

THE GRADUATE RECORD

THE CATO COLLEGE OF EDUCATION RESEARCH AND GRADUATE EDUCATION NEWSLETTER

NC COLLABORATORY LEARNING IMPACT PROGRAM

Drs. Paola Pilonieta, Alicia Stewart, Erin Washburn, and Mike Putman, in partnership with colleagues from EPIC at UNC were awarded an NC Collaboratory Grant for \$500,000 over two years. Led by Dr. Paola Pilonieta (PI) Project READS NC (Reading Evaluation Across Diverse Stakeholders in North Carolina) seeks to understand the overall impact of participation in LETRS professional development. Specifically, this study will: determine the extent to which participation in the LETRS training has impacted teachers' instructional practices; examine how administrators'



Dr. Paola Pilonieta



Dr. Alicia Stewart



Dr. Erin Washburn



Dr. Mike Putman

leadership practices to support literacy may have changed as a result of their participation in the training; and identify contextual factors that may have influenced teachers' level of participation in the training and implementation of LETRS content in their reading instruction.

Dr. Anne Cash (Department of Reading & Elementary Education) and Drs. Kyle Cox and Jae Hoon Lim (Department of Educational Leadership) were awarded \$250,000 from the North Carolina Collaboratory as part of the COVID-19 Learning Impact Program 2022 for their project titled Mitigating Educator Workforce Impacts of the COVID-19 Pandemic Through Coaching. In partnership with the North Carolina New Teacher Support Program, the study seeks to identify teacher coaching practices that support teacher retention and mitigated negative impacts of the COVID-19 pandemic.



Dr. Anne Cash



Dr. Kyle Cox



Dr. Jae Hoon Lim

Dr. Scott Kissau and Dr. Kristin Davin received funding in the amount of \$148,492 to conduct their project, Effective Virtual Teaching Strategies: Lessons from World Language Educators. In this collective case study involving world language coordinators, teachers, and students across 10 school districts in North Carolina, the researchers will investigate best practices for integrating virtual learning opportunities into world language classrooms that emerged during the global pandemic, and the extent to which demographic variables, such as grade span and level of instruction (Level 1, II, etc) influence the identified

practices. The project will provide districts and teachers with data on effective online teaching strategies to expedite learning recovery from the pandemic and to mitigate any further learning loss should future disruptions to in-person instruction occur.



Dr. Scott Kissau



Dr. Kristin Davin

NC COLLABORATORY LEARNING IMPACT PROGRAM

Dr. Sejal Foxx (Department of Counseling), Dr. Chao Wang (Computing and Informatics) and colleagues from NC State (Drs. Florence Martin and Rebekah Davis) were awarded an NC Collaboratory Grant (\$297,953) to conduct their project *Keeping Students Safe in the Digital World: Examining Monitoring Technologies Used by K-12 Schools During the Pandemic*. During the pandemic, North Carolina General Assembly utilized ESSER III State reserve funds to help districts and charter schools monitor student internet activity and help identify and protect young children from related threats such as violence, self-harm, and suicide; child pornography, online predators, and sexual content; cyberbullying or other forms of online abuse; and drug or alcohol abuse. While such monitoring software may protect children, a comprehensive evaluation is still lacking on their effectiveness and the tradeoff between the protection and the sacrifice of children's privacy. This funded project brings together researchers with expertise in educational technology, cybersecurity, school counseling, and program evaluation to examine the effectiveness and impact of the use of software applications to monitor student internet activity.



Dr. Sejal Foxx

Dr. Clare Merlin-Knoblich (Department of Counseling) is collaborating with colleagues from NC A&T on a NC Collaboratory grant-funded project (\$148,833) entitled, *Assessing the Impact of COVID on the Applications to and Enrollment in UNC System Institutions*. The project will investigate the impact of the COVID-19 pandemic on first-time undergraduate enrollment in postsecondary institutions in NC to examine the extent to which college enrollment decisions are associated with individual and familial factors, school experiences, as well as experiences with college admission, and how such associations vary as a function of the timing of COVID-related experiences.



