

## Grant Writing Top 10

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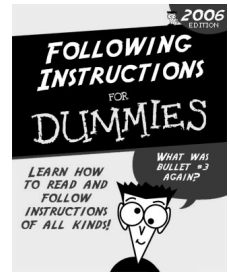
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## 10. Read the Request for Applications...

*again, and again, and again.*

As a doc: Download and read RFAs. Think about how your ideas fit w/ different agencies, grant structures. Gain familiarity w/ research and personnel prep/program development grants.

As junior faculty: Re-read. ☺



## 9. Find a successful model and copy.

As a doc: Ask advisor/mentors to see their work. Ask if you can play a role in grant writing (sometimes hard b/c of time crunch).

As junior faculty: Reach out to colleagues w/in and outside of your University for copies.

*\*Be careful about confidentiality and intellectual property. Always ask before disclosing, sharing, or modeling very closely.*



## 8. Know your audience.

As a doc: Explore what various places fund. Attend talks by funding agencies at conferences.

As junior faculty: Try to get involved in the review process.



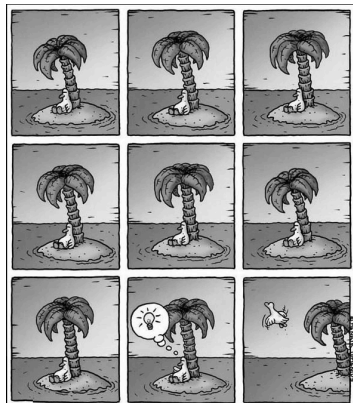
## 7. Have a good idea.

*Novel, new, interesting, promising, sexy. Get the reviewer excited. (But, sometimes simple is a good idea!)*

*And, do your homework so you KNOW it is a novel idea!*

As a doc: Read. Think. Read. Think. Read. Think.

As junior faculty: Schedule reading and thinking time!



## 6. The devil is in the details.

*Grant writing involves tons of coordination and planning—process is slightly different at each place.*

As a doc: Talk to your advisor about the 'details' – who does what? How do they get the pieces put together? Learn SOMETHING about budgets and study design!

As junior faculty: Meet w/ your grants officer early on. Figure out who does what. **DOUBLE CHECK EVERYTHING.**



### 5. Go little then big.

*Training wheels..*

*Reviewers are more favorable when you have some things under your belt (that have worked and led to publications).*

As a doc: Seek out small student grants. Complete and present/publish.

As junior faculty: Look at university, state, and/or foundation grants.



### 4. Partner with experienced grant awardees...

As a doc: Work to play an *active* role on a funded project. Build skills and understand how these things work.

As junior faculty: Serve as a co-PI or key staff on projects of more senior staff. Invite more senior people to serve as your co-PI and/or advisory board. Network.



### 3. Take TIME and PROOFREAD.



### 2. Let others read... BUT, it's YOUR grant... follow your heart.



### 1. Try...try again...try again.



### Five Resources about grant writing:

1. Koch, D. S. (2009). *How to say It: Grantwriting*. New York, NY: Prentice Hall Press.
2. Smith, N. B., & Works, E. G. (2006). *The complete book of grant writing*. Naperville, IL: Sourcebooks, Inc.
3. Walden, P. R., & Bryan, V. C. (2010). Tenured and non-tenured college of education faculty motivators and barriers in grant writing. *Journal of Research Administration*, 41(3).
4. *Proposal Writing Short Course:* <http://foundationcenter.org/getstarted/tutorials/shortcourse/>
5. *Grant writing:* <http://www.ap-ls.org/research/GrantWriting.php>

