

THE GRADUATE RECORD

THE CATO COLLEGE OF EDUCATION RESEARCH AND GRADUATE EDUCATION NEWSLETTER

AWARD-WINNING FACULTY

Every year at the annual Association for Science Teacher Education (ASTE) conference, members can nominate papers that are associated with conference presentations for a research award. After the 2023 ASTE conference, Dr. Daniel Alston and Dr. Lenora Crabtree were nominated for their paper associated with their presentation entitled, *Employing Justice-Oriented Curricula and Pedagogy to Support Elementary Teacher Candidates' Future Science Teaching*. The paper and presentation described a research study that incorporated three justice-oriented curricular innovations which supported preservice elementary teachers as they learned to teach science to elementary students. Also described, are the rationales for each curricular innovation and the impact of each innovation on



student learning. Finally, they end with a discussion about the strengths and weaknesses of the curricular innovations, their generalizability, and the relevance and need for justice-oriented curricular innovations in the current political climate. Drs. Crabtree and Alston submitted their manuscript

and after a rigorous review and selection process, were selected as the 2024 ASTE recipients for the ASTE Award IV for Innovation in Teaching Science Teachers. They received their award at the awards luncheon during this year's ASTE conference in New Orleans, LA.

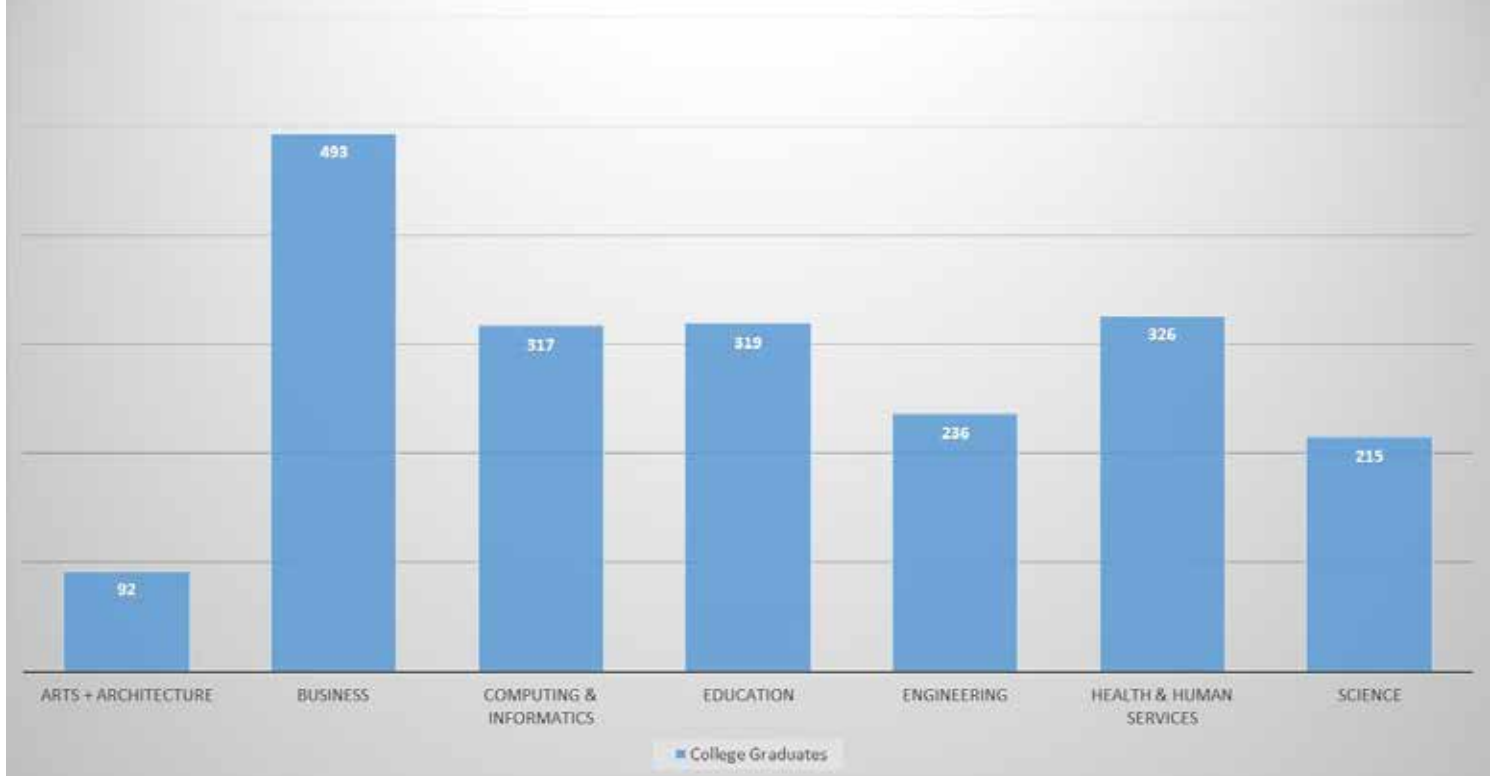
GRANT DEVELOPMENT WEBINAR SERIES

The Cato College of Education is pleased to continue offering its 2023-2024 grant development webinar series for all faculty, staff, and doctoral students. The next webinar, *Keys to Writing Effective Proposals (2/28/2024 3:30-5 pm)*, will focus on the key steps for planning a fundable research project and writing a competitive proposal, best practices, and common mistakes to avoid. The webinar will also cover how to interpret and respond to reviews. Please share this opportunity with doctoral students. Anyone interested in attending is asked to [register here](#). A calendar invitation with Zoom link will follow. If you have already registered and received a calendar invitation, you do not need to complete the form again.

MENTOR TRAINING

The Graduate School is offering Mentor Training for graduate faculty on May 16, 9:00-4:00. The session will be held in the Halton Reading Room. The curriculum comes from the Center for the Improvement of the Mentored Experience in Research (CIMER) at the University of Wisconsin. It is highly interactive and includes a variety of useful resources and tools. 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. Attendance is limited, so please sign-up early for the [May 16 Session](#).

Summer & Fall 2023 Graduates



SYSTEMATIC REVIEW COLLABORATION

