THE GRADUATE RECORD

THE CATO COLLEGE OF EDUCATION RESEARCH AND GRADUATE EDUCATION NEWSLETTER

UNDERGRADUATE RESEARCH PROGRAM AWARD

Dr. Erik Byker and Dr. Adriana Medina (Department of Reading and Elementary Education) are the recipients of an Undergraduate Research Program Award from the UNC System Office to fund their project, "Advancing the Global-ready Research and Equitable Education in Teaching (GREET) Center". The goal of the project is to further prepare undergraduate students—especially those who will be future teachers—with research skills through course-based undergraduate research experiences (CURES). Drs. Medina and Byker were able to successfully launch the GREET Center as a state-wide research hub to coordinate and extend undergraduate research-oriented curricula and professional development opportunities to the institutions in the UNC System. Their GREET Center modules have already been implemented by a number of instructors to hundreds of students in the UNC System. Their proposal seeks to further advance and provide the GREET Center modules to more professors and students across the UNC System, including Fayetteville State University, University of North Carolina at Greensboro, Western Carolina University, Winston-Salem State University.

DR. ERIK BYKER

DR. ADRIANA MEDINA

US DEPARTMENT OF EDUCATION AWARD

Congratulations to Dr. Fred Spooner (Department of Special Education and Child Development) who, in collaboration with five other institutions (Texas A&M, Florida State, University of Central Florida, North Carolina State, and George Mason), was awarded a 5-year grant valued at over $6M from the Office of Special Education Programs (US Department of Education) to conduct Project SPARC; Special education teacher education Policy, Practice, and Research doctoral training Consortium. UNC Charlotte's share will be approximately $1 million across the 5 years with the opportunity to fund four additional students in our Ph.D. in Special Education. Speaking to the caliber of our graduates, two former doctoral students, Jenny Root now at Florida State, and Julie Thompson, now at Texas A&M served as Co-PIs for their respective institutions. This competition funded two national consortia. The other group was led by a former doctoral student and former UNC Charlotte faculty member, Valerie Mazzotti, now at the University of Kansas. The project will start October 1, 2024, run for 5 years, and end in August 2029.

DR. FRED SPOONER

RESEARCH ADMINISTRATION OPEN FORUM

Held the second Wednesday of each month, 10-11am starting 09/13/2023, these open forums are an opportunity for faculty and staff to ask research administration related questions to Office of Research Services staff. These open forums are designed to address questions about University and sponsor processes related to research, federal and sponsor guidelines, etc. Very specific project related questions that require detailed background information or investigation are best directed to the appropriate representative from the ORS Award Management team. Click here to Join the Forum.

NSF AWARD

Dr. Chuang Wang and Dr. Kyle Cox received an award (2024-2028) in the amount of $212,005 from the National Science Foundation for their project, "Collaborative Research: AI4EDU: Cloud Infrastructure-Enabled Training for AI in Educational Research and Assessment." In collaboration with Northeastern University, Temple University, and George Mason University, Drs. Wang and Cox plan to design and develop innovative training materials that can enable and foster AI in educational research and assessment (AI4EDU) in cloud infrastructures. The project short-term goal is to develop the AI4EDU platform consisting of (i) training modules, (ii) data analysis and cloud management tools, (iii) sample projects with curated data sets, and (iv) a depository where the community can contribute their own virtual machines images, datasets, and code. The AI4EDU platform will support

LUKE REINKE

LUKE REINKE

the training of novice educational researchers (e.g., school administrators, educational policymakers, PreK-12 teachers, graduate students) as well as experienced educational researchers new to AI to make use of cloud computing resources to perform AI analytics. The long-term goal is to use this AI4EDU platform to support the training of educational researchers on AI/machine learning with cloud computing involving large educational datasets.

SUB-AWARD OR CONTRACTOR?

