



Volume 3, Number 3: March 2015

GRANT DEVELOPMENT: SUMMER FUNDING, 2015

CEHS faculty members are encouraged to submit proposals to the Research Office for funding to support **grant writing activities** during Summer, 2015. Up to four awards will be made for a maximum = \$5,000.⁰⁰ per award. Of this amount, \$3,000.⁰⁰ will be paid for summer salary; the final \$2,000.⁰⁰ will be paid upon submission of a grant proposal to an external funding agency (i.e., IES, NIH, NSF).

NOTE: The targeted funding agency must allow indirect costs (many philanthropic foundations do not). The budget for the external agency proposal must equal or exceed \$50,000.⁰⁰ (not including indirect costs).

COLLABORATIVE PROPOSALS ARE ENCOURAGED, but note that summer funds will be split among the collaborators (based upon determined effort, below). CEHS faculty members must be at least Co-Principal Investigators on proposals that will be submitted to external funding agencies.

2015 Summer Funding Proposals must contain the following elements:

1. A 4-page single-spaced description of the project to be proposed for external funding:
 - a. *Statement* of the problem and *rationale* for the research
 - b. *Summary* of supporting literature
 - c. Proposed *research questions* and *methodology*
 - d. Anticipated *outcomes* of research project
 - e. Educational/theoretical *significance* of project
 - f. Relevant *references* listed
 - g. Anticipated *budget* request (i.e., total dollars for external grant)
2. Next, identify the targeted funding agency (i.e., IES, NIH, NSF) and the specific program where the to-be-developed proposal will be submitted.
3. Provide a month-by-month timeline for your proposal development plan.
4. For *collaborative* proposals, give a brief description of individuals' contributions to preparing the target grant proposal (e.g., Faculty Member A: 60% effort; Faculty Member B: 40% effort).
5. Identify 2 peer reviewers (name + email) who could potentially review the grant proposal prior to submission (e.g., individuals who have been awarded grants from the target funding agency). (Items #2-5 = 1 page.)

Submit proposal as email attachment in Word format to [M Cecil Smith](#), Associate

Dean for Research & Graduate Studies, by noon on **March 27, 2015**. Proposals will be reviewed and ranked by Associate Dean Smith and a committee of non-competing CEHS faculty members. Awards announced April 24, 2015.



Calls for Papers

Journal of Education & Social Policy

Journal of Education & Social Policy (JESP) is an open access, peer reviewed, and fully refereed international academic journal published by Center for Promoting Ideas (CPI), USA <http://cpinet.info/>. The main objective of JESP is to provide a platform for the international scholars, academicians and researchers to share the contemporary thoughts in the fields of education and social policies. JESP aims to promote policy development in education and thus become the leading international journal in education in the world.

The journal publishes research papers in the all the fields of education and social policy, including: Education: Elementary Education, Secondary Education, Health Promotion, Minor Education Studies, Special Education, Nutrition Education, Bilingual Education, International Training And Education, Learning Disabilities, Teaching, Peace And Conflict Resolution, Curriculum And Instruction, Experiential Learning, Social Justice And Urban Education, Psychology Of Education, Technology In Education, Gender And Cultural Diversity In School, Comparative And International Education, Cultural Factors In Higher Education, Education And Social Change, Children's Literature, Language And Literacy Learning, Education And Public Policy, Leadership Skills, Classroom Management, Legal Issues In Education, Student Teaching.

Social Policy: Human Rights, Social Work, Social Welfare, Gender, Women's Studies, Religion, Welfare State, Social Security, Unemployment Insurance, Environmental Policy, Economic Policy, Human Behavior, Pensions, Health Care, Social Housing, Social Care, Child Protection, Social Exclusion, Education Policy, Crime and Criminal Justice and so on.

The journal is published in both print and online.

JESP publishes original papers, review papers, conceptual framework, analytical and simulation models, case studies, empirical research, technical notes, and book reviews. Special Issues devoted to important topics in education will occasionally be published.

