

THE GRADUATE RECORD

THE CATO COLLEGE OF EDUCATION RESEARCH AND GRADUATE EDUCATION NEWSLETTER

FACULTY RESEARCH MENTORING PARTNERSHIPS

Congratulations to Drs. Premkumar Pugalenthi (Department of Middle, Secondary and K-12 Education) and Luke Reinke (Department of Reading and Elementary Education) for submitting a successful application to participate in the Faculty Research Mentoring Program. Drs. Pugalenthi and Reinke will be working with their mentor (Dr. Michelle Stephan) in the preparation and submission of a Spencer Foundation Large Research Grant proposal to investigate how to simultaneously develop students' new mathematical knowledge while also developing their capacity for critical and ethical reasoning.

Drs. Holly Johnson and Shawnee Wakeman also submitted a successful proposal. Dr. Johnson will be working with Dr. Wakeman in the preparation and submission of an Office of Special Education Programs Personnel Development Grant proposal to develop inclusive programming focused on increasing the knowledge, skills, and dispositions of general and special education undergraduate candidates with the goal of increasing the number of effective inclusive educators and inclusive opportunities for students with diverse learning needs.

A special thanks goes out to the Division of Research for providing the matching funds necessary to support both of these highly meritorious proposals.



Dr. Premkumar Pugalenthi



Dr. Luke Reinke



Dr. Michelle Stephan



Dr. Holly Johnson



Dr. Shawnee Wakeman

NEED FUNDS TO COMPLETE A RESEARCH PROJECT?

The Cato College of Education "Just in Time" Funding program is designed to provide necessary financial support to faculty and staff to complete research projects that would otherwise go unfinished or be significantly hampered. Investigators can apply to receive a maximum of \$2,000 toward the purchase of supplies or core services not supported by departmental research overhead funds or other external or internal funding sources (e.g., start-up funds, research incentive funds). Documentation of IRB approval is necessary prior to obtaining funds for any research that includes Human Subjects. The next funding deadline is January 19, 2024. Applicants can expect to hear a funding decision within a couple of weeks of the deadline. As a reminder, any funds received must be spent during the fiscal year. More information about this funding opportunity and how to apply can be found [here](#).

INCLUSIVE EXCELLENCE GRANT

Dr. Scott Kissau, Dr. Teresa Petty, and Jadah Nicholson were recently awarded an Inclusive Excellence Grant from the Office of Diversity and Inclusion to host a campus recruitment event targeting aspiring teachers

from underrepresented groups, and investigate how it influenced participants' 1) knowledge about teaching, 2) attitudes toward the teaching profession, and 3) familiarity with inclusive teaching practices. Be on the lookout for an invitation this spring to participate.





TEACHER QUALITY PARTNERSHIP



Get paid to earn a teaching license and master's degree!
Make a difference in Charlotte-Mecklenburg Schools.



Earn teacher licensure and a Master of Arts in Teaching in less than 18 months.



Receive a living wage stipend that covers the full cost of tuition, textbooks and supplies, and additional expenses.



Candidates commit to teaching in Charlotte-Mecklenburg Schools for at least three years.

UNC Charlotte's Online Grad Programs Ranked in the Top 10% Nationally by US News & World Report

TQP.charlotte.edu

RECRUITING COHORT 2

The Cato College of Education is currently recruiting its second cohort of 12 candidates for its Teacher Quality Partnership Grant project with Charlotte-Mecklenburg Schools (CMS). Eligible candidates must complete both the initial (Graduate Certificate) and advanced (MAT) licensure programs in one of five high-needs licensure areas (English language arts, mathematics, science, CTE, and Spanish) and commit to teaching in one of 12