Dr. Clare Merlin-Knoblich

IES TRANSITION EVALUATION STUDY

The *Evaluation of Transition Supports for Youth with Disabilities* has been officially approved by the Institute for Education Sciences, National Center for Education Evaluation. This project will be funded through December of 2029 with a total cost of \$30,793,223. Val Mazzotti serves as co-PI on the project along with Catherine Fowler, who serves as content expert. UNC Charlotte is a subcontract with the American Institutes for Research for the project duration. Through a randomized control trial, this study will assess two transition strategies focused on (1) applying self-determination skills in the transition planning process and (2) applying self-determination skills in the transition planning process plus individual student mentoring to help students attain their goals. This is the first study of its kind to assess post-school outcomes of students with disabilities based on transition interventions provided in high school. More information about this work can be found [here](#).



Val Mazzotti



Catherine Fowler

OPEN ACCESS FUNDING

Atkins Library is committed to helping faculty publish their work openly to cast a wider net of readership and work toward a more open scholarly communications ecosystem. To help Charlotte authors with Article Processing Charges (APCs) that often come with publishing open access, the library provides a limited amount of funding (\$1000 per article, per year) through its Open Access Publishing Fund for articles published in fully open access journals that meet specified criteria. The library can also cover the full cost of APCs from specific publishers, including Wiley, Cambridge, and Karger. When ready to publish your article, please go to the [Grants and Funding](#) page under the Article Processing Fees Deals and Discounts tab to see the latest options.

NSF AWARD

Congratulations to Dr. Ryan Miller, faculty member in the Department of Educational Leadership, who along with colleagues Wendy Smith, Eliza Gallagher, and Matthew Voigt received a National Science Foundation award. The overall goal of PRISMATIC (Propagating Research ethics around Sexual Marginalization and Transgender Issues Conference) is to provide guidance for ethical and responsible research with LGBTQIA+ individuals in STEM higher education contexts. To do this, the team will bring together subject-matter experts to discuss salient ethical considerations, create resources for STEM education researchers, and draft a national agenda for ethical and responsible research involving undergraduates who hold minoritized gender and sexual identities in STEM higher education contexts.



Dr. Ryan Miller

DIVERSITY SCHOLARS FORUM

Please share with your students that the Graduate School is sponsoring a Diversity Scholars Forum that will take place this spring and feature graduate student research related to diversity, equity, inclusion and justice. The Diversity Scholars Forum will showcase research that centers on diversity, equity, inclusion, and justice issues related to the community – both on campus and in the greater Charlotte community. Eligible participants must be enrolled in a master's or doctoral program at Charlotte and must have relevant research to present.

- Does your research highlight the experiences and difficulties faced by historically excluded, overlooked, or often silenced groups?
- Are you focused on uncovering ways to solve social challenges?
- Does your work center on community wellness and/or sustainability?
- Do you have a research idea that focuses on making our communities more equitable?

Students who are selected to participate will receive a modest \$200 stipend to support their work. For more information [click here](#).

GRANT DEVELOPMENT WORKSHOPS

The Cato College of Education plans to offer two grant development workshops this fall and spring. Co-presented by Dr. LaVerne Ellerbe, Director of the Center for Research Excellence and Dr. Scott Kissau, the two webinars are open to all faculty, staff, and students. The first workshop (November 7, 3:30-5pm) will focus on identifying and understanding potential funders, analyzing a funding opportunity or solicitation, and strategies to enhance the likelihood for success. The 2nd workshop (March 23, 3:30-5pm) is intended to build upon the first and will focus on writing a competitive proposal, best practices, and common mistakes to avoid. If interested in attending one, or both of these workshops, please [click here to RSVP](#). An email invitation containing the link to the Zoom meetings will be sent to everyone who expresses interest in attending one (or both) of the workshops. Please share this invitation with your doctoral students.

BLACK CAUCUS SCHOLARSHIP RECIPIENTS

Congratulations to Sydney Carroll and Cynthia Hamilton, doctoral candidates in the Ph.D. in Curriculum and Instruction program. Sydney and Cynthia were both recently selected as recipients of a Black Caucus Scholarship from the National Council for Teachers of English (NCTE) and the Conference on College Composition and Communication (CCCC). The scholarship is available to Black literacy educators teaching or preparing to teach literacy, English, literature, language, or similar courses, and is aimed at supporting Black Caucus members and making the convention more accessible for its members. The scholarship covers the cost of 2022 Annual Convention registration as well as NCTE membership.



