

# THE GRADUATE RECORD

THE CATO COLLEGE OF EDUCATION RESEARCH AND GRADUATE EDUCATION NEWSLETTER

## UNC SYSTEM AWARD

Drs. Sandra Dika and Carl Westine (Department of Educational Leadership) have been awarded a grant (\$166,000) from the UNC System Office to assess the impact of student Return on Investment (ROI)-focused policies and initiatives. Through this two-year evaluation project, Drs. Dika and Westine will help the UNC System understand and measure the impact of recent policy changes on student ROI on institutional behavior and investment. The findings will help further refine the understanding of policy impact on student ROI outcomes.



DR. SANDRA DIKA



DR. CARL WESTINE

## BANK OF AMERICA AWARD RECIPIENT

Congratulations to Dr. Erik Byker (Department of Reading & Elementary Education), the 2024 recipient of the highly prestigious Bank of America Award for Excellence in Teaching. Dr. Byker's accomplishments and accolades are numerous. He is the Co-Executive Director of the GREET Research Center, Faculty Fellow in UNC Charlotte's Office of Undergraduate Research, Chairperson of UNC Charlotte's Undergraduate Research Conference, Director of the Cato COED Prospect for Success, and Director of the Cato COED Global Education (AUGE) Minor. In recent years, Dr. Byker was the recipient of the Bonnie Cone Early-Career Professorship in Teaching and the International Education Award. We are all so proud of you Dr. Byker!



DR. ERIK BYKER

## AMAZING MENTORSHIP

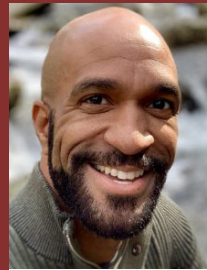
Dr. Rich Lambert was recently identified as the mentor on a successful Early Career Award proposal funded by the Institute of Education Sciences (IES). In close alignment with Dr. Lambert's expertise, the funded project examines the relationships between early childhood educator (ECE) stress and child executive function and vocabulary in a Mexican-American border community. Congratulations Dr. Lambert!



DR. RICH LAMBERT

## TEACHER QUALITY PARTNERSHIP GRANT

UNC Charlotte, in partnership with Union County Public Schools and Gaston County Schools, was awarded a \$2.1 million Teacher Quality Partnership Grant from the U.S Department of Education. Led by Drs. Daniel Alston, Scott Kissau, Michael Putman, and a CHES colleague (Dr. Ryan Kilmer), Project TRUSTED will recruit and retain 36 diverse teacher candidates to complete a customized residency program that leads to an initial license in a hard-to-staff position and includes PD on trauma-informed care and culturally responsive teaching practices to meet the SEL needs of underserved students. The candidates will be hired at strategically selected high-need schools with large numbers of underserved students who are exhibiting signs of trauma, but few teachers who are prepared to work with them. Project Trusted has three goals: 1) increase educator diversity



DR. DANIEL ALSTON



DR. SCOTT KISSAU



DR. MICHAEL PUTMAN

in hard-to-staff positions in high-need schools; 2) improve the preparation of elementary school teacher candidates to meet the social, emotional, and academic needs of students in rural areas; and 3) retain diverse educators in hard to staff positions in high-need schools. Since 2019, this is our 3rd Teacher Quality Partnership Grant.

## SYSTEMATIC REVIEW WORKSHOP

Interested in completing a systematic review of research with support from our colleagues in Atkin's Library? Ryan Harris, Beth Auten, and Abby Moore are offering an information session on Friday, October 11 from 1:30-3pm to familiarize faculty in the College of Health & Human Services and the Cato College of Education with the characteristics of systematic reviews (as opposed to a meta-analyses or literature reviews) and a web-based software platform (Covidence) that facilitates and streamlines the completion of such reviews. A small number of faculty who express interest, and who have a project in mind, will be eligible to partner with a librarian to collaborate on the completion of a systematic review using Covidence. If interested in attending the information session, please RSVP via this [online form](#). Doctoral students are invited to attend the workshop. A calendar invitation to those who express interest will be sent with the Zoom link.

## GRADUATE PROGRAM OPEN HOUSE

The Cato College of Education is hosting a Graduate Program Open House from 5-6PM on November 4th in the Cato College of Education. Attendees have the opportunity to learn about our many graduate certificate and master's programs for teachers, school leaders, higher education professionals, counselors, and instructional technologists. Come hear from faculty and program completers, enjoy light snacks and beverages, and possibly win a variety of prizes.

