During the summer of 2016, the social and behavioral sciences faculty were surveyed to find out what they believed the goals of the Social and Behavioral Sciences Research Initiative (SBSRI) should be as the SBSRI moved forward. The survey was sent to 1,668 faculty; 320 individuals responded.

The survey contained five sections: (1) Goals of the SBSRI, (2) interdisciplinary research, (3) the SBSRI website, (4) current/potential funding, and (5) information about the respondents.

**Goals of the SBSRI**

In the first part of the survey, the participants were presented with 15 possible goals for the SBSRI. They were asked to indicate how important each goal should be on a 5-point scale (1 = Not at all important; 5 = Very important).

**What did faculty say the most important goals for the SBSRI should be?**

Of the 15 goals presented in the survey, respondents said the following were the most important (percentage of respondents rating each goal either a 4 or a 5):

1. Provide research seed funding for interdisciplinary research teams to collect pilot data (77%)
2. Help to identify potential grant proposals for social and behavioral science faculty (70%)
3. Cultivate interdisciplinary research teams to focus on large grant mechanisms such as Center and Program grants (69%)
4. Create a database of completed grant proposals that researchers can use as examples (68%)
5. Help with proposal development (63%)

**What did faculty say the least important goals for the SBSRI should be?**

Of the 15 goals presented in the survey, respondents said the following were the least important (percentage of respondents rating each goal either a 1 or a 2):

1. Help with the post-award process (31%)
2. Provide funding for interdisciplinary brown bag series (29%)
3. Staff a grant office that help units without pre and/or post award grant support (27%)
4. Provide release time seed funding for interdisciplinary research teams (26%)
5. Conduct workshops on applying for NIH, NSF, and other federal-level grants (24%)

Respondents were also given the opportunity to list other possible goals for the SBSRI; their responses can be found in Appendix A.

The following three graphs show the results for each of the 15 possible goals, indicating what percentage of participants rated each goal a 4 or a 5 (most important) or a 1 or a 2 (least important).
Cultivate interdisciplinary research teams to focus on large grant mechanisms such as Center and Program grants.

Provide funding for interdisciplinary brown bag series.

Help mentor new social and behavioral science faculty on the grant proposal process.

Provide research seed funding for interdisciplinary research teams to collect pilot data.

Provide seed funding for meetings of researchers to plan and write interdisciplinary grant proposals.
Provide release time seed funding for interdisciplinary research teams
Bring funders to campus in the area of social and behavioral science to meet with interested faculty
Help to identify potential grant proposals for social and behavioral science faculty
Staff a grant office that can help units without pre- and/or post-award grant support
Help with the pre-proposal process

Most Important
Least Important
Help with the post-award process
Help with proposal development
Conduct workshops on applying for NIH, NSF, and other federal-level grants
Create a database of completed grant proposals that researchers can use as examples
Help specific researchers transition from small grants to larger grant mechanisms

Most Important
Least Important
INTERDISCIPLINARY RESEARCH

Many of the respondents (63%) indicated that they work with social or behavioral scientists in departments other than their own. The most commonly mentioned departments included:

<table>
<thead>
<tr>
<th>Department</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>49</td>
</tr>
<tr>
<td>Sociology</td>
<td>20</td>
</tr>
<tr>
<td>Engineering (various departments)</td>
<td>18</td>
</tr>
<tr>
<td>Human development and family studies</td>
<td>18</td>
</tr>
<tr>
<td>Kinesiology and community health</td>
<td>16</td>
</tr>
<tr>
<td>Educational psychology</td>
<td>15</td>
</tr>
<tr>
<td>Computer science</td>
<td>15</td>
</tr>
<tr>
<td>Business</td>
<td>13</td>
</tr>
<tr>
<td>Social work</td>
<td>13</td>
</tr>
<tr>
<td>Agricultural and consumer economics</td>
<td>12</td>
</tr>
<tr>
<td>Economics</td>
<td>12</td>
</tr>
<tr>
<td>Geography</td>
<td>11</td>
</tr>
<tr>
<td>Political science</td>
<td>11</td>
</tr>
<tr>
<td>Advertising</td>
<td>11</td>
</tr>
<tr>
<td>Food science and human nutrition</td>
<td>10</td>
</tr>
</tbody>
</table>

Respondents were also asked for suggestions of research areas that are well positioned for interdisciplinary research teams. The full list of suggestions is in Appendix B.