Sydney Carroll



Cynthia Hamilton

Number of UNCC COED Graduates Employed in 2022-23, by NC Public School District
 *as of September 15, 2022

| LEA Name | # of Teachers | # of Principals & Asst Principals | # of Other Admins | # of Certified School Support | Total UNC Charlotte Graduates Employed by District (as of Sept 15 '22) |
|--|---------------|-----------------------------------|-------------------|-------------------------------|--|
| Charlotte-Mecklenburg Schools | 1,701 | 148 | 166 | 200 | 2,215 |
| Cabarrus County Schools | 732 | 78 | 30 | 73 | 913 |
| Union County Public Schools | 453 | 48 | 18 | 55 | 574 |
| Gaston County Schools | 320 | 35 | 7 | 52 | 414 |
| Rowan-Salisbury Schools | 215 | 37 | 22 | 33 | 307 |
| Iredell-Statesville Schools | 173 | 23 | 11 | 21 | 228 |
| Lincoln County Schools | 172 | 22 | 12 | 16 | 222 |
| Wake County Schools | 184 | 10 | 7 | 15 | 216 |
| Cleveland County Schools | 148 | 16 | 9 | 26 | 199 |
| Stanly County Schools | 142 | 12 | 12 | 23 | 189 |
| Kannapolis City Schools | 133 | 11 | 9 | 10 | 163 |
| Winston Salem / Forsyth County Scho... | 115 | 11 | 12 | 13 | 151 |
| Catawba County Schools | 85 | 10 | 6 | 14 | 115 |
| Davidson County Schools | 91 | 6 | 3 | 15 | 115 |
| Guilford County Schools | 71 | 10 | 8 | 15 | 104 |
| Mooresville Graded School District | 63 | 12 | 3 | 8 | 86 |
| Rutherford County Schools | 34 | 2 | 3 | 13 | 52 |
| Brunswick County Schools | 41 | 2 | 1 | 3 | 47 |
| Cumberland County Schools | 37 | | 1 | 7 | 45 |

POINT OF PRIDE:

In 2022-23, in Cabarrus County Schools, our graduates represent 34.69% of teachers, 64.59% of principals/assistant principals, and 30.05% of all certified staff. In other words, we trained over one-third of teachers and almost two-thirds of administrators currently employed in that district.

EARLY CAREER AWARD

Congratulations to Dr. Leslie Bross (Department of Special Education and Child Development), recipient of the 2023 Division on Autism and Developmental Disabilities (DADD) Tom E.C. Smith Early Career Award. The award is granted to an individual who is beginning his/her career and showing great promise as a teacher educator. Individuals who finished their doctoral work less than 5 years ago are eligible. Dr. Bross will be recognized with a plaque at the annual conference this January in Clearwater Florida.



Dr. Leslie Bross

RESEARCH AWARD

Congratulations to Dr. Sam Gesel in the Department of Special Education and Child Development. The TED publications committee selected Dr. Gesel's article (see citation below) as the winner of the 2022 TED Publication Award. As the first author of the article, Dr. Gesel will receive a monetary honorarium from SAGE, Complimentary TED Conference Registration, and a plaque presented at the TED awards ceremony during the TED Annual Conference. The ceremony will take place on 11/9 in Richmond VA.



Dr. Sam Gesel

Gesel, S. A., Foreman-Murray, L., & Gilmour, A. F. (2021). Sufficiency of Teachers' Access to Resources and Supports for Students with Disabilities. *Teacher Education and Special Education, 45*(3), 204-226. [Click here to learn more.](#)

ARE YOU A GRADUATE OR UNDERGRADUATE (JUNIOR OR SENIOR) STUDENT IN THE CATO COLLEGE OF EDUCATION?