Over the past two years (2022-2024), the Cato College of Education has collaborated on a pilot project with colleagues in Atkins Library to conduct systematic reviews for select research projects using a web-based software platform that facilitates and streamlines the completion of such reviews (Covidence). Systematic reviews are an important strategy for synthesizing evidence on a variety of scholarly topics. Research suggests review teams that include librarians, who possess unique information retrieval and management skills, produce higher quality systematic reviews. This year, the following four teams of researchers in the Cato College of Education have been selected to participate in the second year of this pilot project:

1. Brittany Hart (doctoral candidate in the Ph.D. in Curriculum & Instruction) and her team of faculty collaborators, including Drs. Erin Washburn, Alicia Stewart, and Paola Pilonieta (Department of Reading & Elementary Education) will be working with Abby Moore (Education Librarian) to investigate the effects of teacher professional development targeting elementary reading instruction on teacher outcomes.
2. Katherine Ren (doctoral candidate in the Ph.D. in Educational Research, Measurement & Evaluation), in collaboration with Dr. Chuang Wang (Department

**ATKINS
LIBRARY**

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OF EDUCATION**

of Educational Leadership), will be working with Ryan Harris (Associate Dean for Public Services) to investigate the relationship between motivational belief and achievement in STEM education and the gender difference.

3. Drs. Cindy Gilson and Michael Matthews (Department of Special Education and Child Development) and Thomas Connors (doctoral candidate in the Ph.D. in Special Education) will be working with Ryan Harris (Associate Dean for Public Services) to investigate the efficacy of add-on teacher preparation programming approaches in gifted education.

4. Drs. Xiaoxia Newton (Department of Educational Leadership), David Pugalee (CSTEM), and Audrey Rorrer (College of Computing and Informatics), along with Jada Deiderich (ERME doctoral candidate), are working with Beth Auten (Atkin's Librarian) to investigate the current landscape of building teachers' capacity for teaching computing and computer science at K12 level.



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.

USE OF GENERATIVE AI IN PROPOSAL DEVELOPMENT

Generative artificial intelligence (GAI) systems have great potential to support the U.S. National Science Foundation's mission to promote the progress of science. While NSF will continue to support advances in this new technology, the agency must also consider the potential risks posed by it. To safeguard the integrity of the development and evaluation of proposals in the merit review process, NSF encourages proposal developers to indicate in the project description the extent to which, if any, generative AI technology was used and how it was used to develop their proposal. NSF is examining the use of GAI in proposal preparation and seeks to first understand how it is used by the community to minimize



administrative requirements and build appropriate processes and resources for the merit review process. NSF may publish further guidelines for use as needed.