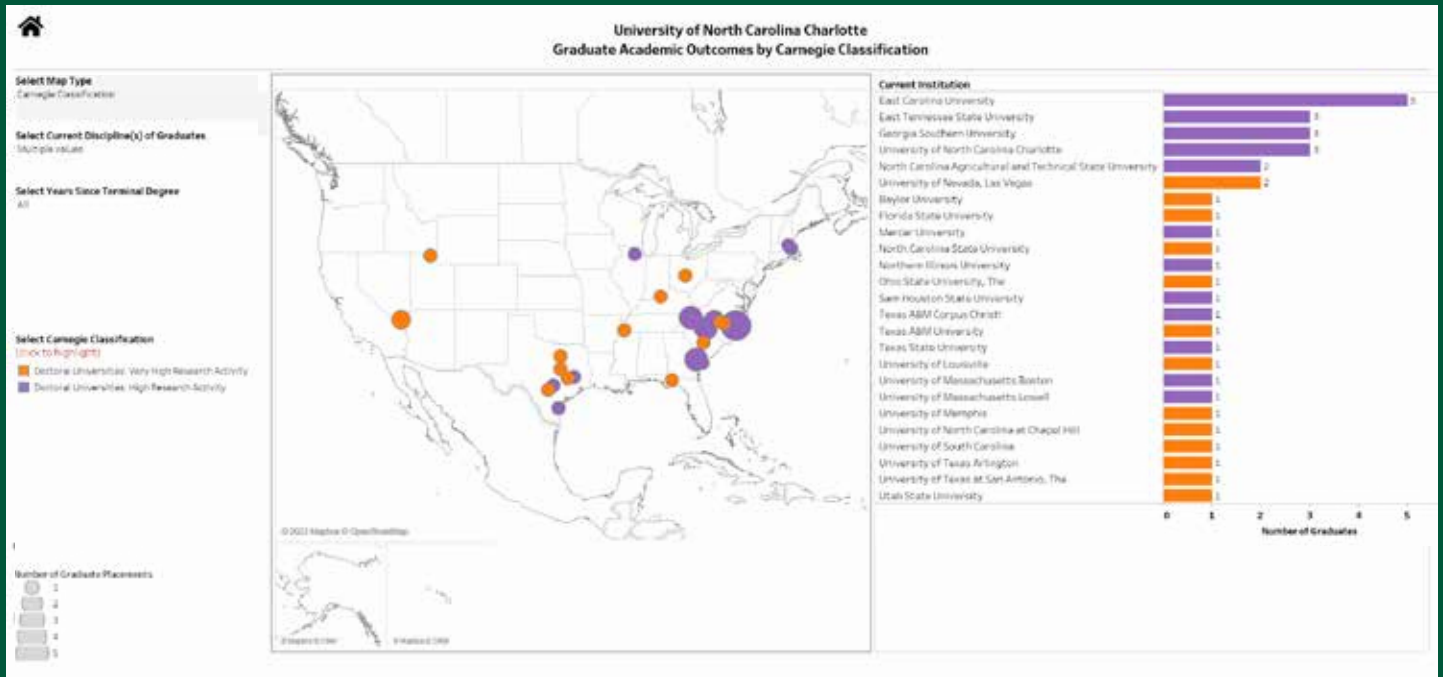
identified CMS middle or high schools for a minimum of 3 years. Selected candidates receive a living wage stipend (\$39,000), a textbook allowance (\$500), tuition support, and two years of induction support from a North Carolina New Teacher Support Coach. More information about the program can be [found here](#). Interested candidates are encouraged to email spkissau@charlotte.edu with any related questions. Please share this amazing opportunity.

GRADUATE STUDENT RESEARCH HIGHLIGHTED AT ANNUAL EVENT

Congratulations to Paige Brandon (Ph.D. - Curriculum & Instruction). Dr. Brandon did a fantastic job representing the Cato College of Education during a series of graduate student research presentations at the annual Research Partners Celebration on the evening of Tuesday, December 5th in PORTAL. Dr. Brandon showcased her doctoral dissertation research on a poster for display and discussion with guests. Her research focuses on the literate base that children attain before they enter K-12 schooling and how that base is shaped by family, race, culture, and socio-economic status.



WHERE ARE OUR DOCTORAL PROGRAM GRADUATES WORKING?



Location of graduates of our five doctoral programs currently placed in tenure/tenure track positions at U.S. research universities.

