

N A T I O N A L

E N D O W M E N T

F O R T H E

H U M A N I T I E S

Division of Education Programs

Humanities
Scholar in
Residence

APPLICATION DEADLINE:
October 15, 1999

**APPLICATION DEADLINE FOR
NEH-DODGE FOUNDATION
HUMANITIES SCHOLAR IN RESIDENCE**

Deadline	Notification	Projects Beginning
October 15, 1999	December 1, 1999	January 1, 1999

Send all applications to:

NEH-Dodge Foundation Humanities Scholar in Residence
National Endowment for the Humanities
Division of Education Programs
1100 Pennsylvania Avenue, N.W., Room 318
Washington, DC 20506

Telephone: 202/606-8380

E-mail address: education@neh.gov

Through its regular program deadline, the Division of Education Programs supports a variety of projects that involve humanities education. If you are interested in developing a proposal for a project that does not fit the guidelines of the special opportunity described in the following pages, please contact the Division of Education Programs by telephone or e-mail.

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Customer Service Standards

In assisting you as a prospective applicant, you can expect us to:

- o respond courteously and quickly to your requests for information about our grant programs;
- o be able to describe the programs that best suit your needs;
- o provide application instructions and forms that are clear and easy to use;
- o offer prompt and thoughtful advice and guidance in preparing your application;
- o explain accurately the procedures that would be used to evaluate your application and tell you when you could expect a decision.

In assisting you as an applicant, you can expect us to:

- o ensure that the evaluation of your application is fair, expeditious, and informed by the expert judgments of your peers;
- o notify you promptly of the decision on your application;
- o provide substantive reasons for the decision reached on your application;
- o give you helpful advice, if you are unsuccessful, on revising or resubmitting your application.

In assisting you as a grantee, you can expect us to:

- o provide you with an award document that is clear and easy to understand and that sets forth sensible reporting requirements;
- o provide the names of our staff members who will serve as contacts for your reports and for any assistance you may need;
- o answer promptly and satisfactorily all requests for information on NEH policies and procedures;
- o read and acknowledge promptly your reports on grant activities;
- o maintain a professional, helpful relationship with you as you carry your project to completion.

THE NATIONAL ENDOWMENT FOR THE HUMANITIES

In order “to promote progress and scholarship in the humanities and the arts in the United States,” Congress enacted the National Foundation on the Arts and the Humanities Act of 1965. This act established the National Endowment for the Humanities as an independent grant-making agency of the federal government to support research, education, and public programs in the humanities.

The Humanities

The act that established the National Endowment for the Humanities says “The term ‘humanities’ includes, but is not limited to, the study of the following: language, both modern and classical; linguistics; literature; history; jurisprudence; philosophy; archaeology; comparative religion; ethics; the history, criticism, and theory of the arts; those aspects of social sciences which have humanistic content and employ humanistic methods; and the study and application of the humanities to the human environment with particular attention to reflecting our diverse heritage, traditions, and history and to the relevance of the humanities to the current conditions of national life.”

Organization of the Endowment

Grants are made through four divisions (Education Programs, Preservation and Access, Public Programs, and Research Programs) and two offices (Challenge Grants and the Federal/State Partnership).

Presidential Directives

The National Endowment for the Humanities participates in three government-wide Presidential Directives. Executive Order 12876 mandates federal efforts to help strengthen and ensure the long-term viability of the nation’s Historically Black Colleges and Universities, Executive Order 12900 mandates federal efforts on behalf of educational excellence for Hispanic Americans, and Executive Order 13021 mandates increased accessibility of federal resources for Tribal Colleges. The NEH encourages applications that respond to these Presidential Directives.

WELCOME TO THE NATIONAL ENDOWMENT FOR THE HUMANITIES

“Democracy demands wisdom and vision in its citizens” --National Foundation on the Arts and the Humanities Act of 1965

NEH-Dodge Foundation Humanities Scholar in Residence Program

A Special Opportunity Offered by the NEH through the Division of Education Programs

To enrich and revitalize the teaching and learning of the humanities in public middle and high schools in New Jersey, the National Endowment for the Humanities, with support from the Geraldine R. Dodge Foundation, invites educators to collaborate in yearlong professional development activities with a humanities scholar who is also a seasoned classroom teacher.

