

# Grant Proposal Development Workshop

December 11 and 18, 2015

# Research Development Support



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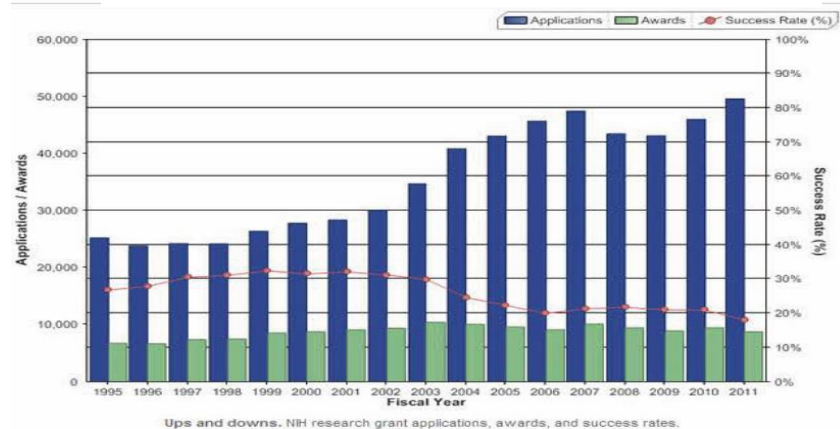
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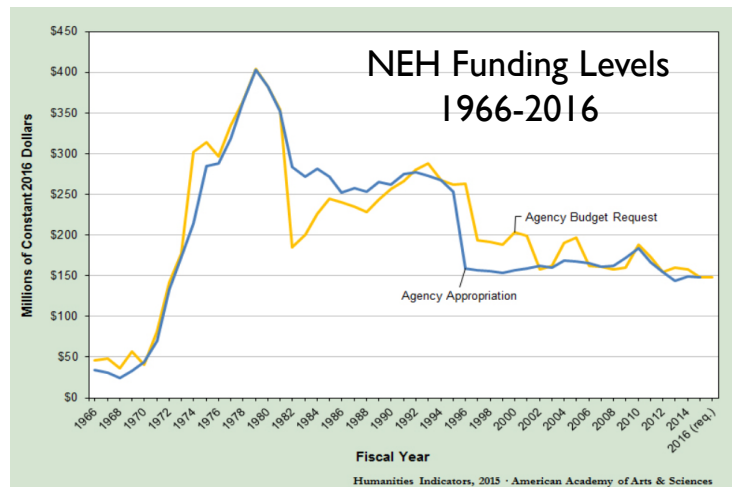
# Even in Today's Challenging Environment for Research Funding...

- There is a steady increase in proposal submission and a steady decrease in proposal success rate
- Future funding will be negatively impacted by rising costs for research, national funding priorities and budget deficits

NIH Proposal Success Rates 1995-2011



NEH Funding Levels  
1966-2016



# ... There are Ways to be Successful

- **Pay attention to details**

Significant number of proposals (~60% for one NIH institute) are rejected without review because directions weren't followed

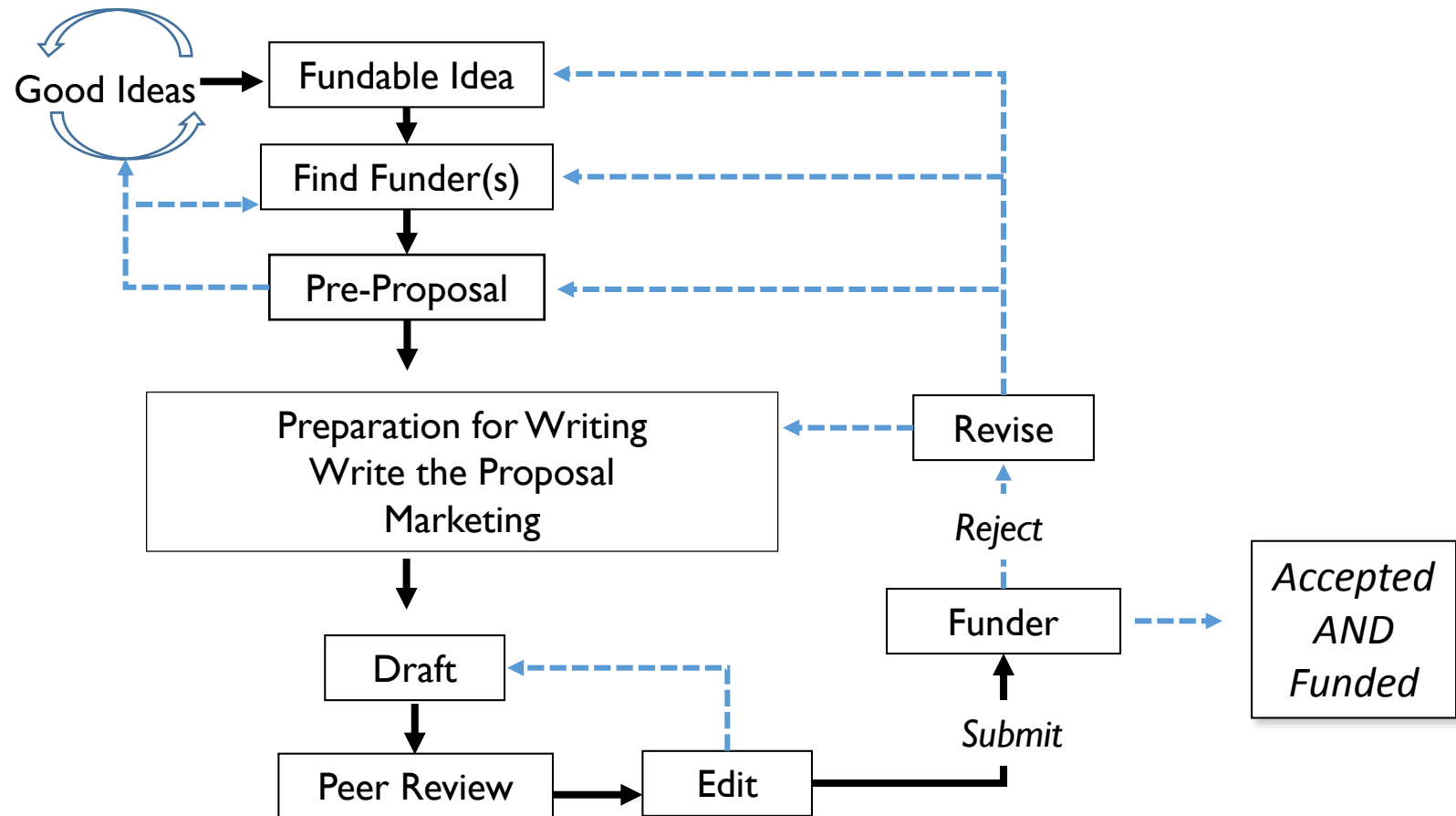
- **Use best practices to write compelling proposals**

- **Be persistent**

NSF ~15% success for 1<sup>st</sup> time, ~50% 2<sup>nd</sup> time, 75% 3<sup>rd</sup>, assuming followed reviewer recommendations and did proper revisions (Dec 2013 NSF Days )

In 2009, NIH averaged 8-10% on 1st submission 28% on 2<sup>nd</sup>

# Proposal Development Process



# Agenda

## **Day 1, December 11th**

- Intro and Overview
- Develop a Fundable Idea
- Finding Funding/  
Role of LDS Philanthropies
- Prewriting Activities
- Effective Proposal Writing
- Lunch
- Faculty Panel and Q & A
- Wrap Up

## **Day 2, December 18th**

- Recap of Day 1
- Group Review of Abstracts
- Common Themes from Review
- Editing and Rewriting
- Proposal Review Process and Writing  
for Reviewers
- Lunch
- ORCA/Proposal Submittal Process
- Marketing
- Wrap Up

## Develop Fundable Ideas

# Develop Fundable Ideas from Good Ideas

## *How do you develop good ideas*

- Be **knowledgeable**
  - Read extensively in your field
  - Leverage teaching... effective teaching helps you be knowledgeable
- Be **thoughtful**
  - Devote time to just thinking
- Be **creative**
  - Look for parallels with other fields
- Be **open**
  - Share ideas with your colleagues
- And not just because we are at BYU....  
Be **prayerful**





# Developing Good Ideas

- Think in **Question** format
  - Formally write out every interesting question that you can think of related to the area you are exploring
- Think in **Experiment/Research Approach** format
  - Write out every possible experiment you would like to do regardless of money, expertise or equipment
  - If you aren't going to conduct experiments, determine all possible ways of gathering information you need, interviews, who needs to be involved (schools? State Department?)
- Think in **Hypothesis** format
  - Formally write out as many untested hypotheses as you can related to the area of interest
- Keep an **ongoing log** of your ideas
- Let the ideas incubate and try the process again (and again)

# Refine the Idea

- Clearly identify your niche
- Determined if it addresses gaps in research
- Sufficiently unique or different from other ideas
- Analyze strengths and weaknesses of your idea and determine possible competitors/collaborators
- Communicate your idea to others who can provide valuable feedback

*One example of Colleague communication – “Yamamoto Approach” that uses an Advisory committee to review ideas before a proposal can be written*

- Is the question **impactful** and **clearly articulated**?
- Are the experiments **technically feasible**, most **advanced approaches**?
- Would a **collaborator** add conceptual or technical breadth to the potential outcome?
- Will outcomes **uncover uncertainties** and **ambiguities**, **resolves differences of opinion**?
- Approach typically stimulates improvements



*Keith Yamamoto, Executive Vice Dean, UC San Francisco School of Medicine*

# Refine the Idea (cont.)

- Draft a short, well-crafted, logical description of research based on your idea
  - Refined through colleague reviews/critiques (e.g., ongoing NIH, NSF summary reviews)
  - Turn this description into a concept (white) paper or letter of intent
- At the right time, present to potential funders before writing proposal
  - Funding Officer feedback can be invaluable and may direct you to a more appropriate funding source

***If you follow the idea generation and refining steps, you will have a fundable idea AND the start of a good proposal***

# Concept (White) Papers/Letters of Intent

*A white paper is a persuasive document (typically emailed) that usually describes problems and how to solve them*

- Usually one to three pages in length (although there are 20+ page white papers)
- Used to
  - Gauge interest in a particular topic
  - Screen potential proposers
  - Select/eliminate reviewers for proposal panels
  - Gather data for future funding opportunities (sense of the market) or for future budget requests to Congress
  - Market ideas
  - Develop a research program plan

# Develop a Plan to Acquire Funding for Your Idea

*Schedule regular time for research development as part of your career activities*

- One faculty member devotes time each day to writing, submits 4 proposals each year
- Develop a funder contact plan that starts well in advance of funding opportunity announcements
  - Use your white paper to contact funders and market your idea
- Collect knowledge about funders, opportunities, etc.
- Create a task schedule with milestones

# Developing a Fundable Idea: Summary

- Spend time developing a good research idea
- Communicate your good idea to colleagues and others who can give you feedback
- Find potential collaborators
- Generate a white paper
- Develop a plan to acquire funding

# Handout – Generating Fundable Ideas

Find Funding



# What Do You Need to Know About Potential Funders?

- Clearly understand the funder's research interests, goals, mission statement – how well does your research fit?
- How much funding does a funder have and distribute?
- Know about upcoming funding opportunities and funder objectives as they are being developed ... *can you shape the funders thinking, shape the RFP?*



# Funder Knowledge (cont.)

- Does the funder accept unsolicited proposals?



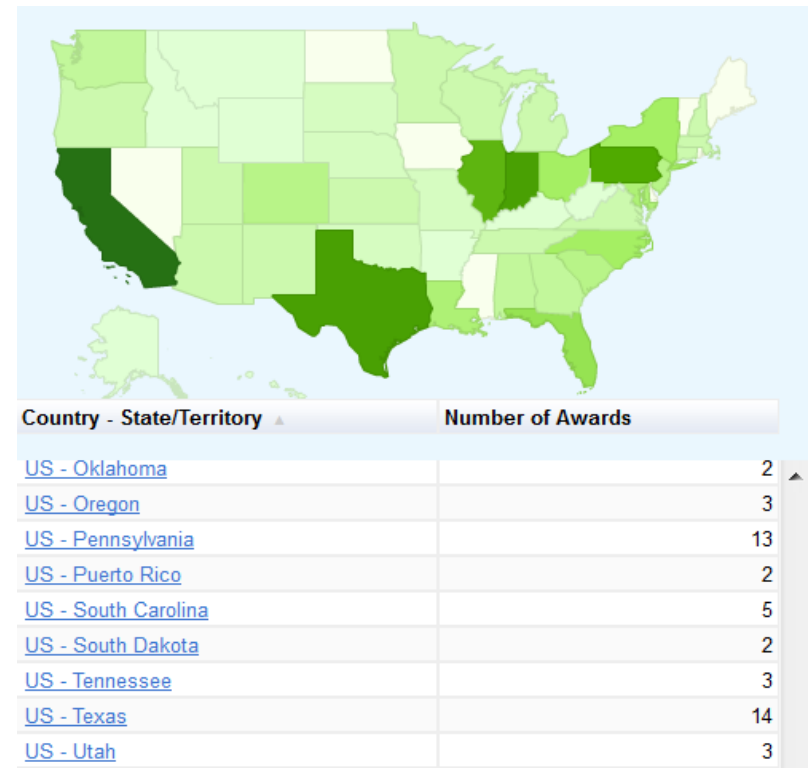
National Science Foundation

Directorate for Computer & Information Science & Engineering (CISE)

- If a foundation – does it even accept applications?

- See what a funder has funded in the past

- Federal Agencies: often posted on their websites
- Non-Profits: can be on their websites and must be on their 990 tax filings
- Companies: harder to find; need websites, alumni, contacts to identify research problems they are trying to solve




# Find Funders

*Be systematic and regular in your searching... make searching a key element of your research acquisition planning*

- Query colleagues (current, classmates in graduate school, major professors) about funding opportunities
- Identify funders in your field from funder acknowledgement in journal articles
- Can you extend any current funding?
- Can you be part of someone else's funded project (be a subawardee)?

