live" (that is, clickable) HTML file, select "Source" or "HTML Source" instead of "Text" in the "Save As..." dialog box.

14. When there's no deadline listed next to a grant opportunity.

Grant opportunities listed in IRIS are re-occurring, more or less annually. When there is a deadline with a past date, it means that you've missed out on this year's opportunity, but there is a high likelihood that the opportunity will be available next year. It also means that before that deadline comes around again, we'll update the deadline date and any other information we find. Sometimes this date will be more than a year past. This usually indicates the opportunity is bi-annual or is on a two or more year cycle - see the record for more information.

If there is a plus sign (+) next to a date, it means that we're aware of more than one upcoming or listed deadline. If the date displayed is past but this sign is present, check the record for additional deadlines.

If no date is found listed in the deadline field it could be one of two things. The first, and most common, is that the sponsor has not set a deadline and accepts applications or inquiries all year round. The second possibility is that we know the opportunity is open, but the sponsor has not yet indicated what the next deadline will be.

15. Searching for international opportunities:



[IRIS Search](#) | [IRIS Alert Service](#) | [IRIS Expertise Service](#)
[Subscribe and Renew](#) | [Search Tips](#) | [Off-Site Use](#) | [FAQ](#) | [UIUC Library](#) | [About IRIS](#) | [HOME](#)

IRIS Search Results

Search criteria: (all ("Humanities" and "Social Sciences") and (dl between 12/01/2008 and 09/01/2009 or dl none) and su ("Humanities" or "Social Sciences")) and qu "Doctorate/Equivalent Professional"

Records found: 236

Sorted by: Sponsor

Albright Institute of Archaeological Research (Jerusalem) Fellowships in Near Eastern Studies

- | | | |
|--------------------------|--|------------|
| <input type="checkbox"/> | <u>Andrew W. Mellon Foundation Fellowships</u> | 03/15/2009 |
| <input type="checkbox"/> | <u>Council of American Overseas Research Centers (CAORC) M...
Educational and Cultural Affairs (ECA) Fellowships</u> | 01/11/2009 |
| <input type="checkbox"/> | <u>Associate Fellowships</u> | - none - |
| <input type="checkbox"/> | <u>Glassman Holland Research Fellowship</u> | 03/15/2009 |
| <input type="checkbox"/> | <u>W.F. Albright Associate Fellowship</u> | - none - |

American Antiquarian Society Visiting Academic Research Fellowships Long-term Fellowships

- | | | |
|--------------------------|--|------------|
| <input type="checkbox"/> | <u>AAS-National Endowment for the Humanities Fellowships</u> | 01/15/2009 |
| | Short-term Fellowships | |
| <input type="checkbox"/> | <u>"Drawn to Art" Fellowship</u> | 01/15/2009 |
| <input type="checkbox"/> | <u>AAS-American Society for Eighteenth-Century Studies Fe...</u> | 01/15/2009 |
| <input type="checkbox"/> | <u>AAS-Northeast Modern Language Association Fellowship</u> | 01/15/2009 |
| <input type="checkbox"/> | <u>American Historical Print Collectors Society Fellowship</u> | 01/15/2009 |
| <input type="checkbox"/> | <u>Joyce A. Tracy Fellowship</u> | 01/15/2009 |
| <input type="checkbox"/> | <u>Kate B. and Hall J. Peterson Fellowships</u> | 01/15/2009 |
| <input type="checkbox"/> | <u>Legacy Fellowship</u> | 01/15/2009 |
| <input type="checkbox"/> | <u>Reese Fellowship</u> | 01/15/2009 |
| <input type="checkbox"/> | <u>Stephen Botein Fellowships</u> | 01/15/2009 |

American Center of Oriental Research (Amman) (ACOR)

- | | | |
|--------------------------|--|------------|
| <input type="checkbox"/> | <u>ACOR-CAORC Post-Graduate Fellowships</u> | 02/01/2009 |
| <input type="checkbox"/> | <u>Andrew W. Mellon Foundation East-Central European Resear...</u> | 02/01/2009 |
| <input type="checkbox"/> | <u>National Endowment for Humanities Research Fellowships</u> | 02/01/2009 |

