

# THE GRADUATE RECORD

THE CATO COLLEGE OF EDUCATION RESEARCH AND GRADUATE EDUCATION NEWSLETTER

## FACULTY RECOGNITION

The American Association on Intellectual and Developmental Disabilities (AAIDD) recently announced that Dr. Virginia Walker (Department of Special Education and Child Development) has received the designation of Fellow of the Association (FAAIDD). This distinction is a high honor and is presented after review and consideration by a committee of leaders in the Association. Individuals may be nominated for preferment to Fellow after they have had at least seven years of continuous membership in the AAIDD, participation in the professional and business affairs of the Association, and are judged to have made a meritorious contribution to the field of intellectual disability. Dr. Walker will be honored at the 148th AAIDD Annual Meeting to be held June 10-12, 2024 in Louisville, Kentucky.



DR. VIRGINIA WALKER

## HIGHER EDUCATIONAL PROFESSIONAL TO WATCH AWARD

Annually, the Board of Directors with the North Carolina Association for Middle Level Education (NCMLE) accepts award nominations to recognize educators for their outstanding work with middle level students in North Carolina. Daniel Maxwell, faculty member in the Office of School and Community Partnerships, was selected from among educators across the state of North Carolina as the 2024 recipient of the NCMLE Higher Education Professional to Watch Award. Award winners are recognized during the annual NCMLE conference, and this year's conference is taking place March 24-26 at the LeMeridien Sheraton hotel located at 555 South McDowell Street in Charlotte, North Carolina. As an award winner, Daniel will receive free registration to attend each day of this year's conference, and will be recognized during the Awards Luncheon on Monday, March 25. Congratulations Daniel!



DANIEL MAXWELL

## FACULTY SHOWCASE

Scott Kissau (Cato College of Education) and Shanti Kulkarni (College of Health and Human Services) have been invited to lead a roundtable discussion of a two-year (2022-2024) pilot partnership between the College of Health and Human Services, the Cato College of Education, and Atkins Library. The partnership involves the completion of systematic reviews using a screening and data extraction tool (Covidence). In their presentation, Enhancing Systematic Review Quality through Library Partnerships, scheduled for April 10 (Round 1) from 10:55 AM - 11:15am in the Halton Room in Atkins Library, Scott and Shanti will share the principles of a systematic review and the perceptions of faculty who participated in the pilot project. If interested in attending, please [click this link](#) to register here by April 3.



**FACULTY SHOWCASE 2024**

**FACULTY PROFESSIONAL DEVELOPMENT SHOWCASE**

**APRIL 10**  
**10:30AM - 12:30PM**  
J. MURREY ATKINS LIBRARY | HALTON READING ROOM

**Register by April 3, 2024**  
[tinyurl.com/2024facultyshowcase](https://tinyurl.com/2024facultyshowcase)



## PAY RAISE FOR GRADUATE ASSISTANTSHIPS

UNC Charlotte is raising the pay for students on graduate assistantships. Starting in the 2024-2025 academic year, there will be a permanent increase in graduate assistantship compensation. Additional information regarding how these increases will be funded, including guidance on assistantships funded on grants, will follow in the coming weeks in a separate communication to colleges and units impacted.

This change will incorporate the previous \$1,000 scholarship that GASP-eligible doctoral students received. We have taken into account the previous amount of the scholarship when determining the increase in stipends, and the change raises the overall level of funding to graduate students on an ongoing basis.

Stipends for graduate students on assistantships will be increased, based on student eligibility and prorated based on a 20-hour per week assistantship, as follows:

- \$1,500 to doctoral students on an assistantship and
- \$250 to master's students on an assistantship.

### GASP eligibility is determined by a doctoral student:

- Holding a teaching or research assistantship,
- Enrolled full-time (nine hours or more OR enrolled in GRAD 9800), and
- Enrolled within ten semesters (eight semesters for Advanced Standing students) of the term of admission.

The full GASP eligibility policy can be reviewed at [GASP Policies](#).

Graduate compensation continues to be a priority. This is one step in what we hope will be continued investment in the coming years, as resources are available. Thank you for your ongoing support of our students and programs.