With the support of a visiting scholar, a team consisting of four teachers and an administrator from a single school will engage in sustained study of a core humanities subject such as history and social studies, literature and language arts, civics, or foreign languages. The team will develop a plan for improving the humanities curriculum through content-based professional development for teachers that includes exploration of important textual and digital resources. Team members will incorporate this new knowledge into their classes and assess its impact on teaching and learning. These activities will result in a document called an action plan, that provides for continued professional and curriculum development activities through partnerships with local colleges and cultural organizations.

Objectives

- To empower teachers as intellectual leaders in the school and to provide ongoing support for their intellectual development;
- To nurture a vigorous school-wide learning community that includes students, parents, teachers, and administrators;
- To establish partnerships with the aid of a humanities scholar, local colleges and other educational and cultural institutions to support continuous professional development in all areas of the humanities;
- To enable schools to become models for sustained collaborative professional development in humanities teaching and learning in New Jersey.

Size of Awards and Timetables

NEH-Dodge Foundation Humanities Scholar in Residence grants will provide a total of \$10,000 for a year of project activities in each of five New Jersey public middle and high schools.

Deadline for Receipt of Applications: October 15, 1999

Notification of Awards: December 1, 1999

Grant Begins: January 1, 2000

Suggested Sample Timetable for NEH-Dodge Humanities Scholar in Residence grant activities, exact dates to be determined by the school in consultation with the scholar.

- √ December: Preliminary conference call and consultation between school and a humanities scholar identified by NEH on the basis of his or her expertise in the subject matter selected by the school and interest in working in the school. Consultation precedes appointment of the consultant as an NEH-Dodge Foundation Humanities Scholar in Residence and assures a good match of school and scholar. The Humanities Scholar would be present at three two-day seminars on site at the school on mutually agreed-on dates, would be available by telephone and e-mail in the intervals between seminars to consult with the school project team and review materials, and would participate in the concluding state-wide conference.
- √ February. Initial two-day school visit of Humanities Scholar for meetings with school staff, students, and parents, and two seminar sessions with the project team. The project team and scholar explore the goals of their partnership, asking "What would success look like?" From these conversations, they draft a document, called an action plan, that incorporates goals of the professional and curricular development activities that will be the basis for ongoing assessment of their activities. They consider materials from a list developed by the Humanities Scholar and choose those selections they will read and discuss.
- √ March /April. Two or more half-day meetings of the project team to discuss selected readings and other materials in the subject area. Team members discuss their responses to the readings and other materials and relate their new learning to the subject matter they teach. The Humanities Scholar participates in ongoing discussions by conference call and e-mail.
- √ May /June. Second visit of the Humanities Scholar for two day-long

seminars. The project team and scholar consider themes and issues in the readings and other materials and develop teaching strategies to incorporate into the curriculum. They also assess project activities, make necessary adjustments, and incorporate these improvements into the action plan.

- √ June /July. One or two half-day meetings of the project team to develop lesson plans and teaching strategies, using new materials and resources, in preparation for the fall courses. With assistance from the Humanities Scholar, the team contacts local colleges and/or cultural organizations to explore partnerships for further professional development activities.
- √ October. One half-day meeting of the project team to assess the effects of curricular changes and revise the action plan as needed. The team consults frequently with the scholar by conference call and e-mail and with one another as they implement results of their study into their classrooms.
- √ October/ November. Third two-day seminar with the Humanities Scholar to assess project results. The team refines the action plan as a template for continued professional development, and make plans to present it to colleagues, parents, district superintendent, school board, and at the state-wide conference.
- √ December. One day state-wide conference for the five award-winning schools, in which project teams share the results of their activities and exchange ideas about ways to continue support of content-rich professional development in their schools.

Grant Ends: December 31, 2000

Who May Apply for a Grant?

Any U.S. nonprofit, tax-exempt organization or institution dedicated to improving humanities education in New Jersey public middle or high schools is eligible to apply for an NEH-Dodge Foundation Humanities Scholar in Residence grant. To be eligible to receive NEH funding, applicants must have obtained tax-exempt status by the time funding decisions are made.