A research project may include relationships with contractors, consultants, and subrecipients. The pass-through entity holds the responsibility for deciding whether any given arrangement constitutes a subaward (carrying out an intellectually significant portion of the award, creating a financial assistance agreement) or a contractor agreement (obtaining goods and services, creating a procurement relationship). Determining the appropriate relationship at proposal stage is critical to ensure appropriate accounting for costs and compliance requirements. Misclassification may result in delays in subaward processing, inaccurate calculation of costs (e.g., failure to include or exclude F&A costs), and time to request approval for project changes. As a reference tool, the Federal Demonstration Partnership (FDP) site provides guidance about making the determination between a subrecipient and a contractor. Scroll down to the Tools section and view the Subrecipient vs Contractor Checklist documents.

GERMAN-AMERICAN RESEARCH SYMPOSIUM

The German-American faculty symposia began between the University of North Carolina at Charlotte and the Pädagogische Hochschule Ludwigsburg in 1981 with a student and faculty exchange in the field of foreign languages. Over the years, the symposia have broadened to include other subject areas, particularly in the field of education. The first faculty symposium occurred in Ludwigsburg in May 1995. Since then, symposia have occurred each year alternating between Charlotte and Ludwigsburg. This tradition of collaborative research and presentations continued this summer in Charlotte during the 29th German-American faculty symposium on June 10-13, 2024. More than two dozen UNC Charlotte faculty and students shared their research, collaborated with research partners, and participated in a variety of cultural experiences.

JOHN M. BELK ENDOWMENT GRANT

The Transfer Research Team at UNC Charlotte has received its second large-scale investment from the John M. Belk Endowment to study community college-to-university (vertical) transfer in North Carolina. The Team consisting of Educational Leadership faculty, Mark D'Amico (PI), Carmen Serrata, Sandra Dika, and Ryan Miller (Co-PIs), and Cathy Howell (Co-I) were awarded $605,000 to continue their multi-method study which consists of a large-scale longitudinal qualitative study of North Carolina Transfer Students' experiences with vertical transfer, outcomes, and career transitions, coinciding with the quantitative work that includes statewide data on community college student engagement and outcome data from multiple participating colleges. The Team's work to date, which began with the first JMBE grant in 2021, is documented through a series of research briefs and other publications at the following site.

MARK D'AMICO

SANDRA DIKA

CATHY HOWELL

RYAN MILLER

CARMEN SERRATA

Educational Leadership	Middle School	High School	ELED & ECE	Special Populations	Counseling
• Principal-Teacher Conference • Family Conference - ECE Behavioral Issues • Family Conference – ECE Data • Family Conference – K-5 Data • Family Conference – Middle School Data • Family Conference – Middle School Behavioral Issues • Family Conference – Concerns with IEP • Family Conference – Introducing Need for IEP	• Establishing Rapport (Meet & Greet) • Classroom Management • Introducing Content • Eliciting Student Thinking • Comprehending Personification • Understanding Exponents • Welcoming a New Student • Defining Science Vocabulary • Understanding Angles • Understanding Instructions • Comprehending Nonfiction Vocabulary • Social Emotional Learning	• Meet and Greet • Classroom Management, Setting • Expectations • Introducing Content • Demonstrating Science Lab Safety • ● Establishing Science Lab Safety • Eliciting Student Thinking, • Environmental Sciences • Leading Group Discussion, Biology	• Establishing Rapport (Meet & Greet) • Classroom Management • Introducing Content • Eliciting Student Thinking – Long Division • Social Emotional Learning • Leading a Morning Circle • Read Aloud • Assessing Phonetic Awareness	• Understanding Exponents (ASD) • Comprehending Personification (ASD) • Comprehending Nonfiction Vocabulary (LD) • Understanding Instructions (LD) • Welcoming a New Student (EL) • Defining Science Vocabulary (EL) • Understanding Angles (EL)	• Conducting a Counseling Session • Checking-in New Patient Behavioral Health • Interviewing Pediatric Guardian • Delivering News to a Minor

Consider using Mursion software in your classes this fall (2024) or spring (2025). Our subscription provides access to both ready-to-use (whole class) 50-minute simulation sessions and 30-minute (individual student) practice simulation sessions that address a lot of skills relevant not only to teacher preparation programs, but also educational leadership and counseling (see above Library of Sessions). To schedule a session, please complete the sign-up form here. Maddison will schedule your session and send you the link to share with your students.

