Dear Colleague:

Are you interested in having a competitive edge in writing NSF proposals, particularly for educational research and development projects such as those supported by the Transforming Undergraduate Education in STEM (TUES) Program, formerly the Course, Curriculum and Laboratory Improvement (CCLI) Program? Would you like to do a better job at addressing the Broader Impacts criterion in your BRIGE and CAREER proposals? Then you will want to participate in the National Science Foundation’s interactive, web-based workshop that will focus on two vital components of a competitive TUES proposal- Project Evaluation and Broader Impacts. This Workshop is scheduled for November 3 and 4. The College/School has agreed to host the Workshop as a service to its faculty and will be one of possibly 15-20 host sites for the Workshop on that date.

The workshop will include but not be limited to:

- Strategies to help you work with an evaluator to plan and implement an effective evaluation of an education research or development project.
- Activities to increase participants' awareness of the role of goals and outcomes in the evaluation process, of the nature of the cognitive and affective outcomes, and of evaluation tools for monitoring these types of outcomes.
- Activities to enable participants to develop a better understanding of the broader impacts criterion used in the NSF review process.
- Examination of general and specific areas of activities for addressing broader impacts requirements and specific project activities in these areas.

Lead by the Engineering Program Directors of the NSF Division of Undergraduate Education, the Workshop will use a series of interactive exercises which will help you to better understand NSF and peer reviewers’ expectations for the project evaluation and broader impacts components of the proposal as well as prepare you to write more competitive proposals for NSF's education programs. Q&A periods will be interspersed throughout the Workshop. At the completion of the Workshop, you will be provided with an URL to download a copy of the workshop presentation. In addition, you will be asked to complete a brief, on-line assessment survey.

The Workshop will begin at 11:00am and be divided into two 75-minute segments with a 15-minute break between the segments. The Workshop will be conducted at 2051 MCE (if you need directions, please contact Vicki Alvey). You are asked to arrive 15 minutes early to provide time for introductions and orientation. Further, to realize the full benefits of the Workshop, it is important that you commit to being present for the entire
Workshop. If you chose to participate in the workshop, you are encouraged to review the TUES Program Solicitation in advance of the Workshop. A link to the Solicitation as well as other related information and links is provided at the following URL:

http://www.step.eng.lsu.edu/nsf/participants/

In order for the College/School make appropriate arrangements; please confirm your commitment to attend the Workshop no later than November 1.

Thanks,

Cynthia Furse
Associate Vice President for Research
& Professor of Electrical Engineering
Dear Colleague:

Are you interested in having a competitive edge in writing NSF proposals, particularly for educational research and development projects such as those supported by the Transforming Undergraduate Education in STEM (TUES) Program, formerly the Course, Curriculum and Laboratory Improvement (CCLI) Program? Would you like to do a better job at addressing the Broader Impacts criterion in your BRIGE and CAREER proposals? Then you will want to participate in the National Science Foundation’s interactive, web-based workshop that will focus on two vital components of a competitive TUES proposal- Project Evaluation and Broader Impacts. This Workshop is scheduled for November 10. The College/School has agreed to host the Workshop as a service to its faculty and will be one of possibly 15-20 host sites for the Workshop on that date.

The workshop will include but not be limited to:

- Strategies to help you work with an evaluator to plan and implement an effective evaluation of an education research or development project.
- Activities to increase participants’ awareness of the role of goals and outcomes in the evaluation process, of the nature of the cognitive and affective outcomes, and of evaluation tools for monitoring these types of outcomes.
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http://www.step.eng.lsu.edu/nsf/participants/

In order for the College/School make appropriate arrangements; please confirm your commitment to attend the Workshop no later than November 8.

Thanks,

Cynthia Furse
Associate Vice President for Research
& Professor of Electrical Engineering