

Potential Foundation Funding Opportunities for Faculty

Name of Funder	Link to Foundation Website	Notes Taken during the CASE Corporate and Foundation Relations Conference
Research Corporation for Science Advancement	https://rescorp.org/	<ul style="list-style-type: none"> • Supports early career scientists in physics, chemistry, astronomy and related fields • Supports initial stages of research, new ideas, risk taking endeavors • Primary Program: Cottrell Scholars Program – for faculty at the end of their third year of initial contract (research and teaching) <ul style="list-style-type: none"> ➤ Support creative and innovative teaching interventions that will have a positive impact on student learning ➤ Data: 200 applicants/year; 24 awarded/year <p>Newer Programs:</p> <ul style="list-style-type: none"> • Instrumentation at primarily undergraduate schools • Post bac fellowships for new college graduates • Scialog Conferences/Awards (https://rescorp.org/scialog/): <ul style="list-style-type: none"> ➤ Early career faculty invited to major scientific conferences; at end of conference, participants invited to submit proposals for new innovative and collaborative research projects
Alfred P. Sloan Foundation	https://sloan.org/	<ul style="list-style-type: none"> • Initial focus – intersection of science (not biomedical) and economics (not business), primarily research grants • Now – original scholarly research related to science, economics, STEM education (public understanding and higher education) • Approximately \$50M/year in research funding • They have six specific areas of research that they fund; mostly interdisciplinary and that interest them (see website) • Within their STEM Education program, they support programs that demonstrate the “way science is done,” including public understanding of science, DEI in STEM higher education, technology and STEM. Advice: with research that is policy relevant, ultimate outcomes affect communities; positive to involve local communities with any research project. • Within the educational research area, they focus on the type of work that can be validated and making sure that the PI is really the SME and is doing the work.

		<ul style="list-style-type: none"> • Within their technology and STEM program, they support programs that include layers of infrastructure that enable scientific research and knowledge, such as virtual collaborations. Advice: remember that technology, including open-source technology, affects people beyond the campus • They like to fund what the government and other foundations/corporations will not fund • They support institutions vs. specific projects • Gender and racial justice in science is a moral imperative. DEI must be imbedded in all proposals. • They want to support systemic changes in higher education, particularly at the graduate level • Relevant program for Simmons – STEM in Higher Education (science and media, DEI in science) • Relationships should be with the program directors not the president of the foundation • Two phase process – LOI emailed to program director; all programs have advisory bodies who help to select the grantees. • They want to expand the number and types of institutions that they fund (see specific RFPs) • They do not fund endowments or capital projects • For reporting, focus on goals and outcomes, what worked, what did not work, what changes, and why did it change?
<p>Surdna Foundation</p>	<p>https://surdna.org/</p>	<ul style="list-style-type: none"> • Their mission is to advance social justice and racial equity • They have six specific funding programs, plus the Andrus Family Philanthropy Program and the Andrus Family Fund (more directed philanthropy) • Much of their support is focused on systemic change and policy change although they are non-partisan • New trend with some foundations – trust-based philanthropy • Recent changes at the foundation: <ul style="list-style-type: none"> ➤ Increase in unrestricted support ➤ Increase in multi-year support ➤ Increased spending ➤ Streamlined the application and reporting processes ➤ Sharing power – fund intermediaries based on community input, seek community input on evaluation and metrics determinants

		<p>Work with institutions of higher education:</p> <ul style="list-style-type: none"> • Support research projects on the efficacy of trust philanthropy • Support research projects on leadership, DEI, how to work effectively with different communities, trust (how to acknowledge and support differences of opinion) • Support faculty researchers who collaborate with community-based organizations to do community-based research <p>Thriving Cultures Program:</p> <ul style="list-style-type: none"> • Focus on artists of color • Fund research initiatives, creativity, connections/networking, dissemination of learning and results
Russell Sage Foundation	https://www.russellsage.org/	<ul style="list-style-type: none"> • Goal is to redress racial and gender bias among higher education faculty, primarily in the social sciences • They fund PI-initiated research projects on social inequality, racial justice (not operating support or program support). They only fund PIs, not institutions • Fund “novel” social science research projects, particularly those with underutilized data sources/sets • Better to already have a proof of concept before approaching them • Two-step process, starting with LOI (allow at least six months before the project start date) • Highly competitive; they fund less than 10% of proposals • They also partner with other national funders to support faculty research programs
W. K. Kellogg Foundation	https://www.wkkf.org/	<ul style="list-style-type: none"> • They are a self-declared anti-racist organization • Racial equity work cuts across all of their programs; they encourage leadership development and community engagement/power • Their primary areas of focus are on systems transformation and racial healing (a process of restoration, repair, transformation of structures, policies, and practices) • They primarily fund early childhood education, employment equity, and health equity (especially maternal/child) • They fund both at the PI and the institutional level • Criteria that they use to evaluate proposals – what does the proposed work do to improve families and communities; does the proposed work include leadership development of marginalized faculty and participating community members?