YOU'RE INVITED TO OUR WEBINAR SERIES

| | |
|----------------------------------|--|
| PRINCIPLES OF FINANCIAL LITERACY | WEDNESDAY, OCTOBER 5 (5:30-6:30PM) |
| SAVING & INVESTING | WEDNESDAY, NOVEMBER 2 (5:30-6:30PM) |
| DEBT MANAGEMENT | WEDNESDAY, NOVEMBER 30 (5:30-6:30PM) |



REGISTER AT <https://forms.gle/itTRFXtPZ6a2ZEaC8>

FINANCIAL LITERACY WORKSHOPS

Crippling debt is a concern for many students in the Cato College of Education. To support our students, the Cato College of Education is collaborating with Dr. Brad Yeckley, Director of Niner Finances, to offer a free, three-part webinar series this fall to all graduate and undergraduate (juniors and seniors) students in the Cato College of Education. Each webinar will be 60 minutes in length and conducted via Zoom. Participants can choose to attend as many of the webinars as they wish, and missing one webinar does not prevent participants from attending others. Please share this opportunity with your students. Interested students are required to register [via the link](#) provided in the flyer .

SCHOLARSHIP OF TEACHING & LEARNING GRANTS

The Faculty Scholarship of Teaching and Learning Grants Committee is requesting proposals for Scholarship of Teaching and Learning (SoTL) Grants. Full-time faculty on continuing appointments for the following academic year are eligible, including Library faculty members. The purpose of the SoTL Grants program is twofold:

1. To fund instructional research projects that will benefit the UNC Charlotte teaching and learning community
2. To ensure that the results of the instructional research projects are shared and disseminated among the UNC Charlotte community

Priority will be given to proposals which are clearly linked to the University's Strategic Plan. [Click here](#) for more information. This year, the submission process will be via email attachment to Jules Keith-Le at jkeithle@uncc.edu. All components of the application should be compiled into a single pdf file, in the specified order. Please note that a letter of support from the Dean is a required component. Faculty who wish to apply for a SoTL grant are asked to email Malcolm.Butler@uncc.edu by November 17 with a copy of their draft proposal and a draft letter of support for his review and signature. The application must be received by 5 PM on December 1, 2022, to be considered.

FUNDING OPPORTUNITIES TO CONSIDER

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

Research priorities projects

The American Council on the Teaching of Foreign Languages invites applications to its Research priorities projects. These support empirical research on six priority areas that are currently critical to improving world language education. The research priorities are listed in alphabetical order and are of equal importance: assessing learning outcomes in K-16 settings; equity and access in language learning; equity and access in language teaching; immersion/dual language and heritage language programs; intercultural teaching and learning; K-16 language educator development. Applicants must be ACTFL members.

Deadline: 1 June 2023

[CLICK HERE FOR MORE INFORMATION](#)

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

Minority Dissertation Fellowship in Education Research

The Fellowship Program aims to provide support for doctoral dissertation research, to advance education research by outstanding minority graduate students, and to enhance these students' competitiveness for academic appointments at major research universities. It supports fellows conducting education research and provides mentoring, capacity building activities, and guidance toward the completion of their doctoral studies.

Deadline: 1 Dec 2022

[CLICK HERE FOR MORE INFORMATION](#)

BRADY FOUNDATION

Existing Educational Program Evaluation Grants

The Foundation is currently accepting Existing Program Evaluation (EPE) proposals that have the potential to provide data that will inform how to address disparities in educational opportunities associated with race, ethnicity, and family income. The primary aim must concern evaluating the effectiveness of programs designed to promote positive cognitive and/or achievement outcomes for children (birth through 18 years) with the goal of informing ways to close the educational opportunity gaps associated with race, ethnicity, and income.

Deadline: Stage 1 Applications are accepted throughout the year. If Invited to Continue, Stage 2 Proposal Due Dates are listed on the funder website.

[CLICK HERE FOR MORE INFORMATION](#)

LONGVIEW FOUNDATION

As a small foundation, the Longview Foundation must focus its resources in order to have impact. Trustees have identified K-12 education in the U.S. as their primary area of interest and fund projects that directly support building global perspectives in teachers and students. Proposals funded will advance the field or impact significant numbers of students. The Longview Foundation does NOT fund: 1) Projects outside the United States; Projects that reach small numbers of students and teachers; Work that does not advance or contribute primarily to global understanding in K-12 education; Support for individual PK-12 schools or programs within individual schools; International travel; Project work linked to a specific country; Overhead/indirect costs above 10%; Individuals; For-profit entities. Most grants will be between \$15,000 and \$25,000.

Deadline: 20 Jan 2023 (LOI); 22 Mar 2023 (full proposal).