## 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 April 11, 2024. Applicants can expect to hear a funding decision within a couple of weeks of the deadline. As a reminder, any funds received in this final cycle of this fiscal year must be spent by June 1, 2024. More information about this funding opportunity and how to apply can be [found here](#).

## NON-RESIDENT TUITION ON GRANTS

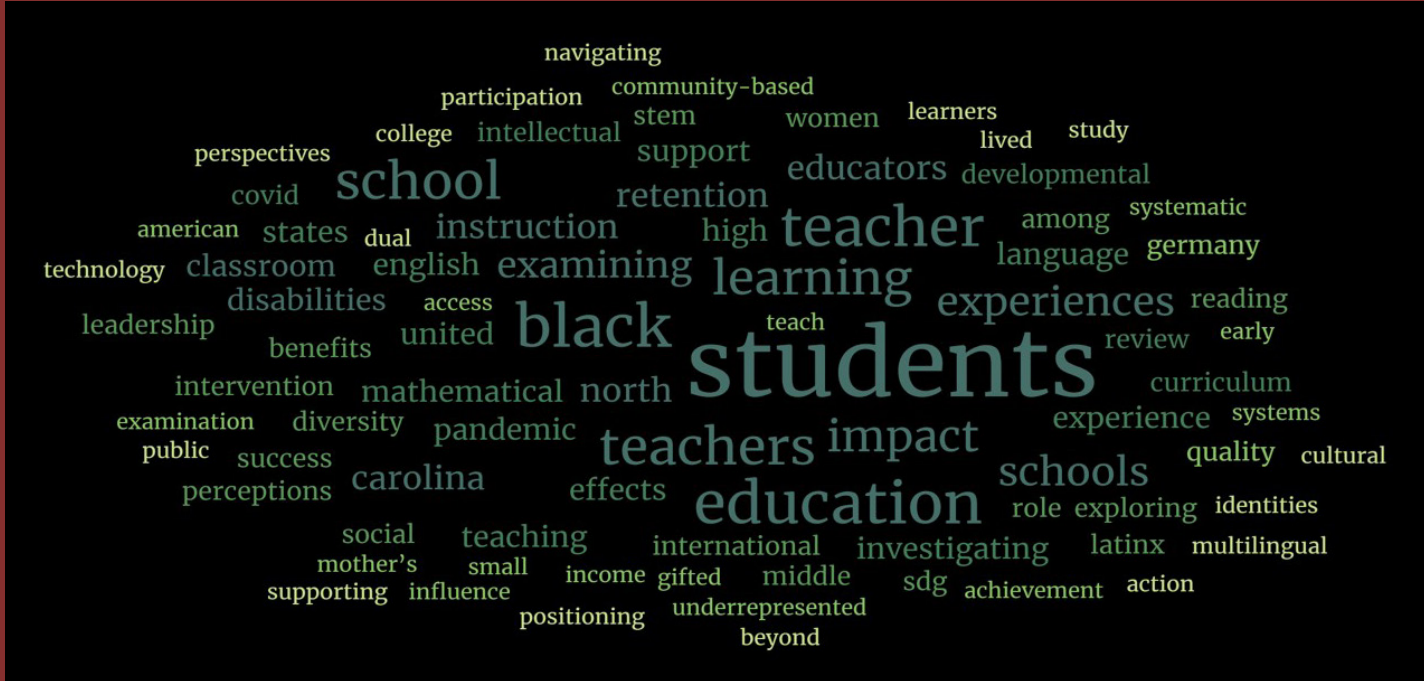
For all grant-funded doctoral research assistants, the grant budget must include the full non-resident tuition and health insurance costs, where the funding agency allows, effective July 1, 2024. However, grants written before that day may also include this change, and this support would be appreciated. If the PI hires a doctoral student who has North Carolina residency, the PI can reallocate the difference between non-resident and resident tuition to the budget categories.