*A Science Article about Carbon cycling research acknowledged NSF award #1260080 as a source of funding; the NSF website provided detailed information about that award*



<b>Award Abstract #1260080</b>	
<b>Eddy-Driven Subduction of Particulate Carbon During the North Atlantic Spring Bloom</b>	
<b>NSF Org:</b>	<a href="#">OCE</a> Division Of Ocean Sciences
<b>Initial Amendment Date:</b>	March 27, 2013
<b>Latest Amendment Date:</b>	March 27, 2013
<b>Award Number:</b>	1260080
<b>Award Instrument:</b>	Standard Grant
<b>Program Manager:</b>	Donald L. Rice OCE Division Of Ocean Sciences GEO Directorate For Geosciences
<b>Start Date:</b>	April 1, 2013
<b>End Date:</b>	September 30, 2014 (Estimated)
<b>Awarded Amount to Date:</b>	\$235,893.00
<b>Investigator(s):</b>	Amala Mahadevan amala@whoi.edu (Principal Investigator) Melissa Omand (Co-Principal Investigator)
<b>Sponsor:</b>	Woods Hole Oceanographic Institution 183 OYSTER POND ROAD WOODS HOLE, MA 02543-1041 (508)289-3542
<b>NSF Program(s):</b>	PHYSICAL OCEANOGRAPHY, CHEMICAL OCEANOGRAPHY
<b>Program Reference Code(s):</b>	1389, 4444
<b>Program Element Code(s):</b>	1610, 1670
<b>ABSTRACT</b>	
Traditionally, export of organic carbon from the surface layer of the ocean has be	

# Find Funders (cont.)

- Look for funder contacts within professional societies
- Attend funding conferences (e.g., NSF, NIH)
- Participate in proposal review panels
- Look for funding opportunities from unused Government year end funds
- Contact potential Program Officers about funding and ask them to recommend funding sources
- Search a wide range of possible funding sources
  - Federal Government
  - Associations, Foundations, Companies
  - Municipal, County, State Government, Community Partnerships
  - “Alternative” sources of funding (e.g., Crowdfunding, Benefunder, Nine Sigma funding)



# Use Online Tools to Find Funding

- PIVOT (BYU has a subscription) <http://pivot.cos.com>
- Foundation Center Online (BYU has a subscription) <http://fdncenter.org/>  
login username byuacadvp and password cougars2002
- Foundation and company websites
- Grants.gov (free; register) <http://grants.gov/>
- Agency websites
- The Catalog of Federal Domestic Assistance (CFDA) (free) [www.cfda.gov](http://www.cfda.gov)
- Other online tools
  - Federal Register <http://www.gpoaccess.gov/fr/>
  - Grantsmanship Center <http://www.tgci.com/>
  - Fundsnet service <http://fundsnet services.com>
  - GrantsNet <http://www.grantsnet.com>
  - Guidestar <http://www.guidestar.org>
  - Google/Bing/Yahoo

PIVOT and fconline Training  
Tues, Dec 15, 11am, 270 MB

***As one expert put it - think big, think small, think in different ways to uncover funding opportunities... in other words, cast a wide net***

# Comparison of Public vs. Private Funding Sources

Public	Private
Federal government	Foundations
State government	Corporations
Local government (city, county, municipality)	Service clubs
	Professional association
	Trade associations
	Unions
	Special interest groups
	Faith communities

Ways they differ:

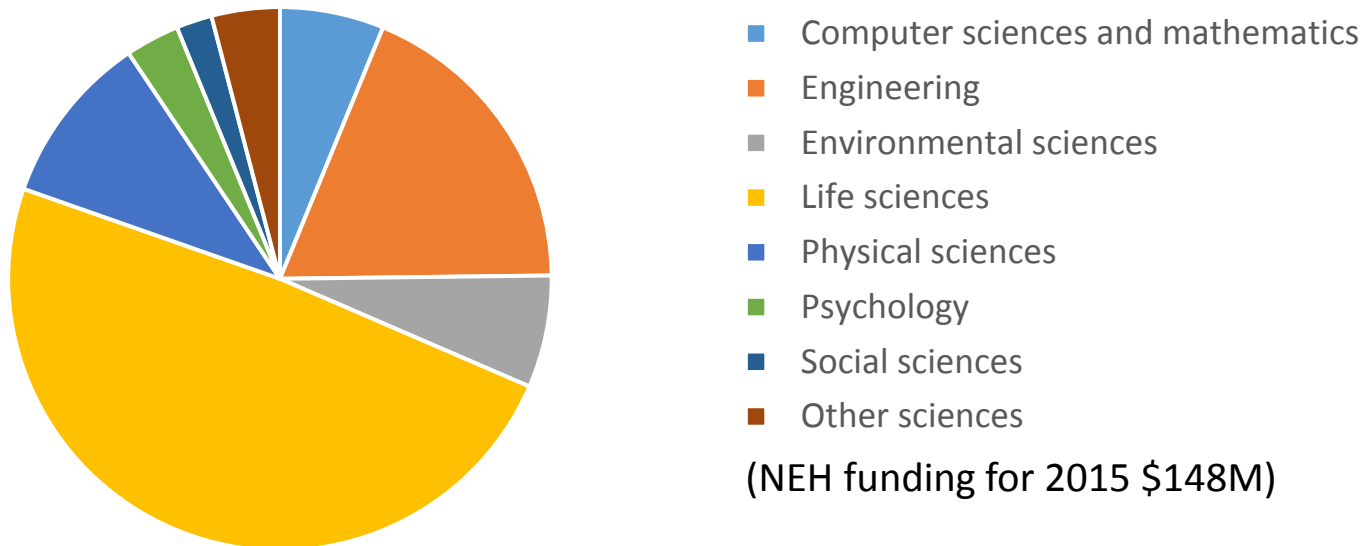
- Where the money comes from and why they're giving it away
- Who is involved in the decision-making process; how decisions are made
- How much money they will award
- How long they will fund a project
- How they want to initiate contact

# Public Funding Sources: Advantages/Disadvantages

Advantages	Disadvantages
Large multiyear grants that can include operating costs	Complex applications and reporting requirements
Purpose set by legislation; transparent decision making	Proposals are longer and require assurances of nondiscrimination and fair practices
Aim is to effect significant groups in society	Many more organizational requirements once funds are received
Many Funding opportunities available (grants, contracts, appropriations, dedicated funds)	Tend to favor proposals from established organizations
Prescribed processes and formats for proposals	May be reluctant to fund new or high-risk approaches
Funds available for a wider array of organizations (for-profit, nonprofit, etc.)	Higher cost to organization for securing funds and carrying out projects
Accountable to elected officials if bias suspected	Changing political trends affect security of some programs and continued availability of funds

# 2015 Federal Spending For Research

\$62.6B Total

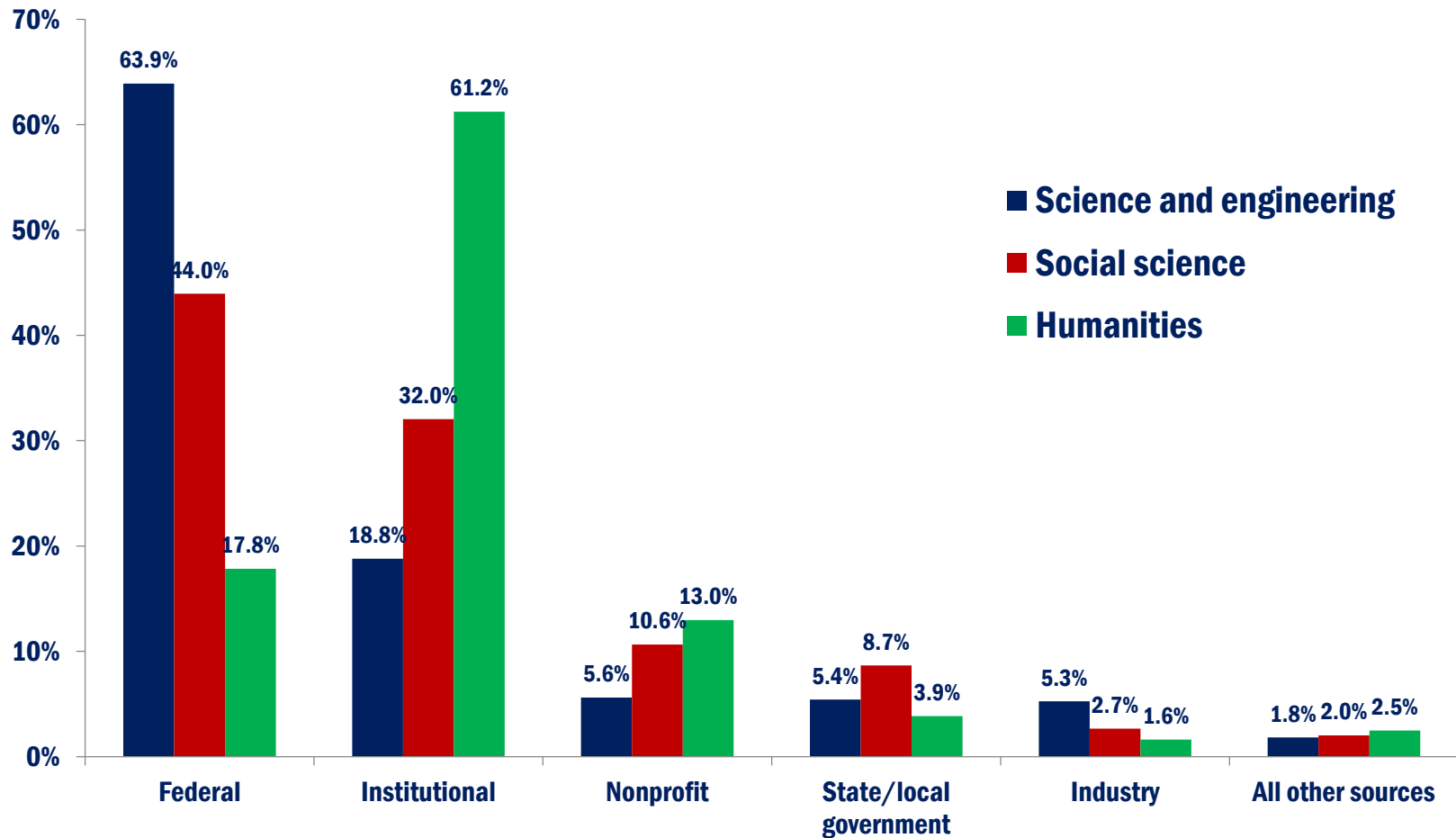


From National Science Foundation, National Center for Science and Engineering Statistics, Survey of Federal Funds for Research and Development, FYs 2013–15.

NEH funding <http://www.humanitiesindicators.org/content/indicatordoc.aspx?i=75>



# Source of Funds for University Research

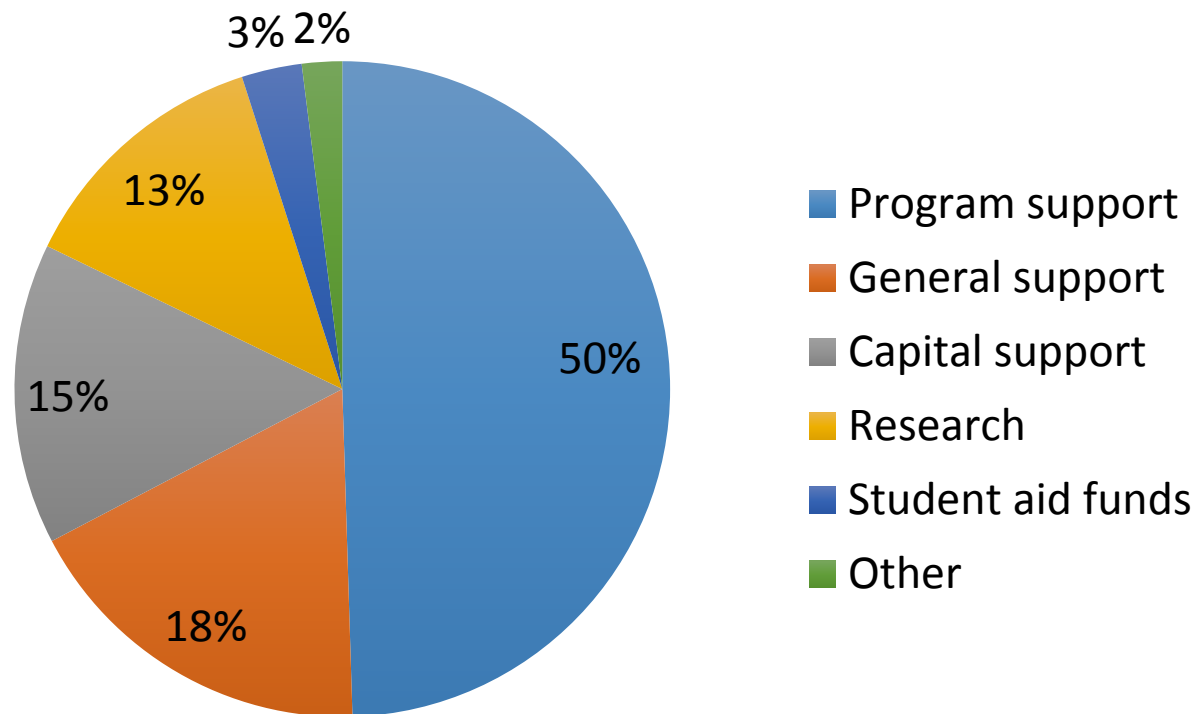


Source: NSF Higher Education R&D Survey. Data are the average of 2011, 2012, 2013.

