

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:

April 3, 2000

April 3, 2001

APPLICATION DEADLINES FOR NEH HUMANITIES SCHOLAR IN RESIDENCE GRANTS

Receipt Deadline	Notification	Projects Beginning
April 3, 2000	Late July 2000	September 1, 2000
April 3, 2001	Late July 2001	September 1, 2001

Send applications to:

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

For more information please call us. Program officers are available to answer your questions and discuss your ideas.

NEH information, guidelines, and forms are also available on the Internet at <http://www.neh.gov>.

Division of Education Programs
Telephone: 202/606-8380
FAX: 202/606-8394
E-mail: education@neh.gov

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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

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 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.

As a special response to these Presidential Directives, the NEH has instituted two new grant programs, under the general heading Extending the Reach, that are intended to strengthen the humanities at Historically Black, Hispanic-Serving, and Tribal Colleges and Universities. One will support institutional initiatives and the other faculty research grants.

EXTENDING THE REACH

Extending the Reach is a new series of funding opportunities designed to spread the support of the National Endowment for the Humanities to selected jurisdictions and constituencies throughout the United States.

During 2000 and 2001, the NEH will be offering Extending the Reach grants to support humanities initiatives in the following jurisdictions :

Alabama	Louisiana	North Dakota	Texas
Alaska	Missouri	Ohio	Washington
Florida	Montana	Oklahoma	Wyoming
Idaho	Nevada	Puerto Rico	

The following guidelines describe Humanities Scholar in Residence Grants to educational institutions in these U.S. states and territories.

Extending the Reach funds will also enhance work in the humanities at Historically Black, Hispanic-Serving, and Tribal Colleges and Universities, through grants to support faculty research and institutional development. Information about these Extending the Reach grants may be obtained from:

Public Information Office
National Endowment for the Humanities
1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506
202/606-8400 or 800/NEH-1121
e-mail: info@neh.gov
<http://www.neh.gov>

HUMANITIES SCHOLAR IN RESIDENCE GRANTS

The Division of Education Programs seeks to strengthen teaching and learning of the humanities at all educational levels. Grants to educational institutions support national summer seminars and institutes for college and school teachers, curriculum and materials development projects, and the dissemination of significant educational resources in the humanities.

To enrich the teaching and learning of the humanities in middle and high schools educators are invited 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 of teachers and administrators 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 resources. Team members will incorporate this new knowledge into their classes and assess its impact on teaching and learning. They will then draft an action plan that provides for continued teacher and curriculum development through partnerships with local colleges and cultural organizations.

The objectives of Humanities Scholar in Residence Grants are:

- 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 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

The active participation of humanities scholars who encourage dialog, critical thinking and analysis in partnership with schools and school teachers is integral to the Humanities Scholar in Residence project. A humanities scholar is an individual with particular training or experience qualifying him or her as a professional in one or more of the academic disciplines of the

humanities. The typical qualification is an advanced degree (M.A. or Ph.D.) in a humanities field of study.

Who is eligible to apply?

To be eligible for a Humanities Scholar in Residence Grant, your organization must be a nonprofit, tax-exempt institution located in one of the following fifteen jurisdictions identified as underserved by the Endowment. These jurisdictions are: *Alabama, Alaska, Florida, Idaho, Louisiana, Missouri, Montana, Nevada, North Dakota, Ohio, Oklahoma, Puerto Rico, Texas, Washington, and Wyoming.*

The Endowment accepts applications from schools, school systems, parent-teacher organizations, two- and four-year colleges, universities, college and university systems, libraries, museums, educational associations, professional organizations, research centers, state humanities councils, state and local governments, and educational and cultural consortia. When two or more institutions or organizations collaborate on an application, one of these must serve as the lead applicant and administer the project.

How much money can be requested?

An organization awarded an NEH Humanities Scholar in Residence grant will receive \$10,000.

When is the application deadline and when could a project start?

Applications must be received at NEH by *April 3*. Applicants will be notified of funding decisions in late July. If a grant is awarded, a project could begin on September 1. The grant period is twelve months.

What kinds of activities are eligible for support?

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. Projects may involve digital materials, but are not intended to support the acquisition of computer equipment.

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 performance, and dance—is not eligible.

Example of a Humanities Scholar in Residence project

A high school serving 650 students is located in a rural community 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. English teachers and the school drama coach would like to investigate ways to bring Shakespeare alive in the classroom, but lack knowledge of recent scholarly and critical approaches to Shakespeare that might engage students as more confident and active learners. With encouragement from the parents' association, the school applies for an NEH Humanities Scholar in Residence grant, requesting a scholar to help them identify key primary and secondary sources on Shakespeare, in both digital and print form, that might be translated into classroom teaching. Three teachers of English, the drama teacher, and the assistant principal sign on as a project team; the assistant principal agrees to serve as project director.

