

and labor conditions for educators across all settings share challenges that coordinated research efforts can help address. Notable examples include the training of the Pre-K educator and out-of-school learning workforce, especially given the rise in policies supporting universal pre-K and the increasing reliance on after-school and out-of-school learning settings. At the other end of the spectrum, we recognize that leadership positions in universities and colleges are increasingly difficult to fill, and scholars have called for more explicit attention to the development of university and college leadership pipelines.

Exploring Human Learning and Thriving

Learning is ubiquitous to human activity, and it is importantly shaped by people's interactions with others as well as the institutions, histories, and places that expand and constrain the possibilities for learning. Developing more robust understandings of the complexities and variation in learning across cultural communities and learning environments that support a diversity of forms of human flourishing across the lifespan is critical. Learning serves multiple purposes in and beyond formal learning environments at all levels of education. Learning involves a wide range of cognitive and non-cognitive dimensions. We welcome proposals that advance conceptualizations of strength- and resiliency-based perspectives of whole-person pedagogies that value and partner with communities and families as central to learning. Investigating human learning and thriving includes recognizing that social challenges driving i

Conference Grant proposals must be submitted through an online application form following the guidelines below.

Step 1 – Registration

Note: This application is configured for the Principal Investigator (PI) on the project to register and submit the form. If someone other than the PI will be completing the online application (e.g., an administrative assistant), the PI should register as described in Step 1 below, then provide their username and password to the person assisting them with the application.

If you (the PI) have never accessed the Spencer Foundation online portal, you must register and create a profile by going to <https://spencer.smartsimple.us> and clicking the “Register Here” button. Follow the guidelines on the registration page to create your profile.

If you already have an account, log on to update your profile and access the Intent to Apply form.

Step 2 - My Profile

After logging in, follow the directions to complete the information requested on the My Profile page and upload your current CV (10 page limit). The My Profile page is your online account with the Spencer Foundation whether you are applying for a grant, reviewing a proposal, or submitting a grantee report.

Note: If you will have Co-PIs on your project, they must also register and complete their profile information if they wish to be included on the application.

Step 3 – Start a Proposal

To fill out the application, go to your Workbench and click the Apply button for the Conference Grants program. Your draft application can be saved and returned to so that you may continue work on it at a later time and can be found on your Draft Proposals list on your Workbench.

Conference Grant Proposal Elements

Within the online application, there are detailed guidelines for each section.

Below is an overview of the elements you'll be expected to complete.

Project Personnel – As the person creating the draft application, you will automatically be assigned to the proposal as the Principal Investigator. If there are Co-PIs on the proposal, they can be added to the application in this section. They must first follow Steps 1 and 2 above before being added to the application.

Proposal Summary – Information about the project is requested, such as the project title, start and end dates, the central research question(s), and a 200-
word summary of the project.

see below)

Each expense for your project should be added and the budget narrative field should be completed, providing a description of that specific expense.

Detailed guidelines are available within the application form .

Subcont

appendix. These participants need not be confirmed at the time your proposal is submitted, but the conference organizers should have a reasonable expectation that they would attend if invited.

- Detailed curriculum : Applications should include a detailed curriculum for the meeting describing the goals and objectives of the convening and how the stated goals will be met during the proposed conference. By curriculum, we mean a clear plan for participation structures that support dialogue and collaboration that goes beyond a general meeting overview or basic conference agenda. Applicants should provide evidence that their proposed meeting will foster a learning environment that is collaborative, dialogic, and focused on problem-solving. We request a plan for facilitation and activities during the meeting and details about any assignments contained in the proposal.

Conference Organizers – This document should identify the roles, responsibility and knowledge base of the Conference Organizer(s) and any supporting personnel as appropriate. Additionally, it should articulate how the team will work together to organize the conference, highlighting what each team member will contribute to the conference. This document should be no longer than 250 words and the text should be double-spaced in 12-point font.

Optional Appendices A – If you have additional documents focused on data collections tools, instruments, or protocols relevant to the conference, they can be included in this section of the application as supplemental information.

Optional Appendices B – If you have other supporting document, such as letters of agreement or collaboration, they can be uploaded in this section of the application. Please see the guidelines in the online application for more information about these types of appendices.

Project Data – Within the form, we ask you to check off the appropriate options with regard to your research conference in the following categories: disciplinary perspective, methodologies, topics, geographical scope, contexts, and participants. This information is helpful in determining the appropriate reviewers for your proposal and for internal evaluations of our grant programs.