# Private Funding Sources: Advantages/Disadvantages

Advantages	Disadvantages
Large and small grants	Average grant size is usually smaller
Guidelines determined by founder or board	Priorities can change rapidly making continued support harder to predict
Competition may be less intense	Grantseekers have limited influence on decision making process
Proposals usually less complex and lengthy	Information on policies and procedures can be harder to identify
Seldom have complex tracking and reporting requirements	May be unwilling to pay all project costs or indirect costs
Can help open the door to large public grants	Smaller staff size may limit opportunity for preliminary discussion or site visits
Can often provide forms of help other than just cash; may be better for local needs	May not explain a rejection, making it harder to compete more effectively next time

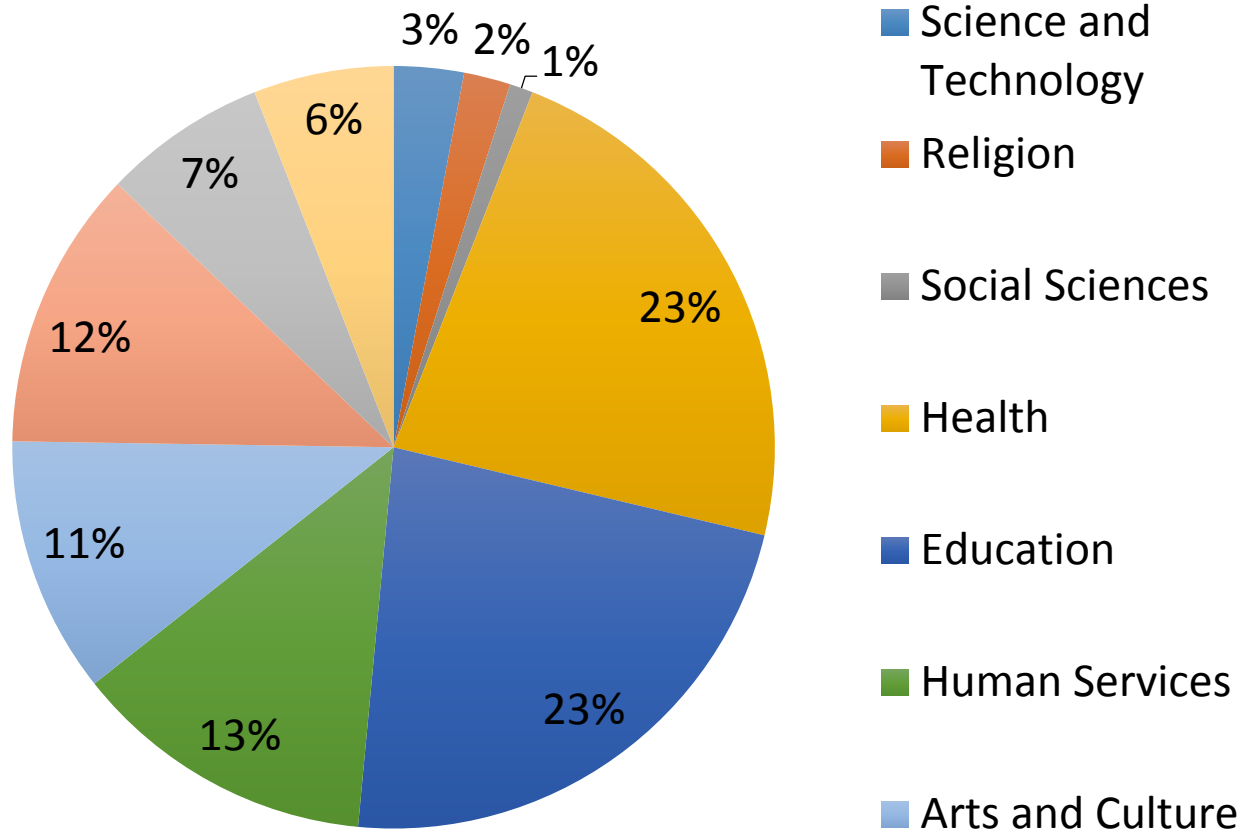
# Private Funding Awarded by Project Type



*In 2014, individual Americans gave \$358B, Corporations \$18B, Foundations \$54B*

From "Getting Funded: The Complete Guide to Writing Grant Proposals"  
Charitable giving statistics from National Philanthropic Trust

# Private Funding Awarded by Category



# LDS Philanthropies (LDSP)

We are a department under the  
Presiding Bishopric

We correlate charitable giving within all church  
charities and institutions of higher education.

## **LDSP or ORCA**

Use the ORCA office if your funding source:

- is a government entity
- requires specific deliverables or sponsor input
- requires detailed financial reporting
- obligates the university to any terms or conditions

**When in doubt, call ORCA at 422-3841 or Kristen / Conrad**

## **Summary of how LDSP helps:**

- Tools to help with finding funding
- Foundation proposal correlation
- Relationships with prospects/funders
- Help with proposal writing/editing
- “No Overhead” (costs in budget)

## Things to Note

- Meeting with Dept. Chair, Donor Liaison, and/or Dean
  - Discuss department and college priorities
- Do you have a “champion” in the foundation?
- Annual Audited Financial Report limitations at BYU



# **THE PROCESS OF FUNDRAISING WITH FOUNDATIONS**

**(1) FINDING POTENTIAL FOUNDATIONS**

**(2) CULTIVATION AND GRANT  
PROPOSAL-WRITING**

**(3) FOLLOW-UP**



# THE PROCESS OF FUNDRAISING WITH FOUNDATIONS

## **(1) FINDING POTENTIAL FOUNDATIONS**

**Foundation Directory** - [fonline.fdncenter.org](http://fonline.fdncenter.org)

# Foundation Directory

## Search Grantmakers

 Saved Searches  Last Search

Grantmaker Name  
view index

EIN

Grantmaker Location  
More location options

Fields of Interest  
view index

Types of Support  
view index

Geographic Focus  
view index

Trustees, Officers, and Donors  
view index

Type of Grantmaker  
view index

Total Giving ▼

From:

To:

Keyword Search

☒ Exclude grantmakers not accepting applications

Search

Clear

SORT BY

- ☐ Total Giving
- ☒ Total Assets
- ☐ Alphanumeric

- ☐ Ascending
- ☒ Descending

Search Form Search Results Grantmaker Record

## George S. and Dolores Dore Eccles Foundation

Profile Search Grants Map Grants Chart Grants

### Profile

Last Updated: 2014-02-01

Compact View

#### Jump To

Background  
Limitations  
Purpose and Activities  
Program Area(s)  
Fields of Interest  
Geographic Focus  
Support Strategies  
Transaction Types  
Application Information  
Donor(s)  
Officers and Directors  
Memberships  
Financial Data  
Additional Location  
Information

#### At A Glance

##### George S. and Dolores Dore Eccles Foundation

79 S. Main St., 14th Fl.  
Salt Lake City, UT United States 84111-1929  
Telephone: (801) 246-5340  
Contact: Lisa Eccles, Pres.  
Fax: (801) 350-3510  
E-mail: gseg@gseccles.org  
URL: www.gsecclesfoundation.org

**Type of Grantmaker**  
Independent foundation

**Financial Data**  
(yr. ended 2013-12-31)  
Assets: \$665,894,217  
Total giving: \$19,753,046

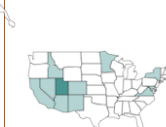
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**990**  
2013 2012 2011 2010 2009 2008 2007 2006 2005  
2004 2003 2002 2001  
Learn more about the information displayed in Forms 990  
and 990-PF, as well as processing errors announced by the  
IRS.

#### Giving By Subject



#### Geographic Giving



#### Giving By Amount



#### Tools

- E-mail Record
- Print/Save Record
- Add to Workspace  
(What is this?)
- Add to My Alerts

#### Record Tags

add a tag

#### Background

Top of Page

Incorporated in 1958 in UT; absorbed Lillian Ethel Dufton Charitable Trust in 1981 - Throughout their lives, George S. and Dolores Dore Eccles were committed to supporting important community needs in Utah. To ensure that their philanthropic work would continue beyond their lifetimes, they established the George S. and Dolores Dore Eccles Foundation in 1960. The foundation became active following the death of Mr. Eccles in 1982, and now - more than two decades later - it is the most visible and lasting legacy of Mr. and Mrs. Eccles, carrying on their charitable vision by enriching educational, medical, cultural, and societal opportunities throughout Utah

#### Limitations

Top of Page

Giving primarily in the intermountain area, particularly UT.  
No support for private foundations or conduit organizations.

# THE PROCESS OF FUNDRAISING WITH FOUNDATIONS

## **(1) FINDING POTENTIAL FOUNDATIONS**

- **Foundation Directory** - [fconline.fdncenter.org](http://fconline.fdncenter.org)
- **Foundation Search**

# Foundation Search

## GEORGE S AND DOLORES DORE ECCLES FOUNDATION

### Foundation Profile

The foundation was granted charitable status in September, 1960 and is located in SALT LAKE CITY, Utah.

The foundation's purpose is to support and improve the welfare of humankind.

In their most recent reporting year ending December, 2013, the foundation reported assets of \$320,228,010 (ledger value) and income of \$11,712,59

The foundation's major donor(s) is reported as: George S. Eccles.

Further details for this foundation are as follows:

- Classified as a(n) private foundation with Employer Identification Number (EIN) 876118245.
- Ranked 425 in the [FoundationSearch Top 10,000 US Foundations by Assets](#).
- Ranked 3 in the [FoundationSearch Top Foundations by Assets for the state of Utah](#).

### Contact Information

The foundation can be contacted at the following address:

GEORGE S AND DOLORES DORE ECCLES FOUNDATION  
79 S. MAIN STREET, 14TH FLOOR  
SALT LAKE CITY, Utah 84111  
Contact: LISA ECCLES, EXECUTIVE DIRECTOR  
Tel: (801) 246-5340  
Fax: (801) 350-3510  
Email: [gseg@gseccles.org](mailto:gseg@gseccles.org)  
Website: <http://www.gsecclesfoundation.org>

### Application Guidelines

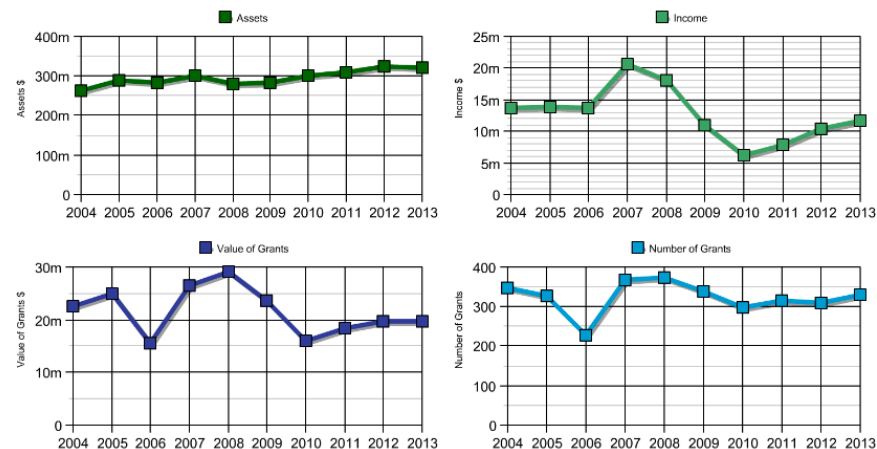
To view the foundation's support limitations, [click here](#).

No confirmed application deadline(s) are provided by this foundation. Foundations which do not stipulate deadlines are best approached directly for more information. Some foundations have a continuous intake of proposals. A reference to the fiscal year end may be a useful guide as to when new funds will become available for disbursement. The fiscal year end for this foundation is December.

Further information about the foundation's application guidelines is available [online](#).

### Financial History

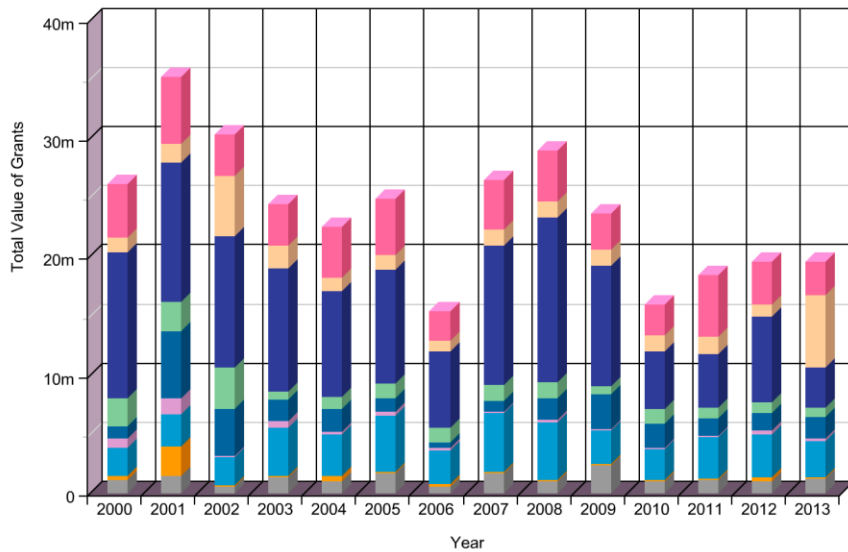
The foundation's historical financial information from the past 10 years has been charted below.



View by Category / Year View by Value of Grants Stacked Bar by group



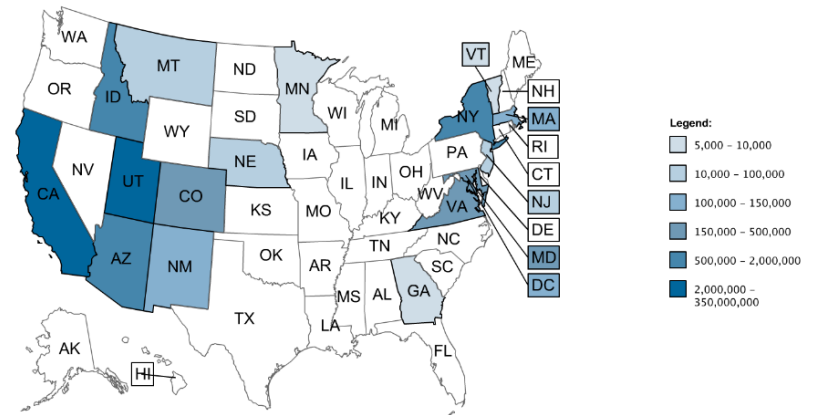
Arts & Culture Community Development Education Environment Health International Giving Religion Social & Human Services Sports & Recreation Miscellaneous Philanthropy



## Geographic Distribution of Grants

The following is a geographical representation of granting activity for the foundation.

To view the total value of grants awarded by state or province, place your mouse cursor over the state or province.  
To view grants awarded to all giving categories within a specific state or province, click on the state or province.