PH.D. IN CURRICULUM AND INSTRUCTION ALUMNUS

Dr. Nina Bailey, spring 2023 graduate of the Ph.D. in Curriculum and Instruction, is the 2024 recipient of the esteemed Association of Mathematics Teacher Educators (AMTE) Dissertation Award. The annual AMTE dissertation award seeks to elevate the work of early career scholars whose research has substantial implications for mathematics teacher education in any of the following ways: to understand



Dr. Nina Bailey

how social, historical, and institutional contexts of mathematics affect teaching and learning; to teach in ways that are responsive to such realities; and to advocate for every student. Dr. Bailey is an assistant professor in the Mathematics Department at Montclair State University. Contributing to Dr. Bailey's success was the amazing dissertation mentorship of Dr. Allison McCulloch (dissertation chair) and fellow committee members Drs. Luke Reinke, Michelle Stephan, Vic Cifarelli, and Jennifer Lovett.

FACULTY MENTOR TRAINING PLANNED FOR JANUARY AND MAY

The Graduate School announces two additional Faculty Mentor training opportunities. Graduate faculty, particularly newer faculty, are encouraged to attend either session: January 26 or May 16. Attendance is limited so please sign up and mark your calendar. This evidence-based curriculum comes from the CIMER

Institute (Center for the Improvement of the Mentored Experience in Research). Join the more than 240 faculty members who have already participated in this training. You will leave with tools and best practices to help you effectively mentor graduate students.

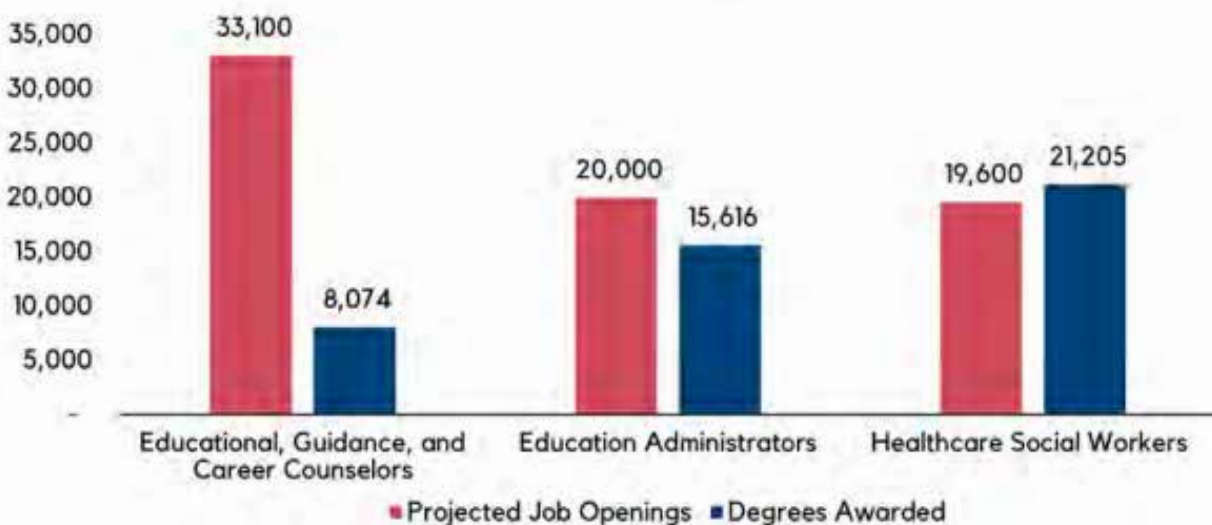
OUR SUMMER FACULTY RECRUITMENT

Now that we are approaching the coldest time of the year, it is only natural to start thinking about summer. Are you planning to throw yourself deeply into your research this summer? Have you considered engaging undergraduates on a research, scholarly, or creative project? Have you thought about how an undergraduate student can help your scholarly research program? Have you had students asking you questions that would be interesting to further investigate? Are you looking to test a new question or try something interdisciplinary? Do you have a need for a student, but not the means? The Office of Undergraduate Research (OUR) Scholars program can help you find and employ students in collaborative learning through undergraduate research, scholarly and creative activities. The summer program is ten weeks long and students can log up to 400 hours working on a research project. New to mentoring summer students? Check out [mentor expectations](#).

