2014 Course Syllabus: ALS 6046 – Grant Writing

Course Description: Developing effective grant writing skills are essential to acquire competitive funding from government agencies and private foundations. Writing a successful grant proposal is a blend of art and science. It requires basic knowhow, content knowledge, writing proficiency, strong research skills, creativity, organizational ability, patience, and a great deal of luck. This course will provide students with the background necessary to develop a competitive funding proposal. Students will be expected to prepare a complete grant proposal (minimum 40-70 pages with forms) to an agency of their choice and have that proposal reviewed by professionals in their field. Lectures will focus on:

- Components of an application
- Helpful tools and resources
- Strategies for developing a proposal
- How to identify potential funding sources
- How to read and understand grant guidelines, requests for proposals/applications (RFP/RFA)
- Writing objectives
- Preparation and justification of budgets
- Protocols for use of animal and human subjects in research
- Cost-sharing and sub-contracts
- Procedures for grants submission and grants start-up
- The grant review process
- Writing cover letters
- Preparing a curriculum vitae
- The job interview process

Course Objectives: This course will provide an introduction to the basic skills, principles and techniques of successful grant writing. Students completing the course will:

- Understand the fundamental components of a grant proposal such as the abstract or summary, background and significance, specific aims/goals and objectives, project design and methods, sustainability, assessment, broader impacts, dissemination, budget, budget justification, and cover letter as well as the overall grant submission process.

- Learn how to locate available funding opportunities.

- Develop the skills needed to develop competitive grant proposals.

- Prepare a complete grant proposal to an agency of their choice. This includes a minimum 10-18 page narrative and a minimum 2 year $80,000 budget with multiple budget categories. Most full proposals will be 40-70 pages long with all of the required forms.

Lectures and Discussion: 10:50 am - 12:30 pm (Periods 4-5) Monday  
(Note: Class starts 10 minutes late to facilitate travel time to the classroom; we will not break between periods.)

Location: The course will meet in room ENY 1031

Credits: 2
Pre-requisites: This class is designed for doctoral students who have started their research. Masters students who are completing their research and have approval from their committee chair are welcome to register.

Instructors:
Dr. Jaret C. Daniels, Florida Museum of Natural History and Entomology and Nematology Department, email: jdaniels@flmnh.ufl.edu.

Dr. Jennifer L. Gillett-Kaufman, Entomology and Nematology Department, email: gillett@ufl.edu.

Course Web Site: https://elearning2.courses.ufl.edu/portal

Office Hours: By Appointment

Textbook: None.

Previous Students From: architecture, agricultural engineering, agronomy, building construction, chemistry, chemical engineering, education, entomology and nematology, geography, health & human performance, horticulture, journalism, mechanical engineering, medical school, music, neurobiology, nursing, physics, psychology, sociology, soil science, veterinary school, and wildlife ecology and conservation.

Grading Criteria: There are no exams in this course. Your grade will be computed according to the following scale:

80 points:
- Successful completion of a grant proposal including all forms (35%)
- Identification of proposal reviewers (25%)
- All deadlines for submission and class assignments are met (20%)

There will be a 10-point reduction for each late or missed assignment.

10 Points:
Quality of proposal reviews. If reviewer evaluations sum between 7-10, you will receive all 10 points. Sums between 10-15 will receive 8 points, sums between 15-19 will receive 6 points, and sums between 20-28 will receive 4 points. Please see the grant review form on the course web site for full description of the questions asked and rating scale. The grant documents are VERY IMPORTANT because you will be exposing your work to highly qualified individuals in your discipline area. Please take it VERY SERIOUSLY! Thus, 10% of your grade will be tied to the quality of your final proposal.

10 Points:
Attendance. Due to the quantity and progressive nature of the material, it is essential that you make every attempt to attend class.

Final Grading Scale:

100-90 A
Primary Course Assignment: Students are expected to prepare a competitive grant proposal during the semester. The proposal can target any public or private sponsor of your choice, following the guidelines for submission in that sponsors Request for Proposals (RFP). A major component of this course is the acquisition of anonymous peer evaluation of student grants during the semester.

Thus, you will be required to:

1. Obtain consent from a minimum of 3 qualified professionals anywhere in the world who can and WILL evaluate the quality of your proposal. NONE can come from the University of Florida; within the State of Florida.

2. Inform the reviewers of the course, its requirements and the need for a detailed proposal review.

3. Provide me with a list of the names, titles, institutional affiliations, and email addresses of your reviewers. It is of paramount importance that you contact them via email to CONFIRM which email address they wish to use and that the email address is accurate. Do not simply copy an email address from an online database and assume it is up-to-date and accurate.