Join UNC Charlotte's own Charlotte Regional Data Trust in COED 103 on April 18 (1-2:30pm) for a deep dive into integrated data and what that means for your research and impact to the Charlotte region. Participants will learn about:

- How to request data and the timeline for receiving data;
- What data are available to request and use in research;
- The Data Trust's governance and review process, including our Community Data Advisory Committee;
- Current & coming technology;
- How to apply the use of the Data Trust for peer-reviewed articles; and



- The services provided by the Data Trust
- The deep dive will entail a hands-on workshop that seeks to spark ideas about potential questions and research ideas. Come ready to learn more about this unique data resource and the ways you can put it to use!
- Interested in attending? Please [RSVP here](#).



**Research Topics at the 5th Annual Cato College of Education Research Symposium on April 8 (3:30-5 p.m.)  
in the Lucas Room (Cone Center). We hope to see you there.**

**GERMAN-AMERICAN SYMPOSIUM - CALL FOR PROPOSALS**


The German-American Symposium will be held at UNC Charlotte on Monday through Thursday, June 10-13, 2024. Any full-time College faculty member may submit a proposal to be considered for possible presentation during the Symposium. Presentations will be 30-45 minutes in length. You do not have to have participated in previous German-American Symposia to be considered for participation. If you are interested in being considered for participation in this year's Symposium, your proposal must be submitted to [DHancock@charlotte.edu](mailto:DHancock@charlotte.edu) by Monday, April 15, 2024. Participants in this summer's symposium will receive priority of participation the next time that a symposium is held in Germany.

**FACULTY RESEARCH MENTORING PROGRAM**

Thinking about applying for a large grant (\$100K+) this summer or fall (7/15/2024-1/14-2025)? Consider applying for the Cato College of Education Faculty Research Mentoring Program (FRMP). The FRMP supports faculty-to-faculty mentoring by pairing a senior faculty member with a track record of extramural funding, and an assistant or associate (with limited grant writing experience) faculty member who wants to be mentored and commits to submitting a competitive funding proposal at the end of the mentoring period. Both the mentor and mentee receive a \$2000 stipend upon submission of the proposal. The deadline to apply for this funding cycle is June 1, 2024. More details can be [found here](#).

**DIRECTOR OF GRADUATE RECRUITMENT**

Sabrina Brown was recently appointed the Director of Graduate Recruitment at UNC Charlotte. Sabrina joins Charlotte from Queens University, where she served as Executive Director of Graduate Enrollment since 2022. She has more than 15 years of experience in higher education administration, including five years with the Belk School of Business supporting their graduate portfolio. [Please reach out to Sabrina](#) with questions about how she might support your graduate program recruitment initiatives.



SABRINA BROWN





## DOCTORAL STUDENT COHORT MEMBERSHIP PROGRAM

The Doctoral Student Cohort Program offers institutions a unique opportunity to partner with AERA to offer doctoral students access to AERA membership at a substantially reduced dues rate. Institutions that participate in the program collaborate with AERA to offset the cost of membership for doctoral students who join AERA for the first time. The program gives students at participating institutions access to AERA membership at a 1-year introductory rate of \$25, just a third of the regular graduate student dues rate of \$75.

This program aims to encourage and support graduate student membership. Their early and active participation in AERA can help them expand their knowledge of the field, engage with the education research community, and make connections that support their professional development and advancement.

### BENEFITS FOR STUDENTS

- Reduced membership dues. Students pay \$25 for a year of membership (compared to the full \$75 graduate student rate).
- Free membership in one AERA Division and additional Division memberships for just \$5 each.
- Access to Special Interest Groups (SIGs) memberships by paying their annual dues; the \$7 administrative fee for joining one or more SIG is waived.
- Networking, professional development, and volunteer opportunities through Divisions, SIGs and the AERA Graduate Student Council (GSC). The GSC provides an active listserv and rich newsletter, along with dedicated programming throughout the year and at each AERA Annual Meeting.
- Complimentary digital access to all six AERA journals, in addition to the publicly available, AERA Open.
- Discounted registration for the 2024 AERA Annual Meeting in Philadelphia.

### HOW IT WORKS

AERA will collaborate with participating institutions to subsidize the cost of membership for doctoral students who join AERA for the first time. The regular graduate student membership rate for 2024 is \$75. For each student who joins AERA as part of the program, AERA contributes \$25 and the participating institution contributes \$25, reducing the student dues rate to \$25.