The Office of Undergraduate Research is now accepting submissions for faculty project descriptions for the [2024 OUR Summer Research Program](#). OUR will help support the scholars by also organizing professional development workshops for the summer students as well as hosting networking events and the Summer Research Symposium. Are you ready to submit? If you've worked with OUR in the past, you'll notice the faculty application looks different this year. Check out the [faculty project proposal form](#). If you have questions about the form, the process, or how to attract students, feel free to attend one of OUR's virtual [faculty proposal workshops](#). When you're ready, [submit your project descriptions](#). The deadline for submission is January 30, 2024. Don't forget that this is only step 1. Please help us broaden the applicant pool as much as possible and ensure that the students you're looking for are in the applicant pool. Encourage your students to apply for the program starting February 1.

IN DEMAND GRADUATE PROGRAMS

Projected Job Openings and Number of Graduate Degrees Awarded by Select Fields



Source: 2022 CGS/GRE Survey of Graduate Enrollment & Degrees. Elka Torpey, "Education level and projected openings, 2019–29," Career Outlook, U.S. Bureau of Labor Statistics, October 2020.

OPEN ACCESS PUBLISHING

Open Access publishing often comes with a cost, known as Article Processing Charge (APC). These charges can range from \$200 - \$5000. To help cover the cost of these fees, there are organizations, including Atkins Library, that may be able to provide funding. Below are some potential funding ideas.

ADD IT TO YOUR GRANT

When applying for a grant, be sure to plan for open access funding in your grant proposal.

APC DEALS AND DISCOUNTS

Atkin's Library has negotiated some discounts for APCs with the following journal publishers:

- **Cambridge University Press** - Cambridge University Press will not charge UNC Charlotte authors APCs as part of our Read and Publish Deal. For information and for eligibility requirements please visit the [OA Agreement page](#).
- **Wiley Publishing Inc** - Wiley will cover the cost of the article processing charges for articles published in most Wiley journals as part of our current Read and Publish deal. The deal has a limited number of vouchers shared with libraries in North and South Carolina and is not unlimited. Once the vouchers are no longer available you will receive a 10% discount on your APC. For information and for eligibility requirements please visit the [Carolina Consortium Agreement page](#).
- **SAGE Publishing** - Authors will receive a 10% discount on the APC if they publish Open Access in a SAGE journal. Please [contact Liz Siler](#), for instructions on how to apply this discount.

ATKINS LIBRARY OPEN ACCESS PUBLISHING FUND

Atkin's Library has established the Open Access Publishing Fund to help faculty and graduate students fund APCs. The requirements are outlined below:

- The fund is available to Faculty and Graduate Students who have an article accepted by a fully Open Access Journal and have been unable to secure funding elsewhere.
- For a journal to be eligible, it must meet the following criteria
 - Peer reviewed, Indexed by the Institute for Scientific Information (ISI), or published by a reputable OA publisher
 - Have policies and practices consistent with the [Open Access Scholarly Publishers Association Code of Conduct](#)
 - Make their standard fee schedules publicly accessible
 - Waive their fees in cases of financial hardship
- Hybrid journals, or journals that have both open access articles and paid subscriptions, will not be funded.
- Funded articles must be placed in [Niner Commons](#) upon publication.
- Funds are limited to \$1000 per article. Funds are only approved upon article acceptance.
- The library asks that funding requests be submitted only if funding is needed during the current fiscal year.
- Funds are limited and once the fund has been expended new funds will not be available until the next fiscal year.
- Due to limited funds, authors are only allowed one award per fiscal year.

To apply for funding please complete the [application form](#). If you have any questions about the fund please contact Liz Siler, Associate Dean for Collection Services, at esiler3@charlotte.edu.

CATO COLLEGE OF EDUCATION RESEARCH SYMPOSIUM

What is it?

- ◆ Event to showcase student and faculty research at various stages of development
- ◆ Presenters share research via rounds of 20-minute poster presentations.

When is it?

- ◆ April 8, 2024, 3:30pm - 5pm

Where is it?

- ◆ Lucas Room (in the Cone Center)

Why Participate?

- ◆ Share research interests
- ◆ Hone research and presentation skills
- ◆ Receive feedback
- ◆ Add line in vita
- ◆ \$500 prizes to support PD
- ◆ Quick and easy submission process
- ◆ No charge to participate
- ◆ College will print your poster for you
- ◆ Socialize with colleagues
- ◆ Enjoy food and drinks

How to Participate?