JESP is indexed with and included in Cabell's, EBSCO, Ulrich's, DRJI, InfoBase Index, and Gale. Moreover the journal is under the indexing process with ISI, ERIC, DOAJ, Scopus, and Econlit.

JESP is inviting papers for Vol. 2 No. 1 which is scheduled to be published on April 30, 2015. Last date of submission: March 15, 2015. However, an early submission will get preference in case of review and publication process.

Send your manuscript to the editor at editor@jespnet.com

For more information, visit the official website of the journal <http://www.jespnet.com/>

Dr. Kevin E. Smith
The Chief Editor
Journal of Education & Social Policy



Journal of Education and Human Development

[Journal of Education and Human Development](#) is a peer-reviewed international journal. The journal publishes research manuscripts in the fields of education and human development which would be of interest to an international readership. The aim of the journal is to publish high quality manuscripts that are of international significance in terms of design and/or findings by encouraging the collaboration with international teams of researchers to create special issues on these topics. The journal strives to strengthen connections between research and practice, so enhancing professional development and improving practice within the field of education and human development. Papers accepted for publication are double-blind refereed to ensure academic integrity.

The journal is published by the [American Research Institute for Policy Development](#) that serves as a focal point for academicians, professionals, graduate and undergraduate students, fellows, and associates pursuing research throughout the world.

Interested contributors are highly encouraged to submit their manuscripts/papers to the executive editor via e-mail at editor@aripd.org. Please indicate the name of the journal (Journal of Education and Human Development) in the cover letter or simply put 'Journal of Education and Human Development' in the subject box during submission via e-mail.

The journal is Abstracted/Indexed in CrossRef, CrossCheck, Cabell's, Ulrich's, Griffith Research Online, Google Scholar, Education.edu, Informatics, Universe Digital Library, Standard Periodical Directory, Gale, Open J-Gate, EBSCO, Journal Seek, DRJI, ProQuest, BASE, InfoBase Index, OCLC, IBSS, Academic Journal Databases, Scientific Index.

E-Publication First™

E-Publication First™ is a feature offered through our journal platform. It allows PDF version of manuscripts that have been peer reviewed and accepted, to be hosted online prior to their inclusion in a final printed journal. Readers can freely access or cite the article. The accepted papers are published online within one week after the completion of all necessary publishing steps.

DOI® number

Each paper published in Journal of Education and Human Development is assigned a DOI® number, which appears beneath the author's affiliation in the published paper.

[View](#) the complete list of the journals of the institute. For any additional information, please contact with the executive editor at editor@aripd.org

Regards,
Dr. Kathleen M. Everling, University of Texas at Tyler, USA.
Editor-in-Chief
Journal of Education and Human Development

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Special Issue: *Contemporary Educational Psychology***Learning Disabilities, ADHD, and Executive Functioning: Understanding Academically At-Risk Students' Learning, Motivation, and Engagement**

Guest Editors: Andrew J. Martin, Kristie J. Newton, Rayne Sperling

This Special Issue to *Contemporary Educational Psychology (CEP)* focuses on students with learning disabilities, attention-deficit/hyperactivity disorder (ADHD), or other executive function disorders – and their learning, motivation, and engagement.

The Special Issue is to be demarcated into three sub-sections, each led by a member of the Guest Editorial team:

1. Learning Disabilities: Led by Kristie J. Newton
2. ADHD: Led by Andrew J. Martin
3. Other Executive Function Disorders: Led by Rayne Sperling

As relevant to students with learning disabilities, ADHD, or other executive functioning disorders, we seek empirical contributions in the areas of:

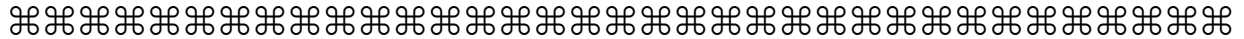
- Motivation and engagement
- Learning (domain-general learning or domain-specific learning. e.g., mathematics etc.)
- Intervention or measurement relevant to their learning, motivation, and engagement

All submissions will be peer reviewed by 2 reviewers (one being a member of the *CEP* Board, one being a non-*CEP* reviewer) and by the section Editor. All manuscripts will be expected to meet *CEP*'s standards for publication.