		<ul style="list-style-type: none"> • They favor proposed projects that involve partnerships with local communities and research projects that involve interdisciplinary teams working on long-term societal challenges
Robert Wood Johnson Foundation	https://www.rwjf.org/	<ul style="list-style-type: none"> • Their aspirational vision is to secure a culture of health for all Americans by removing structural barriers to health and well-being • Recent changes: <ul style="list-style-type: none"> ➤ Indirect costs up to 20% allowed ➤ Waived lengthy narrative reports, require answers to seven specific questions ➤ Will fund restricted and unrestricted grants • New program – transforming academia for equity – supporting promotions and tenure for marginalized faculty in schools of public health • They prefer to fund rigorous research/studies that determine a relationship between interventions and outcomes) • They typically fund at the university level through an RFP process
Doris Duke Charitable Foundation	https://www.ddcf.org/	<p>They fund an eclectic array of program areas based on Doris Duke’s interests, including:</p> <ul style="list-style-type: none"> • Arts: <ul style="list-style-type: none"> ➤ Performing artists/creative work ➤ Role of digital technology in the arts • Medical research: <ul style="list-style-type: none"> ➤ Faculty development/career support ➤ Promoting a diverse biomedical workforce • Environment/Biodiversity/climate change • Supporting US Muslim storytelling <p>They fund through specific RFPs. Only the Arts Program is currently seeking proposals.</p> <p>In general, the Arts Program does not fund visual arts, museums or galleries; film or media projects; literary arts; symphonies, opera companies, classical chamber music or musical forms beyond jazz; classical ballet companies; avocational arts activities; arts programs for rehabilitative or therapeutic purposes; arts education programs; training and conservatory programs; capital projects; research or publications.</p> <p>The Environment Program supports work that addresses the climate crisis through land conservation and natural climate solutions; protects wildlife habitat in the creation of clean-</p>

		energy facilities; focuses on sustainable agriculture and climate change resiliency of natural areas in the Tri-State Area; and fosters an effective and inclusive conservation field.
Simons Foundation	https://www.simonsfoundation.org/about	<ul style="list-style-type: none"> • They fund transformational science and math research • They fund science outreach, education and engagement programs as well as science media, out of school time programs • They provide capacity building grants to engage the next generation of scientists • Criteria they examine: is the PI the right person to lead the work? They look to the staff's connections with the communities being served. Does the non-profit have a realistic sense of the audience and their needs? Are the outcomes realistic and achievable? • They are willing to fund initial phases of a program • They like to fund collaborations with other small non-profits (can the university demonstrate that it can offer its expertise and resources to partners?) • For reporting, focus on milestones and challenges. They do not like surprises. They want to be informed throughout the project term (talk with program officers)
Henry Luce Foundation	https://www.hluce.org/	<ul style="list-style-type: none"> • All of their programs have a higher education focus • They like to fund: <ul style="list-style-type: none"> ➢ Interdisciplinary projects/programs ➢ Projects that include community input and engagement, especially with underrepresented groups ➢ Networks of scholars, collaborations involving "field leaders" ➢ Projects that include knowledge gathering and sharing aspects • In 2020-2021, they provided emergency funds for students and scholars • They are thinking of modifying the Clare Boothe Luce Program (supporting female faculty from underrepresented communities). Will be hiring a new program director and may change application process/forms and decision-making process. • They are also rewriting their website and will be working on a new strategic plan <p><u>Areas of Focus for 2022:</u></p> <p>Topical:</p> <ul style="list-style-type: none"> • Race, religion and justice • Social fabric of democracy, participation, public trust, civic infrastructure <p>Demographic groups: AAPI, Indigenous communities, BIPOC artists</p>

		<p><u>Types of Support:</u></p> <ul style="list-style-type: none">• Academic knowledge gathering and dissemination• Faculty research• Multi-system changes• Participatory democracy efforts• Workshops/events that convene scholars, universities, community organizations, and funders around a key topic <p><u>For larger grants, they want to know:</u></p> <ul style="list-style-type: none">• How are the university's values being incorporated into the work being proposed?• How will the project shift incentive models for faculty?• What will we do to sustain the project after the grant period?• How does the particular project fit within a larger structure, system, or planned structural change? What is the university trying to achieve through this project? What will it take for the university to facilitate/ensure the project outcomes? <p>They are willing to meet with University presidents. However, the presidents must be fully aware of the particular project being discussed and able to address these questions.</p>
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