1. Complete [online submission form](#) by **February 9.**
 2. Presenters notified of acceptance by **February 16** and receive blank poster template to complete and submit as an email attachment (pdf file) to mingra17@charlotte.edu by **March 15.**
 3. Dean's Office prints posters on foam boards.
 4. Posters available for pick-up **April 2-5** in Dean's Office Suite (room 209) or on-site in the Lucas Room on **April 8.**
 5. Present posters on **April 8.**
- For more information contact Scott Kissau @ spkissau@charlotte.edu.



To support our current teacher candidates in their effort to pass the PRAXIS II, as well as other licensure tests (e.g., Foundations of Reading), to remove barriers for those hoping to use a passing PRAXIS II score to meet admission requirements, and to provide professional development for teachers, the Cato College of Education at the University of North Carolina at Charlotte is pleased to offer a variety of free online workshops.

These free workshops will be held virtually (via Zoom) and conducted from February through May. The dates of the specific workshops that will be offered are indicated below.

To attend any of the workshops, please complete the online registration form via the link below. Once you have submitted the form, you should immediately receive email confirmation. Note that the confirmation also provides the links to all of the online Zoom workshops. Please make note of the link(s) for the workshop(s) that you plan to attend, as you may not receive an individual invitation from the presenter. Please email trecruitment@charlotte.edu with any related questions.

Sign up for the following workshop via our google form:

<https://forms.gle/csLcrr8HdfUGw6f46>

Topic	Presenters	Date & Time
Foundations of Reading	Paola Pilonieta & Jean Vintinner	Wednesday, 03/27 6:00 - 9:00 p.m.
SPED General Curriculum (5543)	Darcy Fredrick	Saturday, 02/24 9:00 a.m. - 3:00 p.m.
SPED Adapted Curriculum (5545)	Leslie Bross	Wednesday, 04/17 6:00 - 9:00 p.m.
Middle (5440 or 5442) & Secondary (5435) Comprehensive Science	Christine Ward	Saturday, 03/23 9:00 a.m. - 12:00 p.m.
Middle Grades & Secondary English Language Arts	Adam Myers	Tuesday, 02/20 6:00 - 8:30 p.m.
Middle School (5089) & High School (5081) Social Studies	Oscar Lansen	Wednesday, 03/20 6:30 - 9:00 p.m.
Praxis Elementary Math CKT (7813)	Allison Elowson	Saturday, 03/16 9:00 a.m. - 3:00 p.m.
Praxis - Middle Grades Math	Allison Elowson	Saturday, 03/30 9:00 a.m. - 3:00 p.m.
Praxis - Secondary Math	Allison Elowson	Saturday, 04/06 9:00 a.m. - 3:00 p.m.
English as a Second Language (5362)	Cornelia Okraski	Wednesday, 05/01 6:00 - 9:00 p.m.
CTE: Business/IT (5101) & Marketing (5561)	Nakesha Dawson	Wednesday, 02/28 6:00 - 9:00 p.m.
Instructional Coaching	LaTonya Gaines-Montgomery	Saturday, 02/24 10:00 a.m. - 12:00 p.m.

FUNDING OPPORTUNITIES TO CONSIDER

AMERICAN PHILOSOPHICAL SOCIETY

Phillips Fund for Native American Research

The Phillips Fund of the American Philosophical Society provides grants for research in Native American linguistics, ethnohistory, and the history of studies of Native Americans, in the continental United States and Canada. The grants are intended for such costs as travel, audio and video recordings, and consultants' fees. Grants are not made for projects in archaeology, ethnography, or psycholinguistics; for the purchase of permanent equipment; or for the preparation of pedagogical materials. The committee distinguishes ethnohistory from contemporary ethnography as the study of cultures and cultural change through time. The committee prefers to support the work of younger scholars who have received the doctorate. Applications are also accepted from graduate students for research on master's theses or doctoral dissertations.

Deadline: 01 March 2024.