Institutions interested in participating in the 2024 program can sign up by completing a short online form. AERA will provide materials and guidance to help institutions with student recruitment and sign-up. Students will gain full access to member resources and benefits as soon as they sign up.

### MORE INFORMATION

For more information about the AERA Doctoral Student Cohort Program, please contact Sean Twombly, AERA Director of Membership at [stwombly@aera.net](mailto:stwombly@aera.net) or 202-238-3215.

The American Educational Research Association (AERA) is a professional association that is of relevance to faculty and students across all five of our doctoral programs in the Cato College of Education. To encourage active involvement in a professional organization like AERA, starting in the next academic year (2024/2025), the Cato College of Education is participating in the American Educational Research Association (AERA) Doctoral Student Cohort Membership Program. As part of this program, the 1-year AERA student membership

fee (\$75) is reduced to \$50. The student pays \$25 of the \$50 total cost, and the College pays the remaining \$25. To be eligible, students must be actively enrolled in one of our doctoral programs in the College and a presenter at the 2025 AERA conference. The deadline to apply for AERA 2025 is this summer, so please encourage your doctoral students to consider applying and taking advantage of this opportunity. The link to apply for this program can be found on the [College of Education research webpage](#).

## CATO COLLEGE OF EDUCATION: AERA 2024 PRESENTATIONS

### **Educational Leadership**

Lambert, M., Westine, C., & Kim, S. Y. Understanding how different subgroups of university staff and faculty perceive peer observations through concept mapping.

Sun, T., Kim, S. Y., & Smith, B. Optimal number of procedures for the assessment of intraoperative autonomy and performance of surgical trainees.

Westine, C., Lambert, M., & Kim, S. Y. Peer observations of online teaching: Conceptualizing and prioritizing competency indicators of quality instruction.

Kim, S. Y., Westine, C., Wright, K., Lambert, M., & Sun, T. Examining peer observation practices of online teaching and learning through analysis of existing instruments.

Serrata, C., D'Amico, M.M., Dika, S. Disrupting the narrative: Diverse perspectives on first-generation college student transitions across the P-20 Pipeline. [Paper presentation].

Cox, K., & Kelcey, B. A Structural After Measurement Approach for Partially Nested Structural Equation Models with Latent Interactions. Roundtable.

Kelcey, B. & Cox, K. Introduction to the Design and Analysis of Studies With Partially Nested Structures. Workshop.

Nachman, B. R., Miller, R. A., & Gilchrist, T.\* "Education was always my ticket to something more": Disabled transfer students' educational pursuits across contexts. Roundtable. (\*Tynsley Gilchrist is an Ed.D.-Higher Education student.)

Lim, J, Deiderich, Jada, & Newton, X. Graduate students' conceptualization of educational research: REdefining the core through DEI advocacy. Roundtable paper presentation.

Newton, X., Deiderich, Jada, & Lim, J. What's educational research and what does it have to do with me? Educator perceptions.

Sadaf, A., Koehler, A., & Kim, S. Y. Exploring teaching presence as the determinant of shared-metacognition in an online case-based course.

Sadaf, A., & Olesova, L. Transforming STEM education through an inquiry-based collaborative approach: examination of metacognition and cognitive presence.

Olesova, L., Sadaf, A., & Choi, H. Visualizing interaction patterns within the practical inquiry model (PIM) through social network analysis.

Olesova, L., Sadaf, A., Rytikova, L., Liao, D., Boicu, M., & Foxwell, H. J. Examination of metacognition and cognitive presence in STEM education.

Hsiang, T. P., Graham, S., Lin, C., & Wang, C. Grades 4 to 9 students perspectives of their digital citizenship and practices [Poster Presentation].

Li, J., King, R., B., & Wang, C. Uncovering gender differences in motivation of EFL learners: A person-centered approach. [Poster Presentation].

