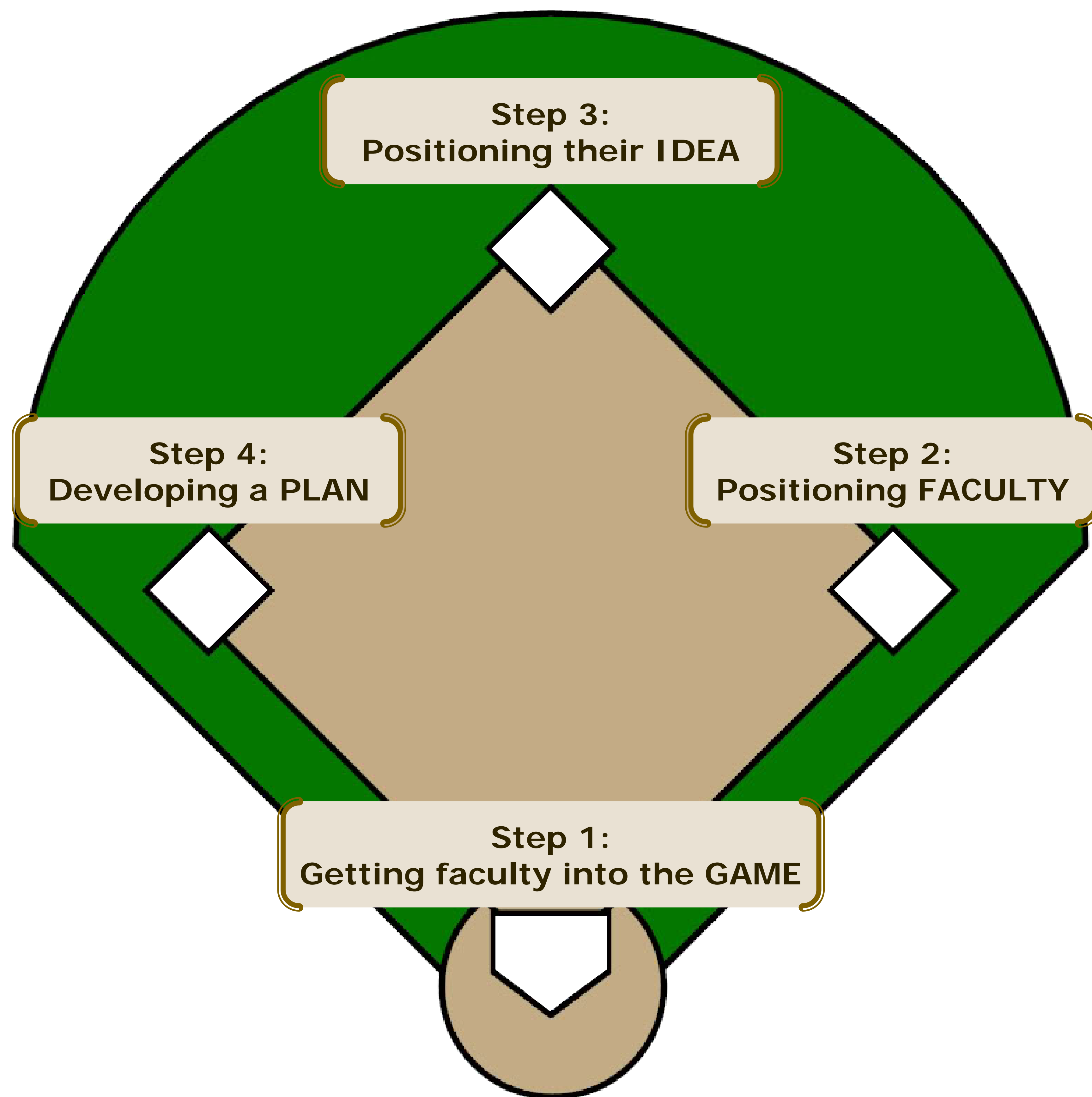


Many faculty from predominately undergraduate institutions (PUIs) are feeling the pressure to jump head-first into applying for grants when they have limited or no grant writing experience. Leadership, in many instances, is failing to adequately support and help position faculty to be competitive in today's funding landscape. Research development professionals are in the critical position and are uniquely qualified to provide guidance and support to faculty who struggle to find success in a process that can be overwhelming. We, as research development professionals at California State University Fullerton, have seized the opportunity to expand our services to educate faculty on the importance of navigating key preliminary milestones prior to seeking external funding. It is our goal to help place faculty on a pathway to success.