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.

How America Pays for Graduate School

A snapshot of grad student attitudes and actions from the national study by Sallie Mae® and Ipsos

Driven by career goals, grad students are willing to invest time and money in their future. They pay more than 3/4 of grad school expenses themselves.

2/3 say a grad degree is the new minimum standard for professionals

9 in 10 believe they will make more money post-degree



They're motivated to earn their degree



63% begin a grad program within 1 year of their undergrad degree

Where the money for grad school comes from

Student borrowing

64% of students file a FAFSA



Student earnings

Includes income and savings

3% is paid for by tuition reimbursement or other employer benefits

Grants, fellowships, scholarships, and tuition waivers

40% of students take advantage of free money

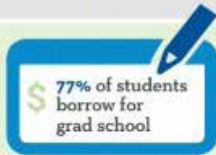
External contributions

17% of students receive money from family and friends

More attend full time than part time



86% More students choose a school based on quality or convenience than cost



77% of students borrow for grad school



47% of grad students have at least one federal loan



Of those who have a federal loan, half expect Public Service Loan Forgiveness

For the complete report, visit SallieMae.com/HowAmericaPaysGrad

Join the conversation at #HowGradsPay

"How America Pays for Graduate School," by Sallie Mae, the nation's saving, planning, and paying for college company, and Ipsos, the world's third-largest market research company, reports the results of 7,397 online interviews (Ipsos conducted between 09/18/17 and 07/10/17 of students age 20 or older attended full time or part time in graduate school).

OPEN ACCESS POLICY

Members of Atkins Library's Scholarly Communications Committee have been working with the Office of Legal Affairs to develop a campus-wide open access policy. An open access policy would enable the university to archive the full text of faculty journal articles in UNC Charlotte's open repository, Niner Commons.

How would an open access policy work on campus? We know that faculty are busy, so they would not be expected to track and submit their work through the repository. The library will conduct this process and make it as seamless as possible. This policy would also allow you to easily opt out of participating whenever required by your publisher.

Open access policies are a well established practice within the scholarly communications landscape, with the majority of policies passed over ten years ago. We are excited to bring this to the campus. You can learn more about the proposed policy through these resources:

- [FAQ sheet](#)
- [Video presentation](#)
- [Draft language](#)

If you have additional questions, please contact:

- Liz Siler, Associate Dean for Collection Services, esiler3@charlotte.edu
 - Jeff McAdams, Engineering and Open Education Librarian, JMMcAdams@charlotte.edu
 - Savannah Lake, Digital Scholarship Librarian, savannah.lake@charlotte.edu
- You can also [share comments and feedback](#).

GIFT CARDS CHARGED TO A GRANT

The Office of Grants & Contracts Administration has advised that physical gift cards for human subject incentives must initially be charged to a non-grant fund (e.g., a departmental fund, the PI's PIFA fund). After the incentive session is over, the amount that was actually distributed can then be transferred to the grant fund, provided that the incentive session and distribution occurred during the grant's project period. For example, if you purchased 100 physical gift cards at \$10 each and distributed 80 gift cards, \$800 can then be transferred to the grant fund. Approvers for the transfer must include the PI and Sarah Johnson. Please be sure to use the correct expense account category code for Subject Incentive Fees (921160). PIs and/or departmental administrators should be tracking the gift cards and getting signatures upon pickup of physical gift cards. [Here is the link](#) to a log sheet that should be used to maintain compliance. Whenever feasible, PIs are encouraged to consider using e-gift cards. E-Gift cards that are purchased from Amazon.com and are emailed immediately to the human subjects can be charged immediately to the grant. Further, they only require the PI to track the name and email address of recipients. If you have any questions, please reach out to Sarah Johnson [@sjohn305@charlotte.edu](mailto:sjohn305@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 Larsen	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.

POSTDOCTORAL HIRING PROGRAM

The UNC Charlotte Postdoctoral Hiring Program is intended to enhance our research excellence across campus. Starting in the academic year 2023-24, this program will add up to 15 new, 2-year postdocs.

ELIGIBILITY

All tenured and advanced (post-reappointment review) tenure-track faculty are eligible to apply. Chairs/Deans may also submit a request when recruiting senior faculty.