Moore, R., & Wang, C. Reaching the finish line: Predicting learner intention-fulfillment in a statistics MOOC [Paper Presentation].  
Xu, J., Yuan, R., Wang, C., Yang, F., Zhu, D. Parental homework involvement and students' achievement: A three-level meta-analysis [Paper Presentation].

Xu, J., Yuan, R., Wang, C., Yang, F., Zhu, D. Validation of homework approach scale for middle school students [Poster Presentation].

Bong, J., Shaw, R., Sperano, I., Andruchow, R., & Cobzas, D. Effects of using a serious video game on academic performance, engagement, and disengagement in an undergraduate biology course context. [Poster Presentation].

Lee, W., & Kim, S. Y. Psychometric framework and properties of randomly parallel forms.

Keller, L., Kim, S. Y., Supovitz, J. A., & Lindsay, C. Integrating multiple perspectives in validating measures of culturally responsive schooling.

Kim, S. Y., Lee, W., Lim, H., & Kim, S. Selecting parameters in cubic spline post smoothing using cross-validation.

### **Middle, Secondary, and K-12 Education**

Anderson, B. N. & Carroll, S. Healing from Within: Exploring Girlhood, Teaching, and STEM through the Lens of Black Women Educators.

Anderson, B. N., Ford, D. Y., Rambo-Hernandez, K. Decolonizing Gifted Education Practices. Preconference Workshop.

Anderson, B.N. & Joseph, N.M. Complicating the Complexities of "Staying in a child's Place": Understanding the Nuance of Black Girlhood Studies-Exploring the Ecology of Black Girlhood. Vice Presidential Session.

Martin, J. A. & Anderson, B. N. Towards Intersectional Educational Research Frameworks: Narratives of Twice Exceptional Black Women.

Butler, B. Black Girls, Love, and Jesus: Reimagining Restorative Practices in Education Using Biblical Principles.

Lewis, C. & Jackson, J. The 27th Conversations With Senior Scholars on Advancing Research and Professional Development Related to Black Education-Avoiding Pitfalls While Developing and Managing Major Educational Research Programs. Invited Roundtable.

Teasdel, A., Wiggan, G., Watson-Vandiver, M. J., & Talley-Matthews, S. Tupac, Imhotep, and school standards, curriculum reform, pedagogy: Pathways for diversity, equity, and inclusion.

Dixon-Payne, D. S., Watson-Vandiver, M. J., & Wiggan, G. Kick, push, thrive: Black girls mitigating microaggressions in informal STEM education programs.

Moore, T. D., Watson-Vandiver, M. J., Dixon-Payne, D. S., Teasdel, A., & Wiggan, G. Centering Black voices in the "whitest of white" spaces: Dismantling racial injustice in service learning.

### **Reading and Elementary Education**

Deiderich, J., Cox, K., Cash, A. H., Birkett, J., Huggins, E., & Conetta, P. Examining heterogeneity in the effects of coaching on teacher retention. [Paper session].

Martin, F., Bacak, J., Byker, E. J., Chao, W., & Ahlgrim-Delzell, L. Effectiveness of edtech security professional development for K-12 teachers, technology facilitators, and school administrators. [Paper session].

Miller, E., Tanner, S., McCloskey, A., & Kissel, B. We've been had: Neoliberal reforms in Urban Education.

### **Special Education and Child Development**

Beach, K. D., Carman, J., Li, Z., & Allen, T. Out-of-school-time tutoring: Program opportunities for black and hispanic students attending low-income schools.

# 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](#)

## CAPLAN FOUNDATION FOR EARLY CHILDHOOD

The foundation 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. Grants are only made if a successful project outcome will likely be of significant interest to other professionals, within the grantee's field of endeavor, and would have a direct benefit and potential national application. The Foundation's goal is to provide seed money to implement those imaginative proposals that exhibit the greatest chance of improving the lives of young children, on a national scale.