[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](#)

CAPLAN FOUNDATION FOR EARLY CHILDHOOD

Grants

The Caplan Foundation for Early Childhood is an incubator of promising research and development projects that appear likely to improve the welfare of young children, from infancy through 7 years, in the United States. Welfare is broadly defined to include physical and mental health, safety, nutrition, education, play, familial support, acculturation, societal integration and childcare. The Foundation provides funding in the following areas: 1) Early Childhood Welfare; 2) Early Childhood Education and Play; 3) Parenting Education.

Deadline: 31 Jan 2024 (Letter of Inquiry).

[CLICK HERE FOR MORE INFORMATION](#)

FOUNDATION FOR CHILD DEVELOPMENT

FCD Young Scholars Program (YSP)

The Foundation believes that a deeper understanding of the role of ECE professionals in enhancing young children's early learning experiences can ultimately improve the chances for all children to reach their full potential. All proposed research must have primary questions that are relevant to the ECE workforce. All supported research questions must support scientific inquiry into the implementation of specific ECE programs, policies, or practices. While substantial research has focused on examining what constitutes high-quality early learning experiences and the impact of policies and programs to identify "what works," implementation research is needed to better understand how to bring about high-quality experiences for different groups of children, across different settings and contexts. Finally, all supported research must have a clear connection to programs, policies, and practices that have the potential to result in a positive impact on the ECE workforce and on the young children in the YSP priority populations. For proposed research projects involving either primary data collection or a combination of primary data collection and secondary data analysis, the maximum grant award, including indirect costs, is \$225,000 to be used over a two- to three-year period. Eligible researchers must have received their doctoral degrees (e.g., Ph.D., Ed.D., Psy.D., J.D., etc.) between January 1, 2014 and June 30, 2022.

Deadline: 13 June 2024 (Letter of Intent); 13 October 2024 (Application).

[CLICK HERE FOR MORE INFORMATION](#)

INTERNATIONAL LITERACY ASSOCIATION

Jerry Johns Outstanding Teacher Educator in Reading Award

The International Literacy Association (ILA) Jerry Johns Outstanding Teacher Educator in Reading Award is a US\$1,000 award honoring an outstanding college or university teacher of reading methods or reading-related courses. Nominees must be leaders in the field of reading who serve the profession and assume leadership positions in appropriate college, school, community, and/or professional organizations. To be eligible, a candidate must be an ILA member in good standing and maintain active membership through June 30, 2024.

Deadline: March 15, 2024.

[CLICK HERE FOR MORE INFORMATION](#)

FUNDING OPPORTUNITIES TO CONSIDER

LONGVIEW FOUNDATION

Grants

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 foundation is interested in supporting activities that have other sources of funding and can demonstrate sustainability beyond the grant period. Most grants will be between \$15,000 and \$25,000.

Deadline: 18 Jan 2024 (LOI); 26 Mar 2024 (Full Proposal).

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL INSTITUTE OF HEALTH

Providing Research Education Experiences to Enhance Inclusivity for a Diverse Substance Use and Addiction Scientific Workforce

The NIH Research Education Program (R25) supports research education activities in the mission areas of the NIH. The overarching goal of this R25 program is to support educational activities that encourage individuals from diverse backgrounds, including those from groups underrepresented in the biomedical and behavioral sciences, to pursue further studies or careers in research.

Deadline: 14 May 2024

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Alliances for Graduate Education and the Professoriate (AGEP)

The NSF seeks to build on prior AGEP work, and other research and literature concerning racial and ethnic equity, in order 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.

Deadline: 13 Feb 2024 (Preliminary Proposal); 26 March 2024 (Full Proposal).

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Computer Science for All

This program aims to provide all U.S. students with the opportunity to participate in computer science (CS) and computational thinking (CT) education in their schools at the preK-12 levels. With this solicitation, the National Science Foundation (NSF) focuses on both research and researcher-practitioner partnerships (RPPs) that foster the research and development needed to bring CS and CT to all schools. Specifically, this solicitation aims to provide (1) high school teachers with the preparation, professional development (PD) and ongoing support they need to teach rigorous computer science courses; (2) preK-8 teachers with the instructional materials and preparation they need to integrate CS and CT into their teaching; and (3) schools and districts with the resources needed to define and evaluate multi-grade pathways in CS and CT.

Deadline: 14 Feb 2024.