- Travel Grants for Archaeological Science Research in Gr... 12/01/2008+
- W.D.E. Coulson & Toni Cross Aegean Exchange Program 03/15/2009
- Association for Research on Nonprofit Organizations and V...
Rockefeller University's Rockefeller Archive Center (RAC)
- Fellowship for Visiting Archivist 01/31/2009
- Australian Institute of Aboriginal & Torres Strait Island...
- Research Grants 01/12/2009
- Austrian Science Fund (FWF)
- Lise Meitner Program - none -
- Bogliasco Foundation
Liguria Study Center for the Arts and Humanities
- Bogliasco Fellowships 01/15/2009+
- Brandeis University
Schusterman Center for Israel Studies
Summer Institute for Israel Studies
- Fellowships 02/01/2009
- Bryn Mawr College
- Mellon Post-doctoral Fellow in Transnational Feminisms - none -
- Camargo Foundation
- Fellowship Program 01/12/2009
- Centre for International Mobility (CIMO)
- Scholarship Programme for Finnish Studies and Research - none -
- Chiang Ching-Kuo Foundation for International Scholarly E...
American Region (United States, Canada, and Mexico)
- Conference/Seminar/Workshop Grants 02/15/2009
- Subsidies for Publication 02/15/2009
- Travel Grants 02/15/2009
- Visiting Fellowships 02/15/2009
- Columbia University
Institute for Comparative Literature and Society
- Postdoctoral Fellowships 01/31/2009
- Italian Academy for Advanced Studies in America
- Academic Fellowships 12/05/2008
- Consulate General of Sweden
- SASS Swedish Travel Grant 04/15/2009
- Council on Library and Information Resources
- Rovelstad Scholarship in International Librarianship 01/23/2009
- Defense (Department of)
Department of the Navy
Naval Research Laboratory

<input type="checkbox"/>	<u>Individuals in Postdoctoral Training</u>	- none -
	Investigators Developing Independent Research Careers	
<input type="checkbox"/>	<u>Long-term Investigator Research Supplement</u>	- none -
<input type="checkbox"/>	<u>Short-term Investigator Research Supplement</u>	- none -
<input type="checkbox"/>	<u>Post-Baccalaureate and Post-Master's Degree Students ...</u>	- none -
<input type="checkbox"/>	<u>Supplements for Established Investigators Who Become ...</u>	- none -
<input type="checkbox"/>	<u>Undergraduate Students Supplements</u>	- none -
	National Institute of Child Health and Human Developmen...	
	Program Project Grants (Unsolicited) (P01)	
	Center for Population Research	
<input type="checkbox"/>	<u>Demographic and Behavioral Sciences Branch</u>	01/02/2009+
	National Institute of Mental Health (NIMH)	
<input type="checkbox"/>	<u>PA-07-163: Clinical Research on Mental Illnesses in Ol...</u>	02/05/2009
	National Institute on Deafness and Other Communication ...	
	Research Supplements to Promote Diversity in Health-Re...	
<input type="checkbox"/>	<u>Graduate Research Assistants</u>	- none -
<input type="checkbox"/>	<u>High School Students Supplements</u>	- none -
	National Institute on Drug Abuse (NIDA)	
<input type="checkbox"/>	<u>PAR-07-221: Research Education Grants in Drug Abuse an...</u>	01/07/2009+
	National Library of Medicine (NLM)	
	Research Supplements to Promote Diversity in Health-Re...	
<input type="checkbox"/>	<u>Graduate Research Assistants</u>	- none -
<input type="checkbox"/>	<u>High School Students Supplements</u>	- none -
<input type="checkbox"/>	<u>PA-06-402: The Influence of Religiosity and Spiritualit...</u>	02/16/2009+
<input type="checkbox"/>	<u>PA-06-403: The Influence of Religiosity and Spiritualit...</u>	02/16/2009+
<input type="checkbox"/>	<u>PA-07-116: Health Disparities in HIV/AIDS: Focus on Afr...</u>	01/07/2009
<input type="checkbox"/>	<u>PA-07-181: The Influence of Religiosity and Spiritualit...</u>	02/05/2009+
<input type="checkbox"/>	<u>PAR-08-212: Methodology and Measurement in the Behavior...</u>	01/07/2009+
<input type="checkbox"/>	<u>PAR-08-213: Methodology and Measurement in the Behavior...</u>	01/07/2009+
<input type="checkbox"/>	<u>PAR-08-214: Methodology and Measurement in the Behavior...</u>	01/07/2009+
	Humboldt (Alexander Von) Foundation	
<input type="checkbox"/>	<u>Humboldt Research Fellowship Program</u>	- none -
	Humboldt Research Fellowships for Foreign Scholars	
<input type="checkbox"/>	<u>Summer Research Fellowships for U.S. Scientists and Sch...</u>	- none -
<input type="checkbox"/>	<u>Two-Year Postdoctoral Fellowships for U.S. Scientists a...</u>	- none -
<input type="checkbox"/>	<u>Transatlantic Cooperation (TransCoop) Program in the Hum...</u>	04/30/2009
	Institut Francais de Washington	
<input type="checkbox"/>	<u>Fellowships and Awards</u>	01/15/2009
	Institute of Historical Research	
	Economic History Society	
<input type="checkbox"/>	<u>Pre- and Post-Doctoral Research Fellowships in Economic...</u>	- none -
	Institute of International Education (IIE)	
	Council for International Exchange of Scholars (CIES)	
	Fulbright Programs for Non-U.S. Scholars	
<input type="checkbox"/>	<u>Visiting Fulbright Scholar Program</u>	- none -
	Fulbright Programs for U.S. Scholars	