CRITERIA

Approvals will preference postdoctoral placements that meet the following criteria:

- Research area aligns with a research hub represented by a Center, Ignite Pilot Center, areas identified in the Top-tier Research Excellence Report, or an emerging research cluster.
- The faculty mentor has already been successful in securing competitive, external research funding and is poised to move to an even higher level of success with additional support from a postdoc.
- Envisioned work will lead to a new or greatly expanded funding stream for the faculty member.
- Faculty mentor agrees to be accountable for the new position resulting in increased external funding for their research program, including continued support for the postdoc position beyond the 2-year “startup” period. The faculty mentor agrees (if not already undertaken) to complete the Graduate School Mentoring Training.
- A minimum 25% match from the Department/College/AA.

APPLICATION PROCESS

Complete applications will consist of an up to 2 single-spaced page application letter addressing the above criteria, the mentor’s cv, the postdoctoral candidate’s cv or list of job duties/hiring criteria, and a brief note of support from the Chair and/or Dean with confirmation of the match. Applications are considered on a rolling basis to provide the most flexibility.

- Materials should be submitted [here](#) and include an uploaded single .pdf in the following order (named as: LastName_FirstName.pdf):
 - Application Letter
 - Applicant/Mentor cv
 - Optional: PostDoc cv
- The note of support from the Chair and/or Dean should be emailed directly to Deborah Thomas (deborah.thomas@charlotte.edu).

SELECTION PROCESS

Applications will be reviewed as received until all placements have been allocated over the next 18 months. Awardees will be selected by the Vice Chancellor for Research and the Associate Vice Chancellor for Research in consultation with the Provost and relevant Dean(s). All applicants will be notified of a decision within three (3) weeks (expedited if recruiting).

13TH ANNUAL TEACHER 2 TEACHER CONFERENCE

The Cato College of Education is pleased to present the 13th annual Teacher 2 Teacher Conference on March 5, 2024 (8:00 a.m. to 3:30 p.m.). The purpose of this conference is to provide affordable yet meaningful professional development opportunities to North Carolina educators. The conference theme this year is Looking to the Future and Living in the Present: Embracing the Joy of the Classroom. This mini-conference is designed by teachers for teachers. P-12 teachers are invited to participate as well as present at the conference. Participants are eligible to receive 0.65 continuing education units (CEUs) or 6.5 hours of contact towards professional certification. Please go ahead and register today! Don’t hesitate to share this email and our [registration website](#) with your contacts. The registration fee includes lunch AND parking!

UrbanCORE OPEN HOUSE

UrbanCORE, UNC Charlotte’s hub for engaged scholarship, will host an open house on March 19, from 4 p.m. – 6 p.m. All UNC Charlotte faculty and staff interested in community engagement are invited to unwind at our campus home in Sycamore Hall. The intent of the open house is just to reconnect. There is no formal agenda. Beer, wine, and hors d’oeuvres will be provided. For more information reach out to Dr. Tamara Johnson, director of engaged scholarship, at TamaraJohnson@charlotte.edu and Dr. Holly Middleton, associate director of engaged scholarship at holly.middleton@charlotte.edu.



CATO COLLEGE OF EDUCATION FACULTY WRITING GROUP

A supportive space that helps researchers to...

- Take advantage of structured writing time
- Meet individual writing goals
- Enhance writing productivity
- Break isolation and build community

If you would like to learn more about the
Cato College of Education Faculty Writing Group,
please contact Scott Kissau at spkissau@charlotte.edu



THE 2024 GRADUATE SCHOOL SUMMER FELLOWSHIP PROGRAM (GSSF)

PURPOSE

To provide students with financial support during a time when they may be most productive yet have the fewest funding options: the summer.

ASSUMPTIONS

Students will utilize the three summer months to dedicate significant effort to their research project, thereby making timely progress to the degree. The GSSF is designed to replace a TA or other summer job that takes the student away from their research.

ELIGIBILITY AND REQUIREMENTS (THERE ARE NO EXCEPTIONS)

- Doctoral (Ph.D./Ed.D) student
- Enrolled full-time in the 2023-2024 academic year (GRAD 9800 or 9 hours)
- Must pass the qualifying exam and proposal defense by May 15th, 2024
- GPA 3.0 or greater
- Will not hold a summer job that is unrelated to your dissertation research (i.e. TA or RA not related to your dissertation)
- Will be mentored/supervised by the student's dissertation advisor
- Have not held the GSSF more than once in the past
- Applications may be rejected for not following guidelines, below, and none will be accepted after the deadline.