Right click on map to zoom

# THE PROCESS OF FUNDRAISING WITH FOUNDATIONS

## (1) FINDING POTENTIAL FOUNDATIONS

- **Foundation Directory** - [fconline.fdncenter.org](http://fconline.fdncenter.org)
- **Foundation Search**
- **990 Reports**



## 2013 IRS Report

George S. and Dolores Dore Eccles Foundation

*December 31, 2013*

Organization Grantee Address	Purpose	Amount
<b>Ability Found</b> 5236 South Greenpine Drive Salt Lake City, Utah 84123	To support its Equipment Placement Program, specifically to purchase medical and rehabilitation equipment, as well as assistive technology, for individuals with physical and cognitive disabilities	15,000.00
<b>Adopt-A-Native Elder</b> P.O. Box 3401 Park City, Utah 84060	To support the 24th annual Navajo Rug Show and Sale, "Weaving Winter Stories," benefiting the Elders who live the traditional lifestyle of the Navajo People	18,000.00
<b>Adoption Exchange</b> 975 East Woodoak Lane, Suite 220 Murray, Utah 84117	For support of its Family Recruitment Program	8,000.00
<b>Aerospace Heritage Foundation of Utah</b> P.O. Box 612 Roy, Utah 84067	To assist in funding the renovation of the Aerospace Center for Education at the Hill Aerospace Museum	20,000.00
<b>Alliance Community Services</b> 291 West 5400 South, Suite 101 Salt Lake City, Utah 84107	To provide assistance to low-income individuals, at no charge, in obtaining their United States citizenship	12,000.00
<b>Alliance House Inc</b> 1724 South Main Street Salt Lake City, Utah 84115	To support the annual Milestones Breakfast fundraiser on October 8, 2013, generating community support for Alliance House clubhouse rehab services for adults with Serious Persistent Mental Illness (SPMI) who are not covered by Medicaid	35,000.00
<b>Alta Arts Council</b> P.O. Box 8142 Alta, Utah 84092	For general operating support of its 2013-2014 art programs and events	2,500.00


# THE PROCESS OF FUNDRAISING WITH FOUNDATIONS

## **(1) FINDING POTENTIAL FOUNDATIONS**

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- **Foundation Search**
- **990 Reports**
- **Philanthropy News Digest – RFPs**

# Philanthropy News Digest RFPs

**PND** PHILANTHROPY  
NEWS DIGEST

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## RFPs

*Philanthropy News Digest publishes RFPs and notices of awards as a free service for grant-making organizations and nonprofits. To have your RFP considered for publication, please email [pndrfp@foundationcenter.org](mailto:pndrfp@foundationcenter.org) with a Word document, text-only file, or link to a Web site explaining the program scope, grantee qualifications, application instructions, and deadlines. We require notice of funding opportunities five weeks in advance of their deadlines.*

### New RFPs

#### AGING

##### [Give to Cure Launches 2015 Global Alzheimer's Challenge](#)

POSTED: DECEMBER 10, 2014  
DEADLINE: JANUARY 13, 2015 (LETTERS OF INTENT)

The competition is designed to accelerate the development of treatments for Alzheimer's disease by directly funding the world's most promising Alzheimer's-related clinical trials....

#### ARTS / CULTURE

##### [Mid-Atlantic Arts Foundation Accepting Proposals for Collaborative Performing Arts Tours](#)

POSTED: DECEMBER 5, 2014  
DEADLINE: MARCH 13, 2015

Grants of up to \$15,000 will support projects that increase access to live performing arts engagements across the mid-Atlantic region....

#### CIVIL / HUMAN RIGHTS

##### [Russell Sage Foundation Seeks Letters of Inquiry for Social Inequality Research](#)

POSTED: DECEMBER 4, 2014  
DEADLINE: JANUARY 16, 2015 (LETTERS OF INQUIRY)

Grants of up to \$150,000 will be awarded for investigator-initiated research projects that will broaden understanding of the causes and consequences of rising economic inequalities....

#### EDUCATION

##### [Spencer Foundation Invites Proposals for Education Research Projects](#)

PND NEWSLETTERS AND ALERTS

SEARCH RFPs

Subject

Keyword

UPCOMING DEADLINES

**[Susan G. Komen Central Wisconsin Affiliate Accepting Applications](#)**  
HEALTH  
Deadline: December 19, 2014

**[Rauschenberg Foundation Launches Climate Change Solutions Fund](#)**  
ENVIRONMENT  
Deadline: December 22, 2014 (Letters of Intent)

**[Jewish Community Foundation of Southern Arizona Issues RFP for Tucson Programs](#)**  
COMMUNITY IMPROVEMENT / DEVELOPMENT  
Deadline: December 23, 2014

**[American Psychological Foundation Seeks Applications for Pearson Early Career Program](#)**  
HEALTH  
Deadline: December 31, 2014

# THE PROCESS OF FUNDRAISING WITH FOUNDATIONS

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- **Foundation Search**
- **990 Reports**
- **Philanthropy News Digest – RFPs**
- **Chronicle of Philanthropy**

# **THE PROCESS OF FUNDRAISING WITH FOUNDATIONS**

## **(2) CULTIVATION AND GRANT PROPOSAL - WRITING**

- **LDSP level of involvement depends upon your needs**
- **Letter of Inquiry. Letter of Intent. Phone call. Proposal. Proof your proposal.**

# LDSP Donor Liaisons

Athletic Leadership	Bryan Carpenter	bryan_carpenter@byu.edu	(801) 222-7833
Athletics	Chad Lewis	chad_lewis@byu.edu	(801) 222-4858
Broadcasting	Bjorn Farmer	bjorn@byu.edu	(801) 222-2718
Broadcasting	Damien Bard	damien_bard@byu.edu	(801) 222-1193
Engineering & Technology	Garrett Rose	grose@byu.edu	(801) 222-3899
Engineering & Technology	Greg Nolte	greg_nolte@byu.edu	(801) 222-1130
Engineering & Technology, Sr. Associate Dir.	Kelly Reeves	kelly_reeves@byu.edu	(801) 222-9347
Family, Home, & Social Science, Sr. Associate Dir.	Jim Crawley	jim_crawley@byu.edu	(801) 222-8028
Fine Arts & Communication, Kennedy, MOA, Broadcasting, Phys/Math	Brent Hall	brenth@byu.edu	(801) 222-4501
Fine Arts & Communication	Jennifer Lloyd Amott	jennifer_lloyd@byu.edu	(801) 222-9219
Harold B. Lee Library, Wheatley Institution	Doug Perry	Doug_Perry@byu.edu	(801) 222-7165
Humanities, Law School, Harold B. Lee Library, Maxwell, Wheatley, Religious Ed, BYU Studies, Int'l Law/Religion	Matt Christensen	mbchristensen@byu.edu	(801) 222-9151
Law School	Lei Pakalani	lpakalani@ldschurch.org	(801) 222-4761
Life Sciences, Continuing Education	Mark Palmer	mark_palmer@byu.edu	(801) 222-2382
Life Sciences, Engineering & Technology	Jim Welsh	jim.welsh@byu.edu	(801) 222-4447
Marriott School of Management, Nursing, Education	Dan Scoresby	dan_scoresby@byu.edu	(801) 222-1744
Marriott School of Management	Greg Sutherland	gregory_sutherland@byu.edu	(801) 222-7340
Marriott School of Management	Greg Ballif	gregory_ballif@byu.edu	(801) 222-8084
Maxwell, Law & Religion, Religious Education	Ed Snow	ed_snow@byu.edu	(801) 222-9047
MOA, Kennedy Center	John McCorquindale	mccorquindale@byu.edu	(801) 222-4404
Nursing, Education	Carol Kounanis	cek@byu.edu	(801) 222-8294

# **THE PROCESS OF FUNDRAISING WITH FOUNDATIONS**

## **(3) FOLLOW-UP**

- **Getting feedback from the foundation after proposal approval or denial**
- **Dispersing feedback to all involved parties**
- **Foundations require an annual report on how the money was spent**

# COMMUNICATION

When should you contact LDSP?

Before approaching a foundation, please contact your college assigned Donor Liaison or call Taunja Baxter to check the status of a foundation.



*Foundations are interested in their  
giving priorities*

*You must position your work in a way  
that clearly aligns with and advances a  
foundation's established goals*

Taunja Baxter

Grant Writer, LDS Philanthropies

1450 N. University Ave

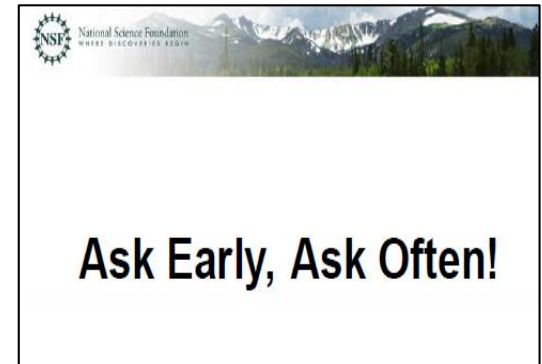
(w) 801-356-5289 | (c) 801-420-4919

taunja.baxter@ldschurch.org

[www.ldsp.org](http://www.ldsp.org)

# Contacting Funding Officers

- Do your homework – don't ask questions that are answered in RFPs, FOAs or other provided documents
- Understand the mission and priorities of the funder
- Be familiar with restrictions that might eliminate your organization
- Know the minimum and maximum amounts typically awarded
- Know the total amount of funding available
- Review recent awards: what portion of the grants went to previous grantees
- **Write a short description of your project (white paper)**
- Email the description to the officer. Ask: *What would you recommend to improve my chances for favorable review? What is the anticipated success rate? What are some common reasons for proposal rejections?* Listen carefully; read between the lines
- Follow up with a short thank you, summary of key points, and if appropriate, cv with photo
- Let the PO know you are willing to serve on a review panel



# Using a White Paper to Contact a Funding Officer

- Provide an eye catching title with a few key sentences from the white paper to support your initial contact
  - The white paper should thus convey an understanding of the funder's needs
  - You want to make the funder successful
  - **you want a strong, positive emotional response to the white paper**
- Follow up with phone conversation
  - Provide full white paper (if asked)
  - Can use as a basis for face-to-face or electronic feedback on research ideas

***Ultimately, the objective of the white paper is to get a proposal submittal invitation***

# Find Funding: Summary

- Work with Research Development/LDSP for finding funding
- Gain knowledge about funders
- Search for funding in a variety of different ways—journal articles, databases, becoming a subawardee, etc.
- Make finding funding a regular part of your career – online tools with alerting features can help you be systematic and consistent in your finding efforts
- Understand public and private funding
- Contact Funding Officers

# Prewriting Activities

# Prewriting: Prepare a Proposal Development Timeline

Month	Activity
1	Identify the problem. Analyze your ability to successfully pursue the idea.
2	Identify a project director and others who will be involved in planning/writing the proposal. Conduct a needs assessment. Identify prior work/related activities of other universities. Develop a case for how your work differs from/compliments others. Identify funders and get administrative buy-in.
3	Begin cultivating potential funding sources. Ensure university can meet compliance obligations.

# Prewriting: Prepare a Proposal Development Timeline (cont.)

Month	Activity
4	Develop the first draft of the proposal and seek feedback from colleagues who have previously received funds from this source
5	Modify the proposal using input received during previous months. Complete the final version and translate it into the formats required by the funders. Submit the proposal for internal reviews. Submit the proposal to the funder.
6-9	Verify receipt of the proposal by the funders and find out when a decision is likely to be made. Stand by while funders conduct their initial review and request more information.
10-11	Receive approval or rejection. In either case, obtain reviewers comments.
12	Receive authorization to expend funds. Start the project.




# Prewriting Activities: Thoroughly Decompose the Solicitation

- Deadlines
- Requirements, (technical, budget, management, “MIRs” etc.)
- Proposal components
- Unusual requirements
- Procedures for submittal (including BYU/ORCA procedures)

**Innovation Corps Sites Program (I-Corps Sites)**

**PROGRAM SOLICITATION**  
NSF 14-547

**REPLACES DOCUMENT(S):**  
NSF 12-604



National Science Foundation  
Office of International and Integrative Activities  
Directorate for Biological Sciences  
Directorate for Computer & Information Science & Engineering  
Directorate for Education & Human Resources  
Directorate for Engineering  
Directorate for Geosciences  
Directorate for Mathematical & Physical Sciences  
Directorate for Social, Behavioral & Economic Sciences

**Full Proposal Deadline(s)** (due by 5 p.m. proposer's local time):  
June 27, 2014  
June 09, 2015  
Second Tuesday in June, Annually Thereafter

**IMPORTANT INFORMATION AND REVISION NOTES**

- Due date is earlier in the year than prior solicitation's due date.
- A limit has been placed on the number of proposals per Organization

**SUMMARY OF PROGRAM REQUIREMENTS**

**General Information**

**Program Title:**  
Innovation Corps Sites Program (I-Corps Sites)

**Synopsis of Program:**  
The National Science Foundation (NSF) seeks to develop and nurture a national innovation ecosystem that builds upon research to guide the output of scientific discoveries closer to the development of technologies, products and

# Prewriting Activities: Create a checklist

## Make a checklist for what you need to accomplish:

- Approval from your department chair and research dean
- Contacted ORCA about compliance issues (for human subject research, etc.)
- Read all of the forms and instructions provided by the funder
- Pay close attention to length of each section, overall number of pages, required content, attachments... *part of the proposal decomposition effort*
- Identify all the sections that will need input from the other sources
- Let those who must submit content know as early as possible
- Develop an outline that includes the major points

# Sample of a Proposal Development Checklist

- Contact Information and required proposal sections
- Proposal writing tasks, deadlines, authors
- Requirements and how they will be met
- Themes
- Proposal actions
- Review criteria