In late July, the school receives notification that it has been awarded an NEH Humanities Scholar in Residence grant. From a list of scholars provided by NEH, the project team locates one whose scholarly knowledge and teaching experience seem to match project goals. The team and scholar agree on dates for three two-day seminars at the school. Over the next two months, the scholar gains an overview of the school's English curriculum, the students' responses to Shakespeare, and the backgrounds of the project team members. On this basis, the scholar compiles an annotated list of print and digital materials for the team's consideration.

During her first two-day residency in October, the scholar visits two English classes and meets with a small group of teachers during a planning period. She also has the opportunity to meet with the principal, the president of the student body, a member of the drama club, and a reporter for the school newspaper. Later that day, she and the project team join some twenty parents' association members, who host a potluck dinner in the cafeteria. The scholar and team describe the project and explore with parents their hopes and expectations for their children's education. As seminar sessions begin on the second day, the team and scholar build on this shared sense of the school's mission. After they discuss the annotated list of resources developed by the scholar, teachers decide to explore materials that bear on two specific plays, *Julius Caesar* and *Romeo and Juliet*. They consult articles on the historical context of Shakespeare's drama and on the Globe Theatre, read critical and interpretive essays on these

plays, examine several websites, and examine a text on classroom-based performance, *Shakespeare Set Free*. The teachers keep journals recording their responses to print and digital texts and note specific ideas for incorporating these materials into their teaching. On the basis of these discussions, they draft an action plan specifying goals and activities for the next session.

In two follow-up meetings in November and December, team members discuss their readings with one another. They exchange questions and ideas with the scholar by conference call and e-mail.

Prior to the February seminars, the team members meet to consider how to use their new knowledge in teaching *Julius Caesar*. They develop strategies for engaging students as classroom actors and directors charged with making critical decisions about how to interpret the plays. In the February meetings with the scholar, there is a rich discussion of themes and historical contexts of the play, after which the team devises a project for students involving Shakespeare's use of classical sources.

In meetings in March and April, the teachers explore additional readings and digital resources and teaching approaches to *Romeo and Juliet*. They review their initial action plan and revise it in the light of their journals and discussions. At the May meeting, they consider locally available resources for long-term professional development partnerships and decide to initiate conversations with a community college that sponsors a summer theater. They also learn of a Shakespeare website designed by a school network.

In the June seminars with the humanities scholar, teachers assess the students' initial responses to these new instructional strategies and revise their teaching plans accordingly. They also consider how their experiences in the project can inform future professional development activities at the school. The teachers present their ideas to the school staff, parents association, district superintendent, and school board. Furthermore, they organize a student presentation of a scene from *Romeo and Juliet* and help students launch a website on the historical context of the scene. Future plans involve collaboration with a literature and drama professor at the local community college and the posting of lesson plans on the school network's Shakespeare web site.

Suggested timetable for projects:

- September: School selects a humanities scholar from a list of consultants provided by NEH on the basis of their knowledge of the subject matter of the project and interest in working with schools. Preliminary consultation assures a

good match of school and scholar. The Humanities Scholar and project team members agree on dates for three two-day seminars at intervals during the project year. Between seminars, the scholar and the school project team agree to confer by telephone and e-mail.

- October. Initial two-day school visit, in which the Humanities Scholar meets with school staff, students, and parents and in seminar sessions with the project team. The project team and scholar explore the goals of their partnership, considering "What success would look like?" From these conversations, they draft an action plan that incorporates goals of the professional and curricular development activities and serves as the basis for ongoing assessment. They consider materials from a list developed by the Humanities Scholar and choose those selections they will read and discuss.
- November/December. 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.
- January/February. Second two-day visit of the Humanities Scholar. In seminars, the project team and the scholar consider themes and issues in the readings and other materials and develop strategies to incorporate them into the curriculum. They assess the accomplishments of the project to date, make any necessary adjustments, and incorporate these improvements into the action plan.
- March/April. 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 school team forms a partnership with a local college or cultural organization, so that professional development activities can continue after the grant.
- May. One half-day meeting of the project team to assess the effects of curricular changes and revise the action plan as needed. The members of the team consult frequently with the Humanities Scholar by conference call and e-mail and with one another as they implement the results of their study to their classrooms.
- June/July. Third two-day seminar with the Humanities Scholar, to assess the results of the project. The team members refine the action plan. They plan to present a model of professional development to their colleagues, parents, the

district superintendent, the school board, and other schools.

- **August.** As the project comes to a close, the team evaluates its results and revises the action plan accordingly. The action plan identifies strategies and approaches for integrating humanities content in the curriculum. The school team seeks administrative approval for continuing professional development activities involving local or state educational and cultural organizations.

How will proposals be evaluated?

Each application is evaluated by knowledgeable persons outside the agency, who are asked to judge 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 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, by law makes the final decision about funding.