Author instructions and submission: <http://www.journals.elsevier.com/contemporary-educational-psychology/> (select 'Special Issue' in article type).

Submissions close: April 30th 2015

Enquiries can be directed to Andrew J. Martin: andrew.martin@unsw.edu.au



News You Can Use

The U.S. Department of Education has launched a new blog-style website:

<http://www.ed.gov/blog/>

Early High School Dropouts: What Are Their Characteristics?

Approximately 2.7 percent of 2009 ninth-graders had dropped out of school by spring 2012 when most would have been in eleventh grade. The publication (link below) provides a snapshot of “early high school dropouts,” those who dropped out of school between ninth and eleventh grade without earning a high school diploma or any alternative credential such as a GED. Key findings include:

- Asian students dropped out at the lowest rate (0.3 percent), compared with White (2.1 percent), Black (4.3 percent), and Hispanic (3.5 percent) students.
- Nearly 5 percent (4.7 percent) of students whose family socioeconomic status was in the lowest 20 percent had dropped out, compared with 0.6 percent of their peers in the highest 20 percent.

This Data Point uses data from the High School Longitudinal Study of 2009 (HSL:09) to examine the extent to which high school students drop out of school between the ninth and eleventh grades and how they vary by sex, race/ethnicity, and socioeconomic status. (Data Point is a product of the National Center for Education Statistics at the Institute of Education Sciences, U.S. Department of Education.) To view the full report: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015066>



Grants Resources

NIH Matchmaker Tool

http://projectreporter.nih.gov/reporter_matchmaker.cfm?new=1

Since 2008, NIH's Research Portfolio Online Reporting Tools, better known as [RePORT](#), has provided easy access to info on NIH funded research. My office continues to look at new ways to enhance your access to important information through robust search tools, data visualization dashboards, and more. I'd like to highlight one of our newer tools today: Matchmaker.

[Matchmaker](#) allows you to enter manuscript abstracts, research bios, or other scientific text, and retrieve a list of similar projects from the RePORTER database. After you submit your text (up to 15,000 characters in length), Matchmaker will analyze it for key terms and concepts, then pull up the top 100 most-similar NIH-funded projects, ranked by match score.

Insider's Guide to Peer Review for NIH Applicants:

<http://public.csr.nih.gov/aboutcsr/NewsAndPublications/Publications/Pages/InsidersGuide.aspx>

Two Technical Working Group Summaries Are Now Available: "Practitioner Perspectives on Emerging Research Needs" and "Improving Relevance in Education and Research and Researcher Perspectives on Strengthening IES's Research Grant and Training Programs".

In 2014, the National Center for Education Research (NCER) and the National Center for Special Education Research (NCSEER) held two Technical Working Group (TWG) meetings to discuss critical research needs and ways to strengthen IES research and training programs. In part, the meetings were a response to a 2013 report from the U.S. Government Accountability Office that recommended IES seek more input from stakeholders to make its research more relevant and useful. The first TWG meeting was held in March 2014 with education practitioners; the second was held in October 2014 with education researchers. Summaries of the meetings are now available on the TWG summary pages of the [NCER website](#) and the [NCSEER website](#).



Higher Education Research and Development

Higher Education R&D Expenditures Resume Slow Growth in FY 2013

InfoBriefs | NSF 15-314 | February 4, 2015

by Ronda Britt [\[1\]](#)

University spending on research and development in all fields totaled \$67.2 billion [2] in FY 2013, according to data from the National Science Foundation (NSF) Higher Education Research and Development (HERD) Survey (table 1). When adjusted for inflation, higher education R&D increased by less than half a percent in FY 2013 (figure 1). This overall amount represents the reported totals from 891 degree-granting institutions that spent at least \$150,000 in R&D in the previous fiscal year. The remainder of this InfoBrief focuses on the 645 institutions included in the full version of the survey (standard form) that reported at least \$1 million in R&D during their previous fiscal year and who contributed 99.8% of the total R&D expenditures reported in FY 2013.