Proposal Approvals and Delivery		Due Date	Days Left	Notes/Comment
	PROPOSAL DUE DATE	3/15/2016	104	This is the proposal due date - putting in this date will automatically populate the rest of the dates
	Commitment letter(s) obtained	3/5/2016	94	Dates are ideal; shorter review times and later due dates are possible
	Department Chair approval	3/6/2016	95	
	Dean approval	3/8/2016	97	
	ORCA approval	3/11/2016	100	
	Proposal submitted to funder	3/11/2016	100	There should be time after first submittal to fix any submittal glitches
Proposal Preparation			Comments/Notes	
	Obtain complete solicitation		need to ensure nothing is missing and that you have the latest version of the solicitation	
	Create proposal dropbox or other folder		folder or location accessible to proposal team where proposal information can be kept	
	Obtain relevant templates <sup>1</sup>		e.g., budget, DMP, others templates to help make proposal prep easier; RD website has some useful ones	
	Obtain funder-produced guidance <sup>2</sup>		many funders provide proposal preparation guidance and other aids; see their websites	
	Obtain additional background information <sup>2</sup>		could include previous awards from funder, relevant reports or research results, funder review criteria, etc.	
	Create proposal team		include administrative staff who will help and ORCA staff assigned to college; include in kickoff	
	Prepare for proposal kickoff		put together all information need to kick off proposal with team, e.g., complete RFP, schedule, logistics, etc.	
Proposal Development		Due Date	Comments/Notes	Aides
1	Conduct kickoff meeting		organize effort including id proposal elements, writing assignments, schedule, logistics, subs, etc.	<a href="#">Action Items</a>
2	Describe Most Important Requirements (MIRs)		addressing MIRs is critical to success; click here to go to an MIRs development sheet	<a href="#">MIRs</a>
3	Identify all required deliverables			
4	Identify subcontractors/partners/collaborators			<a href="#">Contact List</a>
5	Identify other types of commitment		commitment could be a letter of support for, or interest in, a project from a company, university, foundation, etc.	<a href="#">Contact List</a>
6	Assign proposal authors			<a href="#">Contact List</a>
7	Identify proposal production support staff		some proposals use graphic artists, writers and editors, etc.	<a href="#">Contact List</a>
8	Identify proposal colleague/peer reviewers		if available, invite reviewers to kickoff	<a href="#">Contact List</a>
9	Develop review criteria <sup>2</sup>		see the link to the right for possible review criteria	<a href="#">Review Criteria</a>
10	Develop proposal strategy <sup>3</sup>		if available, invite reviewers to kickoff	
11	Outline proposal <sup>3</sup>			
12	Create 1st Draft <sup>3</sup>		should be complete even if some sections have "place holder" information	
13	Obtain colleague/peer review <sup>4</sup>		develop criteria from solicitation requirements and review criteria, writing guides, etc.	
14	Create 2nd Draft			
15	Obtain colleague/peer review			
16	Create additional Drafts as needed			
17	Obtain colleague/peer reviews as needed			

# Prewriting Activities: Find a Place to Write

## *Room for Interdisciplinary and MRI proposal development*

- Large computer display screen
  - HDMI connection
  - Chromecast
  - Speaker phone
- Printer
- White boards
- Storage cabinets
- Reconfigurable as long conference table or separate work areas



*To see the conference room calendar and schedule its use, go to*

<http://researchdevelopment.byu.edu/resources/conference-room-calendar>

# Prewriting: Tips on Creating an Outline

- Organize sections according to the funder's proposal guidelines
  - If the sponsor's materials provide an outline structure, incorporate the review criteria into the structure. Use the sponsor's terminology, especially in the headings/subheadings to make it easier for reviewers
- Outline the complete proposal
  - Ensure all components are tied together
  - Use as the basis for a smooth, end-to-end narrative
  - Consistent with the RFP decomposition
  - Show how requirements will be met
- Include instructions and review criteria
  - As you are reading the FOA and creating headings/subheadings, include information on the review criteria and scoring system. This helps you address that information in each area
- Review and re-iterate the outline... *sequentially adding greater levels of detail will make the actual writing easier*

# Example of an Outline

# Persuasive Writing

# Academic versus Grant Proposal Writing

## ACADEMIC

- ♦ Scholarly pursuit:  
*Individual passion*
- ♦ Past oriented:  
*Work that has been done*
- ♦ Theme centered:  
*Theory and thesis*
- ♦ Expository rhetoric:  
*Explaining to reader*

## GRANT

- ♦ Sponsor goals:  
*Service attitude*
- ♦ Future oriented:  
*Work that should be done*
- ♦ Project centered:  
*Objectives and activities*
- ♦ Persuasive rhetoric:  
*“Selling” the reader*



# Writing the Proposal: Identifying the Proposal Components

Major proposal components:

- **Title**
- Cover Sheet or Title Page
- Signed Assurances
- **Executive Summary (The Abstract)**
  - **What is the problem? What is the proposed solution? What is the justification for the proposed solution?**
- Statement of Purpose
- Statement of Need
- Project Description (Procedures)
  - How will you do it?
- Sustainability Plan
- Evaluation
  - How will you know what has changed as a result of your efforts?
- Qualification
  - Why choose us?
- Budget
  - How much will it cost?

# Three-part Proposal Structure

The essence of a persuasive proposal is that it is a call to action. There is a typical three-part structure:

- Description of a problem
- Proposed solution (plan for solving the problem)
- Justification for the proposed solution (request for support)

# Three-part Proposal Structure: Showing that a Problem Exists

## **Show that a problem exists**

- Awakening the readers to the existence of a problem is the first important challenge.
- For a funder to give you money, your proposal needs *presence* or the ability to grip your readers' hearts as well as their intellects. Do this by:
  - *Using details effectively*
  - *Provocative statistics*
  - *Illustrative narratives*
  - *Compelling examples that show the reader the seriousness of the problem you are addressing or the consequences of not funding your proposal*

# Showing that a Problem Exists (cont.)

## **Does this example state a problem?**

I am applying for this grant to complete a book manuscript on the successes and challenges African nurses experienced when delivering western biomedicine in South Africa's rural Eastern Cape. The book, for which I have conducted most of the research already, will be of use in undergraduate and graduate courses and appeal to a general audience interested in the history of African women and health and healing.

# Showing that a Problem Exists (cont.)

From the 1960s to the 1980s, South Africa experienced years of intense political and social change. South African nurses—charged with administering western biomedicines to rural communities—navigated apartheid politics and ‘traditional’ healing techniques. These nurses played a central, though often unrecognized, role providing critical health services to their communities and influencing notions of health and healing. Their training, commitment, and acknowledgment of ‘traditional’ beliefs helped them succeed in providing health care despite a serious lack of equipment and personnel.

While these nurses wielded remarkable influence in the rural communities that they served, their individual stories, as well as an analysis of the interplay between biomedicine and ‘traditional’ healing beliefs, remains largely unexplored. I am applying for this grant to complete a book manuscript about the experiences of these nurses during this turbulent period of South African history.

# Three-part Proposal Structure: Solution and Justification

- **Proposed solution to the problem**
  - Convince your reader that the problem is solvable
  - Show how one consequence will lead to another until your solution is effected, or you can use analogies or precedent (i.e. how other similar research proposals have been successful elsewhere)
- **Justifying your solution**
  - Be specific about what the money will be used for and why it is necessary
  - State what will happen if the project isn't funded

# Writing a Persuasive Title and Abstract

# The Title and Abstract: Two Critical Parts of Your Proposal

*For readers who are not the primary or secondary reviewers of your proposal, time is so short that the title and abstract are the only portions that they read carefully.*

- Title/Abstract used to make the initial determination of whether a project is eligible for, or worthy of, further consideration
  - One foundation executive says that in nine out of ten cases, she reads only the executive summary before deciding whether or not to reject a proposal
- Both public and private funders often copy proposals' abstract/title and circulate them separately to key funding officials who want to see a digest of all incoming projects
- The audience that reads the title/abstract may include members of Congress who fund the sponsoring agency, and voters who elected those officials. They will determine the project's value based on the abstract/title.



# Writing the Title

## Do



- ☐ Describe the purpose of the project
- ☐ Keep the title short (under 10 words)
- ☐ Use imagination and flair
- ☐ Study other titles of other funded projects in your field
- ☐ Create ten titles using a combination of different words and abbreviations

## Don't



- ☐ Use the name of the funder in the project title
- ☐ Don't begin with "A Project To..."
- ☐ Select a title that is likely to be used by others
- ☐ Choose a title that might be funny if seen out of context
- ☐ Use jargon and filler words

# Examples of Successful Titles

- *Benchmarks for Education Screening and Testing (Project BEST).* Funded by the Centers for Disease Control
- *Religion and the Rule of Law in Vietnam and Laos.* Funded by the John Templeton Foundation
- *A Psychiatric and Imaging Study of Pediatric Mild Traumatic Brain Injury.* Funded by the National Institutes of Health
- *Leading National Indicators Related to Marriage, Parenting and Public Policy.* Funded by the Deseret News
- *Quantitative Characterization of Essential Tremor for Future Tremor Suppression.* Funded by the National Institutes of Health
- *EFRI-ODISSEI: Uniting Principles of Folding and Compliant Mechanisms to Create Engineering Systems with Unprecedented Performance.* Funded by the National Science Foundation

# The Abstract/Executive Summary

- The abstract is an abbreviated version of your proposal—functions as the synopsis of your entire grant application
- Write it before you begin the other sections of your proposal to function as a guiding narrative; then revise it (many times) after the rest of your proposal is written
- Summarizes project purpose, goals, research design, methods, significance
- Has to be well crafted and thoughtful, **CONCISE** and **COMPLETE**

# Writing the Abstract

The abstract should contain:

- Why the project is needed (what is the problem that the project aims to solve). Include:
  - *Provocative statistics*
  - *Illustrative narratives*
  - *Compelling examples that show the reader the seriousness of the problem you are addressing or the consequences of not funding your proposal*
- Who will do the work
- What will be done
- When will the activities be accomplished
- How will the results be evaluated and disseminated

# Writing the Abstract: Showing why the project is needed

Which example is more effective at showing why the project is needed:

*We posit that estrogens improve over-nutrition and/or angiotensin II (Ang-II)-induced INS resistance in skeletal muscle and cardiovascular tissue via decreased SK1-mediated Ser (P) of IRSs.*

*More than 17 million Americans suffer from type 2 diabetes, the seventh leading cause of death, with premenopausal obese and diabetic women at particular risk. Preliminary data from our laboratory show that in different animal models of obesity, female rodents are protected when compared with same strain male rodents. We posit that estrogens improve over-nutrition and/or angiotensin II (Ang II)-induced INS resistance in skeletal muscle and cardiovascular tissue via decreased SK1-mediated SER (P) of IRS.*

# Activity

As a group we will review the 250 word abstract from “Grant Seeking in Higher Education” page 87.

# Homework

- Complete exercise for developing a fundable idea
- Before next session: find and decompose an RFP and write a title and abstract for your colleagues to review
  - send us the abstract by Dec 17<sup>th</sup> so we can print copies or bring 5 hard copies with you on Dec 18<sup>th</sup>

# Faculty Panel



# Wrap Up

- Developing fundable ideas
- Finding funders and funding
  - Government
  - Private
- Effective writing with 3-part proposal structure
- Lessons learned from panelists
- Pivot and fconline training
- Do fundable idea exercise and write title and abstract for next week

# Grant Proposal Development Resources

# Research Development Support for Finding Funding and Writing Proposals

- Newsletters from FHSS and STEM Research Development
- STEM RD website (FHSS RD Website in Development)
- Online funding searches
- Conduct seminars about particular funders
- Advocate research capabilities to funders
- Attend funding conferences
- Identify funding opportunity and help write the grant proposal

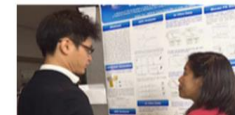
FHSS Research Development Services helps BYU faculty identify external funding opportunities and develop proposals. [View this email in your browser](#)

## RESEARCH DEVELOPMENT NEWSLETTER

### UPCOMING RESEARCH DEVELOPMENT EVENTS

#### Pivot Training

Pivot is a database that contains extensive funding opportunities and researcher profiles. The training will be held on **July 16, 2015 from 11:00 a.m. to 12:00 p.m. in 2233 HBLL**. You will learn how to search for opportunities and find potential collaborators. Plan to attend by sending an RSVP to [fhssresdev@byu.edu](mailto:fhssresdev@byu.edu).



#### Faculty Speed Networking Event

Interested in making collaborations with faculty across campus? Then attend the Faculty Speed Networking Event on **August 25, 2015 from 9:30 a.m. to 11:30 a.m. in W-111 BNSN**. RSVP to



### Funding News, Opportunities, and Resources

**WELCOME!**

The RD website is designed to help faculty obtain sustainable levels of funding to support their research goals. **Feedback is welcome.**

**QUICK LINKS**

- Get Started
- Request A Funding Search
- Find Funding Sources
- Funding Opportunities
- Write an Effective Proposal
- Market Ideas
- Review Faculty Research
- Review Additional Resources

**Federal funding for science and engineering at universities down 6 percent**

Posted on July 10, 2015 by RDadmin  
NSF Press Release 15-071: Latest figures show obligations down for R&D and facilities that support science and engineering. Of the six federal agencies that provide science and engineering funds, only one showed an increase. [Read more here.](#)

Research Area: Funding Opportunity

**National Organization of Research Development Professionals (NORDP) 2015 Conference**

Posted on June 1, 2015 by RDadmin  
[Highlights from Keynote speaker: Hunter Douglas](#)

**START YOUR FUNDING**

**SEARCH**

Use PIVOT to find opportunities by typing in keywords that reflect your research interests

**pivot**  
funding connected

**WHAT'S NEW**

Look here to see the latest news and updates to the RD Website

**3/24/2015**

# Research Resources in Humanities

**BYU Humanities Center**  
THINK CLEARLY. ACT WELL. APPRECIATE LIFE.

Home » About » Events » Research » Students » Public Humanities » Resources » Giving »

**JAZZ**

Research Groups »  
Featured Projects  
Workshops  
Career Development

Adaptation Studies  
African Worlds  
American Modernity  
Archipelagoes, Oceans, Americas  
Derrida and the Question of Religion  
Environmental Humanities  
Genre Fiction and Modern Thought  
Humanities Lab  
Intermedial Fairytales  
Jazz-Blues for the Humanities  
Medieval and Renaissance Studies  
Post-historicisms  
Psychoanalysis Reading Group  
Romantic and Victorian

**Events**

**Humanities Center Blog**

A Conversation with Willis Jenkins


A Liberal Education at BYU

The following post was written by Blair Bateman, a Faculty Fellow for the Center. At

<http://humanitiescenter.byu.edu/services/external-grants/>

<http://humanitiescenter.byu.edu/research/workshops/>

# Research Resources in Humanities (cont.)



THINK CLEARLY. ACT WELL. APPRECIATE LIFE.