The program accepts applications from public middle and high schools in New Jersey. The program particularly welcomes proposals from educational institutions serving groups of Americans who historically have not had full access to educational opportunity.

What May and May Not Be Supported?

The NEH-Dodge Foundation Humanities Scholar in Residence program welcomes projects that will help teachers to engage their students in substantive study of the humanities. Projects may involve print or digital materials, but are not intended to support the acquisition of computer equipment.

All applications should address how projects would improve teaching and learning in the humanities. The Endowment does not normally fund projects that deal solely with pedagogical theory or that are intended to improve writing, speaking, or thinking skills apart from a focus on specific humanities content. Critical, historical, and theoretical studies of the arts are eligible for NEH support. However, work in the creative or performing arts—such as the writing of fiction or poetry, painting, sculpture, musical composition or performance, acting, directing, and dance—is not eligible for support by the NEH. Persons interested in support in these areas should write or call the National Endowment for the Arts, Washington, D.C. 20506, 202/682-5400.

Application Review Process

Each Endowment application is assessed first by knowledgeable persons outside the agency who are asked for their judgments about the quality and significance of the proposed project. About 650 scholars, professionals in the humanities, and other experts serve on approximately 125 panels throughout the course of a year. Panelists represent a diversity of disciplinary, institutional, regional, and cultural backgrounds. In some programs the judgment of panelists is supplemented by individual reviews solicited from specialists who have extensive knowledge of the specific subject area or technical aspects of the application under review.

The advice of evaluators is assembled by the staff of the Endowment, who comment on matters of fact or on significant issues that would otherwise be missing from the review. These materials are then forwarded to the National Council on the Humanities, a board of twenty-six citizens nominated by the President of the United States and confirmed by the Senate. The National Council meets three times each year to advise the Chairman of the Endowment. The Chairman, who is appointed for a four-year term by the President with the consent of the Senate, takes into account the advice provided by this review process and, by law, makes the final decision about funding. A final decision can be expected by December 1, 1999.

What are the Criteria for Evaluating Humanities Scholar in Residence Applications?

Intellectual Quality

The applicant describes the proposed subject for study and demonstrates persuasively its significance in the context of the humanities, the school curriculum, and content-based teacher professional development.

Design

The applicant presents a feasible plan of activities and a carefully conceived evaluation plan that shows the commitment of the school, participating teachers, and other stakeholders.

Results

The applicant agrees to incorporate successful project results into the school curriculum; to establish partnerships with educational and cultural institutions to help provide teachers with long-term, content-based professional development; and to disseminate the results of the project to other New Jersey schools.

Example of a NEH-Dodge Foundation Humanities Scholar in Residence grant:

A high school serving 650 students is located in a rural community in the Pine Barrens where few cultural resources are available. The language arts curriculum includes several plays by Shakespeare, but many students have difficulty understanding the language and become frustrated or apathetic when they try to read the Bard. English teachers and the drama coach would like to investigate ways to teach the plays that make students more confident and active learners. With encouragement from the small but active parents' association, the school applies for an NEH-Dodge Humanities Scholar in Residence grant. Three teachers of English, the drama teacher, and the assistant principal sign on as a project team; the assistant principal also agrees to serve as project director.

In December, the school staff members receive notification that they have been awarded an NEH-Dodge Scholar in Residence grant. Prior to the beginning of the grant period, the project team receives a call from a scholar identified by NEH. She explains that she taught in high school before pursuing graduate studies in Shakespeare; she has since directed an NEH project for school teachers in connection with a regional Shakespeare festival. Project team members describe their school, their experience in teaching Shakespeare, and the results

they hope to achieve in the project. After the initial conversation, the scholar and the school team separately consult with an NEH program officer. Since both judge that they would work well together, NEH asks the school team to invite the scholar to serve as their Humanities Scholar in Residence. The scholar accepts. Together, they settle on dates for the three two-day visits. In two conference calls in January, the scholar learns more about the school's English curriculum and the backgrounds of project team members. Using this information, she compiles an annotated list of print and digital materials for the team's consideration.