**TABLE 1. Higher education R&D expenditures, by source of funds, R&D field, and survey population: FY 2013
(Thousands of current dollars)**

HERD = higher education research and development; nec = not elsewhere classified; S&E = science and engineering.

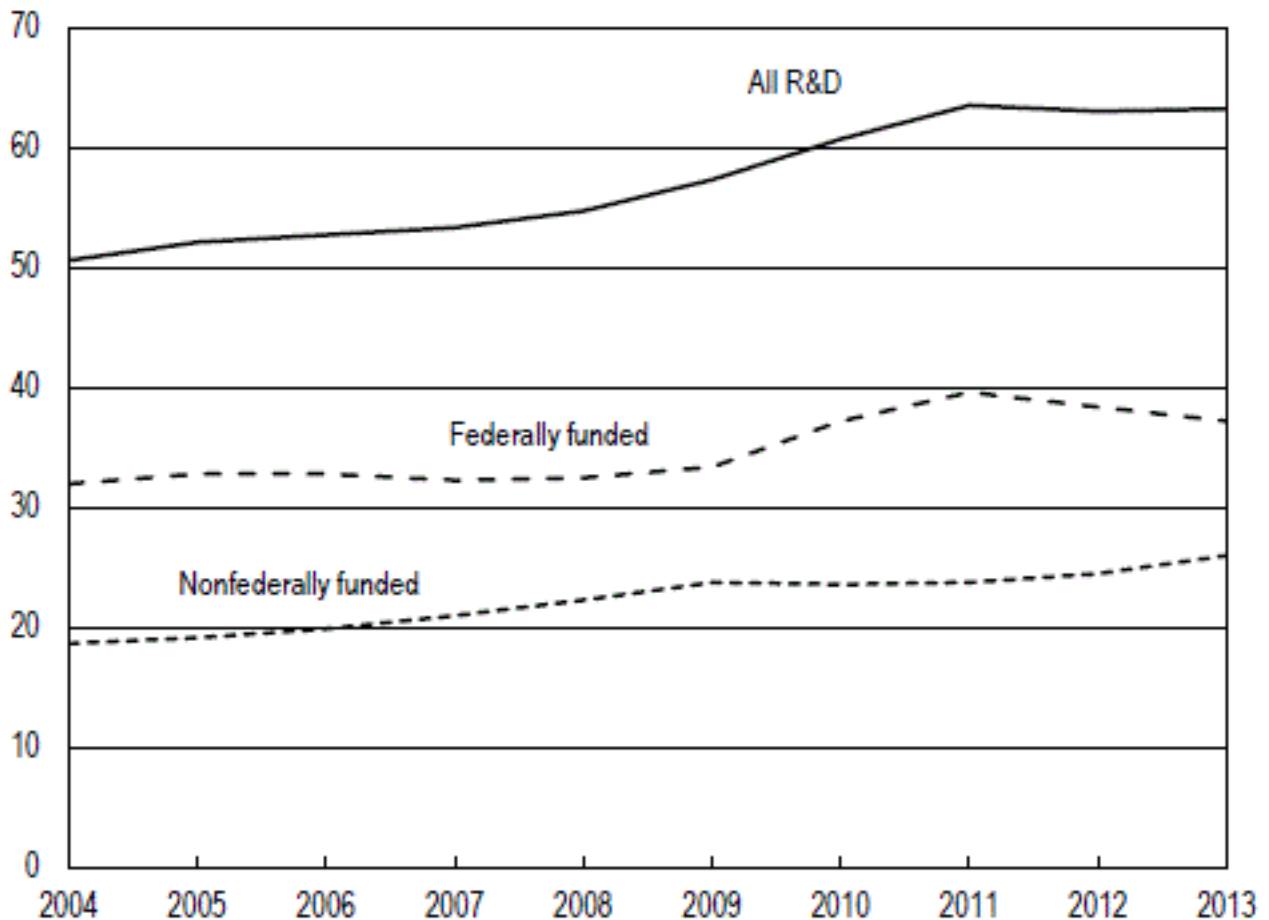
NOTE: Institutions are included in the short form population if they reported less than \$1 million in total R&D expenditures during the previous fiscal year.