Applications will be judged by the following criteria:

- *Intellectual Quality.* Does the applicant demonstrate the significance of the humanities topic and its importance to the teachers and the school curriculum?
- *Design.* Does the application include a feasible plan of activities detailing how the scholar would be involved in the project? Are school administrators, participating teachers, and other stakeholders committed to the project? Is the evaluation plan appropriate?
- *Results.* Will the project have a beneficial impact on the school's curriculum and instruction? Will partnerships be established with educational and cultural institutions to support long-term, content-based professional development for teachers? Will the results of the project be disseminated to other schools?

INSTRUCTIONS FOR SUBMITTING APPLICATIONS

I. Consult with an NEH program officer in the Division of Education by calling 202/606-8380 or sending e-mail to education@neh.gov. The submission of draft applications is strongly encouraged. Consultation should begin as soon as possible; preliminary drafts should be received at least three weeks before the deadline.

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.

1. Describe the school (or schools, if more than one is involved). 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 the school? (This part should be no more than two pages.)
2. Describe the humanities topic the project team would focus on and explain your reasons for this choice. Why is the selected subject matter significant in the context of the humanities, in the school curriculum, and in terms of goals for staff development and student learning? In an appendix, show how the selected humanities topic is related to existing courses. Describe the school's expectations for the scholar and show how the scholar could serve as a resource for the project team.
3. Identify the members of the project team. Teams will usually consist of three or four teachers and one school administrator. Explain their roles and responsibilities in the school. Project team members are responsible for participating in all project activities. Also, identify a project director responsible for administration of the project; including coordinating meeting dates and places, ordering books and materials, arranging for consultations with the humanities scholar between seminars, and compiling the revised, final version of the action plan.

The project director is also responsible for submitting 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 goals of the project and commitment to implementing the successful results.

4. Explain how the school would support the project, for example, by organizing parent-teacher meetings with the visiting scholar and project team; by providing meeting space, e-mail and telephone access; and by arranging released time for members of the project team. In an appendix, include a detailed workplan.
5. State what administrative support would be available for implementing the long-term recommendations of the action plan. In an appendix, include a letter from the school principal (if not a member of the project team), affirming support for the project. How will the school support professional development for teachers beyond the grant period?

III. Attach appendices

- Workplan and timetable for project activities.
- Lists of texts and themes in courses currently offered related to the core subject area selected for the project.
- Letters of commitment and brief résumés from project team members 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 TEN 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 ten 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 the inside back cover for an Application Checklist.

V. Mail the complete application to the following address so that it is received by April 3:

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

VI. Receive notification

You will be notified in late July, about the outcome of the competition. If your proposal is funded, your project may begin on September 1.

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 these guidelines before signing Block 12 of the application cover sheet.

The grantee organization is required to:

- have a sound financial management system that records separately within its general accounting system the receipt and disbursement of grant funds and that monitors the expenditure of these funds against the approved budget;
- carry out the activities of the project in accordance with the workplan provided in the approved application; changes in the project's key personnel, scope, or design must be submitted to the NEH in advance for review and approval;
- have in place a system for prior review and approval of all grant actions and expenditures that the grantee institution is delegated to approve;
- maintain adequate documentation of the time spent by all project personnel on grant activities;
- have an audit performed that meets the requirements of the Office of Management and Budget Circular A-133 if they expend \$300,000 or more in federal funds during a fiscal year; and
- acknowledge Endowment support in all materials resulting from grant activities.

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 application is fifteen hours per response. This estimate includes 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 to complete, 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, D.C. 20503. 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 number.

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 NEH 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 (secondary school, school district, two-year college, four-year college, etc.), religious organization, museum, historical society, government (state, local, etc.), media (TV, radio, newspaper, etc.), library (secondary, 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: Grant periods are for one year, beginning on September 1.

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

Block 9—Description of project

Provide a brief description of the proposed project. Do not exceed the space provided.

Block 10—Will this proposal be submitted to another government agency or private entity for funding?

This information is sought without prejudice to the application. NEH frequently cosponsors projects with other funding sources. If not applicable, indicate "N/A."

Block 11—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 12.

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 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 12—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 World Wide Web site, <http://www.neh.gov/> or from the NEH Grants Office, Room 311, Washington, DC 20506, 202/606-8484.