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Discovery Research PreK-12 (DRK-12)

The goal of the DRK-12 program is to catalyze research and development that enhances all preK-12 teachers' and students' opportunities to engage in high-quality learning experiences related to STEM. The program's objectives are to: (1) build knowledge about how to develop preK-12 students' and teachers' STEM content knowledge, practices, and skills; (2) support collaborative partnerships among STEM education researchers, STEM education practitioners and school leaders with the goals of extending relevant scientific literatures while developing more effective practice; and (3) build the field of STEM education by supporting knowledge synthesis, interdisciplinary interactions across fields and stakeholders, and the development of novel and robust ways of assessing teacher and student learning, engagement, and skills. Outcomes of DRK-12 projects can include but are not limited to promising, evidence-based products that can be used by others to support the success of all teachers and all students (e.g., curriculum, teaching and research tools, and models of collaboration). The program solicits proposals along two strands: (1) Learning and (2) Teaching.

Deadline: 13 Nov 2024.

[CLICK HERE FOR MORE INFORMATION](#)

FUNDING OPPORTUNITIES TO CONSIDER

NATIONAL SCIENCE FOUNDATION

EHR Core Research: Building Capacity in STEM Education Research

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: 3 Oct 2024.

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Ethical and Responsible Research (ER2)

ER2 research projects use fundamental research to produce knowledge about what constitutes or promotes responsible or irresponsible conduct of research and why, as well as how to best instill this knowledge into researchers, practitioners, and educators at all career stages. In some cases, projects will include the development of interventions or applications to ensure ethical and responsible research conduct. The program funds research projects that identify: 1) factors that are effective in the formation of ethical science, technology, engineering, and mathematics (STEM) researchers; 2) approaches to developing those factors in all STEM fields that NSF supports; and 3) why and how those factors and approaches increase responsibly conducted research.

Deadline: 25 Jan 2024.

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Growing Research Access for Nationally Transformative Equity and Diversity (GRANTED)

The National Science Foundation (NSF) seeks to encourage nationally transformative ideas and scalable models to strengthen the Nation's research enterprise, particularly at emerging research and minority-serving institutions. Broadly defined, the research enterprise includes human capital, practices and processes related to research development, research administration, technology transfer and commercialization, corporate relation/public-private partnerships, research integrity, compliance and security, research policy, student research training, and research leadership.

Deadline: You can apply for this opportunity at any time.

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Improving Undergraduate STEM Education (IUSE)

The IUSE seeks to promote novel, creative, and transformative approaches to generating and using new knowledge about STEM teaching and learning to improve STEM education for undergraduate students. It supports projects that seek to bring recent advances in STEM knowledge into undergraduate education, that adapt, improve, and incorporate evidence-based practices into STEM teaching and learning, and that lay the groundwork for institutional improvement in STEM education.

Deadline: 17 January 2024; 17 July 2024.

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science (NSF INCLUDES)

NSF INCLUDES seeks to motivate and accelerate collaborative infrastructure building to advance equity and sustain systemic change to broaden participation in STEM fields at scale. Significant advancement in the inclusion of groups that have historically been excluded from or under-served in STEM will result in a new generation of STEM talent and leadership to secure the Nation's future and long-term economic competitiveness. With this solicitation, NSF offers support for five types of projects that connect and contribute to the National Network: (1) Design and Development Launch Pilots, (2) Collaborative Change Consortia, (3) Alliances, (4) Network Connectors, and (5) Conferences. All NSF INCLUDES funded projects must operationalize five design elements of collaborative infrastructure - (1) shared vision, (2) partnerships, (3) goals and metrics, (4) leadership and communication, and (5) expansion, sustainability, and scale - to create systemic change that will lead to the substantially broadened participation of individuals from historically excluded and undeserved groups in STEM.

Deadline: 22 Oct 2024.

