Herding Cats and Teaching Them to Fish:

New Faculty Development in Grantsmanship at a Mid-Sized MSI

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What did you say???
I thought fish came from cans!
image credit http://maxpixel.freegreatpicture.com/static/photo/1x/Animal-Cat-Feline-Kitty-Cute-Pet-618470.jpg

New faculty: Individual and collective

It takes a very directed, personalized approach to persuade individual cats to move in a particular direction **and** a group approach to teach them to fish at scale.

Collective needs

Benefits for junior faculty from working with others in groups:

- Becoming familiar with other disciplinary perspectives, strengths, and weaknesses
- Connecting with more experienced peers who are also still learning
- Gaining experience writing and speaking to a broader audience of scholars

Cohort needs

Benefits for new faculty from learning alongside immediate peers:

- A sense of cohesive identity as new faculty
- Confidence that the university is concerned with every faculty member and every incoming cohort
- Learning the campus culture as an individual and as a cohort member

Individual needs

Benefits for junior and new faculty from RD teams' individual attention:

- Specific needs related to their experiences and concerns are addressed
- Career development plans are tailored to the faculty member's trajectory within the context of the institutional strategic landscape
- Tools are provided relevant to their disciplines and experiences

Hybrid approach: What it is

Traditional approach

- Library and DOR meeting individually with faculty
- Cats herded in same basic direction, but no comprehensive approach
- Disparate resources working with individual faculty

Our approach

- Library and DOR combining knowledge and resources for faculty research development
- Optimized resource collaboration synergies
- A more holistic strategy for individual faculty development and university RD

Hybrid approach: Costs and benefits

Benefits

- Allows RD to address all three levels of need
- Encourages faculty to interact and prepare for larger-scale collaborations, while giving them a sense of individual value and supporting those who need more assistance
- Expands resources for faculty

Costs

- Requires a range of skills across the RD team
- Increases RD time:
  - Planning group support strategies
  - Providing individual consultations
- High touch can be reduced:
  - Tools and templates can become an important part of the process, just to heighten efficiency

Image credit https://upload.wikimedia.org/wikipedia/commons/5/52/Cats_in_aoshima_island_1.JPG

Our institutional context

North Carolina Agricultural & Technical State University

- R2
- Land grant
- HBCU
- Sponsored research: $60M+ annually

New faculty challenges

Many universities share common concerns regarding new faculty:

- Faculty often assume that procedures and supports must be the same as their doctoral/postdoc/previous institution
- Many faculty are not skilled writers
- Even those who were on a funded team may not have been trained on grantwriting

New faculty challenges

The R2 and HBCU environments bring some specific challenges that R1 PWIs may not have. In particular:

- More new faculty may come from industry rather than university labs
- Fewer R2 faculty tend to have postdoc experience
- More have practice doctorates, not PhDs
- R1 and R2 teaching loads differ; research expectations may also differ

Image credit http://4.bp.blogspot.com/
w7ilNrFnHH4/SP8vFxTzq9I/AAAAAAAAHI4/S7JdZH0Na6c/s400/cat+catching+fish.jpg

Our support offerings

- Cohort and departmental orientations
- Training and workshops
- Individual consultations
- Topical interest/working groups
- Writing retreats
- Comprehensive facilitated course
- Customized programs upon request

Approaches specific to new and junior faculty

- New faculty orientations
  - Designed around "how to get started"
  - Context: Institutional culture and strategic plan
- Project conceptualization workshop series
- Writing retreat – junior team
  - Planning the trajectory to build a track record
- The *Get Funded!* grantwriting course pilot

The *Get Funded!* course pilot

Several of our junior faculty plans have been based on findings from this pilot, including:

- Faculty benefit from bouncing ideas off of each other, but are hesitant to do so
- New faculty need more assistance with conceptualizing and matching than we think they do (and we thought they needed a lot!)
- They will stay for long training courses, but not necessarily keep up with the work

Image credit http://media.boingboing.net/wp-content/uploads/2015/05/tumblr_nl7yyeMfcb1r1d7fuo3_540.jpg

Conceptualizing projects

ANALYZING FUNDING ANNOUNCEMENTS

WORKSHEET #1—ANALYZING A CALL FOR PROPOSALS

Name:

Study Title (Temporary):

IDENTIFY YOUR PROSPECTIVE FUNDING OPPORTUNITY

Prospective Funding Opportunity:

Identification #:

Sponsor:

ANALYZE REQUIREMENTS OF YOUR SOLICITATION
(REMEMBER THAT SPECIFICS VARY BY AGENCY AND PROGRAM)

Sponsor's funding priorities:	
Program's goals:	
Eligibility Requirements	

ANALYZING FUNDING ANNOUNCEMENTS

WORKSHEET #2—IS THIS OPPORTUNITY RIGHT FOR ME?

Name:

Study Title (Temporary):

IDENTIFY YOUR PROSPECTIVE FUNDING OPPORTUNITY

Prospective Funding Opportunity:

Identification #:

Sponsor:

ANALYZE YOUR PROPSPECTIVE FUNDING OPPORTUNITY

Can my work fit the call? If so, how?
Can I do the project in the allowed timeframe? Explain.
Can I look competitive?