For additional information about our many graduate programs see: <https://education.charlotte.edu/academic-programs/>

Questions? Please contact: [trecruitment@charlotte.edu](mailto:trecruitment@charlotte.edu)

### Join Us for an Open House

Thursday, November 4th, 5:00-6:00 PM

Cato College of Education Building in Mebane Hall

Interested in attending? Please RSVP here:



<http://bit.ly/3zdeW8J>



## GRANT DEVELOPMENT WORKSHOP SERIES

The Cato College of Education is pleased to continue offering a grant development workshop series in 2024-2025 for all faculty, staff, and doctoral students. Please [register here](#) if interested in attending either, or both, of the sessions offered this fall. The 3rd workshop offered in this series (Keys to Writing Effective Proposals) will be advertised in the early spring. Please share this opportunity with your doctoral students. A calendar invitation with Zoom link will be sent to everyone who expresses interest.

**Workshop 1: Just Getting Started: Funding your Research Agenda (10/29/2024 3:30-5pm)** - This 90-minute webinar will focus on such topics as identifying and understanding potential funders, analyzing a funding opportunity or solicitation, planning the proposal, and strategies to enhance the likelihood for success.

**Workshop 2: Finding Funding Opportunities Using Pivot (11/7/24, 3:30-4:30pm)** - Pivot is a comprehensive resource that allows faculty, staff, and graduate students to search for funding opportunities in their field and to receive email alerts when an opportunity becomes available. In this 60-minute workshop, Kailey Hess, with the UNC Charlotte Center for Research Excellence, will familiarize participants with the resource, help them to create a personalized account, and provide time to conduct a customized search of funding opportunities.

## FACULTY ENGAGEMENT AWARD

Dr. Scott Kissau and Dr. Shanti Kulkarni (College of Health and Human Services) were selected as this year's recipients of Atkin's Library's Faculty Engagement Award. This award is given annually to recognize outstanding faculty contributions to the library's mission, vision, and strategic initiatives. Drs. Kissau and Kulkarni were nominated for their work related to the collaborative Systematic Review Pilot. The collaborative project familiarized faculty and students with rigorous systematic reviews, strengthened partnerships with Atkin's Library, emphasized the value of including librarians on research teams, and enhanced research productivity.



DR. SCOTT KISSAU



DR. SHANTI KULKARNI

## ASSUMPTIONS OF RISK AND NO-COST EXTENSIONS

The Office of Research Services, the Center for Research Excellence, and the other units within the Division of Research provide a variety of annual and ad hoc professional development opportunities, workshops, and programs for faculty, staff and students. At the Monday, October 14 (1-2pm) session faculty and staff can learn about Assumptions of Risk (AORs) and No-Cost Extensions (NCEs), including what they are, what documentation and information is needed to request one, and how to use them to facilitate post-award management. All workshops will be held via Zoom. Please register [here](#) for all sessions you wish to attend, and to receive the zoom meeting link.

## RESEARCH AT CHARLOTTE TEACHER EARLY COLLEGE

A friendly reminder that the opportunity to conduct research at the Charlotte Teacher Early College (CTEC) is still available. To promote and track related research and facilitate collaboration, anyone interested in conducting research involving CTEC is encouraged to complete an [online form](#) found on our research webpage.