THE SBSRI WEBSITE

Respondents were asked to indicate the top three tools they would like to see on the SBSRI website. The top three tools were:

1. Listing of funding opportunities (74%)
2. Links to campus resources for social behavioral resources (55%)
3. SBSRI calendar with social/behavioral science events on campus (50%)

A graph below shows the responses to all items presented.

Participants were also asked if they had other ideas for the SBSRI website; the responses can be seen in Appendix C.
Listing of funding opportunities

Links to campus resources for social/behavioral researchers

SBSRI calendar with social/behavioral science events on campus

Resources for grant writing

Boilerplate text about UIUC for use in grant proposals

Listing of recent publications from UIUC social/behavioral science faculty

Blog posts related to social/behavioral science at UIUC
**Information about the Survey Respondents**

<table>
<thead>
<tr>
<th>Gender</th>
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<tbody>
<tr>
<td>Female</td>
<td>146 (46%)</td>
</tr>
<tr>
<td>Male</td>
<td>138 (43%)</td>
</tr>
<tr>
<td>Did Not Respond</td>
<td>36 (11%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professorial Rank</th>
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</thead>
<tbody>
<tr>
<td>Professor</td>
<td>90 (28%)</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>87 (27%)</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>85 (27%)</td>
</tr>
<tr>
<td>Other (research, clinical, etc.)</td>
<td>27 (8%)</td>
</tr>
<tr>
<td>Did not respond</td>
<td>31 (10%)</td>
</tr>
</tbody>
</table>

Respondents reported an average of 10 years of employment at the University of Illinois.

**Number of Respondents by College/School and Department**

<table>
<thead>
<tr>
<th>College/School</th>
<th></th>
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<tbody>
<tr>
<td>Liberal Arts and Sciences</td>
<td>143</td>
</tr>
<tr>
<td>Education</td>
<td>35</td>
</tr>
<tr>
<td>Applied Health Sciences</td>
<td>30</td>
</tr>
<tr>
<td>Agricultural, Consumer and Environmental Sciences</td>
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</tr>
<tr>
<td>Engineering</td>
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<tr>
<td>Business</td>
<td>21</td>
</tr>
<tr>
<td>Media</td>
<td>13</td>
</tr>
<tr>
<td>Fine and Applied Arts</td>
<td>12</td>
</tr>
<tr>
<td>Social Work</td>
<td>11</td>
</tr>
<tr>
<td>Information Sciences</td>
<td>7</td>
</tr>
<tr>
<td>Labor and Employment Relations</td>
<td>5</td>
</tr>
<tr>
<td>Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Some respondents reported being affiliated with more than one department.

**Agricultural, Consumer and Environmental Sciences**

<table>
<thead>
<tr>
<th>Department</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Development and Family Studies</td>
<td>10</td>
</tr>
<tr>
<td>Agricultural and Consumer Economics</td>
<td>9</td>
</tr>
<tr>
<td>Natural Resources and Environment Sciences</td>
<td>4</td>
</tr>
<tr>
<td>Food Science and Human Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>Agricultural and Biological Engineering</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
<tr>
<td>Department</td>
<td>Courses</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Applied Health Sciences</td>
<td>Kinesiology and Community Health</td>
</tr>
<tr>
<td></td>
<td>Speech and Hearing Science</td>
</tr>
<tr>
<td></td>
<td>Recreation, Sport and Tourism</td>
</tr>
<tr>
<td>Business</td>
<td>Business Administration</td>
</tr>
<tr>
<td></td>
<td>Accounting</td>
</tr>
<tr>
<td></td>
<td>Finance</td>
</tr>
<tr>
<td>Education</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td></td>
<td>Educational Policy, Organization and Leadership</td>
</tr>
<tr>
<td></td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td></td>
<td>Special Education</td>
</tr>
<tr>
<td></td>
<td>Education</td>
</tr>
<tr>
<td>Engineering</td>
<td>Computer Science</td>
</tr>
<tr>
<td></td>
<td>Civil and Environmental Engineering</td>
</tr>
<tr>
<td></td>
<td>Electrical and Computer Engineering</td>
</tr>
<tr>
<td></td>
<td>Industrial and Enterprise Systems Engineering</td>
</tr>
<tr>
<td></td>
<td>Bioengineering</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
</tr>
<tr>
<td>Fine and Applied Arts</td>
<td>Urban and Regional Planning</td>
</tr>
<tr>
<td></td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Landscape Architecture</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td>Political Science</td>
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<tr>
<td></td>
<td>Economics</td>
</tr>
<tr>
<td></td>
<td>Sociology</td>
</tr>
<tr>
<td></td>
<td>Animal Biology</td>
</tr>
<tr>
<td></td>
<td>Anthropology</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td>Geography and Geographic Information Science</td>
</tr>
<tr>
<td></td>
<td>African American Studies</td>
</tr>
<tr>
<td></td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>Linguistics</td>
</tr>
<tr>
<td></td>
<td>Statistics</td>
</tr>
</tbody>
</table>
From where do the survey respondents receive funding?

