

Grants, Grant Writing, and Grant-funded Projects

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Suggests 3 perspectives -- Donor, writer, Project mgr.

Grant writing: path or process, not event

3 Basic Qs: What do I want to do? Does this require external funding? Where can I get such support?

I have been in your shoes for many years at this College & elsewhere... have a good sense of your perspective & frustrations. My evil twin on the dark side ...must obey the rules.

Office of Sponsored Programs

Part of mission: help you...

- ❖ *Identify potential sources of \$\$*
- ❖ *Develop your proposal (read CFP, boilerplate, strategy, budget)*
- ❖ *Build relationship with PO**
- ❖ *Connect with other faculty*
- ❖ *Administer grant funding, reporting*
- ❖ *Comply with guidelines & regulations (federal, foundation, College)*




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Context: faculty development

I represent the OSP; SERVICES we provide (fall between “tea” & “IRS”)


OSP: a work in progress, building the support & infrastructure for robust grant activity


Other duties as well, these concern you the most at this point



Grant Proposals

- ❖ *Terms*
- ❖ *Steps*
- ❖ *Process*
- ❖ *Skills*
- ❖ *Principles*





*Good ideas,
Disciplined
writing,
Relational skills*

*Maze & shifting sands:
New rules, agency, CFP
Plastic, portable and personal*

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Symbol: Search for balance & goals, journey of life

Grant writing is not like other writing ...dissertation, journal, syllabus; Not totally UN-like, but old habits to kick, new ones to adopt

As many paths as there are people & goals

ME: guide and connector

Successful grant writer, 3 traits: good ideas, disciplined writing, relational skills



Search for Grant Funding

- ❖ *Labor-intensive: 80% of work is post-award*
- ❖ *Needs-driven –discussion, contemplation*
- ❖ *Iterative process, not an event*
- ❖ *Goals: improvement, value added*
- ❖ *Main driver = “donor intent”*
- ❖ *Where are we (going)? Outdoor education? PEAK? Experiential learning? First-generation students?*
- ❖ *What are the challenges and costs?*



Search for funding ...path ...process

NOT undertake search lightly!!

Successful grant writer: good ideas, disciplined writing, relational skills –*WHY??*

Whose needs? BOTH yours and the donor’s “...meeting of the hearts”



Strategic Planning

- ❖ *Grant needs, interests & skills inventory*
- ❖ *Meet with interested faculty*
- ❖ *Increase faculty development opportunities*
- ❖ *Develop web resources for grant-writing*
- ❖ *Research, scholarship, curriculum, para-c, internship, facilities, meta-...*

Actual: 90: 9: 1 Goal: 70: 20: 10
● *Do* ● *Plan* ● *Think*

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Context for this workshop is FACULTY DEVELOPMENT. This year's strategic goal setting

Time and energy to develop a proposal and to do the research, and so if productivity is to increase, then so must opportunities for development increase as well.

There is a fundamental problem, and we are trying to address it: must clear some thinking space, lead to planning, and then to doing. 70:20:10

MEET: individually, in groups, like dept's

Meta grants: grants that enable other grants to be developed.



Three essential ingredients of a successful grant proposal

Good ideas *What is "good"? ...how to build?*

Strong, incisive writing *What works? ...not?*

Solid match to donor's funding objectives
How can this be achieved?

Interesting, Realistic, Relevant → Funding \$\$

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Need to dissect, amplify each of these ingredients, understand why all 3 are essential
Subject of more detailed workshop, next conversation



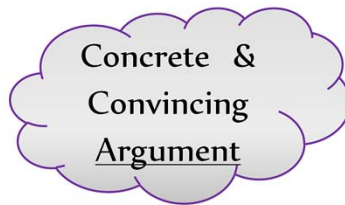
Strong, incisive writing: Project \neq Proposal



Project



Proposal

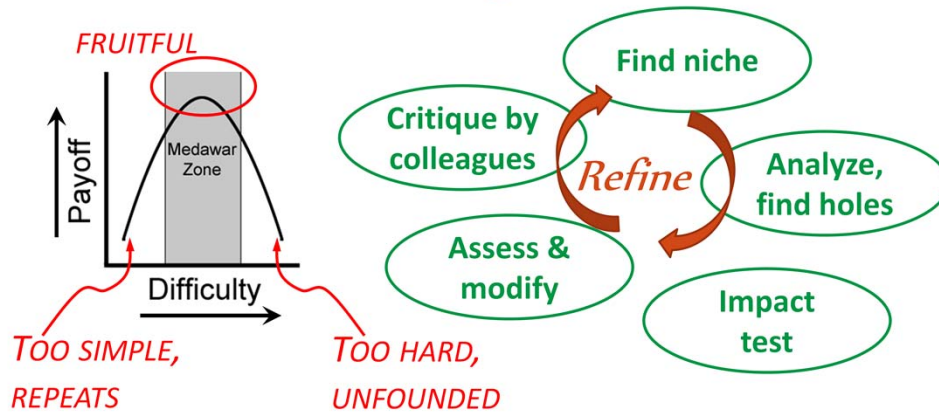


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Neither is the project the proposal nor is the proposal simply a description of the project! The proposal must be a cogent argument for funding your project (by you at the proposed locations).



Good ideas: What is "good"? How to build?



Loehle, C. (1990). *Bioscience* 40(2): 123- 129.

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Medawar: the art of the soluble (problems that can be solved); too simple, nothing novel or significant – too ambitious, no progress, lack technology, little theoretical support
Shifts over time: problems that may be impossible become tractable, then trivial

Cycle of analysis, assessment, critique, refinement



Three dimensions of research project

What are you going to do?



How long will it take?

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❖ *Content*

❖ *Audience*

❖ *Purpose*

Scope *What, where, why?*

Time *Summer? Academic year? Effort %?*

Resources *Stipend, equipment, travel, supplies?*

Program officer & Reviewers

The best use of their budget, given the available options (other proposals).

Convinced: This is worth doing, by you (here)... AND relevant to program, FOA

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Not just what you want to do, where and why
 All grant-giving is driven by “donor intent” ... light the donor’s fire, capture donor’s imagination & desire to change the world (in specific & measurable ways)



Build a relationship with a PO

Grant-
writing skills

Relational
skills



Program officer's job is to fund the best proposals, to build the strongest research portfolio, and NOT to keep the funds from being spent!

Porter, R (2009) Can we talk? Contacting program officers. *Research Mgt. Rev.* 17: 10-17.

Spires, MJ (2012) What to say –and not say – to program officers.

<http://chronicle.com/article/What-to-Say-and-Not-Say-to/131282/>

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Office of sponsored programs

Contact and resources...

- ❖ *Tim Otter 459-5918*
- ❖ *totter@collegeofidaho.edu*
- ❖ *<http://www.academic-affairs/grant-procedures>*
- ❖ *<https://Mycollegeofidaho/secure/login/GrantResources>*
- ❖ *Workshop series TBA*

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Two grant resource repositories (one is pw-protected; other open-source)