[CLICK HERE FOR MORE INFORMATION](#)

FUNDING OPPORTUNITIES TO CONSIDER

NATIONAL CENTER FOR SPECIAL EDUCATION RESEARCH (NCSEER)

Special Education Research and Development Center

NCSEER supports research to expand knowledge and understanding of the needs of infants, toddlers, and youth with disabilities to improve the developmental, education, and transition outcomes of such individuals. NCSEER invests in Special Education Research and Development Centers (R&D Centers) that contribute to the body of special education knowledge in the United States by engaging in research, development, evaluation, and national leadership activities aimed at improving the education system and, ultimately, student achievement. Through this program, NCSEER seeks to establish a new R&D Center on Supporting Students with Disabilities in Postsecondary Education.

Deadline: 12 Jan 2023

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Advancing Informal STEM Learning (AISL)

The AISL program is committed to funding research and practice, with continued focus on investigating a range of informal STEM learning experiences and environments that make lifelong learning a reality. This program seeks proposals that center equity and belonging, and further the well-being of individuals and communities who have historically been and continue to be excluded, under-served, or underrepresented, due to gender, race, ethnicity, sexual orientation, disability status, neurodiversity, geographic location, and economic status, among others, as well as their intersections. The current solicitation encourages proposals from institutions and organizations that serve public audiences, and specifically focus on public engagement with and understanding of STEM, including community STEM; public participation in scientific research (PPSR); science communication; intergenerational STEM engagement; and STEM media.

Deadline: 11 Jan 2023

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Alliances for Graduate Education and the Professoriate (AGEP)

The AGEP program contributes to the NSF's objective to foster the growth of a more capable and diverse research workforce. Through this solicitation, the NSF seeks to address the AGEP program goal to increase the number of historically underrepresented minority faculty in STEM. This solicitation includes three funding tracks that all support the AGEP program goal. All tracks require collaborative IHE teams to use an intersectional lens as they address systemic and institutional change strategies at IHEs to promote equity for AGEP populations. The three tracks include: 1) The AGEP Institutional Transformation Alliance (ITA); 2) The AGEP Faculty Career Pathways Alliance Model (FC-PAM); and 3) The AGEP Catalyst Alliance (ACA).

Deadline: 09 Feb 2023 (Preliminary Proposal: only required for IHEs that want to submit a full AGEP Institutional Transformation Alliance proposal); 28 Mar 2023 (AGEP Catalyst Alliance proposals); 15 Aug 2023 (Catalyst Alliance); 25 Aug 2023 (AGEP Institutional Transformation Alliance proposals).

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Discovery Research PreK-12 (DRK-12)

DRK-12 seeks to enhance the learning and teaching of science, technology, engineering, mathematics and computer science (STEM) by preK-12 students and teachers, through research and development of STEM education innovations and approaches. The DRK-12 program invites proposals that address immediate challenges that are facing preK-12 STEM education as well as those that anticipate radically different structures and functions of preK-12 teaching and learning. The DRK-12 program has three major research and development strands: (1) Assessment; (2) Learning; and (3) Teaching. The program supports six types of projects: (1) Exploratory, (2) Design and Development, (3) Impact, (4) Implementation and Improvement, (5) Syntheses, and (6) Conferences. All six types of projects apply to each of the three DRK-12 program strands.

Deadline: 04 Oct 2023.

[CLICK HERE FOR MORE INFORMATION](#)

FUNDING OPPORTUNITIES TO CONSIDER

NATIONAL SCIENCE FOUNDATION

EHR Core Research (ECR:Core)

The EHR Core Research (ECR) program offers this ECR:Core solicitation and invites proposals for fundamental research (curiosity-driven basic research and use-inspired basic research) that contributes to the general, explanatory knowledge that underlies STEM education in one or more of the three broadly conceived Research Areas: Research on STEM Learning and Learning Environments, Research on Broadening Participation in STEM fields, and Research on STEM Workforce Development. Within this framework, the ECR program supports a wide range of fundamental STEM education research activities, aimed at learners of all groups and ages in formal and informal settings.

Deadline: 05 Oct 2023

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Innovations in Graduate Education (IGE) Program

(Limited Submission) The Innovations in Graduate Education (IGE) program is designed to encourage the development and implementation of bold, new, and potentially transformative approaches to STEM graduate education training. The program seeks proposals that explore ways for graduate students in research-based master's and doctoral degree programs to develop the skills, knowledge, and competencies needed to pursue a range of STEM careers.