National Council for Eurasian and East European Research ...	
<input type="checkbox"/> <u>Carnegie Research Fellowship Program (CRFP)</u>	04/30/2009
National Research Competition	
<input type="checkbox"/> <u>Title VIII Ed A. Hewett Fellowship Program</u>	03/13/2009
<input type="checkbox"/> <u>Title VIII Short-Term Travel Grants for Research in Cent...</u>	12/15/2008+
National Endowment for the Humanities (NEH)	
<input type="checkbox"/> <u>Fellowships - Advanced Social Science Research on Japan</u>	05/01/2009
Fellowships and Faculty Research Awards	
<input type="checkbox"/> <u>Faculty Research Awards (for HBCU/TCU/Institutions with...</u>	05/01/2009
<input type="checkbox"/> <u>Fellowships</u>	05/01/2009
<input type="checkbox"/> <u>NEH/CNR Fellowships for Research on Italian Cultural Her...</u>	05/01/2009
National Science Foundation (NSF)	
Directorate for Biological Sciences	
<input type="checkbox"/> <u>Science and Society (S&S) Program: Impacts of Biology o...</u>	- none -
Directorate for Mathematical and Physical Sciences	
Directorate for Social Behavioral and Economic Sciences	
Division of Social and Economic Sciences	
Science, Technology, and Society Program (STS)	
<input type="checkbox"/> <u>Research at the Interface of the Mathematical and Ph...</u>	02/01/2009+
Directorate for Social Behavioral and Economic Sciences	
Division of Behavioral and Cognitive Sciences	
Cognitive, Psychological, and Language Sciences Cluster	
<input type="checkbox"/> <u>Cognitive Neuroscience</u>	01/14/2009+
Division of Social and Economic Sciences	
<input type="checkbox"/> <u>Minority Postdoctoral Research Fellowships and Suppor...</u>	03/01/2009
Division of Social and Economic Sciences	
Science, Technology, and Society Program (STS)	
Ethics and Values in Engineering, Science, and Techno...	
<input type="checkbox"/> <u>Conference and Workshop Support</u>	02/01/2009+
<input type="checkbox"/> <u>Postdoctoral Fellowships</u>	02/01/2009+
<input type="checkbox"/> <u>Professional Development Fellowships (PDF)</u>	02/01/2009+
<input type="checkbox"/> <u>STS Scholars Awards</u>	02/01/2009+
<input type="checkbox"/> <u>Small Grants for Training and Research (SGTR)</u>	08/01/2009
Social Studies of Science, Engineering and Technology...	
<input type="checkbox"/> <u>Conference and Workshop Support</u>	02/01/2009+
<input type="checkbox"/> <u>Postdoctoral Fellowships</u>	02/01/2009+
<input type="checkbox"/> <u>Professional Development Fellowships (PDF)</u>	02/01/2009+
<input type="checkbox"/> <u>STS Scholars Awards</u>	02/01/2009+
<input type="checkbox"/> <u>Small Grants for Training and Research (SGTR)</u>	08/01/2009
Studies of Policy, Science, Engineering and Technolog...	
<input type="checkbox"/> <u>Conference and Workshop Support</u>	02/01/2009+
<input type="checkbox"/> <u>Postdoctoral Fellowships</u>	02/01/2009+
<input type="checkbox"/> <u>Professional Development Fellowships (PDF)</u>	02/01/2009+
<input type="checkbox"/> <u>STS Scholars Awards</u>	02/01/2009+
<input type="checkbox"/> <u>Small Grants for Training and Research (SGTR)</u>	08/01/2009
Grant Opportunities for Academic Liaison with Industry ...	
Faculty and Students in Industry	