SOURCE: National Science Foundation, National Center for Science and Engineering Statistics, Higher Education Research and Development Survey, FY 2013.

Source of funds and R&D field	All institutions	HERD Survey population	
		Short form	Standard form
All R&D expenditures	67,173,419	132,265	67,041,154
Source of funds			
Federal government	39,535,199	65,042	39,470,157
State and local government	3,666,940	9,215	3,657,725
Institution funds	15,011,613	37,690	14,973,923
Business	3,505,552	4,244	3,501,308
Nonprofit organizations	3,874,135	14,042	3,860,093
All other sources	1,579,980	2,032	1,577,948
R&D field			
Science	52,765,521	99,559	52,665,962
Computer sciences	2,073,175	4,982	2,068,193
Environmental sciences	3,208,984	9,827	3,199,157
Life sciences	37,631,306	46,106	37,585,200
Mathematical sciences	674,690	3,702	670,988
Physical sciences	4,664,313	18,290	4,646,023
Psychology	1,157,497	5,795	1,151,702
Social sciences	2,175,769	5,745	2,170,024
Sciences, nec	1,179,787	5,112	1,174,675
Engineering	10,737,839	9,154	10,728,685
Non-S&E	3,670,059	23,552	3,646,507

FIGURE 1. Higher education R&D expenditures, by source of funds: FYs 2004–13

Constant 2009 dollars (billions)



NOTE: Includes all institutions reporting over \$150,000 in R&D expenditures in the fiscal years shown.

SOURCE: National Science Foundation, National Center for Science and Engineering Statistics, Higher Education Research and Development Survey.

Academic R&D expenditures funded by the one-time American Recovery and Reinvestment Act of 2009 (ARRA) continued to decrease, declining to \$1.5 billion in FY 2013.^[3] ARRA funding represented 3.7% of the federally funded R&D expenditures for FY 2013. Including ARRA funding, the total federal funding for higher education R&D declined from \$40.2 billion in FY 2012 to \$39.5 billion in FY 2013, continuing a decline in the proportion of academic R&D funded by the federal government (table 2). Since FY 2011, federally funded expenditures have dropped from 62.5% to 58.9% of total R&D expenditures, resuming the

pre-ARRA trend (figure 2). In constant dollars, federally funded R&D expenditures declined 3.1% in FY 2013.

**TABLE 2. Higher education R&D expenditures, by source of funds: FYs 2010–13
(Millions of current dollars)**

ARRA = American Recovery and Reinvestment Act of 2009.

NOTES: FY 2012 and FY 2013 totals exclude short form institutions (those reporting less than \$1 million in R&D expenditures in the prior fiscal year). The total reported by short form institutions in FY 2012 was \$145 million, of which \$75 million was federally funded. The total reported in FY 2013 was \$132 million, of which \$65 million was federally funded.

SOURCE: National Science Foundation, National Center for Science and Engineering Statistics, Higher Education Research and Development Survey.