**Deadline: 31 May 2024**

[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](#)

## LEARNING DISABILITIES FOUNDATION OF AMERICA

Applications must be for projects which conform to the mission of the Learning Disabilities Foundation of America by responding to an unmet need in the field of learning disabilities. Funds are granted for charitable, scientific, literary or educational purposes or for the identification, ongoing evaluation, education of and services for children and adults with learning disabilities. Examples of project areas that fall within this philosophy: 1) Innovative research into the causes, the prevention and/or the alleviation of learning disabilities; 2) Distinctive public awareness programs to advance public understanding of the needs of persons with learning disabilities; 3) Innovative programs to advance the achievement of persons with learning disabilities, increase the support skills of their families, support academic and professional advisors, and enhance the understanding of learning disabilities by their colleagues and employer.

**Deadline: 06 Oct 2024.**

[CLICK HERE FOR MORE INFORMATION](#)

## NATIONAL ENDOWMENT FOR THE HUMANITIES

### Humanities Initiatives at Colleges and Universities

The National Endowment for the Humanities (NEH) Division of Education Programs is accepting applications for the five Humanities Initiatives programs. These programs strengthen the teaching and study of the humanities at institutions of higher education by developing new or enhancing existing programs, resources (including those in digital format), or courses that explore, interpret, and preserve the diversity of human cultures, ideas, and practices, past and present.

**Deadline: 07 May 2024.**

[CLICK HERE FOR MORE INFORMATION](#)

# FUNDING OPPORTUNITIES TO CONSIDER

## 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 INSTITUTE OF JUSTICE

### **Research and Evaluation on School Safety**

With this solicitation, NIJ in collaboration with the Bureau of Justice Assistance, seeks proposals for rigorous research and evaluation projects to fill knowledge gaps in two topical areas: 1) studies on the root causes and consequences of school violence and 2) examinations of the impact and effectiveness of school safety approaches implemented for purposes authorized under the STOP School Violence Act.

**Deadline: 07 May 2024.**

[CLICK HERE FOR MORE INFORMATION](#)

## NATIONAL SCIENCE FOUNDATION

### **Artificial Intelligence, Formal Methods, and Mathematical Reasoning**

The Artificial Intelligence, Formal Methods, and Mathematical Reasoning (AIMing) program seeks to support research at the interface of innovative computational and artificial intelligence (AI) technologies and new strategies/technologies in mathematical reasoning to automate knowledge discovery. Mathematical reasoning is a central ability of human intelligence that plays an important role in knowledge discovery. In the last decades, both the mathematics and computer science communities have contributed to research in machine-assisted mathematical reasoning, encompassing conjecture, proof, and verification. This has been in the form of both formal methods and interactive theorem provers, as well as using techniques from artificial intelligence. Recent technological advances have led to a surge of interest in machine-assisted mathematical reasoning from the mathematical sciences, formal methods, and AI communities. In turn, advances in this field have potential impact on research in AI.

**Deadline: 03 June 2024; 05 Feb 2025.**

[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 research-practice 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: 04 June 2024; 12 Feb 2025.**

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## 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

### **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 July 2024.**

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## 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

### **Innovations in Graduate Education (IGE)**

The IGE program is designed to encourage implementation of bold and potentially transformative approaches to STEM graduate education training. The program seeks proposals that a) explore ways for graduate students in STEM master's and doctoral degree programs to develop the skills, knowledge, and competencies needed to pursue a range of STEM careers, or b) support research on the graduate education system and outcomes of systemic interventions and policies. The program supports piloting, testing, and validating novel models or activities and examining systemic innovations with high potential to enrich and extend the knowledge base on effective graduate education approaches. Strategic collaborations with the private sector, non-governmental organizations (NGOs), government agencies, national laboratories, field stations, teaching and learning centers, informal science organizations, and academic partners are encouraged.

**Deadline: 22 Apr 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](#)

## 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.**

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## 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).**

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## SPENCER FOUNDATION

### Racial Equity Special Research Grants

The Racial Equity Research Grants program is interested in funding research projects that seek to envision educational opportunities in a multiplicity of education systems, levels, settings, and developmental ranges and that reach beyond documenting conditions and paradigms that contribute to persistent racial inequalities. In this cycle of funding, we will continue to fund scholarship focused on a range of communities and issues with respect to equity. We encourage proposals from across the methodological spectrum, including qualitative methods, mixed-methods, and quantitative methods. We want to especially encourage Racial Equity proposals that focus on the following areas: (1) innovative forms of measurement and assessment, (2) artificial intelligence (AI), and (3) current political challenges in k-12 and higher education around diversity, equity, and inclusion.