Space for Interactive Activity!

### Key Areas We Can Help Faculty Keep from *Striking Out*

#### 1) Getting faculty into the Game

- Instruction about how the funding 'game' works
- Assistance on how to monitor funding trends
- Guidance in adapting concepts for funder/solicitation appropriateness
- Determine faculty's funding goals and level of funding needed for proposed research
- Assess if funding goals can be divided into 'phases'
- Find a funder and opportunity that will give the faculty the best chance for success

#### 2) Positioning Faculty for success

- As a Scholar
  - Encourage Publications – First-author better than second; Co-author better than no-author
  - Encourage Visibility – Present at conferences; Networking; Join professional societies; Serve on review panels
- As a Researcher
  - Develop partnerships early; establish a record of success and gain necessary experience; know the competition; obtain preliminary data!
  - Create a research team of key players with complimentary expertise
- Give an honest assessment of faculty readiness

#### 3) Positioning their Idea for success

- Help faculty find a mentor/advisor – To assist with the project design
- Remind them to do their homework – Is the concept built on a strong foundation?
- They need to *Fill the Gap* – Does the concept pass the "so what" factor?
- Know thy Funder – What have they funded in the past? Have they funded similar projects and/or researchers?

#### 4) Work with faculty to develop a Plan

- Prepare clear and concise concept papers
- Contact Program Officers and/or previous awardees
- Create a timeline for preparing the proposal
- Talk with Deans and Chairs about the project
- Present the concept and/or drafts to collaborators, advisors, peers, program officers

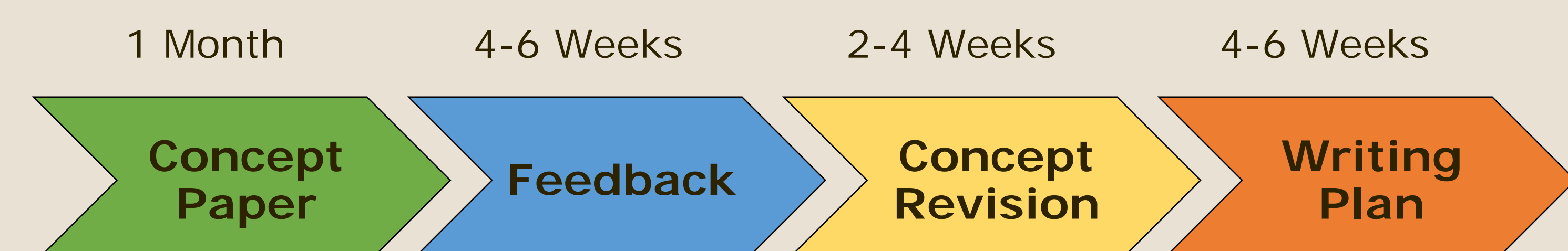
### Coaching Plan and Timeline

★ **Develop a Concept Paper** – A necessary and critical step to help faculty focus on taking their ideas and putting them to paper. This is a roadblock for many faculty who are not ready to seek external funding. This document can be adapted into a proposal abstract, specific aims page, or project summary.

★ **Seek Feedback** – Early on it's important to uncover the potential flaws and pitfalls in a concept. Feedback from trusted colleagues (mentors, collaborators) is necessary to ensure the approach and methods are sound, feasible, and appropriate.

★ **Revision of Concept** – Using feedback, concepts may need to be slightly modified or redesigned prior to moving forward. This is also the time to make adjustments in order to be *directly* in line with the funder's mission and funding priorities.

★ **Initiate a Writing Plan** – To help faculty stay on track with preparing a proposal, create a writing plan for them with mini-deadlines for at least two narrative drafts, budget reviews, and supporting documents leading up to the central office due dates and times.



~ 4 Month Coaching Plan

### The CSUF Pre-Proposal Coaching Staff

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