RELEASE TIME CHARGED TO A GRANT?

All faculty who are expecting release time charged to a grant this year (2024 – 2025) are asked to please complete this very brief survey to facilitate the process and to ensure that they receive the corresponding research incentive. If you already recently completed the survey, you can disregard this message.

BIG INTERVIEW AI TECHNOLOGY

Big Interview is an online interview platform that allows students to conduct free practice interviews virtually. Currently, the Career Center allows faculty and staff to request Big Interview assignments for their course or group via the form below. Using Big Interview's robust AI tool, students will receive immediate feedback on their interview skills along with tips and strategies for improvement. The Career Center can then also share grades with faculty and staff at the conclusion of an assignment. Faculty and staff also have the option to create, manage and review their own student submissions. Request a Big Interview Assignment.

GRADUATE TUITION SUPPORT

In response to concerns raised about the cost of charging full (non-resident) tuition to a grant, a waiver request option will be added to the Niner Research Proposal Development (PD) module for grant proposals submitted after July 1st. The waiver will have to be requested as part of the proposal process, as with F&A and minimum effort waivers (option will appear in that same section of the General Information Form). Waivers will only be possible in limited circumstances beyond situations where the sponsors do not allow it or formally limit it.

RESEARCH SUPPORT

Are you interested in getting some additional support on a research project this spring (2025) semester, while at the same time providing an undergraduate student with valuable research experience? The Cato College of Education is offering the opportunity for undergraduate students enrolled in a teacher licensure program to complete an undergraduate research experience in the Spring 2025 semester for elective course credit (3 credit hours). Intended to be a mutually beneficial experience for both students and their assigned faculty mentors, students are partnered with a Cato College of Education faculty member (research mentor), complete foundational training to prepare them to conduct research (e.g., CITI online training), and work with their assigned mentor to support a faculty-led research project. Student research opportunities may include (but are not limited to) helping to conduct a literature review, transcribing interview or focus group data, helping to analyze data, developing research-related materials, and preparing conference proposals and manuscripts. Mentors must 1) schedule regular meetings with their mentee to establish goals and expectations, answer questions, and monitor progress; 2) verify completion of two course assignments in Canvas (no scoring required); 3) provide research-related opportunities throughout the spring semester equivalent to the amount of time required to complete a 3 credit hour course (approximately 5 hours per week); 4) evaluate student progress using a pre-developed course rubric; and 5) communicate to the Associate Dean the student's final grade. Interested faculty are encouraged to complete the online proposal form. Should a suitable undergraduate student be identified, the faculty member will be notified prior to the start of the Spring 2025 semester, granted access to the course Canvas page that includes the course syllabus, course assignments, and rubric to evaluate student performance. Please email Scott with any questions.

TARGETED FUNDING OPPORTUNITIES

The University is partnering with Hanover Research to support faculty in aligning their needs and strategic research opportunities with federal, state, and foundation funding opportunities. This program involves an in-depth research funding analysis, which could take up to 6 weeks and may require future virtual meetings. If interested in participating in this program, please download and complete the Hanover Research Prospecting Scoping Document and send it to Scott who will coordinate with the Center for Research Excellence and Hanover Research on next steps.

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 launch a new research project or 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 September 13, 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.

CEME is currently supported to provide statistical support and research methodological assistance to UNC Charlotte faculty, staff and graduate students across the university community. If interested in receiving support, please submit a ticket here.

APPLICATIONS NOW OPEN FOR NEXT GAMBRELL FACULTY FELLOWS COHORT

The UNC Charlotte Urban Institute seeks the sixth cohort of faculty fellows to research issues related to economic mobility in the Charlotte region, with support from The Gambrell Foundation. This year, the Gambrell Faculty Fellows program will fund up to six projects with grants up to $18,000 each. The fellows will join a growing group of researchers contributing to our community's ongoing search for solutions that could foster greater upward economic mobility and an improved quality of life for residents in our region. All UNC Charlotte full-time faculty members with the title of assistant professor or higher whose job description includes professional expectations for research may apply for this fellowship. Other key requirements include:

• The deadline for submissions is 5 p.m. on Friday, September 27.
• The fellowships will fund short-term research projects (up to 18 months).
• The grant period will begin on November 1, 2024.
• Proposed projects must include a principal focus on issues related to economic mobility. Quantitative, qualitative, and mixed-methods projects will be considered.