Fiscal year	All R&D expenditures	Federal government (non-ARRA)	Federal government (ARRA)	State and local government	Institution funds	Business	Nonprofit organizations	All other sources
2010	61,257	34,793	2,684	3,853	11,941	3,198	3,740	1,048
2011	65,282	36,597	4,173	3,829	12,612	3,180	3,854	1,037
2012	65,744	37,715	2,436	3,695	13,635	3,272	4,022	969
2013	67,041	37,997	1,473	3,658	14,974	3,501	3,860	1,578

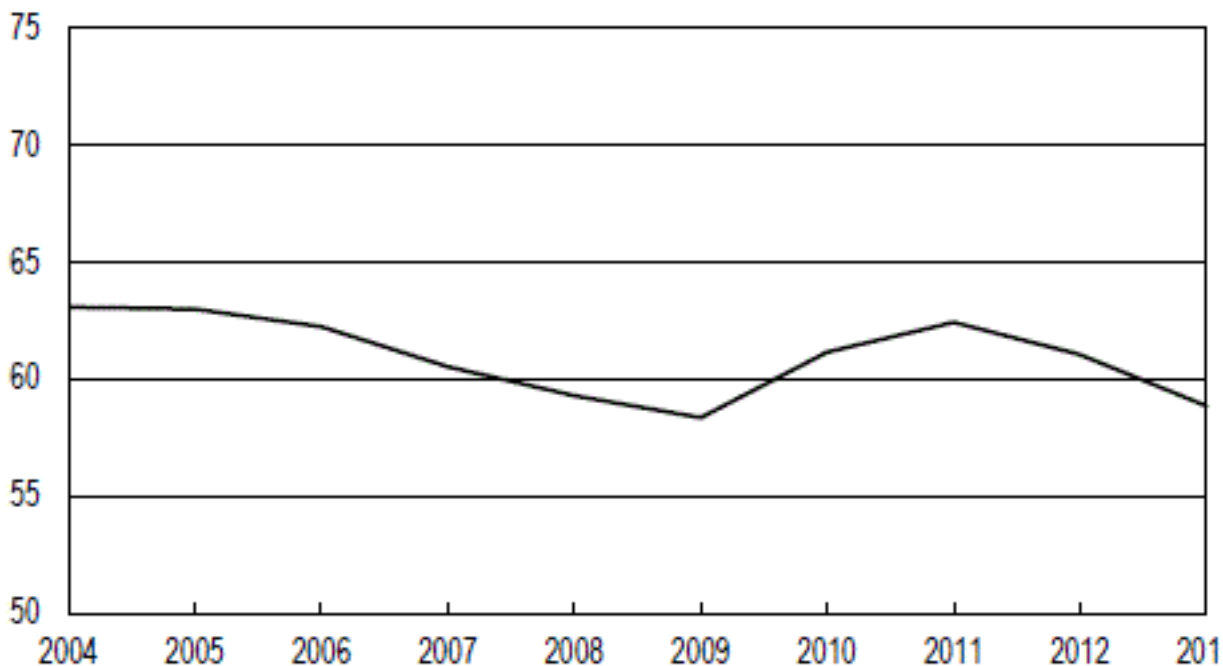
R&D Expenditures by Source

Institution-funded R&D continued its rapid growth and rose 9.8% to nearly \$15 billion in FY 2013 (table 2). Institution funds now constitute 22.3% of total R&D, rising from 19.5% in FY 2010. There are three components to institution funds: direct funding of R&D (\$8.9 billion), cost sharing on externally sponsored projects (\$1.4 billion), and indirect costs on external projects that are not reimbursed by the sponsors (\$4.7 billion). Expenditures funded by state and local government held roughly steady at \$3.7 billion in FY 2013, and nonprofit-funded expenditures fell \$162 million to \$3.9 billion. Business-funded R&D continued to grow, rising 7.0% in FY 2013 to \$3.5 billion. Expenditures funded by "all other sources"—such as foreign governments, other universities, or gifts designated by the donors for research—increased \$609 million in FY 2012, reaching \$1.6 billion in FY 2013.^[4]

Among federal agencies, the Department of Health and Human Services (HHS), including the National Institutes of Health, continues to provide the majority of the R&D funding (54%, or \$21.2 billion). Eighty-eight percent of the HHS total supported R&D within the life sciences (table 3). The National Science Foundation (NSF) and the Department of Defense (DOD) were the next largest funders of R&D, with \$5.4 and \$5.0 billion, respectively. The funding provided by NSF was distributed across many of the broad fields, with somewhat larger concentrations in engineering and physical sciences (23% and 20%, respectively), whereas DOD had a substantial concentration of their funding within the field of engineering (49%).