In her first visit in February, the scholar visits two English classes, meets with a small group of teachers during a planning period, and has lunch in the school cafeteria with the principal, the president of the student body, a member of the drama club, and a reporter for the school newspaper. In the late afternoon, she and the project team join some twenty parents association members, who host a potluck dinner in the school cafeteria. The scholar and team describe their project and explore with parents their hopes and expectations for their children's education. This background helps provide the scholar with a sense of the school as she and the team hold seminar sessions during the afternoon of the first day and throughout the second day. During these sessions, they discuss the annotated list of resources developed by the scholar. After deciding to focus on *Julius Caesar* and *Romeo and Juliet* and to read *The Winter's Tale*, a play new to most of them, team members select study materials. These include two articles on the historical context in which Shakespeare lived and wrote, a recent book of critical and interpretive approaches, two websites, and a teaching text on classroom-based performance, *Shakespeare Set Free*. In the second session, the team engages in a set of exercises that help them identify what success would look like for the project. These activities provide the basis for their action plan. Team members agree to keep journals recording their responses to print and digital texts and specific ideas about how they might incorporate these materials into their teaching. In two half-day meetings in late March and early May, team members meet to discuss their readings. They also hold several conference calls and exchange questions and ideas with the Humanities Scholar through e-mail.

The week before the second Humanities Scholar residency in late June, the team meets to identify where in their curricula they would infuse lesson plans that will engage students in making critical decisions about how to interpret the plays as classroom actors and directors. The June seminar sessions include a rich discussion of themes and historical contexts of the two plays, informed by the historical and interpretive readings. The teams assess project results in light of their initial action plan, making adjustments and improvements as needed.

They consider locally available resources for long-term professional development partnerships, and decide to investigate opportunities through a community college that sponsors a summer theater. They explore several websites and learn of a Shakespeare scholar who works with several schools through the Internet.

In two interim meetings, the team focuses on developing lesson plans for their fall courses, seeking frequent feedback from the Humanities Scholar. Once completed, the lesson plans are posted on the school's website. A professional organization for teachers in New Jersey also posts the lesson plans on their website, resulting in more widespread dissemination. At the early November Humanities Scholar seminars, they discuss initial student responses to these new materials and approaches, as well as feedback from several educators who have accessed them via the Internet. They assess the extent to which new ideas and knowledge have informed their teaching and created a classroom community of learners. They revise their action plan, considering how it may serve as a template for future professional development activities in the humanities, and prepare to present it to school staff and parents, and the district superintendent. Finally, at the state-wide conference, project teams from the five award-winning schools meet one another. They discuss experiences, obstacles, and successes; learn about the professional development plans each school has worked out; and share their vision of what constitutes excellence in teaching and learning in the humanities. Based on these discussions, they join the other four schools in planning to disseminate the results of their projects at the annual conferences of the New Jersey Principals and Supervisors Association and the New Jersey Education Association.

GRANTEE RESPONSIBILITIES

Before any work is done in developing a proposal, the project director and the authorizing official of the applicant institution should review the following section on grantee responsibilities to determine if their institution is able to comply with these requirements. **The authorizing official is also advised to review the material on certifications in the appendix to this brochure before signing Block 12 of the application cover sheet.**

The grantee organization is required to

- o have a sound financial management system that records separately within its general accounting system the receipt and disbursement of grant funds and cost sharing contributions and that monitors the expenditure of these funds against the approved budget;
- o carry out project activities in accordance with the workplan provided in the approved application—changes in key project personnel, project scope or design, or in the arrangements to contract out project activities must be submitted to NEH in advance for review and approval;
- o have in place a written organizational prior approval system for prior review and approval of all grant actions and expenditures that the grantee institution is delegated authority to approve;
- o maintain adequate documentation of the time spent by all project personnel on grant activities;
- o have an audit performed that meets the requirements of Office of Management and Budget Circular A-133 whenever \$300,000 or more in federal funds is expended during a fiscal year;
- o return to NEH a portion of the income earned on services and products resulting from grant activities when this is required by the terms and conditions of an award; and
- o acknowledge NEH support in all materials publicizing or resulting from grant activities.