More information can be found here. Have additional questions? Please contact Elaine Jacobs and Lori Thomas at uiresearch@charlotte.edu.

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

The Scholarship of Teaching and Learning (SoTL) Grants: Call for Proposals is now open. The purpose of the SoTL Grants program is to fund faculty projects that systematically examine and reflect upon the teaching and learning practices in their discipline using appropriate research methods. The SoTL Grants Committee awards grants to individual faculty members or faculty groups (departments, colleges, programs, academies, or standing committees) who develop SoTL projects that:
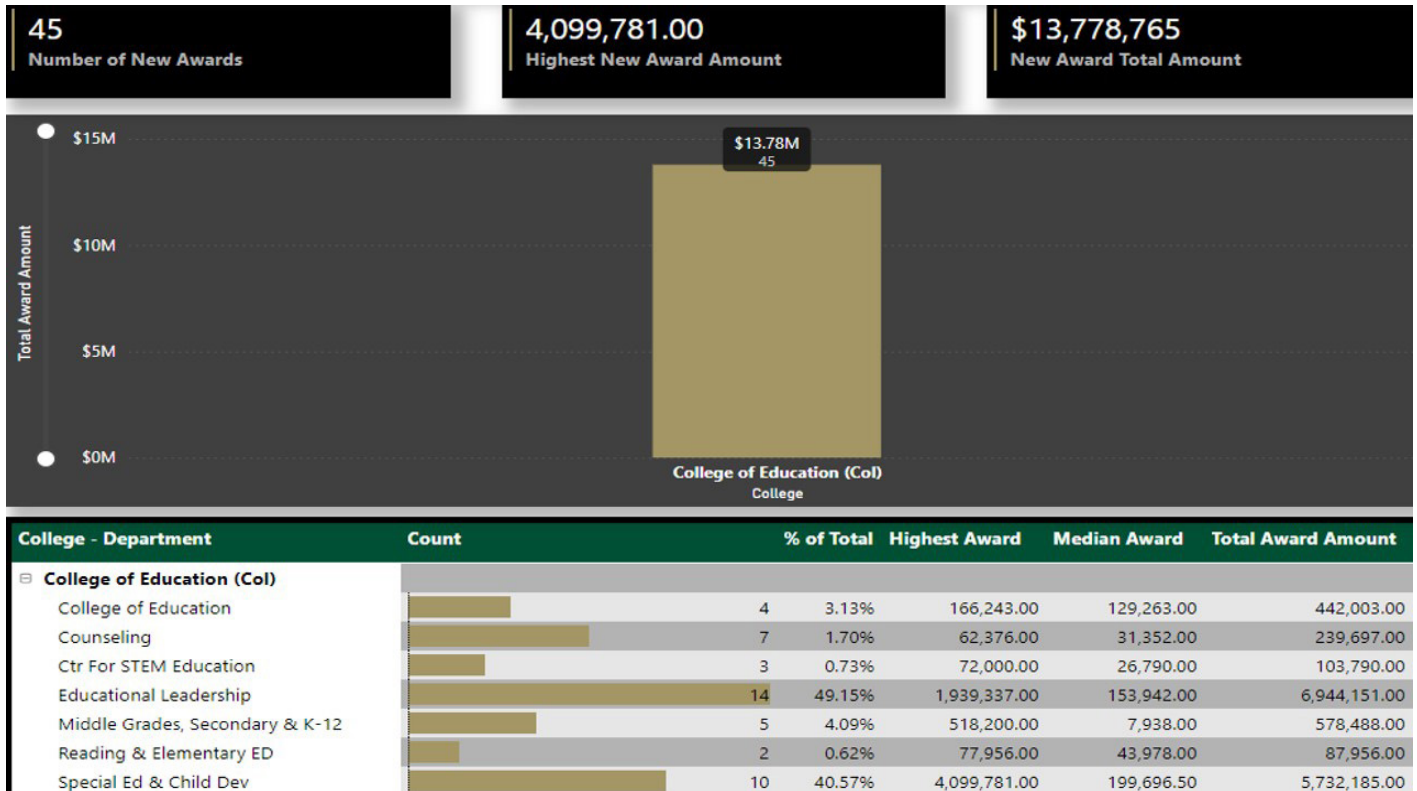
1. Have measurable outcomes
2. Benefit the UNC Charlotte Teaching and Learning Community
3. Are tied to the University's mission and Strategic Plan
4. And demonstrate evidence of successful SoTL scholarship to:
    • the UNC Charlotte teaching and learning community
    • the wider research community;