- Research Participation at the Joint POW/MIA Accounting... - none -
- U.S. Department of Homeland Security Domestic and Inte... - none -
- U.S. Department of Homeland Security Summer Faculty an... - none -
- Other Scientists
- Research Participation at the Joint POW/MIA Accounting... - none -
- Post Doctoral Fellows
- Research Participation at the Joint POW/MIA Accounting... - none -
- U.S. Department of Homeland Security Domestic and Inte... - none -
- Recent Master's, Bachelor's, and Associate's Degree Grads
- U.S. Department of Homeland Security Domestic and Inte... - none -

- Ohio State University
 - Mershon Center for International Security Studies
 - Post-Doctoral Fellowships 01/30/2009
 - Visiting Scholar Fellowships 01/30/2009

- Phi Beta Kappa Society
 - Mary Isabel Sibley Fellowship 01/15/2009

- Princeton University
 - Shelby Cullom Davis Center for Historical Studies
 - Research Fellowships 12/01/2008

- Rockefeller Foundation
 - Grants and Ideas - none -

- Saint Louis University
 - Center for Medieval and Renaissance Studies
 - NEH/Vatican Film Library Fellowships - none -

- Smithsonian Institution
 - Office of Research Training and Services
 - Latino Studies Fellowship Program
 - Postdoctoral Fellowships 01/15/2009
 - Senior Fellowships 01/15/2009
 - Smithsonian Institution Fellowship Program
 - Postdoctoral Fellowships 01/15/2009
 - Senior Fellowships 01/15/2009
 - Smithsonian Latino Center (SLC) Internships - none -
 - Woodrow Wilson International Center for Scholars
 - East European Studies
 - Research Scholar Grants 12/01/2008
 - Short-Term Scholar Grants 12/01/2008

- Social Science Research Council
 - Eurasia Program
 - Postdoctoral Research Fellowships - none -
 - Teaching Fellowships - none -
 - Japan Program
 - Japan Society for the Promotion of Science (JSPS) Postd... 12/01/2008

- Excellence in Guiding Undergraduate Research 01/30/2009
Office of the Vice Chancellor for Research
Research Board
- Humanities Released Time Program 12/08/2008
- Scholars' Travel Fund 12/01/2008+
- University of London
Institute for the Study of the Americas
- Visiting Research Fellowships - none -
- University of Southern California
- Andrew W. Mellon Postdoctoral Fellowships in the Humanities - none -
- University of Texas at Austin
Harry Ransom Humanities Research Center
- Research Fellowships 02/02/2009
- University of Utah
Obert C. and Grace A. Tanner Humanities Center
- Visiting Faculty Academic-Year Fellowships 12/01/2008
- University of Virginia
Miller Center of Public Affairs
Miller Center National Fellowship Program
- Miller Center Fellowships in American Politics, Foreign... 02/01/2009
- Virginia Foundation for the Humanities and Public Policy
Virginia Center for the Humanities
- Residential Research and Writing Fellowships 12/15/2008
- Washington University
Andrew W. Mellon Foundation Postdoctoral Fellowship
- Modeling Interdisciplinary Inquiry: A Postdoctoral Prog... 12/01/2008
- Wenner-Gren Foundation for Anthropological Research
- Historical Archives Program - none -
- Winterthur Museum, Garden & Library
- NEH Fellowships 01/15/2009
- Winterthur Research Fellowships 01/15/2009
- Wisconsin (State of)
Wisconsin Historical Society
- Everest, Geilfuss, Hunter and Smith Fellowships - none -

Display: Tagging:

Human Subjects Research and the IRB

IRB Web Site: <http://www.emory.edu/IRB>

The IRB still treats social, humanistic, and behavioral research differently from medical research. Social, humanistic, and behavioral research is reviewed by the "SHB" committee, chaired by Dr. Colleen DiIorio (cdiiori@sph.emory.edu).

To Whom IRB Review Applies

All *research on human subjects*. Something is counted as research when it is intended to be published or publicly presented. Human subjects are living people from whom you obtain information about their bodies, minds, or social relationships.

Any kind of interview counts as human subjects research.

Levels of review

The IRB decides what level of review is appropriate to your study. This is a rough idea of what the different categories mean.

Exempt: The participants cannot be identified directly or indirectly *and* where the responses could not damage the participants' interests or reputation. Exempt studies do not use a signature to document the subject's consent. They are reviewed by the Chair or Vice-Chair alone and do not require annual review.

Expedited: These present some risk to the subjects, usually because the subjects will be revealing something about themselves that they would like to remain confidential. The study is designed to keep these risks low. Expedited studies are reviewed by the Chair or Vice-Chair alone, but they do require an annual renewal.