[CLICK HERE FOR MORE INFORMATION](#)

FUNDING OPPORTUNITIES TO CONSIDER

NATIONAL SCIENCE FOUNDATION

Research Coordination Networks (RCN)

The goal of the RCN program is to advance a field or create new directions in research or education by supporting groups of investigators to communicate and coordinate their research, training and educational activities across disciplinary, organizational, geographic, and international boundaries. The RCN program provides opportunities to foster new collaborations, including international partnerships where appropriate, and address interdisciplinary topics. Innovative ideas for implementing novel networking strategies, collaborative technologies, training, broadening participation, and development of community standards for data and meta- data are especially encouraged. RCN awards are not meant to support existing networks; nor are they meant to support the activities of established collaborations.

Deadline: Proposals are accepted at any time.

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Research Experiences for Teachers (RET) in Engineering and Computer Science: Sites and Supplements

The Research Experiences for Teachers (RET) in Engineering and Computer Science program supports authentic summer research experiences for K-14 educators to foster long-term collaborations between universities, community colleges, school districts, and industry partners. With this solicitation, the Directorates for Engineering (ENG) and Computer and Information Science and Engineering (CISE) focus on a reciprocal exchange of expertise between K-14 educators and research faculty and (when applicable) industry mentors. K-14 educators will enhance their scientific disciplinary knowledge in engineering or computer science and translate their research experiences into classroom activities and curricula to broaden their students' awareness of and participation in computing and engineering pathways. At the same time, the hosting research faculty will deepen their understanding of classroom practices, current curricula, pedagogy, and K-14 educational environments.

Deadline: 09 Oct 2024.

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Research on Innovative Technologies for Enhanced Learning (RITEL)

The RITEL program is to support early-stage research in emerging technologies for teaching and learning that respond to pressing needs in authentic (real-world) educational environments. RITEL supports future-oriented exploratory and synergistic research in emerging technologies (including, but not limited to, artificial intelligence (AI), robotics, and immersive or augmenting technologies) for teaching and learning. The program accepts proposals that focus on learning, teaching, or a combination of both. The scope of the program is broad and includes teaching and learning in science, technology, engineering, and mathematics (STEM) and in foundational areas that enable STEM (e.g., self-regulation, literacy, communication, collaboration, creativity, and socio-emotional skills). RITEL supports research in all learning contexts (e.g., formal, informal, workplace) and for all learner populations. RITEL has a special interest in diverse learner/educator populations and in developing new educational technologies that are cost-effective for budget-limited school districts, colleges and universities. Research in this program should be informed by the convergence (synthesis) of multiple disciplines.

Deadline: 24 Jan 2024

[CLICK HERE FOR MORE INFORMATION](#)

ORGANIZATION FOR AUTISM RESEARCH (OAR)

Graduate Research Grants

The OAR Graduate Research Grant Competition offers grant awards for students conducting autism research as a requirement in pursuit of a master's degree and for students who are doctoral candidates or post-doctoral students. OAR funds studies that will likely produce practical and clearly objective results that may aid parents, families, professionals, and people with autism to make more fully informed choices that will lead to healthier and happier lives.

Deadline: 05 Feb 2024.

[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](#)

TEAGLE FOUNDATION

Education for American Civic Life

The Education for American Civic Life initiative supports efforts to prepare students to become informed and engaged participants in the civic life of their local and national communities. Grants of varying amounts, ranging from \$100,000-\$300,000 over a 24-36 month period, will be made to each funded project participating in this initiative.

Deadline: Continuous.

[CLICK HERE FOR MORE INFORMATION](#)

WILLIAM T. GRANT FOUNDATION

Research Grants on Reducing Inequality

This program supports research to build, test, or increase understanding of programs, policies, or practices to reduce inequality in the academic, social, behavioral, or economic outcomes of young people ages 5-25 in the United States. We prioritize studies that aim to reduce inequalities that exist along dimensions of race, ethnicity, economic standing, language minority status, or immigrant origins.

Deadline: 10 Jan (LOI); 3 May, 2024 (LOI); 2 Aug, 2024 (LOI).

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 shibbolethwhereh login when prompted. [CLICK HERE.](#)

RESEARCH/FUNDING SUPPORT

Finding Funding Opportunities

Kailey Hess, Social Research Assistant,
Center for Research Excellence
Khess10@charlotte.edu

Proposal Development & Submission

Kristen Morse, Proposal Development
Officer, Office of Research Services,
kmorse2@charlotte.edu

IRB Questions

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

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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@charlotte.edu