Where such projects may be aimed at:
    • Making significant curricular reforms
    • Designing new curricula
    • Conducting research that informs teaching and learning at the local (course, department, college, university) level
    • Initiating activities that would improve the quality of instruction in the undergraduate and graduate programs of the unit or the campus

Proposals are due October 1, and more information can be found here.

COED LEADS ALL COLLEGES IN EXTERNAL AWARDS

45	4,099,781.00	$13,778,765
Number of New Awards	Highest New Award Amount	New Award Total Amount

College - Department	Count	% of Total	Highest Award	Median Award	Total Award Amount
College of Education (Col)					
College of Education	4	3.13%	166,243.00	129,263.00	442,003.00
Counseling	7	1.70%	62,376.00	31,352.00	239,697.00
Ctr For STEM Education	3	0.73%	72,000.00	26,790.00	103,790.00
Educational Leadership	14	49.15%	1,939,337.00	153,942.00	6,944,151.00
Middle Grades, Secondary & K-12	5	4.09%	518,200.00	7,938.00	578,488.00
Reading & Elementary ED	2	0.62%	77,956.00	43,978.00	87,956.00
Special Ed & Child Dev	10	40.57%	4,099,781.00	199,696.50	5,732,185.00

NEXUS 2024

This summer, eight faculty in the Cato College of Education (Ji Yae Bong, Ayesha Sadaf, Holly Johnson, Shawnee Wakeman, Nicholas Triplett, Dania Fakhro, Lan Kolano, and Scott Kissau) participated in Nexus 2024. Nexus: Networking Across Disciplines fosters the emergence of interdisciplinary research teams by providing faculty with structured opportunities to learn about one another's research and brainstorm areas of mutual interest. Through a series of workshops (May 21, May 22, August 14), Nexus 2024 supported the initial stages of project development as faculty formulated research questions, considered analytical strategies, and identified potential funding sources. Be on the lookout for Nexus 2025!

CAREER PRESENTATIONS

The University Career Center has developed a number of career presentations to support the professional development of our students in both the classroom and student organization settings. Presentations can be requested by faculty or student organization leaders through the form below and can be 30-90 minutes in length depending on the topic. Request a presentation as soon as possible, since presentation slots fill up fast! Faculty can request up to two (2) presentations per class/student group per semester. Requests for a Career Center Staff to present to your students must be made 2 weeks or more in advance of the presentation date.

Sample Career Center staff presentation topics include:
• Career Skills & What Employers Highly Value
• Creating a Job Search Strategy
• Curriculum Vitae Development
• Designing a Digital Portfolio
• Internship & Career Search Strategies
• Interview Strategies & Professional Attire
• LinkedIn & Networking Strategies
• Resume & Cover Letter Development
• Salary Negotiation
• Social Media in Your Career Brand
Learn more about and request a career presentation here.

COED GoReact Open Swim

Dr. Tom Fisher will host opportunities for faculty to learn how to use and/or get help setting up GoReact assignments in their Canvas courses (pop in for help and pop out when done!)