**INSTRUCTIONS FOR SUBMITTING APPLICATIONS
FOR NEH-DODGE FOUNDATION
HUMANITIES SCHOLAR IN RESIDENCE GRANTS**

Deadline for Receipt of Applications: October 15, 1999

I. Consult with Janet Ray Edwards, senior program officer, at 202/606-8593 or Kristin Hudock, program assistant, at 202/606-8374, or by e-mail at jedwards@neh.gov or khudock@neh.gov, in the Division of Education Programs. Consultation should begin as soon as possible.

II. Type your application.

A. Fill out *Cover Sheet* (see separate enclosed instructions).

B. Complete a *narrative section*, no longer than five double-spaced pages. In your responses to the following questions, include all essential information that will help reviewers understand your project's goals, content, and activities and how they meet the criteria for evaluation described on page 8.

1. Describe your school: state its mission or philosophy and sketch the demographic profile of the students. Mention any special features of the school (e.g. charter or magnet school) and any reform or improvement efforts in which your school is currently engaged. How will the project be aligned with applicable standards, guidelines, and frameworks? How would the collaboration with a visiting scholar and related activities be a good fit for your school? (This part should be no more than one and a half pages.)

2. Describe the humanities subject matter the project team would focus on and explain your reasons for this choice. Why is the selected subject matter significant to the humanities, in the school curriculum, and in terms of goals for staff development and student learning? In an appendix, include a list of texts and themes in these courses, as currently offered.

3. Identify the project team of four teachers and one administrator and explain their role and responsibilities in the school. Project team members are responsible for participating in all project activities, including three two-day seminars with the humanities scholar, six or more half-day meetings as a team in the intervals between seminars, and the final state-wide conference with other award-winning schools. Also, identify a project director, who may be the admin-

istrator on the project team or another person designated by the school. The project director is responsible for administration of the project, including coordinating meeting dates and places, ordering books and materials, arranging for consultations with the humanities scholar in the intervals between seminars, and compiling the revised, final version of the action plan. The project director is also responsible for two performance reports to the Endowment.

In an appendix, include brief résumés and letters from these key project personnel. Letters should document their support for the intellectual and professional goals of the project and commitment to implementing successful results of project activities.

4. Explain how the school would support project activities: for example, through parent-teacher meetings with the visiting scholar and project team and by providing for meeting space, e-mail and telephone access, and released time for members of the project team. In an appendix, include a detailed workplan, providing times, dates, and the content of project activities. Explain how the school would sustain project results: for example, through continued collaboration with local scholars and institutions and through participation in annual meetings and conferences held by state and national education associations.

5. Explain how the school will go about disseminating the results of the project. For example, will lesson plans be posted on an existing website of the school or the school district? Will the project team conduct a workshop at a conference held by a professional organization?

III. Attach Appendices

- * Workplan and timetable for project activities.
- * Lists of texts and themes in courses currently offered in core subject area selected for the project.
- * Letters of commitment and brief résumés from project team members (four teachers, one administrator) and from the school principal, if not already part of the project team.

IV. Check the following for a complete application

The application package should contain SIX copies of the application itself, collated in this order:

- √ Photocopy of the signed NEH Application Cover Sheet
- √ Narrative description of the project (double-spaced)
- √ Appendices

Along with these six copies, include the NEH Application Cover Sheet with the original signature of the institution's authorizing official, and three additional copies of the signed cover sheet in the package. **See inside back cover for an Application Checklist.**

V. **Mail** the complete application to the following address so that it is received by October 15:

**NEH-Dodge Humanities Scholar in Residence Program
Division of Education Programs
National Endowment for the Humanities
1100 Pennsylvania Avenue, NW, Room 318
Washington, DC 20506**

Please note the deadline for submission is a receipt, not a postmark, deadline. The application must arrive at the Endowment by October 15.

VI. **Receive Notification**

You will be notified in early December, 1999, as to the outcome of the competition. If your proposal is funded, your project may begin in January, 2000.

INSTRUCTIONS FOR COMPLETING THE NEH APPLICATION COVER SHEET

A standard cover sheet is required for applications to NEH. The following instructions explain how applicants to the NEH-Dodge Foundation Humanities Scholar in Residence program should complete the cover sheet.

Block 1. Project Director

Item a. Enter the name and address of the person who will carry out the project or be chiefly responsible for it.