[Home](#) » [About](#) » [Events](#) » [Research](#) » [Students](#) » [Public Humanities](#) » [Resources](#) » [Giving](#) »

[Home](#) » [External Grants](#)

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## External Grants

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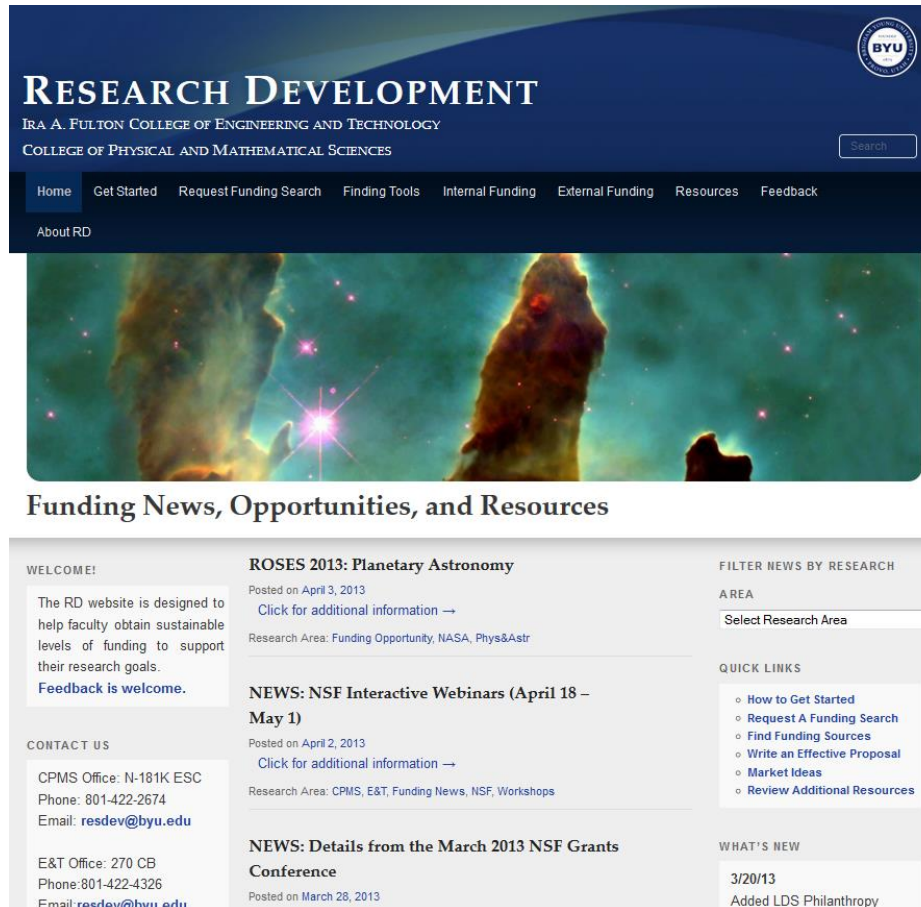
Name of Grant	Location/Sponsor	Deadline	More information
Fellowship Programs at Independent Research Institutions	National Endowment for the Humanities	8/13/2015	<a href="http://www.neh.gov/grants/research/fellowship-programs-independent-research-institutions">http://www.neh.gov/grants/research/fellowship-programs-independent-research-institutions</a>
Digital Humanities Start-Up Grants	National Endowment for the Humanities	9/16/2015	<a href="http://www.neh.gov/grants/odh/digital-humanities-start-grants">http://www.neh.gov/grants/odh/digital-humanities-start-grants</a>
Berlin Prize Fellowships	The American Academy in Berlin	9/29/2015	<a href="http://www.americanacademy.de/home/fellows/applications">http://www.americanacademy.de/home/fellows/applications</a>
Summer Stipends	National Endowment for the Humanities	10/1/2015	<a href="http://www.neh.gov/grants/research/summer-stipends">http://www.neh.gov/grants/research/summer-stipends</a>
Translation Fellowships	National Endowment for the Arts	12/8/2015	<a href="http://arts.gov/grants/apply-grant/grants-individuals">http://arts.gov/grants/apply-grant/grants-individuals</a>
Oral History Grant	Utah Humanities Council	Applications accepted year round	<a href="http://www.utahhumanities.org/Grants_Oral_History.htm">http://www.utahhumanities.org/Grants_Oral_History.htm</a>
Quick Grant	Utah Humanities Council	Applications accepted year round	<a href="http://www.utahhumanities.org/Grants_Quick.htm">http://www.utahhumanities.org/Grants_Quick.htm</a>

### Upcoming Events

- A Conversation with Willis Jenkins
  - 12/07/2015
  - Provo
- Faculty Reading Group: The Future of Ethics by Willis Jenkins
  - 12/08/2015
  - Provo
- Colloquium: Jeremy Browne & Matt Wickman
  - 01/14/2016
  - Provo
- All events

Grant proposal writing specialist – Jon Balzotti in the English Department

# STEM Research Development Website (FHSS Website in Development)



## Design

- Information “dense”
- Information accessible  $\leq 3$  clicks
- Checklists and guides

## Pages

- Home page
  - Orient reader to website
  - Funding news
  - Quick links to other pages
- Getting Started page
  - Planning, finding, securing funding steps
- Request a funding search
- Tools funding searches
- Internal and external funding sources
- Resources
  - Proposal planning/management
  - Proposal preparation
  - Sample proposals
  - Marketing

# Proposal Writing Sources

- Robert Porter, *What do Grant Reviewers Really Want*, Journal of Research Administration, Vol. XXXVI, Issue 2, 2005.
- Robert Porter, *Coaching Researchers to Write Successful Grants*, National Organization of Research Development Professionals (NORDP), May, 2013 conference. *Really Want and*
- Morgan Giddings, *Four Steps to Funding, How To Avoid Rejection and Get Your Proposal Funded on Your Next Try*, 2012
- Jeremy and Lynn Miner, *A Guide to Proposal Planning and Writing*
- Grant Writing Institute
- CapturePlanning.com
- ORCA proposal writing guides and proposal forms
- Instructional materials prepared by the National Council of University Research Administrators and the Society for Research Administrators, July 1995 (see [facstaff.gpc.edu/~ebrown/infobr3.htm](http://facstaff.gpc.edu/~ebrown/infobr3.htm) Georgia Perimeter College)
- Tips and Practical Guidelines for Proposal Writers prepared by an NSF panel
- NSF Panel on TUES proposal preparation
- NSF Proposal Writing Exercises
- The Grant Center, UNC. <http://writingcenter.unc.edu/handouts/grant-proposals-or-give-me-the-money/>

# Additional Resources

- Online
  - Research Development website <http://researchdevelopment.byu.edu/>
  - ORCA website <http://orca.byu.edu/>
  - Faculty Center website <http://facultycenter.byu.edu/node?destination=node>
- Human Resources
  - STEM and FHSS Research Development
  - ORCA
  - Faculty Center
  - Experienced faculty with success at proposal writing
  - LDS-P
  - BYU workshops
  - Off campus workshops
- Hardcopy
  - Research Development Group loanable guides for NIH, NSF proposals
- HBL Library



# Library Support

## BYU Harold B. Lee Library

[Harold B. Lee Library](#) / [Subject Guides](#) / [Grant Writing](#) / [Home](#)

Grant Writing: Home

[Home](#)

[Finding Funding](#)

[Writing a Grant](#)

[Managing a Grant](#)

### Psychology Librarian



Emily Darowski

[Schedule an Appointment](#)

**Contact:**  
1210 HBLL  
801-422-6346  
[Email Me](#)

### Feedback

Please use the contact info in the profile box above to provide feedback about what has been particularly helpful and/or what could be improved.

### Navigating the Grant Writing Guide

The purpose of this library guide is to help BYU students and faculty across disciplines discover information about the entire grant process. Each tab along the top focuses on a specific component of the process:

- [Finding Funding](#): This tab offers links to various online databases and websites that will help you find a funding source.
- [Writing a Grant](#): This tab offers links and helps to facilitate the process of writing a grant proposal.
- [Managing a Grant](#): This tab offers links to help you in post-award administration.

Every funding source has specific requirements for the grant proposal, budgeting, reporting after a grant is awarded, etc. This guide is meant to be general enough that it can help the widest range of people. Therefore, you may not find specific requirements for a grant you are working on. If that happens,

- Try contacting the funding source itself
- Reach out to your subject librarian at the HBLL (see related box below to find contact info)
- Contact the creator of this guide using the contact info in the profile box

Finally, if you want general descriptions about listed links, hover over the "i" icon.

Good luck writing!

### Subject Librarians

Look at the following directory links to find your subject librarian.

- [Humanities](#) ⓘ
- [Religion and Family History](#) ⓘ
- [Sciences](#) ⓘ
- [Social Sciences and Education](#) ⓘ

### Other BYU Grant-Related Websites

- [Faculty Center: Locating Grants/Writing Proposals](#) ⓘ
- [Faculty Center: Grant Workshop Funding](#) ⓘ
- [Office of Research & Creative Activities \(ORCA\)](#) ⓘ
- [Public Management: Grants](#) ⓘ
- [Research Development for STEM Disciplines](#) ⓘ



## Grant Proposal Writing Resources at the HBLL

Electronic Databases: Search online for funding opportunities

Pivot: <http://dbs.lib.byu.edu/pivot>

Foundation Directory Online: [http://dbs.lib.byu.edu/foundation-finder-\(the-foundation-center\)](http://dbs.lib.byu.edu/foundation-finder-(the-foundation-center))

Library Guides: Help related to finding funding, writing a proposal, and managing a grant

<http://guides.lib.byu.edu/c.php?g=348997>

<http://guides.lib.byu.edu/c.php?g=216428&p=1428941>

Subject Librarians: Seek out a librarian for help finding or pursuing a funding opportunity

Humanities: <http://lib.byu.edu/directory/humanities/>

Social Sciences & Education: <http://lib.byu.edu/directory/social-sciences/>

Sciences: <http://lib.byu.edu/directory/science-maps/>

ScholarsArchive: Open access repository that provides visibility for papers and storage for data

<http://scholarsarchive.byu.edu/>



E-Books: Online texts about writing a proposal and obtaining funding

[Developing a Winning Grant Proposal](#) by Donald C. Orlich (2013)

[Grant Writing](#) by Rekha Rajan (2015)

[The Only Grant-Writing Book You'll Ever Need](#) by Ellen Karsh (2014)

[To Apply or Not to Apply: A Survey Analysis of Grant Writing Costs and Benefits](#) by Ted Von Hippel and Courtney Von Hippel (article, 2015)

[Winning Grants Step by Step: A Complete Workbook for Planning, Developing, and Writing Successful Proposals](#) by Tori O'Neal-McElrath (2013)

[Writing Science: How to Write Papers that Get Cited and Proposals that Get Funded](#) by Joshua Schimel (2012)

Print Books: Print texts about writing a proposal and obtaining funding

[Directory of Biomedical and Health Care Grants](#) (2011)

[The Foundation Center's Guide to Proposal Writing](#) by Jane C. Geever (1993)

[The Foundation of the Center for the Study of Language and Information: The Dynamics of the Writing of a Proposal](#) by Joop Schopman (1995)

[Proposal Planning and Writing](#) by Jeremy Miner (2008)

[Proposal Writing](#) by Soraya M. Coley (2000)

[Strategies for Success from Grant Winners](#) (2004)

[Successful Grant Proposals in Science, Technology, & Medicine](#) by Sandra Oster (2015)

[Writing Successful Grant Proposals from the Top Down and the Bottom Up](#) edited by Robert J. Sternberg (2014)

# Grant Proposal Development Workshop

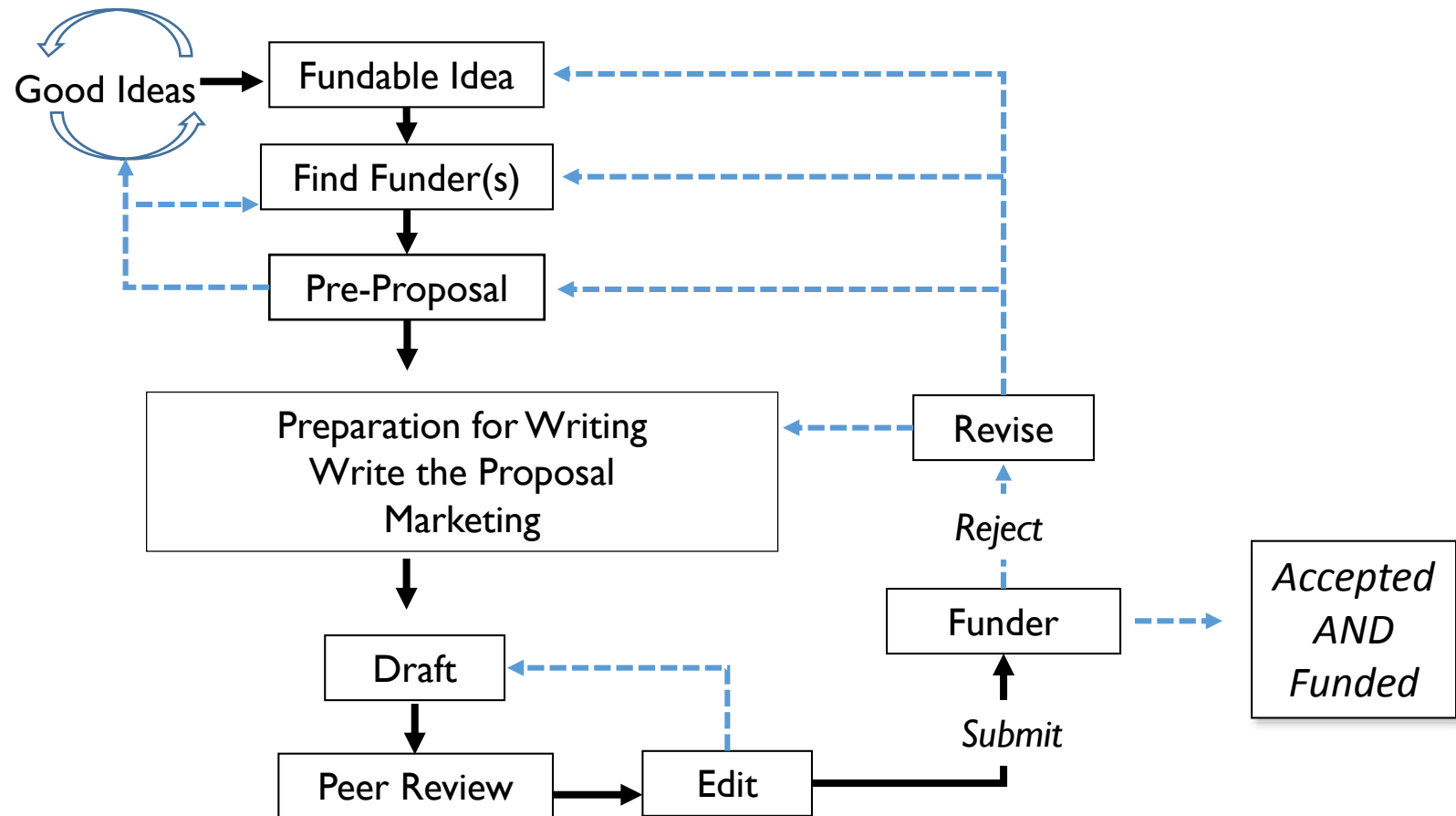
December 18, 2015

# Agenda

## **Day 2, December 18th**

- Recap of Day 1
- Group Review of Abstracts
- Common Themes from Review
- Editing and Rewriting
- Proposal Review Process, Writing for Reviewers, Marketing
- Lunch
- ORCA
- Wrap Up