133 (42%) respondents reported that they currently receive funding from external funders such as NSF, NIH, USDA, or the Robert Wood Johnson Foundation. When asked specifically to list the agencies from which they receive funding or to which they are most interested in applying, the two most frequently listed funders were NSF (132) and NIH (100). Other funders mentioned somewhat frequently include USDA (30), the Robert Wood Johnson Foundation (18), IES (12), the Department of Defense (9), the Department of Education (8), the Spencer Foundation (6), EPA (6), the W.T. Grant Foundation (5), USAID (5), and SAMHSA (5).

157 (49%) respondents said they are affiliated with a center or institute, the most common being the Beckman Institute (30), the Institute for Genomic Biology (18), and the Center on Health, Aging, and Disability (17). Other common centers or institutes that respondents said they are affiliated with include the Center for Latin American and Caribbean Studies (9), the Institute of Communications Research (9), Women and Gender in Global Perspectives (9), the Center for Global Studies (8), the Center for South Asian and Middle Eastern Studies (8), the European Union Center (8), the Lemann Institute for Brazilian Studies (8), NCSA (8), and the Center for African Studies (7).
Appendix A: Responses to other possible goals for the SBSRI

• “Create and implement some kind of mechanism to make social and behavioral science researchers more aware of non-traditional, multidisciplinary funding sources and opportunities. I have recently served on numerous NSF Engineering/CS and related proposal review panels calling for proposals from teams of engineers and social and behavioral scientists. A common reason for proposal rejection is the lack of the latter on a (mandated) multi-disciplinary team PI/Co-PI proposal team, and UIUC does a particularly poor job at this in my view. It could be useful to better educate our campus social and behavioral science research community on the many ways they can collaborate with engineers on multidisciplinary proposals and projects (e.g., by carving out sub-projects, by using these projects to provide their graduate students with methodological training in the design and execution of experiments - skills beyond the ken of most engineering/CS types) without them gaining the reputation as "applied" researchers. Of course an alternative is to create mechanisms to place more weight on the practical relevance of social and behavioral research in meeting needs such as "Grand Challenges" in reward and incentive structures (hiring, P&T, etc.), but in my experience here that task will probably need to await the next generation of social and behavioral scientists on the UIUC campus.”

• “How about discussing and identifying the important questions in these field, and deciding which are in reach of the faculty, before getting to the grant process?”

• “Develop projects that can undergird work on strategic priorities in areas such as diversity with collaborative research (e.g., assessing overtime the impact of the new diversity curriculum requirement recently approved by the Faculty Senate)”

• “I would like to have the possibility of inviting participants in our research projects to come to our university for capacitation (e.g. immigrants, teachers, LGTB community, among others)”

• “Mentoring by successful NIH funded faculty of junior faculty applying for similar funds.”

• “Introduce faculty members from different departments with similar interests (most of proposals above assume an established relationship)”

• “Work with strategically placed researchers and groups to help them proactively pursue foundation and large scale federal grant support. For example, the extension strengthening group in the College of ACES working with small-holder farmers in developing countries, the public housing research group, etc.”

• “It would also be good to provide graduate assistant support for grant preparation. Please note: It was a little hard to rank the priorities without more information on the amount of funding. Some of the goals I rated as less important are those that overlap with things other units on campus are already doing.”

• “To provide information on team science and the nature of transdisciplinary approaches”

• “1) Please do not restrict seed grant funding and support to interdisciplinary teams; sometimes that is the needed configuration and other times not - let the topic and research question drive the team configuration, rather than letting an "interdisciplinary team" criterion drive the project. 2) "Support" for seeking grant funding is only as good as the expertise and CURRENT success of the individuals offering support (e.g., success in the current funding climate, success with specific programs and NIH institutes relevant to the
proposal at hand; knowledge of CURRENT program officers, paylines, funding priorities, etc.). 3) Re: #14, a database of FUNDED completed grant proposals in the SBS would indeed be helpful; if they were not funded in the recent environment, they will not be useful guides. 4) Do more scaffolding of success with federal grants-- take a developmental, incremental approach to teaching successful grantsmanship -- reveal the steps and support faculty at each step, rather than exclusively focusing on R01 or center grants as the only important outcomes. Outline and support intermediary goals that make getting NIH funding more likely - seed grants, foundation grants, pilot data, etc. Focus on establishing the groundwork for future success with federal mechanisms.”