Full Board: Studies that involve prisoners or children, that expose the subjects to significant risk, that are concerned with pregnancy, or that involve deception are reviewed by the full IRB committee. The committee has representatives from each of the social sciences as well as community participants not affiliated with Emory. The committee meets once each month, so the turnaround time is longer. Full board studies require annual review.

Procedure

1. Take the web-based CITI Course and get certified. The link to the CITI course is on the website. Advisors to graduate student researchers must complete the CITI course too.
2. Complete the submission form on-line using the eIRB system. Graduate students are *strongly* advised to consult with their faculty mentors about how to answer the questions.
3. Supporting documents, including informed consent forms, questionnaires, and recruiting materials are uploaded to the eIRB system.
4. Expect at least two weeks processing time for exempt and expedited review, four weeks or more for full board review. Leave enough time so that you can make any modifications and get them approved before your research has to begin. Full board meetings are monthly. So, if your proposal requires full board review and you have to make modifications, the process can take two months.



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AND <input type="checkbox"/>	Sponsor =	<input type="text"/>
AND <input type="checkbox"/>	Program Title =	<input type="text"/>
AND <input type="checkbox"/>	Deadlines (MM/DD/YYYY) =	<input type="text"/>
AND <input type="checkbox"/>	Program Abstract =	<input type="text"/>
AND <input type="checkbox"/>	IRIS Keywords =	<input type="text"/>

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To make your search even more precise, add some qualifiers:

AND <input type="checkbox"/> Activities Supported: Collaborative Activity Consultant or Visiting Personnel Edit or Publish or Translate Equipment or Materials Acquisition	AND <input type="checkbox"/> Citizenship: U.S. Citizens Permanent U.S. Residents Non U.S. Citizens/Residents Not Specified In Sponsor Literature	AND <input type="checkbox"/> Sponsor Type: U.S. Federal Government Other
AND <input type="checkbox"/> Academic Qualifications: Doctorate/Equiv Professional Graduate Students Undergraduate Students Not Specified in Sponsor Literature	AND <input type="checkbox"/> Restrictions: Illinois Residents/Institutions Only Member of Minority Group University of Illinois Community Only Women	



Susan Harum, Director, Illinois
Researcher Information Service (IRIS) (217) 333-9893
UIUC Library Fax: (217) 333-7011
University of Illinois at email
Urbana-Champaign
128 Observatory, 901 South Mathews
Avenue, Urbana, Illinois 61801
Last updated on 1/21/05 sh

POLICY AS OF 2003 – AMOUNTS MAY HAVE SINCE BEEN REVISED

TO: Emory College Faculty

FROM: Robert A. Paul
Dean of Emory College

RE: Statement of Research Policies in the Humanities and Social Sciences

Humanities and Social Science Committee Statement on College Research Policies

Approved at the November 7, 2003 meeting

The Humanities and Social Science Committee met with Deans Paul and Levenduski and described a number of concerns about vague, ambiguous and contradictory policies with respect to research in general at Emory and research grants and leaves in particular. Dean Paul invited us to formulate a set of policies and recommend them to the College. In this document we do so:

I. Research:

We wish to affirm the importance of research for all members of the faculty and in all departments in the College. Research and scholarly production is a fundamental aspect of all regular faculty appointments. Regular members of the faculty at all levels are encouraged to conduct research and to apply for research support and leaves, when and where appropriate. This policy applies to tenured and tenure track faculty alike. In principle the College's strong emphasis on and support for a research component in faculty appointments does not discriminate between tenured and tenure track appointments.

Departments are expected to develop policies that take into account the specific nature of the research conducted in them, but these policies may not contradict College policy nor discriminate against non-tenured faculty with respect to support for research, applications for research funding, and requests for research leave. College research policies are not designed to interfere with the teaching responsibilities of faculty and departments, nor are College teaching policies designed to interfere with research responsibilities. It is recognized that on rare occasions compromises will have to be made that affect both teaching and research.

departments, for example to complete a book or curate an exhibit. In the past this option has been available only to a few knowledgeable members of the faculty. We believe that it is important to have a publicly stated policy about buyouts. The customary formula is that courses can be bought out at 1/8th of net salary. We believe that this formula does not always take account of circumstances such as the availability of funds in another Emory unit, how important the project is for the University or College, or the personal circumstances of the applicant. Instead of rigidly applying the 1/8th formula in all cases, we suggest that buyout be calculated according to salary and circumstance and as determined by the Dean.

1) A prestigious fellowship is an external award for scholarship that is 1) defined by the College as highly competitive, 2) contains support for at least a portion of salary, and 3) does not usually have an overhead component or does not necessarily require institutional oversight.