Signature from Authorized Representative of the Administering Organization – This section of the application details the steps necessary to obtain the authorized signature for your proposal. You are required to provide the Signatory's name, title, and email address; this is normally an administrative or financial person that has the authority to sign the proposal on behalf of your organization. Note: The signature process must be completed by noon on the deadline date. You, as the applicant, are responsible for making sure your proposal is signed by the deadline. Please account for the time it takes your organization's authorized signer to review and sign proposal submissions. We recommend filling in the online application at least a week ahead of the deadline date. The Spencer Foundation is unable to accept late submissions.

Submit

Once you've completed all of the elements listed above, click the Submit button at the bottom of the application page and it will be routed to your Signatory for signature and final submission

Review Process

The Conference Grants Program in Education uses a peer review process for all eligible submissions. Each proposal will be reviewed by both external panel reviewers and internal staff. The review process for this program takes approximately 5 months from the deadline date.

The review panel for this program is made up of scholars in the field of education research with expertise across many disciplines and methodological areas. Panelists are asked to rate and comment on the following aspects of your proposal:

Significance of the Conference: Reviewers will evaluate the importance and timeliness of the topic to the identified focus area and its alignment with the program Statement.

Advisory of Conference Curriculum: Reviewers will evaluate the

Frequently Asked Questions

Q: Will the Foundation entertain proposals that fall outside the thematic areas of focus for each cycle?

A: Each cycle, the Foundation will issue a thematic conference grant call focused on advancing educational research. While there may be some very compelling conference grant proposals on a range of topics within education, the funding priorities for this program will regularly change to smaller subtopics within the field of education. If proposals are submitted on topics outside of the named focus areas in a given cycle, they will not be competitive.

Q: What qu cycles does T. h

scholars to hold an original convening on a research topic in the field of education.

Q: Does the conference grant program provide support for scholars to convene practitioners for professional development?

A: The submission of proposals focused exclusively on professional development for teachers or faculty would not be competitive for this grant program unless there was a clear and compelling research focus articulated by the principal investigator.

Q: Can we charge a registration fee for participants?

A: No. Our intent for the grant is to allow you to invite specific participants and to pay for their involvement.

Q: Do you accept conference proposals from outside the United States?

A: Yes, we accept proposals from outside the U.S. Application materials must be submitted in English and project budgets must be in U.S. dollars.

Q: If I have a current research grant through Spencer, can I apply for a conference grant?

A: Yes, for this competition, we are open to grantees holding a conference grant as well as an active research grant at the same time.

Q: Can my organization submit more than one proposal at a time?

A: Yes, as long as the proposals are for different conferences and the organizers (PIs and Co-PIs) are different, it is fine for an organization to submit multiple applications at one time.

Q: May I apply for a Spencer Conference Grant and combine it with funding from another agency?

A: The Spencer Foundation occasionally receives requests for work that would, if funded, be part of larger projects that might ultimately include multiple funding sources. The conference proposed to Spencer ideally would be able to stand alone. In this case, additional resources from another funder

Recent Awardees

Below is a list of the Conference Grants most recently awarded. These were funded in response to the 2018 call for proposals, which focused on understanding education and learning in connection with broader social challenges.

"African Diaspora Literacy: Transforming Research and Practice in Teacher Education and P-12 Schools"

Gloria Boutte

University of South Carolina

"Addressing Dissonances Between Education Research and Post-Market Reform Society in India"

Mary Ann Chacko, Leya Mathew, Karishma Desai, Maithreyi R., and Vidya Subramanian

Ahmedabad University

"Suburban Schools, Urban Realities?: A Conference on Suburban Diversity and Opportunity"

Odin D. Johnson Jr and R. L'Heureux Lewis-McCoy

Washington University in St. Louis

"National Research Conference on College Students formerly in Foster or Out-of-Home Care"

Kerri S. Kearney and Jennifer Rinella Keup

Oklahoma State University

"Researcher-Organizer Partnerships to Advance Culturally Responsive Education iDp

University of Utah

"Reflecting on current language policies and practices in South African Higher Education Institutions and reviewing strategies for development"

Alude Mahali

Human Sciences Research Council

"Elevating Community-based Indigenous Knowledge in the Educational Research Community"

John W. Raible, Kara Mitchell Viesca, Colette M. Yellow Robe, and Nancy Engen-Wedin

University of Nebraska-Lincoln

"Role of Postsecondary Education in Social Mobility and Social Reproduction"

Kristen A. Renn

Michigan State University

"Building the Capacity of Colleges of Education to Challenge Systemic Discrimination and Support Equity-Oriented Practice"

Kathy Schultz and Don Pope-Davis

University of Colorado at Boulder

"Internationalization for an Uncertain Future: Setting the Agenda for Critical Internationalization Studies"

Sharon Stein

University of British Columbia

"Learning to Engage: Politics and Civic Engagement in the Learning Sciences"

Tanner Veal, Joe Curnow, and Indigo Esmonde

The Pennsylvania State University

Deadlines