Educational Leadership	Middle School	High School	ELED & ECE	Special Populations	Counseling
<ul style="list-style-type: none"> <li>Principal-Teacher Conference</li> <li>Family Conference - ECE Behavioral Issues</li> <li>Family Conference – ECE Data</li> <li>Family Conference – K-5 Data</li> <li>Family Conference – Middle School Data</li> <li>Family Conference – Middle School Behavioral Issues</li> <li>Family Conference – Concerns with IEP</li> <li>Family Conference – Introducing Need for IEP</li> </ul>	<ul style="list-style-type: none"> <li>Establishing Rapport (Meet &amp; Greet)</li> <li>Classroom Management</li> <li>Introducing Content</li> <li>Eliciting Student Thinking</li> <li>Comprehending Personification</li> <li>Understanding Exponents</li> <li>Welcoming a New Student</li> <li>Defining Science Vocabulary</li> <li>Understanding Angles</li> <li>Understanding Instructions</li> <li>Comprehending Nonfiction Vocabulary</li> <li>Social Emotional Learning</li> </ul>	<ul style="list-style-type: none"> <li>Meet and Greet</li> <li>Classroom Management, Setting Expectations</li> <li>Introducing Content</li> <li>Demonstrating Science Lab Safety</li> <li>● Establishing Science Lab Safety</li> <li>Eliciting Student Thinking,</li> <li>Environmental Sciences</li> <li>Leading Group Discussion, Biology</li> </ul>	<ul style="list-style-type: none"> <li>Establishing Rapport (Meet &amp; Greet)</li> <li>Classroom Management</li> <li>Introducing Content</li> <li>Eliciting Student Thinking – Long Division</li> <li>Social Emotional Learning</li> <li>Leading a Morning Circle</li> <li>Read Aloud</li> <li>Assessing Phonetic Awareness</li> </ul>	<ul style="list-style-type: none"> <li>Understanding Exponents (ASD)</li> <li>Comprehending Personification (ASD)</li> <li>Comprehending Nonfiction Vocabulary (LD)</li> <li>Understanding Instructions (LD)</li> <li>Welcoming a New Student (EL)</li> <li>Defining Science Vocabulary (EL)</li> <li>Understanding Angles (EL)</li> </ul>	<ul style="list-style-type: none"> <li>Conducting a Counseling Session</li> <li>Checking-in New Patient Behavioral Health</li> <li>Interviewing Pediatric Guardian</li> <li>Delivering News to a Minor</li> </ul>

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.

## 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 commit to:

- schedule regular meetings with their mentee to establish goals and expectations, answer questions, and monitor progress;
- set appropriate deadlines for the submission of the 2 assignments (CITI training and the Research as Inquiry module assignment);
- verify completion of two course assignments in Canvas (no scoring required);
- provide research-related opportunities throughout the spring semester equivalent to the amount of time required to complete a 3 credit hour course (approximately 5-10 hours per week);
- evaluate student progress using a pre-developed course rubric;
- and 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.

## AERA AWARD COMMITTEE

Dr. Xiaoxia Newton (Department of Educational Leadership) has been invited by the president of the American Educational Research Association (AERA) to accept a two-year (2024-2026) appointment to serve on the Palmer O. Johnson Award Committee. This award goes to the best article published in an AERA journal and is one of AERA's most distinguished awards. Congratulations Xiaoxia for the recognition.



DR. XIAOXIA NEWTON

## CENTER FOR TEACHING AND LEARNING WORKSHOPS

Looking to innovate, engage and inspire your students through high-impact teaching practices and technologies? Register for the following [Fall Faculty Workshops](#).