Item b. In the space provided, enter the number corresponding to the project director's preferred form of address:

1-Mr. 3-Miss 5-Professor
2-Mrs. 4-Ms. 6-Dr.

Item c. Enter the project director's full telephone number with area code and extension. Whenever possible, specify a telephone number at which a message can be left. Provide Fax number and E-mail address.

Block 2. Type of applicant

Item a. Prechecked.

Item b. Identify the *type* of institution—for example, educational institution (elementary/ secondary, school district, two-year college, four-year college, etc.), religious organization, museum, historical society, government (state, local, etc.), public media (TV, radio, newspaper, etc.), library (public, research, etc.), center (advanced study, research, etc.).

Item c. Identify *status* as either Private Nonprofit or Unit of State or Local Government. Example: *Type:* Secondary School. *Status:* Unit of Local Government.

Block 3. Type of application: Prechecked

Block 4. Program to which application is being made: Preprinted

Block 5. Requested grant period: Preprinted

Block 6. Project funding: Preprinted

Block 7. Field of project: See the listing on the reverse side of the cover sheet for the category and code of the specific humanities field that best describes the content of the project.

Block 8. Descriptive title of project: Preprinted

The Office of Management and Budget requires federal agencies to supply information on the time needed to complete forms and also to invite comments on the paperwork burden. NEH estimates the average time to complete this form is fifteen hours per response. This estimate includes the time for reviewing instructions; researching, gathering, and maintaining the information needed; and completing and reviewing the application. Please send any comments regarding the estimated completion time or any other aspect of this application, including suggestions for reducing the time needed to complete it, to the Director of the Office of Publications, National Endowment for the Humanities, Washington, D.C. 20506; and to the Office of Management and Budget, Paperwork Reduction Project (3136-0134), Washington, DC 20506. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number.

Privacy Act. This information is solicited under the authority of the National Foundation on the Arts and Humanities Act of 1965, as amended, 20 U.S.C. 956. The principal purpose for which the information will be used is to process the grant application. The information may also be used for statistical research, analysis of trends, and Congressional oversight. Failure to provide the information may result in the delay or rejection of the application.

Block 9. Description of project: Provide a brief description of the proposed project. Do not exceed the space provided.

Block 10. Institutional data

Item a. Indicate the name of the institution and the city and state of its official mailing address.

Item b. Enter the institution's employer identification number.

Item c. Indicate the name and title of the person who is authorized to submit the application on behalf of the institution or organization and to provide the certifications required in Block 11.

Item d. Indicate the name, mailing address, form of address (see instructions for Block 1b), and the telephone number of the person who will be responsible for the financial administration of the grant if the award is made. In most public schools an official of the school district is designated the institutional grants administrator. **In any case, the institutional grants administrator should not be the same as the project director listed in Block 1, Item a.**

Block 11. Certification

The Endowment is required by government-wide regulations to obtain from all applicants certifications regarding federal debt status, debarment and suspension, and a drug-free workplace. Institutional applicants are required to certify that they will comply with the nondiscrimination statutes. These certifications, which appear in the Appendix to these guidelines, should be read before Block 12 of the application cover sheet is signed. Additional information on these certifications is available from the NEH website, <http://www.neh.gov/> or from the NEH Grants Office, Room 311, Washington, DC 20506, 202/606-8484.

Field of Project Categories and Codes

The following categories and codes should be used to complete block 7 of the NEH Application Cover Sheet. If no exactly appropriate category is provided, please select the larger category that would include the more precise one. (This listing is strictly for use by the NEH staff to help retrieve information about applications and grants by subject matter. The listing is not comprehensive and is not meant to define the disciplines of the humanities. For that definition and advice about eligibility for Endowment awards, please consult elsewhere in these application materials. The hierarchical arrangement is for convenience.)