***P**rivacy 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.*

HUMANITIES SCHOLAR IN RESIDENCE APPLICATION COVER SHEET

1 Project director

a. Name and mailing address:

(last) (first) (initial)

(city) (state) (zip code)

b. Form of address: _____

c. Telephone numbers:

Office: _____ / _____ Home: _____ / _____
(area code) (area code)

FAX: _____ / _____ E-mail: _____
(area code)

2 Type of applicant

a. ☒ through an organ./institution

b. Type:

c. Status:

3 Type of application

a. ☒ new

b. ☐ supplement

4 Program to which application is being made

Humanities Scholar in Residence

5 Requested grant period

From: September 1 To: August 31

6 Project funding

\$10,000

7 Field of project

(code)

8 Descriptive title of project

Humanities Scholar in Residence

9 Description of project (do not exceed space provided)

10 Institutional Data

a. Institution or organization:

(name)

(city)

(state)

b. Employer identification number: _____

c. Name of authorizing official:

(last) (first) (initial)

(title)

d. Name and mailing address of institutional grant administrator:

(last) (first) (initial)

(city) (state) (zip code)

Telephone: _____ / _____ Form of Address: _____
(area code)

FAX: _____ / _____ mail: _____
(area code)

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Certification. By signing and submitting this application, the authorizing official of the applicant institution (block 10c) is providing the applicable certifications regarding the nondiscrimination statutes and implementing regulations, federal debt status, debarment and suspension, and a drug-free workplace as set forth in the appendix to these guidelines.

(printed name)

(signature)

(date)

NOTE: Federal law provides criminal penalties of up to \$10,000 or imprisonment of up to five years, or both for knowingly providing false information to an agency of the U.S. government. 18 U.S.C. Section 1001

For NEH use only: Date Received:

Application #:

Initials

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.)

Anthropology	L1	
Archaeology	U6	Languages
		Ancient
		Asian
		Classical
		Comparative
		English
		French
		German
		Italian
		Latin American
		Near Eastern
		Slavic
		Spanish
Archival Management/ Conservation	I1	Law/Jurisprudence
Arts/History and Criticism	MA	Library Science
Architecture: History & Criticism	U3	Linguistics
Art: History & Criticism	M1	Literature
Dance: History & Criticism	M3	African
Film: History & Criticism	M4	American
Music: History & Criticism	M5	Ancient
Theater: History & Criticism	M2	Asian
		British
		Classical
		Comparative
		French
		German
		Italian
		Latin American
		Literary Criticism
		Near Eastern
		Slavic
		Spanish
Communications	P2	Museum Studies/Historic Preservation
Composition & Rhetoric	P1	Philosophy
Journalism	P4	Aesthetics
Media	P3	Epistemology
		Ethics
		History of Philosophy
		Logic
		Metaphysics
		Non-Western Philosophy
Education	H1	Religion
		Comparative Religion
		History of Religion
		Non-Western Religion
		Philosophy of Religion
Ethnic Studies	K1	Social Science
Asian American	K5	American Government
Black/African-American	K4	Economics
Hispanic American	K3	Geography
Jewish	K6	International Relations
Native American	K2	Political Science
		Psychology
		Public Administration
		Sociology
History	A1	
African	A2	
American	A3	
Ancient	AC	
British	A4	
Classical	A5	
European	A6	
Far Eastern	A7	
Latin American	A8	
Near Eastern	A9	
Russian	AA	
South Asian	AB	
Humanities	U8	
Interdisciplinary	U1	
African Studies	Q1	
American Studies	G3	
Area Studies	GH	
Asian Studies	G5	
Classics	G7	
Folklore/Folklife	R1	
History/Philosophy of Science, Technology, or Medicine	GA	
International Studies	GG	
Labor Studies	G4	
Latin American Studies	GJ	
Medieval Studies	G8	
Regional Studies	GF	
Renaissance Studies	G9	
Rural Studies	GC	
Urban Studies	G2	
Western Civilization	GB	
Women's Studies	G1	

BUDGET INFORMATION

The budget for the 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 to Participants	\$ 4,500
4. Travel, Supplies and Materials, Services (such as 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 the certification block 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 lobbying from those requesting in excess of \$100,000 in grant funds, and
- (3) 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.

Customer Service Standards

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

- respond courteously and quickly to your requests for information about our grant programs;
- be able to describe the programs that best suit your needs;
- provide application instructions and forms that are clear and easy to use;
- offer prompt and thoughtful advice and guidance in preparing your application;
- 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:

- ensure that the evaluation of your application is fair, expeditious, and informed by the expert judgments of your peers;
- notify you promptly of the decision on your application;
- provide substantive reasons for the decision reached on your application;
- 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:

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

APPLICATION CHECKLIST

The application package should contain ten copies of the application itself, and on top of those ten 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

Each of the ten 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 currently offered in or related to the core subject area selected for project

___ Letters of commitment and brief résumés from project team members and from the school principal, if not already part of the project team.

NEH will not accept applications sent by FAX machine or electronic mail.

Please remember that applications must **arrive** at NEH on or before the deadline.

Send applications to:

Humanities Scholar in Residence Program

Division of Education Programs

National Endowment for the Humanities

1100 Pennsylvania Avenue, N.W., Room 318

Washington, D. C. 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).