# Proposal Development Process



# Recap Day 1

- Finding Funding
  - Work with Research Development/LDSP for finding funding
  - Gain knowledge about funders
  - Search for funding
  - Make finding funding a regular part of your career
  - Contact Funding Officers
- Three part proposal structure
  - Description of a problem
  - Proposed solution (plan for solving the problem)
  - Justification for the proposed solution (request for support)
- Panel Review – tips and best practices
- Develop a Title and Abstract

# Abstract Reviews

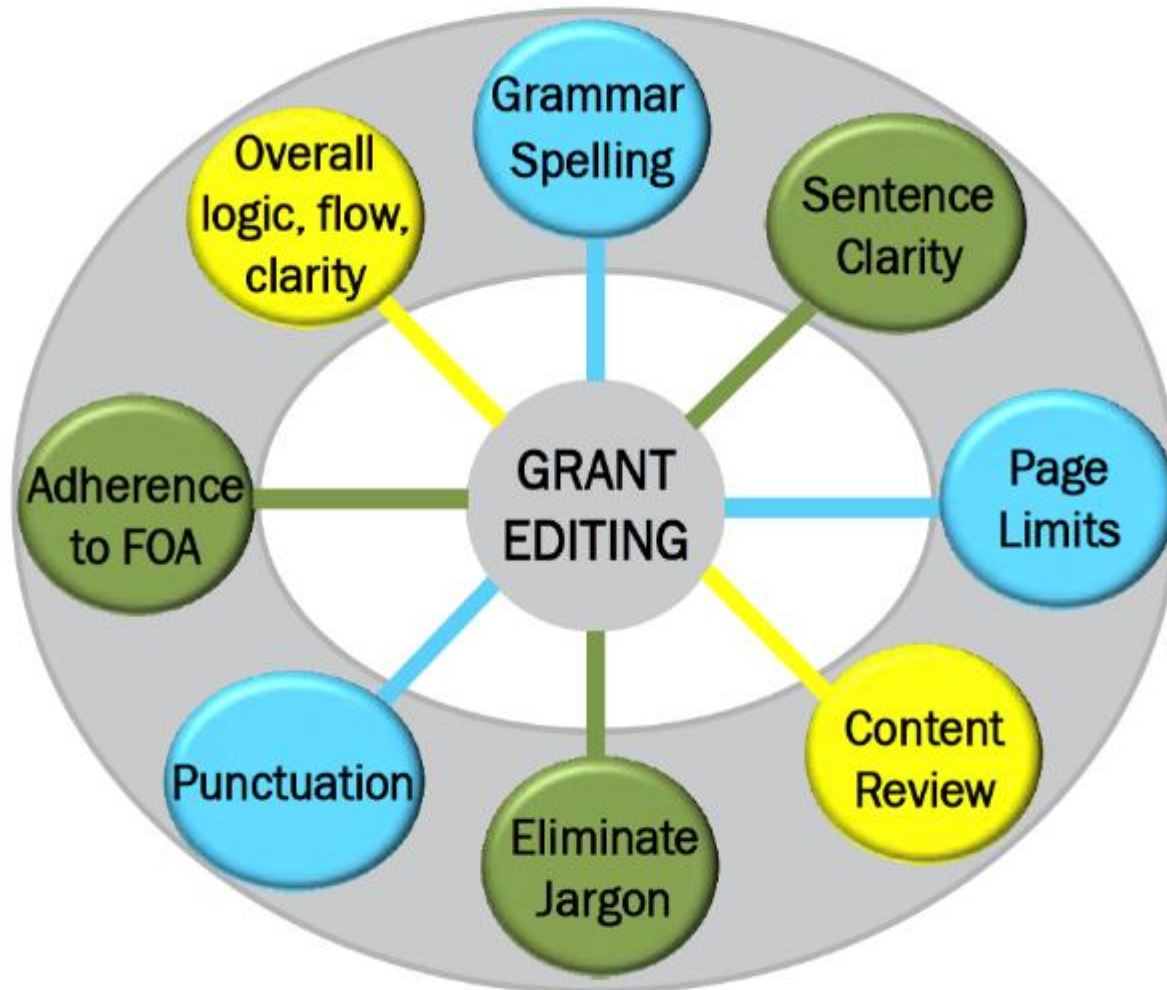
- Groups
  - Varied disciplines to get different perspectives
- Discussion about common themes from review



# Editing and Rewriting

# Editing and Rewriting

## GRANT EDITING: MULTIFACETED APPROACH



# Project Summary #1: The Basketball Project at the Meridian Mews Center

We are really excited about the Basketball Project for 25 boys ages 13 to 16 who live in North Meridian Mews. The program will be sponsored by our organization, the Meridian Mews Center. This Center's neighborhood is downtown Metro City, Indiana. The kids who will take part in the project are badly behaved and have acted out in school. Well-qualified instructors will teach the kids basketball skills and also how to dress for success. They will receive different types of counseling also and gift certificates from Ace Sport Supplies will be given out to the kids on the winning team in the basketball competition.

The Basketball Project will take place after school and on weekends and the boys will behave better as a result of being in the program. The Basketball Project will run from September 1, 2016 to June 30, 2017, and activities will be held at the Meridian Mews Center and the YMCA. We are asking for \$10,000 to help cover the expenses for this excellent program that we're running with the help of Meridian University and the YMCA.

There are many staff members who will make sure the kids get solid instruction. We are hoping that the kids who join our project will stay in school longer and behave much better. They will probably enjoy the trips we'll take to basketball games and we're looking forward to having guest speakers.

# Editing and Rewriting

From “The Only Grant Writing Book You’ll Ever Need” by Ellen Karsh and Arlen Sue Fox

## Do



- ☐ Write as you *should* speak
- ☐ Present strong credentials, facts, and statistics
- ☐ Use a grammar book, thesaurus, and dictionary
- ☐ Use the active voice
- ☐ Back up your claims

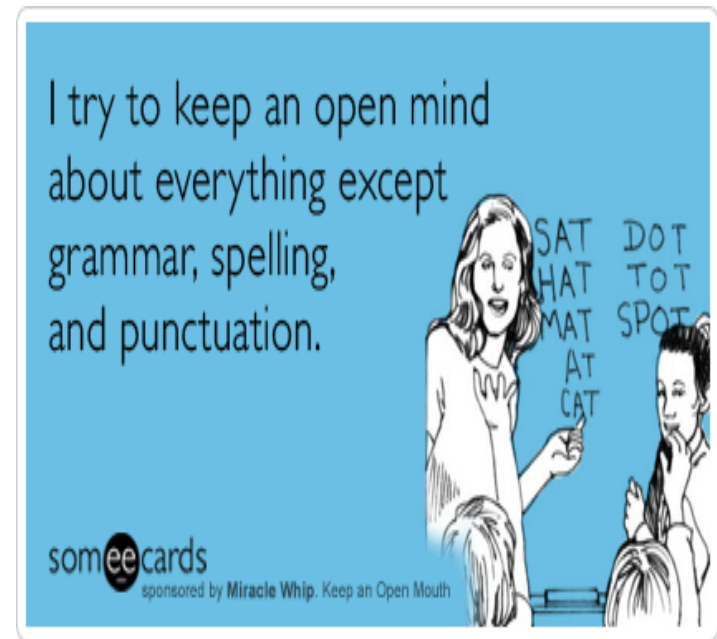
## Don't



- ☐ Use slang or imprecise or insensitive language
- ☐ Don't exaggerate
- ☐ Include value judgments, political views, or a sense of humor
- ☐ Use too many adjectives
- ☐ Use too many abbreviations or acronyms

# Do: Use a grammar book, thesaurus, and dictionary

- **Grammar tips**
  - Common style guides: *Chicago Manual of Style*; *MLA Style Manual and Guide to Scholarly Publishing*; *Scientific Style and Format: CBE Manual*
- **Punctuation tips**
  - Punctuation helps to reveal the structure of a sentence (structural meaning), and thus to clarify meaning (rhetorical meaning).
- **Spelling Tips**
  - When in doubt, use a dictionary
  - Remember that spellcheckers:
    - Do not distinguish between homophones (***principal* and *principle***).
    - Do not account for spellings determined by usage (***resume* and *résumé***).
    - May allow variant spellings (***catalog* and *catalogue***) in the same document.
    - Do not highlight a misspelled word if the misspelling is itself a word (***from* and *form***).



# Do: Use the Active Voice

- In grant proposals, the active voice keeps you honest and clear. Which statement in each pair is more straightforward and gives the most detailed information?
  - Students will be recruited to participate in the Meridian Mews Center's Activities
  - The Meridian Mews Center's outreach workers will recruit children to participate in the Center's Activities
- Change these sentences to active voice:
  - It is believed that a lack of understanding about the risks of alcohol is a cause of student bingeing.
  - **Revised:** Researchers believe that students binge because they do not understand the risks of alcohol.
  - The creation of a database is being considered, but no estimate has been made in regard to the potential of its usefulness.
  - **Revised:** We are considering whether we should create a database, but we have not yet evaluated how useful it would be.
- Look at your abstracts. Are there sentences where the passive voice should be revised?

# Do: Provide Old Information Before New Information

- **Principle of Cohesion: Old to New**

- **Begin sentences with information familiar to your readers.** Readers get that familiar information from two sources:
  - First, they remember words from the sentences they just read.
  - Second, readers bring to a sentence a general knowledge of its subject.
- **End sentences with information readers cannot anticipate.**
  - Readers always prefer to read what's easy before what's hard, and what's familiar and simple is easier to understand than what's new and complex.
- Writers often refer to something in a previous sentence with words such as *this, these, that, those, another, such, second, or more*. **When you use any of those signals, try to put them at or close to the beginning of the sentence:**
  - How to calculate credits for classes taken in a community college is **another** issue that we must consider.
  - **Another** issue that we must consider is how to calculate credits for classes taken in a community college.

# Do: End Your Sentences and Paragraphs With Emphasis

- We call the most emphatic part of a sentence STRESS.
- **If you end a sentence on words that carry little meaning, your sentence will seem to end weakly.** Compare these sentences:
  - Global warming could raise sea levels to a point where much of the world's low-lying coastal areas would disappear, **according to most atmospheric scientists.**
  - According to most atmospheric scientists, global warming could raise sea levels to a point where much of the world's low-lying coastal areas **would disappear.**
- Just as we look at the first few words of a sentence for point of view, we look to the last few words for emphasis. **You can revise a sentence to emphasize particular words that you want readers to hear stressed and thereby note as particularly significant.**





# Practicing “Stress Management”

- Change the emphasis in the following sentences:
  - The President’s tendency **to rewrite the Constitution** is the biggest danger to the nation, in my opinion.
  - In my opinion, the nation is most threatened by the President’s tendency **to rewrite the Constitution**.
  - A new political philosophy that could affect our society **well into the twenty-first century** may emerge from these studies.
  - These studies may result in a new political philosophy that could affect our society **well into the twenty-first century**.
- **Look at your abstracts. Do your sentences end with words that you want to stress because they carry significance?**

# Do: Be Concise

- **Principle 1: Delete meaningless words**

kind of

virtually

actually

individual

particular

basically

really

generally

certain

given

various

practically

- **Principle 2: Delete words that repeat the meaning of other words**

full and complete

true and accurate

hopes and desires

each and every

first and foremost

hope and trust

- **Principle 3: Delete words implied by other words**

serious crisis

untimely death

terrible tragedy

future plans

important essentials

true facts

final outcome

advance planning

# Do: Be Concise (cont).

- **Principle 4: Replace a phrase with a word**

*Instead of—*

in close proximity

is cognizant of

in conjunction with

are desirous of

*Try—*

near, nearby, close

is aware of, knows

with

want

- **Principle 5: Change negatives to affirmatives**

not different

not the same

not allow

not notice

similar

different

prevent

overlook

- **Principle 6: Delete useless adjectives and adverbs**

Many writers can't resist adding useless adjectives and adverbs. Try deleting every adverb and every adjective before a noun, then restore only those that readers need to understand the passage.

# Don't: Use too many adjectives or adverbs

- When too many adjectives are tacked on to a noun, verb, or phrase, the reader is likely to see them as just the opinion of the proposal writer rather than documented facts. How do these two sentences differ:
  - The Meridian Mews Center runs high-quality, exhilarating, well-regarded programs for poor, disadvantaged, disabled children.
  - The Meridian Mews Center runs four programs that have been cited for excellence by the National After-School and Weekend Program Society. Attendance at all four programs is over 90 percent. During the last year, parents have written more than 50 letters to the executive director praising the programs.
- The first statement is just...words. It doesn't say anything that has meaning.