Dates and Times – 8/20/24 from 10am-12pm

8/21/24 from 12-2pm

8/27/24 from 10am-12pm

8/28/24 from 12-2pm

GOREACT ACCOUNT AND ACTIVITIES

Dr. Tom Fisher will be offering 4 opportunities at the beginning of the semester to learn about and set-up your GoReact account and activities. This is NOT limited to new users. Each Open Swim lasts 2 hours. Sign-up and pop in to get your needs met and go! Contact tefisher@charlotte.edu for more information and complete the Google Form to get the link: GoReact Open Swim Dates/Times

WELCOME TQP COHORT 2

In July 2024, our 2nd cohort of 12 candidates in the Teacher Quality Partnership (TQP) grant-funded project began their program. The program leads to initial (Graduate Certificate) and advanced (MAT) licensure and dual certification in a hard-to-fill subject area (math, science, ELA, Spanish, and CTE) and K-12 ESL. TQP candidates receive a living wage stipend, tuition support, a textbook allowance, a guaranteed teaching position, and 2 years of support from a New Teacher Support Coach, and in turn, must commit to teaching in one of 12 strategically selected CMS schools for a minimum of 3 years. Recruitment of the 3rd cohort will begin this fall. Interested applicants are encouraged to visit TQP.charlotte.edu to learn more.

FUNDING OPPORTUNITIES TO CONSIDER

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

Educational Administration Scholarships

AASA's Educational Administration Scholarships were created in 1949 to provide incentive, honor and financial assistance to outstanding graduate students in school administration who intend to make the school superintendency a career. Seven top graduate students in educational administration receive a scholarship from AASA, the School Superintendents Association. The applicant must be recommended by the chair of the School of Education in which the applicant is currently enrolled.

Deadline: 30 Sept 2024

CLICK FOR MORE INFORMATION

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

Minority Dissertation Fellowship in Education Research

The AERA Minority Dissertation Fellowship Program in Education Research seeks proposals from advanced graduate students who are from racial and ethnic groups that are underrepresented in higher education. The Fellowship Program encourages studies that examine a wide range of education research topics such as students' school experiences, STEM education and learning, ethnic studies/curriculum; tracking; measurement of achievement and opportunity gaps; English language learners; or bullying and restorative justice. These studies may focus on students, teachers, schools, and/or educational contexts across multiple educational stages including early childhood education and development, k-12 education, postsecondary education, and the workforce. Studies should use rigorous scientific research methods within quantitative, qualitative, archival, and/or mixed method techniques. Studies that examine issues of specific racial and ethnic groups, social classes, genders, or persons with disabilities are encouraged and supported by the Fellowship Program.

Deadline: 31 Oct 2024

CLICK 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 FOR MORE INFORMATION

CAPLAN FOUNDATION FOR EARLY CHILDHOOD

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. 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. The Foundation provides funding in the following areas: 1) Early Childhood Welfare; 2) Early Childhood Education and Play; and 3) Parenting Education.

Deadline: 30 Sept 2024 (LOI); 31 Jan 2025.

CLICK FOR MORE INFORMATION

EDUCATION TESTING SERVICE (ETS)

TOEFL® Grant for Doctoral Research in Language Assessment

This grant program supports the timely completion of doctoral research in foreign or second language assessment. Ph.D. candidates around the world working on dissertation research in language assessment are encouraged to apply. To be eligible you must be a Ph.D. candidate who 1) is currently registered in a doctoral program; 2) has completed all coursework and candidacy requirements for the degree; 3) has a committee-approved dissertation proposal related to second or foreign language assessment; 4) has not received another grant or award from ETS funding the proposed dissertation research.

Deadline: 15 Oct 2024.

CLICK FOR MORE INFORMATION

FUNDING OPPORTUNITIES TO CONSIDER

LONGVIEW FOUNDATION

As a small foundation, the Longview Foundation must focus its resources in order to have impact. Trustees have identified K-12 education in the U.S. as their primary area of interest and fund projects that directly support building global perspectives in teachers and students. Proposals funded will advance the field or impact significant numbers of students. The 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. This call is repeated 2 times a year.