- “Identify existing successful interdisciplinary teams on campus in social and behavioral sciences”
- “Help faculty to create and maintain relationships with community and business members during and after the grant writing process.”
- “Hold workshops where participants give short talks to get to know as many people as possible.”
- “Seminar series, invited speakers”
- “Develop a process for the SBSRI to build and support a continuum of research from the laboratory to child, family, school and community settings. Critically, to learn from each other.”
- “1. Elevate the importance of Social Science via campus-level advocacy. 2. Develop a university-wide subject pool so Gen Ed students can participate in various studies for research credits. 3. Strengthen relationships with corporate partners for potential funding sources. 4. Publish and distribute Social Sciences research outputs to campus community and alum.”
- “Focus on research; do not spend more money on inane administrative/bureaucratic posts”
- “Connect with groups like the Behavioral Insights Team (UK), or Social and Behavioral Sciences Team (US) both for research advancement and student placement and to improve society.”
- “Be supportive of fundamental research -- no matter how much money it brings in.”
- “Develop a searchable database comprised of social and behavioral researchers with the U of I. This would provide a way for researchers to seek out colleagues who may be potential collaborators on proposals.”
- “Cultivate a greater culture of interdisciplinarity. Build on the strengths of our culture to establish stronger mechanisms for collaboration across disciplines and colleges.”
- “Helping to identify faculty with related interests and also grants that they could apply for. We so often don’t know each other and there’s no place or time to meet and brainstorm possible collaboration. Even luncheon/reception with a type of "guidebook" of names, research, mini bios and little pre-matched sessions of people could be good for potential meetings and brainstorming--for those who are interested and agree to do it.”
- “Offer discussion / reading groups on topics of joint interest”
- “I’m not that familiar with the SBSRI except for what I’ve read on the website so it is difficult to identify goals for it. Some of the items listed above seem duplicative of resources in my own college but might be useful to researchers in colleges where these resources are not present. The two goals that seem least important to me are seed money to support faculty to work with others or write grants. This is part of our job, not
something that requires additional support unless you are going to provide financial incentives to all faculty writing grants!”

- “Create database with all relevant researchers' detailed research output and research interests”
- “Workshops would be really helpful--no commercial events, please!”
- “Facilitate the development of interdisciplinary collaboration”
- “The OVCR already provides important support for grant writers. It has been tremendously successful (see number of ACLS, NEH, and Guggenheim's). I would suggest building that office instead of starting a new one. This kind of duplication is quite depressing.”
- “I imagine that assistant professors in the social sciences might benefit from forming writing support groups with their peers across campus.”
- “Supporting faculty to bring ideas to the table; link with other faculty with similar interests”
- “House a Prevention Research Center”
- “Create a website of faculty with social/behavioral interests, including vita and funded grant titles”
- “Social scientists at UIUC need to get to know each other. Before brown bags, let's find ways simply to familiarize ourselves with each other's work, interests, and skills.”
- “Seek advice from IGB/Gene Robinson about how to establish a rigorous process for supporting the most promising faculty teams as they prepare proposals.”
- “University resources ($$$) should NOT be spent getting faculty to do something they should be doing as part of their job - writing grant proposals to support their scholarly research.”
- “Enhance methodological skills”
- “This ties into Q1, but help life science researchers begin to identify ways to link into interdisciplinary teams.”
- “Include broad range of faculty, not merely the tenure-line”
- “Many of these functions are being carried out by the OVCR; those functions should be transferred or left where they are rather than duplicated”
- “Some areas do not have grants, or more specifically federal agencies who will spend on academic projects.”
- “Identify concrete emerging and strategic areas of research interests and expertise among faculty, to target in funding endeavors. What are the main priorities capitalizing on the strengths of this large initiative?”
Appendix B: Suggestions for research areas well positioned for interdisciplinary research teams