FIGURE 2. Higher education R&D expenditures funded by the federal government: FY 2004–13

Percent



SOURCE: National Science Foundation, National Center for Science and Engineering Statistics, High Education Research and Development Survey.

TABLE 3. Federally financed higher education R&D expenditures, by agency and field: FY 2013
(Thousands of current dollars)

DOD = Department of Defense; DOE = Department of Energy; HHS = Department of Health and Human Services; NASA = National Aeronautics and Space Administration; nec = not elsewhere classified; NSF = National Science Foundation; S&E = Science and engineering; USDA = U.S. Department of Agriculture. SOURCE: National Science Foundation, National Center for Science and Engineering Statistics, Higher Education Research and Development Survey, FY 2013.

Agency	All R&D fields	Comptr sciences	Environ sciences	Life sciences	Mathe science	Physical sciences	Psychol	Social scienc	Sciences	Engineering	Non-S&E fields
All agencies	39,470,157	1,552,070	2,097,153	22,250,416	464,500	3,309,274	789,164	897,076	441,636	6,493,109	1,175,759
DOD	5,037,554	546,717	208,006	913,123	93,531	509,648	56,854	94,522	86,895	2,457,102	71,156
DOE	1,873,818	50,412	143,967	216,176	15,110	610,976	574	11,032	28,216	785,430	11,925
HHS	21,222,929	80,408	79,135	18,662,583	47,345	530,525	531,696	304,843	132,585	632,635	221,174
NASA	1,332,307	16,796	299,909	84,659	3,903	455,111	17,564	15,241	3,790	421,946	13,388
NSF	5,395,972	706,428	768,294	770,373	266,914	1,058,359	77,097	148,895	134,979	1,246,149	218,484
USDA	1,091,575	3,486	56,657	875,931	4,084	7,413	6,168	55,695	8,502	57,796	15,843
All other agencies	3,516,002	147,823	541,185	727,571	33,613	137,242	99,211	266,848	46,669	892,051	623,789

R&D Expenditures by Field

The largest broad field, life sciences, rose slightly to \$37.6 billion in FY 2013 (table 4), although this represented a second year of decline in constant dollars. Engineering was the next largest broad field and also increased slightly to \$10.7 billion in FY 2013. Computer sciences had the largest percentage increase in constant dollars and rose to over \$2 billion in current dollars for the first time in FY 2013. Over the past 10 years, non-science and engineering fields, such as education, humanities, and business, experienced the highest average annual constant dollar growth, growing by 6.6% per year. R&D in engineering fields grew by 3.5% annually in constant dollar terms.

TABLE 4. Higher education R&D expenditures, by R&D field: FYs 2004–13

nec = not elsewhere classified; S&E = science and engineering.

^a Prior to FY 2010, some institution totals for all fields of R&D expenditures may be lower-bound estimates because the National Science Foundation did not attempt to estimate for nonresponse on non-S&E R&D expenditures item.

SOURCE: National Science Foundation, National Center for Science and Engineering Statistics, Higher Education Research and Development Survey.