SUPPORT

\$8,000 paid at the end of May, provided eligibility has been met (successful qualifying exam, proposal defense and GPA).

APPLICATION COMPONENTS

1. Project Proposal: Prepare a proposal for the completion of your dissertation project - the remaining work for the summer and to graduation - written for someone in your general field. The proposal is limited to 800 words, not including references or figure legends, and must include:

- a. An introduction to the field and its importance,
- b. Gaps in knowledge and questions/hypotheses to be addressed,
- c. Tools used to address them,
- d. Potential significance of the outcome to your field of study

2. Timeline (not included in the 800 words): Submit a timeline illustrating your plan to complete the project. The timeline may include dates beyond the summer, leading to your anticipated graduation.

3. Anticipated Graduation (not included in the 800 words): Indicate your year and semester of anticipated graduation.

4. Curriculum Vitae (CV, also not included in the 800 words).

Upload the four components into the GSSF online application by March 1st, 2024, 11:59pm.

A committee of faculty members will review applications and provide decisions no later than April 15th, 2024.

Additional details are [provided here](#).

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](#)

FUNDING OPPORTUNITIES TO CONSIDER

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](#)

U.S. DEPARTMENT OF DEFENSE

Department of Navy (DoN) Science, Technology, Engineering & Mathematics (STEM), Education and Workforce Program

This funding opportunity is for STEM education programs and activities that are primarily focused on physical and natural sciences, technology, engineering, social sciences, and mathematics disciplines, topics, or issues (including environmental science education or stewardship). STEM education programs and activities that could be supported by this opportunity include one or more of the following as the primary objective: 1) Develop learners' knowledge, skill, or interest in STEM; 2) Attract students to pursue certifications, licenses, or degrees (two-year degrees through postdoctoral degrees) or careers in STEM fields; 3) Provide growth and research opportunities for post-secondary, college and graduate students in STEM fields, such as working with researchers or conducting research that is primarily intended to further education; 4) Improve mentor/educator (K-12 pre-service or in-service, post-secondary, and informal) quality in STEM areas; and 5) Improve or expand the capacity of institutions to promote or foster STEM fields.

Deadline: 12 Apr 2024 (white paper); 30 Aug (application).

[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](#)

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](#)

FUNDING OPPORTUNITIES TO CONSIDER

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](#)

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

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](#)

FUNDING OPPORTUNITIES TO CONSIDER

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](#)

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

Responsible Design, Development, and Deployment of Technologies (ReDDDoT)

The ReDDDoT program invites proposals from multidisciplinary, multi-sector teams that examine and demonstrate the principles, methodologies, implementations, and impacts associated with responsible design, development, and deployment of technologies in practice, focusing especially on the key technologies specified in Section 10387 of the CHIPS and Science Act of 2022. The broad goals of the ReDDDoT program include educating and training the science, technology, engineering, and mathematics (STEM) workforce on approaches to responsible design, development, and deployment of technologies.

Deadline: 08 Apr 2024 (Phase 1); 22 Apr 2024 (Phase 2).

[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](#)

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](#)

RUSSELL SAGE FOUNDATION

The Russell Sage Foundation's (RSF) program on Social, Political, and Economic Inequality supports original research on the factors that contribute to social, political, and economic inequalities in the U.S., and the extent to which those inequalities affect social, political, psychological, and economic outcomes, including educational and labor market opportunities and consequences, social and economic mobility within and across generations, and civic participation and representation.

Deadline: 16 Apr 2024 (LOI); 22 Jul 2024 (Proposal).

[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](#)

U.S. DEPARTMENT OF EDUCATION

Fulbright-Hays Group Projects Abroad (GPA) Program

The purpose of the Fulbright-Hays GPA Program is to promote, improve, and develop the study of modern foreign languages and area studies in the United States. The program provides opportunities for faculty, teachers, and undergraduate and graduate students to conduct group projects overseas. Projects may include either (1) short-term seminars, curriculum development, or group research or study, or (2) long-term advanced intensive language programs.

Deadline: 18 Mar 2024.

[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

Finding Funding Opportunities

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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