- “Commercialization -- Cooperative R&D”
- “Women's health, gender studies, critical race studies”
- “Law and psychology, political science and psychology”
- “Individual Differences (as opposed to group-level differences)”
- “Combining cognitive scientists and discipline based education researchers in the sciences & engineering”
- “Aging”
- “Developmental neuroscience, developmental psychopathology, the combo of the two”
- “Research methods and open science.”
- “Behavioral Economics, instruction/on-line learning and analytics”
- “Language and cognition is a strength at UIUC and could benefit from more interdisciplinary work.”
- “Technology-mediated social behavior research that would bring together computational and data scientists with social/behavioral scientists”
- “social networks, network analyses, neural mechanisms of behavior, aggression (NIH)”
- “Computational Neuroscience”
- “I am particularly interested in examining multiple perceptions from key stakeholders on the current landscape of genetic testing and disability (I have a particular interest in autism and [another professor] and I have met to discuss this topic)”
- “Literally too many to start listing. Social and behavioral scientists generally appreciate the importance of the environmental contribution to understanding the phenomena they study, and the transition to an increasingly digital ecology needs to become much more thoroughly and fundamentally embraced by those seeking to understand, brain, behavior, organizations, institutions, cultures, etc.”
- “education, psychology, LAS including linguistics”
- “Learning analytics and STEM education”
- “Cancer research which incorporates social sciences”
- “kinesiology, medicine, nutrition, neuroscience, psychology”
- “Public health, demography, economic development”
- “informal learning and technology”
- “Program Evaluation, Cultural Diversity, STEM”
- “financial inclusion, financial education/literacy, consumer financial protection”
- “Text mining”
- “Indigenous immigrant communities from Guatemala. It would be interesting to conduct research on health, education, gender issues, among others, here and in the sending communities in Guatemala.”
- “Ethnic Studies and Area Studies units”
- “complex issues related to health disparities”
- “health technology”
- “Aging”
- “Disability”
- “Biomedical research on mood disorders”
“Immigration”
“digital/media/information literacy”
“Collective Identities”
“Discipline-based education research”
“Linguistics, especially socio-linguistics and psycho-linguistics”
“security, health, migration, gender issues, energy/natural resource policies”
“1. research on reaching smallholder farmers in developing countries with services (McNamara/Andrade/Rodriguez/Kushad/Winters and four post doc researchers on campus); and, public housing research (McNamara and Greenlee and Lee)”
“Computational Social Science”
“brain mapping; geometric and topological tools in behavior”
“Major urban issues like racial/ethnic segregation and environmental justice.”
“Policing”
“Leadership, Leader development, Global workforce changes, Workforce Development”
“Economic policy/politics; health; migration”
“Early child development; immigrant youth and families; health/obesity”
“microbiome-gut-brain axis, emotion regulation, quality of relationships, and regulatory processes”
“Yes - related to patient-provider communication in primary care, preventive health screening related to obesity and weight-related health, and development and utilization of team-based preventive care protocols.”
“affective sciences; regulation of stress”
“health disparities”
“Health, medicine, technology breakthroughs and novel applications”
“food water energy”
“integrating life sciences and social sciences research”
“genomics and behavior; metabolomics and behavior”
“Perhaps rural health--UIUC is uniquely positioned in this area and wouldn't be duplicating efforts as much with other large universities. It could also potentially capitalize on a strength of UIUC, if an agricultural perspective is brought in.”
“Genomics approaches to studies of behavior”
“stress and health”
“various aspects of linguistics, but in particular historical linguistics”
“The connections between sensory systems and behavior”
“Connect behavioral sciences with molecular biology, imagine studies, and bioinformatics”
“Science of influence”
“many educational challenges intersect with the social/behavioral sciences”
“Communications”
“water-food-energy nexus, coupled natural human system (CNHS)”
“sustainable cities, digital divide, connecting science to policy”
“Acoustic ecology”
“Climate change, public health”
“Social determinants of health. And mental health in primary care.”
• “Health disparities research”
• “Intercultural competence development in technical fields”
• “Climate change and lessons from the past”
• “Information Sciences, particularly studies of how to build information systems”
• “Behavioral Insights in public policy.”
• “Climate resilience and food security jump to mind as topics that scholars from multiple programs/colleges at UIUC are well positioned to contribute.”
• “Emergency and Disaster Response”
• “Numerous grants request interdisciplinary teams in non-economically rational decision making. I would expect that sociology, psychology, and economics all have major roles.”
• “Motor behavior, motor learning”
• “Health and environment”
• “Research on complex, coupled social-ecological systems”
• “Socio-economic impact of climate change”
• “Risk and Knowledge -- how causality is occluded when causes of risk threaten the legitimacy of authorities”