Building track records

Writing trajectory for Building Your Academic Reputation (or a Succesful Track Record)

EARLY JUNIOR FACULTY
Entry-level research journals: Q3 or low Q2 with a research focus

EARLY JUNIOR FACULTY
Entry-level theory and think-piece journals: Q2 with conceptual sections

EARLY JUNIOR FACULTY
Columns and position pieces: Upper Q2 and targetted Q1

LATE JUNIOR FACULTY and MID-CAREER EXPANSION
Top niche research journals: Upper Q2 and lower Q1 journals. Well read in a targetted audience.

Creating strategic funding plans

	Assistant Professor	Associate Professor	Full Professor
Y 1	Apply for: intramural funding, NIH K99-R00, K01, R03 or R21, <$300K NSF, CAREER, and smaller federal grants, ESI foundation, corporate funding Work on: collecting preliminary data, contact foundation, corporate relations, identify mentoring team, participate as co-investigator on a major award, limit committee and "service" work to focus on establishing research portfolio, identify timeline for transition from early funding to first R01, publications, develop an "idea bank" of research questions	Apply for: NIH R21, first or continuing R01, Foundation grants focusing on transitions, funding from national professional associations Work on: PI grants with Co-Is from other disciplines, direct a graduate program, direct a Center or Institute, build energy around ideas for P01 type grants or NSF center grants, high impact publications, develop an "idea bank" of research questions	Apply for: Continuing R01, P01, high-risk foundation grants like Simons or Keck, corporate funding such as 3M, Microsoft, Samsung Work on: Patents, solicit your VPR, Dean and Provost to kick in for funds to develop a team to seek center-type funding, which requires collaboration such as co-authorship, co-teaching, and/or co-funding, high impact peer review publications, develop an "idea bank" of research questions, mentor an ESI, develop a personal website, twitter
Y 3	Apply for: intramural funding, transitions from mentored awards to independent awards, corporate and foundation prospects gathered from corporate and foundation relations, if ready, first R01, NSF awards between $300-$400K Work on: leverage preliminary data gathered, high impact co-authorship with someone outside your discipline	Apply for: NIH R21, first or continuing R01, foundation grants focusing on transitions, funding from national professional associations Work on: PI grants with Co-Is from other disciplines, direct a graduate program, direct a Center or Institute, build energy around ideas for P01 type grants or NSF center grants, develop a personal website, twitter	Apply for: Continuing R01, P01, high-risk foundation grants like Simons or Keck, corporate funding Work on: Finalize patents and copyrights, build international collaborations, write first center award, conduct needs assessment if necessary, develop partnership with business school for business plans (necessary for successful center and program awards), identify excellent evaluators
Y 5	Apply for: "New Investigator" R01, R21 for additional research ideas, foundation "transitions" awards, professional society awards, PI grants with Co-Is from other disciplines, direct a graduate program, direct a Center or Institute Work on: Transition fully as an independent investigator, align research funding plan with promotion/tenure goals, consider ideas and research product for patent	Apply for: Continuing R01, NSF funded researchers apply for NIH, NIH funded apply for NSF, seek smaller NSF center and collaborative awards Work on: Request funding from Chair, Dean, VPR for interdisciplinary center or institute for collaborative research, degree or certificate program, learn how to develop a business plan	Apply for: Apply for P01 and center funding, high profile foundation funding, quick hitting corporate funding (Lockheed Martin, Pzifer, Shell) Work on: continuing R01s, mentor ESI, high impact publications with multiple disciplines, ERC/STC funding plans, collaborate with foundation relations on high impact and synergistic funding opportunities to bring together federal, foundation and corporate funding

Example from Tina Edgerly Campbell's NORDP 2014 preconference workshop materials

Using proposal critique rubrics

If the proposer has a known target for this proposal, attach the guidelines or note the link here:

Has the proposer communicated with a program officer? ☐ Yes ☐ No ☐ Unknown
Outcome of communication, if known:

Abstract/Project Summary	**Strong**	**Fair**	**Weak**	**Unknown**	**N/A**
• Adheres to guidelines	☐	☐	☐	☐	☐
• Addresses review criteria	☐	☐	☐	☐	☐
• Summarizes the proposed work	☐	☐	☐	☐	☐
• Other:	☐	☐	☐	☐	☐
Proposal Narrative	**Strong**	**Fair**	**Weak**	**Unknown**	**N/A**
• Adheres to guidelines	☐	☐	☐	☐	☐
• Addresses review criteria	☐	☐	☐	☐	☐
• Introduces the background, rationale, and/or problem statement	☐	☐	☐	☐	☐
• Presents a literature review	☐	☐	☐	☐	☐
• Presents a solution and/or proposed project work plan	☐	☐	☐	☐	☐

Image credit http://pictures-of-cats.org/wp-content/uploads/2012/06/photo1.jpg

Questions?
Thank you!

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