Anthropology	L1	Languages	C1
Archaeology	U6	Ancient	CC
Archival Management/ Conservation	I1	Asian	CA
Arts/History and Criticism	MA	Classical	C2
Architecture: History & Criticism	U3	Comparative	C9
Art: History & Criticism	M1	English	CE
Dance: History & Criticism	M3	French	C3
Film: History & Criticism	M4	German	C4
Music: History & Criticism	M5	Italian	C5
Theater: History & Criticism	M2	Latin American	C6
Communications	P2	Near Eastern	CB
Composition & Rhetoric	P1	Slavic	C7
Journalism	P4	Spanish	C8
Media	P3	Law/Jurisprudence	Q1
Education	H1	Library Science	H3
Ethnic Studies	K1	Linguistics	J1
Asian American	K5	Literature	D1
Black/African-American	K4	African	DK
Hispanic American	K3	American	DE
Jewish	K6	Ancient	DC
Native American	K2	Asian	DA
History	A1	British	DD
African	A2	Classical	D2
American	A3	Comparative	D9
Ancient	AC	French	D3
British	A4	German	D4
Classical	A5	Italian	D5
European	A6	Latin American	D6
Far Eastern	A7	Literary Criticism	DI
Latin American	A8	Near Eastern	DB
Near Eastern	A9	Slavic	D7
Russian	AA	Spanish	D8
South Asian	AB	Museum Studies/Historic Preservation	I2
Humanities	U8	Philosophy	B1
Interdisciplinary	U1	Aesthetics	B2
African Studies	G1	Epistemology	B3
American Studies	G3	Ethics	B4
Area Studies	GH	History of Philosophy	B5
Asian Studies	G5	Logic	B6
Classics	G7	Metaphysics	B7
Folklore/Folklife	R1	Non-Western Philosophy	B8
History/Philosophy of Science, Technology, or Medicine	GA	Religion	E1
International Studies	GG	Comparative Religion	E5
Labor Studies	G4	History of Religion	E2
Latin American Studies	GJ	Non-Western Religion	E4
Medieval Studies	G8	Philosophy of Religion	E3
Regional Studies	GF	Social Science	U2
Renaissance Studies	G9	American Government	F2
Rural Studies	GC	Economics	N1
Urban Studies	G2	Geography	U7
Western Civilization	GB	International Relations	F3
Women's Studies	G1	Political Science	F1
		Psychology	U5
		Public Administration	F4
		Sociology	S1

PROJECT BUDGET

The budget for the NEH-Dodge Humanities Scholar in Residence grant is stated below. The grantee may make adjustments among these budget categories during the course of the project.

1. Stipend for Project Director	\$ 600
2. Consultant Fee and Travel Costs for Scholar in Residence	\$ 3,900
3. Stipends for Participants	\$ 4,500
4. Travel, Supplies and Materials, Services (such as travel to state-wide conference, duplication of materials, telephone calls, books and CD-ROMs)	\$ 1,000
TOTAL	\$10,000

APPENDIX

Certification Instructions

Certifications. In submitting an application to NEH, all applicants are required to certify (by signing Block 11 of the application cover sheet) that they are not presently debarred, suspended, declared ineligible, or voluntarily excluded from participating in federally funded programs; are not currently delinquent in the payment of a federal debt; and, if the project is funded by NEH, will have a drug-free workplace program in place within thirty (30) days of the issuance of an award. Institutional applicants must further certify that they are in compliance with the nondiscrimination statutes and NEH's implementing regulations.

These certifications are material representations of fact upon which the Endowment will rely in making funding decisions. If it is later determined that the applicant knowingly provided an erroneous certification or did not comply with the requirements, the Endowment may seek judicial enforcement of the certification or may suspend or terminate the award.

Applicants who cannot certify regarding compliance with the nondiscrimination statutes or the establishment of a drug-free workplace program are **not** eligible to apply for funding from NEH. Although applicants who are unable to certify regarding federal debt status or debarment and suspension are technically eligible to submit an application to NEH as long as they provide a written explanation of their status, they are advised to discuss their particular situation with program staff before beginning work on their proposal.

Applicants who plan to use awards to fund **subgrants, contracts, and subcontracts** should be aware that they must receive the following certifications from applicants to grant programs and those who bid on contracts:

(1) certification of compliance with the nondiscrimination statutes from **institutional** applicants and contractors, and

(2) certification regarding debarment and suspension from applicants to grant programs (regardless of the amount requested) and from potential contractors and subcontractors who will receive \$100,000 or more in grant funds. Applicants are also required to **include without modification** the following wording in solicitations for all **grant** proposals and for contracts that are expected to equal or exceed \$100,000:

(a) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

(b) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Additional information on the certification requirements is available on the NEH World Wide Web site, <http://www.neh.gov>, or from the NEH Grants Office, Room 311, Washington, D.C. 20506 (202/606-8494).