• “Research on risk perceptions surrounding emerging diseases.”
• “Social Big Data: Machine learning and algorithmic approaches for social data analysis”
• “Global/cultural understanding (campus priority topic), financial decision making, risk assessments”
• “Economics/political science”
• “Inequality, Cultural Contact, Immigration”
• “Why the emphasis on interdisciplinarity? What is wrong with enhancing disciplinary scholarship?”
• “Social networks”
• “Autism and other neurodevelopmental disorders - We could develop a Center of research excellence that includes medical and behavioral research”
• “Health-related research”
• “Natural Hazards Engineering”
• “Social media, marketing, operations”
• “Decision-making”
• “Creativity research, the effects of individual differences on individual and group performance, antecedents and consequences of organizational culture, the efficacy of management control systems in nonprofit organizations”
• “Non-cognitive abilities”
• “Any public health topic”
• “There is a very small cluster of addictions researchers on campus that could compete for lots of funding if they were better connected to neuroscience and other medical initiatives.”
• “Electronic health records”
• “The built environment and human health seems to be an area that we are well-positioned to make a contribution in.”
• “anything on the interface between social science and "data science" (there is no data science, but we'll use the term anyway...). Anything on the interface between social science and biology/physiology”
• “Large-scale, STEM education reform (How do we sustainably change faculty teaching practices)”
• “information behavior / information interaction”
• “science initiatives in high school girls including racial and ethnic disparities; psychological well-being across the life span including racial, gender, and ethnic differences”
• “education, innovative learning environments to promote excellence in higher education or workforce development”
• “Ethnic Minority Mental Health”
• “Environmental behavior and resource use”
• “Intervention research”
• “social science and computer science”
• “Examining effects of environmental factors in humans and in animal models”
• “Behavioral Economics”
• “Mechanisms of human learning and related forms of interactivity (social, socio-technical, etc.)”
• “Political Science - ACE – Economics”
• “political psychology; biology and social science”
• “mental health disparities”
• “School mental health; student with emotional/behavioral disorders and multi-tiered systems of support”
• “immigration, race/ethnic politics”
• “autism”
• “technology use in education (literacy and Literature use) in elementary classrooms”
• “Health disparities and access to nature -- faculty from 14+ campus units expressed interest for a Grad College proposal on this topic (GC did not fund)”
• “behavior bias that affects incentive to cooperate in cyberspace.”
• “technology and behavior change (e.g. sustainability, wellness)”
• “Studying factors affecting habituation to news products”
• “Work and Health”
• “Urban governance; climate change policy responses”
• “Neuroscience, innovation, religion”
• “Access to Justice”
• “school-based interventions for youth with emotional and behavioral challenges”
• “environmental issues”
• “Decision making”
• “Emotion, close relationships”
• “sustainable development, climate change mitigation and adaptation, inequality”
• “challenging behavior of students in schools”
• “Prevention Research”
• “suspension and expulsion, bullying, prevention and intervention strategies”
• “Interventions for vulnerable children and families (SPED, HDFS, SHS, Psych, AHS - Wounded Vets, etc.)”
• “Motivating creativity and innovation”
• “Human dimension and climate change”
• “Sociology of the professions and organizations”
• “brain, behavior and immunity”
• “Health Systems Science, Urban/City Management/Smart Cities”
• “Poverty and inequality; sequelae of adverse childhood events”
• “Gene editing and agriculture”
• “girls in STEM”
• “health care policy”
• “The application of data science (data mining) to corpus linguistics”
• “big data in the legal system”
• “Behavioral health initiatives”
• “mobilities; climate change and society; human health; water resources”
• “aging, reproductive health, international security”
• “information foraging theory”
• “Immigration; Social study of biomedicine and the biosciences”
• “Molecular mechanisms of behavioral variation”
• “Yes, research on understanding factors influencing resilience and well-being.”
Appendix C: Other suggestions for the SBSRI website.

- “Connections with other researchers, like the profiles on the iSEE webpage”
- “Searchable sample of past successful proposals from different academic fields.”
- “is there a way to 'connect' people or have a way to solicit researchers studying x or using method y?”
- “A <<working>> directory of other social science faculty.”
- “clear listings of basic costs (GRAs etc.)”
- “Information about cross-cutting topics that others on campus are interested in forming research groups to study”
- “examples of funded proposals”
- “descriptors of research interests of those interested in cross disciplinary collaborations”
- “more money for research”
- “The Listing of Funding Opportunities should give us at least 2 months of lead time, if possible. The list also should include funding sources from private, federal, and non-profit foundations.”
- “make it easy to find expertise within uiuc on a certain domain”
- “List of social science researchers on campus by research area”
- “Following and influencing OBSSR priorities”