Deadline: 25 March 2023

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Mid-scale Research Infrastructure (Mid-scale RI-1)

With its MRI program, NSF supports infrastructure projects across science and engineering research disciplines. Within Mid-scale RI-1, proposers may submit two types of projects, "Implementation" (e.g., acquisition and/or construction) or "Design". The "Design" track is intended to facilitate progress toward readiness for a mid-scale range implementation project. Both Implementation and Design projects may involve new or upgraded research infrastructure. Mid-scale RI-1 "Implementation" projects may have a total project cost ranging from \$4-20 million. Mid-scale RI-1 "Design" projects may request less than \$4 million, with a minimum request of \$400,000 and a maximum request up to \$20 million to prepare for a future mid-scale range implementation project. Proposals involving partnerships between institutions are encouraged. PIs who are women, early-career researchers, persons with disabilities and other underrepresented minorities in STEM are also encouraged. To improve participation in science and engineering research for persons with disabilities, Mid-scale RI-1 encourages PIs to incorporate accessibility as part of a Mid-scale RI-1 design and implementation projects.

Deadline: Preliminary Proposal (Required) January 05, 2023; Full Proposal (INVITATION ONLY) May 05, 2023

[CLICK HERE FOR MORE INFORMATION](#)

ORGANIZATION FOR AUTISM RESEARCH

Autism Education Grant

Organization for Autism Research, believe in the value of teaching today's youth about autism spectrum disorders. Children who learn about the disorder develop better relationships with their peers with autism. OAR has helped educate more than 135,000 children through the Kit for Kids peer education program since 2012. This year, we are expanding our commitment to educating students by awarding grants. These grants will support projects that aim to promote autism awareness and acceptance among students in grades K-8 using OAR's peer education program.

Deadline: 22 Jan 2023

[CLICK HERE FOR MORE INFORMATION](#)

FUNDING OPPORTUNITIES TO CONSIDER

ROBERT WOODS JOHNSON FOUNDATION

Evidence for Action: Innovative Research to Advance Racial Equity

Evidence for Action prioritizes research to evaluate specific interventions (e.g., policies, programs, practices) that have the potential to counteract the harms of structural and systemic racism and improve health, well-being, and equity outcomes. We are concerned both with the direct impacts of structural racism on the health and well-being of people and communities of color (e.g., Black, Latina/o/x, Indigenous, Asian, Pacific Islander people, and other races and ethnicities)—as well as the ways in which racism intersects with other forms of marginalization, such as having low income, being an immigrant, having a disability, or identifying as LGBTQ+ or a gender minority.

Deadline: Continuous.

[CLICK HERE FOR MORE INFORMATION](#)

SPENCER FOUNDATION

Research-Practice Partnerships: Collaborative Research for Educational Change

The Research-Practice Partnership (RPP) Grants Program is intended to support education research projects that engage in collaborative and participatory partnerships. We view partnerships as an important approach to knowledge generation and the improvement of education, broadly construed. Over the long term, we anticipate that research conducted by RPPs will result in new insights into the processes, practices, and policies that improve education for learners, educators, schools, universities, families, and communities.

Deadline: 9 Nov 2022 (LOI); 7 Dec 2022 (full proposal).

[CLICK HERE FOR MORE INFORMATION](#)

For a more comprehensive list of funding opportunities that align with areas of research interest and expertise in the Cato College of Education, please visit the curated list created in Pivot at the link provided below. You may be prompted to log in to Pivot to access these results. If you do not have a Pivot account set up, you can use your UNC Charlotte NinerNet credentials as the shibboleth login when prompted. [CLICK HERE](#).

RESEARCH/FUNDING SUPPORT

Proposal Development & Submission

Stafford Farmer, Associate Director, Office of Research Services
sfarme15@uncc.edu

IRB Questions

Cat Runden, Research & Economic Development
CatRunden@uncc.edu

Post-award Support

Marian Castle, Office of Grants & Contracts
mjcastle@uncc.edu

Have content related to graduate education, research, or grant writing that you would like to share with COED faculty and staff in a future issue? Please contact Scott Kissau: spkissau@uncc.edu