4. Email each reviewer a copy of your grant proposal and the sponsor’s application guidelines in PDF or MS Word format. Include in the email a MS Word copy of the course grant review form. Tell them once their review has been completed that they should complete ONE of the review forms and email it back to gillett@ufl.edu.

Based on past experience, it probably will be a good idea to have them drop you an email when they submit the evaluation. That way, you know they have responded. You can likely count on the fact that not everyone who AGREES will actually perform the review, so securing more than 5 reviewers might be a good idea.

I will compile all reviews and provide them to you at a later date. Some of your reviewers may wish to send copies directly to you. That's fine by me, but I MUST receive each review to insure you met the minimum quota.

5. On Sakai submit a final PDF copy of your grant proposal and application guidelines, as well as a note about how you located the RFP.
2014 Lecture Schedule:

January 6: Introductions and timetables; overview of course assignments and requirements; strategies for developing a proposal, helpful tools and resources; planning before you begin.

January 13: Using grant databases; Understanding and defining your audience; Choosing RFA/RFPs; reading RFP’s and grant guidelines; review of grant agencies (Guest Lecturer: Dan Hahn). Remember your RFA/RFP has the following minimum requirements- This includes a minimum 10-18 page narrative and a minimum 2 year $80,000 budget with multiple budget categories and a budget narrative. Most full proposals will be 40-70 pages long with all of the required forms.

January 20: Martin Luther King Jr. Day, No Classes

January 27: Collaboration Basics for Grant Seekers (Guest Lecturer: Bess de Farber, Library Grants Manager); student database search reports.

February 03: Grants database group assignment due in class. Grant seeking in the Arts and Humanities (Guest Lecturer: Bess de Farber, Library Grants Manager).

February 10: Components of an application. Grant RFAs due online.

February 17: Program Evaluation (Guest Lecturer: Dr. Betty Dunckel, Director, Center for Informal Science Education, Florida Museum of Natural History) Draft abstract and detailed proposal outline due in class for peer review. Bring 2 printed copies.

February 24: Abstract and detailed proposal outline due online on Sakai; Broader impacts and grant panels (Guest Lecturer: Dr. Bruce MacFadden, Florida Museum of Natural History); discussion on proposal preparation problems; Components of an application continued; budgets.

March 3: (Spring Break - No Class)

March 10: Procedures for grants submission and grants start-up (presented by DSR); Peer review assignment- Bring draft budget and grant forms to class. Bring 2 printed copies. ***Reviewer names due today***

March 17: Peer Review of Full Proposal Narrative (10-18 pages, single spaced)- in class. Bring 2 printed copies of your narrative only.

March 24: Full proposals due (PDF files only, saved as your last name.pdf and submitted on Sakai); Sub-contracts and cost-sharing; preparing university and sponsor-required forms; protocols for use of animal and human subjects; reporting requirements.
March 31: Preparing a curriculum vitae; job interview process (Guest Lecturer: Jennifer Hamel). Professional use of social media. Peer Review of 2 page grant CV.

April 7: All external reviews due; the grant review process; analysis of your proposal reviews; course summary and online evaluations (bring your computer).

April 14: Video lecture.
Key Deadlines

The following is a list of key deadlines for the grant proposal development and reviewer acquisition assignments.

February 10: Grant RFAs and blank forms due online.
   1. A complete PDF copy of the GUIDELINES FOR SUBMISSION provided by your target agency.
   2. A Sakai statement in the assignments section on why you chose your targeted agency and how you found the RFP.

February 17: Draft abstract and detailed proposal outline due. Word files only, saved as your last name.doc and turned in to Sakai prior to class.

March 10: Reviewer names due today. Provide a list of 3 or 4 external reviewers. Provide in the assignment section on Sakai a list of the names, titles, institutional affiliations, and email addresses of your reviewers. None of these can be from Florida!

March 24: Full proposals due. Please submit the following to me:

   A final copy of your complete grant proposal (PDF files only, saved as your last name.pdf and turned in to Sakai prior to class. We DO NOT want a printed copy. This document MUST contain 100% of the forms demanded by the targeted funding agency and UF including a DSR1 form and any IRB or IACUC forms. If the agency to which you are submitting does not provide forms which can be downloaded or completed off line, you must print their form(s), complete them, scan them and place them into your application at the proper location.

April 7: All external proposal reviews due to gillett@ufl.edu via email.
Grades and Grade Points
For information on current UF policies for assigning grade points, see https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Attendance and Make-Up Work
Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Online Course Evaluation Process
Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

Academic Honesty
As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

Software Use:
All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.
Services for Students with Disabilities
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Campus Helping Resources
Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
  Counseling Services
  Groups and Workshops
  Outreach and Consultation
  Self-Help Library
  Wellness Coaching

- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/