Deadline: 18 Jan 2025 (LOI); 27 Aug 2024; 26 March 2025 (Full Proposal).

CLICK 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: 05 Feb 2025.

CLICK 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 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: 12 Feb 2025.

CLICK FOR MORE INFORMATION

FUNDING OPPORTUNITIES TO CONSIDER

NATIONAL SCIENCE FOUNDATION
Dear Colleague Letter: Planning Grants to Create Artificial Intelligence (AI)-Ready Test Beds
The U.S. National Science Foundation's Directorates for Computer and Information Science and Engineering and Technology, Innovation and Partnerships are seeking new approaches to develop and evaluate novel artificial intelligence methods in real-world settings. Too often new AI systems are deployed before the interactions with and impacts on users can be fully evaluated or understood. Often, when AI is evaluated, it is with an inadequate number of samples that do not scale or generalize beyond a limited number of use cases. This Dear Colleague Letter seeks to address these limitations by encouraging the community to pursue Planning Grants designed to develop AI-Ready Test Beds that can be used by researchers to test novel AI methods in potential real-world application scenarios. The budget for a planning proposal may be up to $100,000 per year, with total funding requested of up to $200,000 for up to 24 months.
Deadline: 13 Nov 2024.
CLICK 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 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 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: 15 Jan 2025.
CLICK 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 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 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 FOR MORE INFORMATION

NATIONAL SCIENCE FOUNDATION
Research Traineeship Program (NRT)
The NRT program (limited submission) seeks proposals that explore ways for graduate students in research-based master's and doctoral degree programs to develop the skills, knowledge, and competencies needed to pursue a range of STEM careers. The program is dedicated to effective training of STEM graduate students in high priority interdisciplinary or convergent research areas, through a comprehensive traineeship model that is innovative, evidence-based, and aligned with changing workforce and research needs. The program encourages proposals that involve strategic collaborations with the private sector, non-governmental organizations, government agencies, national laboratories, field stations, teaching and learning centers, informal science centers, and academic partners.
Deadline: 14 Nov 2024.
CLICK FOR MORE INFORMATION

NATIONAL SCIENCE FOUNDATION
Scholarships in STEM Network (S-STEM-Net): S-STEM Research Hubs
Through this solicitation, NSF seeks to foster a network of S-STEM stakeholders and further develop the infrastructure needed to generate and disseminate new knowledge, successful practices and effective design principles arising from NSF S-STEM projects nationwide. To support collaboration within the S-STEM network, NSF will fund several S-STEM Research Hubs (S-STEM-Hub). The S-STEM Network (S-STEM-Net) will collaborate to create synergies and sustain a robust national ecosystem consisting of multi-sector partners supporting domestic low-income STEM students in achieving their career goals, while also ensuring access, inclusion, and adaptability to changing learning needs. The Hubs will investigate evolving barriers to the success of this student population. It will also disseminate the context and circumstances by which interventions and practices that support graduation of domestic low-income students (both undergraduate and graduate) pursuing careers in STEM are successful.
Deadline: 26 March 2025
CLICK FOR MORE INFORMATION

FUNDING OPPORTUNITIES TO CONSIDER

NATIONAL SCIENCE FOUNDATION
Science and Technology Centers: Integrative Partnerships
The program supports exceptionally innovative, complex research and education projects that require large-scale, long-term awards. STCs focus on creating new scientific paradigms, establishing entirely new scientific disciplines, and developing transformative technologies which have the potential for broad scientific or societal impact. STCs conduct world-class research through partnerships among institutions of higher education, national laboratories, industrial organizations, other public or private entities, and via international collaborations, as appropriate. They provide a means to undertake potentially groundbreaking investigations at the interfaces of disciplines and/or highly innovative approaches within disciplines. STCs may involve any area of science and engineering that NSF supports. STC investments support the NSF vision of creating and exploiting new concepts in science and engineering and providing global leadership in research and education.
Deadline: 2 June 2025
CLICK 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.
CLICK 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 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 shibboletnywhereh login when prompted. CLICK HERE.

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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