### Generative AI

#### Overview of Gen-AI Tools for Education

- Sep 18, 2:30pm - 3:30pm
- Oct 8, 10:00am - 11:00am

#### Part 1: Introduction to Gen-AI and Prompt Writing

- Oct 3, 2:30pm - 3:30pm

#### Part 2: Student Study Skills with Gen-AI (with MS Copilot)

- Sept 24, 1:00pm - 2:00pm
- Oct 10, 10:00am - 11:00am

#### Part 3: Student Writing Skills with Gen-AI (with MS Copilot)

- Sept 26, 1:00pm - 2:00pm
- Oct 16, 2:30pm - 3:30pm

#### Ethical Considerations for Teaching with Gen-AI

- Sept 30, 1:00pm - 2:00pm
- Oct 17, 10:00am - 11:00am

#### Zoom AI for Teaching

- Oct 9, 2:30pm - 3:30pm

#### Student Success Strategies

#### Growth Mindset Activities for Your Class

- Oct 11, 10:00am - 11:00am

### Canvas Foundations

#### Canvas: Quizzing

- Oct 10, 10:00am - 11:00am

#### Canvas: Assignments and Gradebook

- Oct 24, 10:00am - 11:00am

#### Part 2: Canvas Studio - Creating Video Quizzes

- Oct 22, 10:00am - 11:00am

#### Active Learning

#### Part 1: Teaching with Poll Everywhere

- Oct 18, 10:00am - 11:00am

#### Part 2: Active Learning with Poll Everywhere

- Oct 24, 1:00pm - 2:00pm

#### Designing and Implementing Group Projects

- Oct 23, 10:00am - 11:00am

#### Teaching Effectiveness with Canvas Tools

#### Part 1: Canvas Analytics for Early Intervention

- Oct 10, 10:00am - 11:00am

#### Part 2: Canvas Studio - Exploring Video Insights

- Oct 7, 1:00pm - 2:00pm
- Oct 29, 10:00am - 11:00am

#### Part 3: Canvas Analytics to Improve Your Canvas Course Design

- Oct 4, 1:00pm - 2:00pm
- Oct 21, 11:30am - 12:30pm

# FUNDING OPPORTUNITIES TO CONSIDER

## 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](#)

## AUTISM SCIENCE FOUNDATION

The FRP calls for 1) pilot studies to identify or characterize the underlying biological mechanisms of profound autism; 2) examination of the preliminary efficacy of a behavioral or pharmacological treatment for core or co-morbid symptoms of profound autism or severe, intense and dangerous behaviors; and 3) projects which address challenges in recruitment, retention or data collection in individuals with profound autism. The Autism Science Foundation will award multiple pilot grants determined by available financial resources. The term of the award will be one year and the grant will support up to \$35,000. The award may be used to cover supplies or salary support and fringe for staff, including post-doctoral fellows, tenured or tenure-track faculty or other percent effort. It also may be used to cover small amounts of consulting costs.

**Deadline: 18 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](#)

## 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](#)

## 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](#)

# FUNDING OPPORTUNITIES TO CONSIDER

## NATIONAL ENDOWMENT FOR THE HUMANITIES

### Digital Humanities Advancement Grants (DHAG)

The DHAG program supports work that is innovative, experimental, and contributes to the critical infrastructure that underpins scholarly research, teaching, and public programming in the humanities. DHAG is one of many grant programs at the NEH that funds digital humanities projects. Please consult [these resources](#) to help find the right program to support your work. Prospective applicants seeking ODH staff feedback about the fit of their project to the DHAG program are invited to submit a brief project description by emailing [odh@neh.gov](mailto:odh@neh.gov). NEH partners with the Institute of Museum and Library Services (IMLS) on this program. IMLS encourages DHAG applicants to work in collaboration, and employ the expertise of, library and archives staff at your institution or across the country to strengthen knowledge networks, empower community learning, foster civic cohesion, advance research, and support the traditionally underserved.

**Deadline: 09 Jan 2025**

[CLICK HERE FOR MORE INFORMATION](#)

## NATIONAL SCIENCE FOUNDATION

### Advancing Informal STEM Learning (AISL)

(AISL) Program is committed to funding research and practice, with continued focus on investigating a range of informal STEM learning (ISL) experiences and environments that make lifelong learning a reality. This program seeks proposals that center engagement, broadening participation, and belonging, and further the well-being of individuals and communities who have been and continue to be excluded, under-served, or underrepresented in STEM along several dimensions. The current solicitation encourages proposals from institutions and organizations that serve public audiences, and specifically focus on public engagement with and understanding of STEM, including community STEM; public participation in scientific research (PPSR); science communication; intergenerational STEM engagement; and STEM media.

**Deadline: 08 Jan 2025**

[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](#)



# FUNDING OPPORTUNITIES TO CONSIDER

## 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](#)

## 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

### Ethical and Responsible Research (ER2)

The ER2 program supports projects that focus on what constitutes or promotes responsible and ethical research in science, technology, engineering, and mathematics (STEM) fields. The ER2 program promotes the development, improvement, and dissemination of responsible and ethical research practices and aims to build on organizational cultures that value and reward such practices. Proposers to the ER2 program may examine responsible and ethical research practices across one or more career stages. This can include, for example, the research practices of students, postdoctoral fellows, faculty, or practitioners. ER2 projects could seek to improve responsible and ethical research practices in teams, organizations, or communities, or between researchers and the public. ER2 projects may include the development of interventions that promote responsible and ethical research practices, including in multidisciplinary, inter-organizational, cross-sector, translational, or international contexts. An ER2 project can also identify challenges that undermine or erode responsible and ethical research practices in STEM fields and evaluate measures to prevent or mitigate such challenges.

**Deadline: 23 Jan 2025**

[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 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: 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](#)

## 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](#)

# FUNDING OPPORTUNITIES TO CONSIDER

## 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](#)

## 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](#)

# FUNDING OPPORTUNITIES TO CONSIDER

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

## RESEARCH/FUNDING SUPPORT

### Finding Funding Opportunities

Kailey Hess, Social Research Assistant,  
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### IRB Questions

Cat Runden, Research & Economic  
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### Proposal Development & Submission

Stafford Farmer, Senior Associate  
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### Post-Award Support

Sarah Johnson, Post-Award Specialist,  
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Jennifer Jones, Business Services  
Coordinator,  
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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](mailto:spkissau@charlotte.edu)**