The text of the certifications follows:

1. Certification Regarding the Nondiscrimination Statutes and Implementing Regulations (Applies to Recipients Other than Individuals). The applicant certifies that it will comply with the following nondiscrimination statutes and their implementing regulations: (a) Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d *et seq.*) which provides that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received federal financial assistance; (b) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicap in programs and activities receiving federal financial assistance; (c) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681 *et seq.*) which prohibits discrimination on the basis of sex in education programs and activities receiving federal financial assistance; and (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 *et seq.*) which prohibits discrimination on the basis of age in programs and activities receiving federal financial assistance, except that actions which reasonably take age into account as a factor necessary for the normal operation or achievement of any statutory objective of the project or activity shall not violate this statute.

2. Certification Regarding Federal Debt Status. The applicant certifies to the best of its knowledge and belief, that it is not delinquent in the repayment of any federal debt.

3. Certification Regarding Debarment and Suspension (45 CFR 1169). The prospective primary participant (applicant) certifies to the best of its knowledge and belief that it and its principals: (a) are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency; (b) have not within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property; (c) are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and (d) have not within a three-year period preceding this application/proposal had one or more public transactions (federal, state, or local) terminated for cause or default.

4. Certification Regarding Drug-Free Workplace Requirements (Drug-Free Workplace Act of 1988).

(A) The grantee certifies that it will provide a drug-free workplace by

(a) publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibitions;

(b) establishing an ongoing drug-free awareness program to inform employees about (1) the dangers of drug abuse in the workplace; (2) the grantee's policy of maintaining a drug-free workplace; (3) any available drug counseling, rehabilitation, and employee assistance programs; and (4) the penalties that may be imposed on employees for drug abuse violations occurring in the workplace;

(c) making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will (1) abide by the terms of the statement; and (2) notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace not later than five calendar days after such conviction;

(e) notifying the agency in writing within ten calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer on whose grant activity the convicted employee was working, unless the federal agency has designated a central point for the receipt of such notices. Notices shall include the identification number(s) of each affected grant;

(f) taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted: (1) taking appropriate personnel action against such an employee, up to and including termination consistent with the requirements of the Rehabilitation Act of 1973, as amended; or (2) requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency;

(g) making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

(B) The applicant shall either identify the site(s) for the performance of work done in connection with the project in the application material or shall keep this information on file in its office so that it is available for federal inspection. The street address, city, county, state, and zip code should be provided whenever possible.

APPLICATION CHECKLIST

The application package should contain six copies of the application itself, and on top of those six applications, the following separate documents:

- _____ The completed NEH Application Cover Sheet with an original signature of the institution's authorizing official (do not use black ink)
- _____ Three copies of the completed Application Cover Sheet

Six copies of the application, placed underneath the separate documents in the application package, should be collated in this order:

- _____ Copy of the signed NEH Application Cover Sheet
- _____ Narrative description of the project (double-spaced)
- _____ Appendices, including
 - ___ Workplan and timetable for project activities
 - ___ Lists of texts and themes in courses offered in the subject selected for the project
 - ___ Letters of commitment from the school principal and from project team members
 - ___ One-page résumés of principal and project team members.

Please note that the deadline for submission is a receipt, not a postmark, deadline. The application must arrive at the Endowment by October 15. NEH will not accept applications sent by FAX machine or electronic mail.

Send applications to:

NEH-Dodge Foundation Humanities Scholar in Residence Program
National Endowment for the Humanities
Division of Education Programs
1100 Pennsylvania Avenue, N.W., Room 318
Washington, DC 20506

EQUAL

OPPORTUNITY

STATEMENT

Endowment programs do not discriminate on the basis of race, color, national origin, sex, disability, or age. For further information, write to Equal Employment Opportunity Officer, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506. TDD: 202/606-8282 (this is a special Telephone Device for the Deaf).

National Endowment for the Humanities
Division of Education Programs, Room 318
1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506