R&D field	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Current \$millions										
Computer sciences	1,404	1,404	1,443	1,431	1,471	1,600	1,638	1,740	1,820	2,068
Environmental sciences	2,353	2,554	2,601	2,681	2,799	2,923	2,992	3,159	3,179	3,199
Life sciences	25,949	27,604	28,804	29,805	31,193	32,779	34,949	37,324	37,187	37,585
Mathematical sciences	448	494	533	573	620	547	594	640	674	671
Physical sciences	3,547	3,703	3,814	3,863	3,932	4,283	4,622	4,783	4,724	4,646
Psychology	782	825	876	873	925	972	1,078	1,159	1,188	1,152
Social sciences	1,675	1,685	1,706	1,803	1,950	2,081	1,997	2,064	2,054	2,170
Sciences, nec	764	761	888	948	1,025	1,029	1,161	1,092	1,102	1,175
Engineering	6,314	6,743	7,095	7,517	7,958	8,649	9,329	10,040	10,292	10,729
Non-S&E ^a	1,601	1,761	1,887	2,095	2,242	2,425	2,897	3,281	3,523	3,647
Constant 2009 \$millions										
Computer sciences	1,586	1,538	1,530	1,477	1,489	1,600	1,624	1,692	1,740	1,947
Environmental sciences	2,658	2,797	2,759	2,769	2,832	2,923	2,966	3,072	3,038	3,012
Life sciences	29,308	30,228	30,548	30,778	31,559	32,779	34,648	36,293	35,538	35,384
Mathematical sciences	507	541	565	592	627	547	589	623	644	632
Physical sciences	4,006	4,055	4,045	3,989	3,978	4,283	4,582	4,651	4,515	4,374
Psychology	884	903	929	901	936	972	1,069	1,127	1,136	1,084
Social sciences	1,892	1,845	1,809	1,862	1,973	2,081	1,979	2,007	1,962	2,043
Sciences, nec	863	834	941	979	1,037	1,029	1,151	1,062	1,053	1,106
Engineering	7,132	7,384	7,525	7,763	8,051	8,649	9,248	9,763	9,836	10,100
Non-S&E ^a	1,808	1,929	2,001	2,163	2,268	2,425	2,872	3,190	3,366	3,433

Data Sources, Limitations, and Availability

The fiscal year referred to throughout this report is the academic fiscal year. For most institutions, FY 2013 represents 1 July 2012 through 30 June 2013. The higher education R&D expenditures data were collected from a census of 891 universities and colleges that grant bachelors or higher degrees and expended at least \$150,000 in R&D in FY 2013. In

order to reduce respondent burden, the HERD Survey was revised beginning in FY 2012 to request abbreviated data from institutions reporting less than \$1 million in R&D expenditures during the previous fiscal year. Except for table 1, the totals shown in this InfoBrief do not include expenditures reported by 246 institutions that completed a short form version of the survey in FY 2013. These institutions accounted for an additional \$132 million to the U.S. total of higher education R&D expenditures in FY 2013. The combined results will be shown within a limited set of data tables.

The amounts reported include all funds expended for activities specifically organized to produce research outcomes and sponsored by an outside organization or separately budgeted using institution funds. R&D expenditures at university-administered federally funded research and development centers (FFRDCs) are collected in a separate survey, the FFRDC R&D Survey, and these data are available at <http://www.nsf.gov/statistics/ffrdc/>.

Notes

[1] Ronda Britt, Research and Development Statistics Program, National Center for Science and Engineering Statistics, National Science Foundation, 4201 Wilson Boulevard, Suite 965, Arlington, VA 22230 (rbritt@nsf.gov; 703-292-7765).

[2] Unless otherwise indicated, references to dollar amounts or percentages are in current dollars.

[3] Although the funding was awarded to institutions in federal FY 2009 and FY 2010, much of the funding was for multiyear projects. The deadline for spending on the majority of ARRA projects was 30 September 2013; therefore, ARRA expenditures are expected to appear in HERD Survey totals through at least academic FY 2014.

[4] The increase in "all other sources" may be partly due to more accurate reporting, because the survey instructions were revised in FY 2013 to clarify that non-pass-through funds received from other universities or gifts designated for research by individual donors should be included here rather than under nonprofit organizations or institution funds. Many institutions moved significant amounts of funds between these categories in FY 2013.

http://www.nsf.gov/statistics/2015/nsf15314/index.cfm?WT.mc_id=USNSF
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