**Deadline: 29 May 2024 (LOI); 27 June 2024 (Full Proposal).**

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## **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.**

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## **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).**

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## **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.**

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## **U.S. DEPARTMENT OF EDUCATION**

### **Fulbright-Hays Faculty Research Abroad (FRA) Fellowship Program**

The Fulbright-Hays FRA Fellowship Program provides grants to colleges and universities to fund fellowships for faculty members seeking to improve their area studies and foreign language skills by conducting research abroad. The program is designed to contribute to the development and improvement of the study of modern foreign languages and area studies in the United States.

**Deadline: 23 Apr 2024.**

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## **U.S. DEPARTMENT OF EDUCATION**

### **Educational Technology, Media, and Materials for Individuals With Disabilities Program: Stepping-Up Technology Implementation**

The purpose of the Educational Technology, Media, and Materials for Individuals with Disabilities Program (ETechM2 Program) is to improve results for children with disabilities by (1) promoting the development, demonstration, and use of technology; (2) supporting educational activities designed to be of educational value in the classroom for children with disabilities; (3) providing support for captioning and video description that is appropriate for use in the classroom; and (4) providing accessible educational materials to children with disabilities in a timely manner.

**Deadline: 30 Apr 2024.**

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## **U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES**

### **Provider's Clinical Support System - Universities**

The purpose of this program is to expand and ensure that graduate-level healthcare students receive substance use disorder (SUD) education early in their academic careers and prepare them to identify and treat SUD in mainstream healthcare upon graduation. Students will gain a basic knowledge of strategies to identify, assess, intervene, and treat addiction, as well as support recovery and address SUD stigma. In addition, this program supports the integration of SUD content into the curricula of the respective academic institution.

**Deadline: 15 Apr 2024.**

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## U.S. DEPARTMENT OF STATE

### Implementation of the University Faculty Exchange (UFE)

The UFE announces an open competition for organizations or institutions to submit applications to manage and implement an academic exchange program specifically for university faculty. The exchange program will provide one semester (about four months) academic exchanges at U.S. universities for up to 40 university faculty members to boost their teaching skills and professional expertise. The program's aim is to provide faculty the skills and expertise to help modernize and provide support to Uzbekistan's higher education system in a variety of ways, including creating sustainable partnerships between university faculty in Uzbekistan and the United States, developing contemporary innovative curriculum, and modernizing research methods.

**Deadline: 30 Apr 2024.**

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## 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: 01 May 2024 (LOI); 07 Aug 2024 (LOI); 10 Jan 2025 (LOI).**

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## WILLIAM T. GRANT FOUNDATION

### Research Grants on Improving the Use of Research Evidence

This program funds research studies that advance theory and build empirical knowledge on ways to improve the use of research evidence by policymakers, agency leaders, organizational managers, intermediaries, and other decision-makers that shape youth-serving systems in the United States.

**Deadline: 01 May 2024 (LOI); 07 Aug 2024 (LOI); 10 Jan 2025 (LOI).**

[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

Kailey Hess, Social Research Assistant,  
Center for Research Excellence  
[Khess10@charlotte.edu](mailto:Khess10@charlotte.edu)

### Proposal Development & Submission

Kristen Morse, Proposal Development  
Officer, Office of Research Services,  
[kmorse2@charlotte.edu](mailto:kmorse2@charlotte.edu)

### IRB Questions

Cat Runden, Research & Economic  
Development,  
[CatRunden@charlotte.edu](mailto:CatRunden@charlotte.edu)

### Post-Award Support

Sarah Johnson, Post-Award Specialist,  
Office of Research Services,  
[sjohn305@charlotte.edu](mailto:sjohn305@charlotte.edu)

Jennifer Jones, Business Services  
Coordinator,  
[Jennfer.Jones@charlotte.edu](mailto:Jennfer.Jones@charlotte.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@charlotte.edu](mailto:spkissau@charlotte.edu)**