# Don't: Use Acronyms or Abbreviations

- Compare these two sentences:
  - The Department of Health (DOH) has a staff of 450 physicians, nurses, and nonmedical personnel. Starting on January 4, 2016, DOH will begin offering free tuberculosis screening for children at the Meridian Mews Center.
  - The Meridian Mew Center has collaborated for the last eight years with professors from the PE Department at MU. DOH has a branch at MU and also works closely with the IT Department and the local Y.
- Rule: The term represented by an acronym should be spelled out over and over—unless you have just explained it in the same paragraph (or within a couple of paragraphs).

# Do: Back up your claims

- Unproved, unexplained statements thrown into a proposal hurt your credibility with grant reviewers. Compare these two statements:
  - Everyone in the community thinks the Meridian Mews Center runs educational and enjoyable programs.
  - According to surveys that were conducted in two community churches and two schools, 60 percent of residents of Meridian Hills Mews think the programs offered at the Meridian Mews Center are educational and enjoyable
  - The police are excited about the Meridian Mews Center's activities.
  - According to interviews with police officers in the Meridian Mews precinct conducted by program staff, 20 of the 25 officers questioned feel that the Center's programs encourage children to stay out of trouble.
- Offer proof for your proclamations.

# Project Summary #2: The Basketball Project at the Meridian Mews Center

The Meridian Mews Center is requesting \$10,000 for a basketball and mentoring project designed to engage troubled youth and lead to their improved behavior in and out of school. Center staff will recruit 25 boys between the ages of 13 and 16 who live in the North Meridian Mews neighborhood of downtown Metro City, Indiana. Participants, identified by families, teachers, counselors, and others, will have demonstrated acting-out and behavior problems.

The overall goal is to increase the likelihood that the teenagers who participate in the activities will stay in school longer and become productive members of the North Meridian Mews community.

Specific objectives include improved basketball skills and teamwork, and knowledge of how to create a positive appearance through dress; these skills in turn will improve self-esteem and reduce acting-out behavior.

Activities will include basketball instruction; team competition; dress-for-success lessons by the coaching staff; one-on-one and group counseling, and trips to professional and college basketball games. The program will operate twice a week after school from September 1, 2016 to June 30, 2017. Activities will be held at the Meridian Mews Center, Meridian University, and the YMCA. Staff will include basketball coaches, a psychologist from Meridian University, and a social worker and recreation specialist from the Meridian Mews Center.

# Address Proposal Aesthetics

*The proposal must be aesthetically appealing*

“Just as clothing is important in the business world for establishing initial impressions, so, too, is the appearance of your proposal as it reaches the reviewer's hands. The proposal should ‘look’ familiar to the reader. A familiar proposal is a friendly proposal (Jeremy and Lynn Miner).”

- If allowed, **match** the funder’s publications style (same type size, style, layout, and headings as they do in their publications) .... *Your proposal will look more credible and familiar*
- Use **white spaces** for visual relief and to frame the text (don’t go overboard)
- The proposal should support **all types of reading** (skim, search, critical)



# Proposal Aesthetics (cont.)

- Use at least a 12-point **Type Size** (smaller is difficult to read)...  
*make ideas fit by tightening sentences, editing wordy phrases etc.  
not by changing font size*
- Unless otherwise specified, uses **Serif** typefaces for text and **Sans**  
**Serif** typefaces for titles and headings. Serif type easier to read;  
sans serif makes titles and headings stand apart from the text
- Use **Bold Type** to emphasize key words and ideas; avoid  
overemphasis
- If allowed, format with **Ragged Right Margins**; makes reading  
easier because it is easier for your eye to track from one line to  
the next

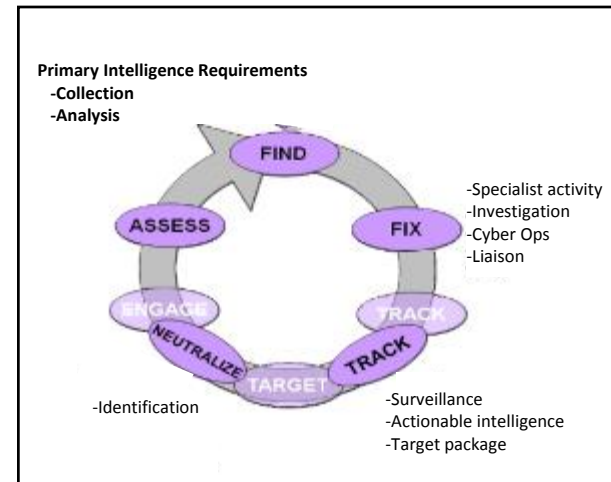
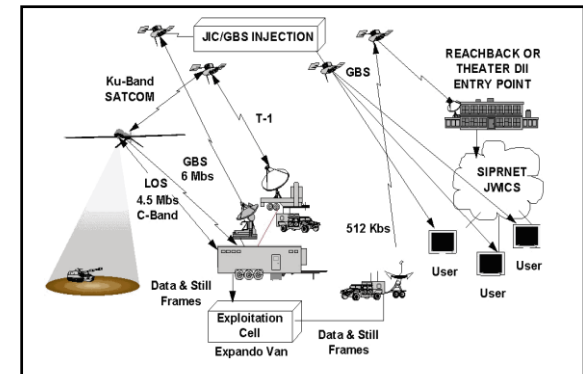
# Proposal Aesthetics (cont.)

- Before creating figures and tables, put yourself in the position of the reader...***what would you want to know?***
- Ask yourself
  - What do you want to say and why does it matter?
  - To whom do you want to say it?
  - How do you say it?
- Create figures and tables that are easy to read and that
  - Support the narrative, help tell the story
  - Summarizes technical details
  - Support the different reading styles, particularly skimming
- Create **Lists** to quickly provide the message, convey chunks of information
- With lists, figures and tables, use level of detail appropriate for *persuasion* not for an *expository* peer reviewed journal article

# Figures Examples



*Both of these figures are about a company proposing a project to the Army... which is more appealing to an Army proposal reviewer?*



*Both of these figures are about a C4ISR system... one is better for a technical report, the other for a proposal*

# Proposal Review Process and Writing for Reviewers

# Write for Reviewers

## You Should

- Pay attention to all the review criteria
- Assume an uninformed but intelligent reviewer
- Avoid insider jargon and acronyms
- Consider the challenges facing reviewers
  - *Many proposals* to review
  - *Limited Time* for your proposal
  - Different *experiences* in review process, veterans to novices
  - Different *levels of knowledge* in proposal area
  - With many proposals to review, looking for reasons to *reject* proposals

## Your Proposal Must

- Support each reading style; reviewers will use them all (*skim, search, critical*)
- Get reviewers excited and interested starting from the title and first page
- Make them an advocate for your proposal to their colleagues ... *likely only one will review the proposal all the way through*
- Excite, not bore, confuse or anger reviewers... *negative emotions are the kiss of death*

# What Grant Reviewers Don't Want

## **10 Problems with NIH Grant Applications**

- No clear hypothesis or well-defined goals
- Specific Aims don't test the hypothesis or the specific aims depend on results from previous aims
- Not scientifically relevant
- Application is not appropriate for the grant mechanism
- Proposal is too ambitious
- No preliminary data for all aims
- Investigator doesn't have necessary expertise
- Background section missing key publications and experimental findings
- Approach/methodology is inadequately described
- Proposal not relevant to the mission of the institute

# When Your Proposal Is Rejected

- Every successful proposal writer has been rejected
  - Re-submission success rates are relatively high (up to 50% for 2<sup>nd</sup> and 75% for 3<sup>rd</sup> time submission to some NSF directorates)
- Clearly understand reasons for rejection (may need Program Officer clarification)
  - NIH study of 609 reject proposals shows most common reasons for rejection
    - Approach - 73%
    - Problem - 58%
    - Investigator - 55%
- Can you address each reviewers comments with new, relevant information (and without being hostile)?
- Will your revised proposal address every requirement, be more understandable and more compelling?
- If revisions are too extensive, you should submit a new proposal
  - NIH carefully monitors new applications to be sure they are not rejected proposals that have just been re-titled

# Bad Proposal Example

**Hypothesis:** The goals of this proposal are to identify microRNAs (miRNAs) and elucidate gene networks that regulate limb regeneration. These studies will (1) identify miRNAs that contribute to the regulation of regenerative capacity; (2) identify miRNA-target mRNA pairs involved in limb regeneration; and (3) test selected microRNAs for their ability to promote regeneration.

**Purpose:** Elucidation of microRNA-dependent regulation during amphibian regeneration should identify key molecular components and regulatory steps that could potentially permit the therapeutic activation of regenerative processes in mammals.

- SA #1: Identification of **microRNAs** expressed in intact, regenerating, and non-regenerating limbs.
- SA #2: Characterization of **miRNA-mRNA** regulatory interactions
- SA #3: **Functional analysis** of selected miRNAs in limb regeneration



# Reviewer Comments

- **Unfocused screen** for potential miRNAs that participate in limb regeneration.
- The functional characterization is **less focused and thus more uncertain in outcome**. The potential unique assay offers a tantalizing opportunity, but it would be stronger if a more comprehensive analysis of all candidates were proposed.
- The functional analysis is **diffuse and overly ambitious**. There is a major concern that the results will not lead forward to a more mechanistic understanding of limb regeneration.
- Study in cells is very promising but **extrapolation** to limbs and tissues may be technically challenging.
- Need **discussion of controls**/quantitative effects of method on normal regeneration.
- The method of incorporating agents into *specific tissues is a very new method*. None of the PIs have used this method previously; preliminary experiments would strengthen the feasibility of this approach.
- The PI is **new to the regeneration field** and has no funding or publication history in this area

# Good Proposal Example

**Hypothesis:** *Chronic drug* exposure upregulates the expression of *Factor X*, which triggers and sustains the exocytotic trafficking and surface expression of functional *Receptor A*

**Purpose:** To investigate the **molecular mechanisms** for *Factor X*-induced *Receptor A* trafficking

- SA #1: Determine the **signaling pathways** mediating *Factor X*-induced *Receptor A* trafficking
- SA #2: Determine *Factor X* involvement in *drug*-induced *Receptor A* **trafficking**
- SA #3: Determine the **synaptic sites** of *Receptor A* trafficking and *Receptor A-B* interactions
- SA #4: Determine the **behavioral significance** of emergent *Receptor A* and behavioral *Receptor A-B* interactions

# Reviewer Comments

- Strengths **are numerous** and include novel and innovative hypotheses, sound experimental design using **multidisciplinary** approaches, a highly qualified investigator and research team, and a high likelihood of meaningful findings
- Strengths include the **significance** of the central hypothesis, the well-designed **experimental plan**, supportive **preliminary data** ....
- ...the **rationale** for the studies are clearly delineated, appropriate controls are in place, scope of the studies is appropriate, and there is ... complete **discussion of possible limitations** of some approaches and how findings will be interpreted

# Summary

- Take a break between editing and writing; edit first for spelling, punctuation, and grammar then for content
  - Use dictionaries, style manuals
- When editing for content: be clear and graceful
  - Use active voice
  - Use old to new transitions
  - Place emphasis in the correct place
  - Tie all the sentences in a passage together
  - Delete meaningless and repetitive words
- Write for reviewers
  - Pay attention to all the review criteria
  - Assume an uninformed but intelligent reviewer
  - Avoid insider jargon and acronyms
  - Get reviewers excited and interested starting from the title and first page
  - Make reviewers advocate for your proposal to their colleagues
- Remember that every successful proposal writer has been rejected
  - Keep trying: revise and resubmit or write a new proposal

# Market Your Ideas and Proposals...

## Think Like a Marketer

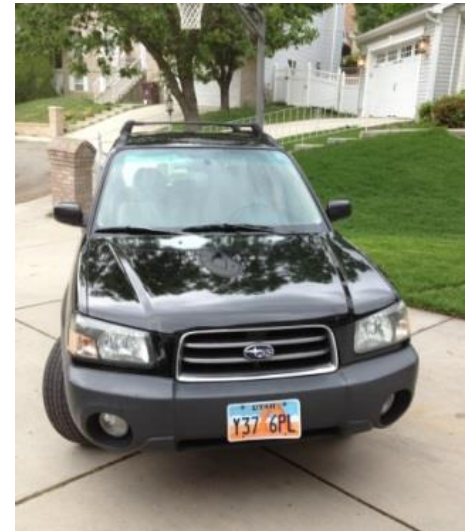
- Always see things from the **customer's point of view**
- **A proposal is not about you or your needs**, it is about the funder's needs... *you're project should make the funder successful*
- **Share the right information at the right time in in the right order**

**Why** is this of interest to the funder?

**Who** is proposing the work and are they credible?

**What** is the theory/model/hypothesis behind the proposal?

**How** are you going to accomplish the research and spend funds?



# Marketing is Ongoing

- **Should begin with the first funding officer contacts well before a proposal is submitted**  
*Treat customer contacts including white papers, LOIs, etc. as marketing opportunities*
- **Writing should be clear and effective using the 3-part proposal structure**  
*Develop a “PIP” writing style and make sure your title and abstract/summary standout*
- **The best marketing creates an emotional response to your ideas and proposals...**  
*excitement, keen interest, compelling, “I’ve got to have it now” ... not boredom, confusion, or even anger*
- **Marketing doesn’t end with the proposal submittal**  
*You could be contacting the funding officer for a re-submittal if your proposal is rejected and additional funds after an initial award*



# “PIP” Writing Style

*Ensure your paragraphs and proposal sections are written with Persuasion, Information, Persuasion*

<b>Good reason</b>	<b>Because of a rise in infant mortality rates...</b>	<b>Persuasive Opening that explains <i>Why</i></b>
<b>Action</b>	we will...	Information explains <b><i>How</i></b>
<b>Result/Benefit</b>	By having...	<b>Persuasive</b> Closing that explains <b><i>What</i></b> Results)

Adapted from “Grant Seeking in An Electronic Age” by Mikelonis, Betsinger, Kampf

# Applying PIP

Does this sentence contain all the necessary components and use PIP?

- “With this grant, I am going to show that Bolivians are angry about recent government water policy.”
- “According to the 2002 annual report of the Bechtel Corporation, the privatization of the water system in La Paz, Bolivia has been a great commercial success. However, Garcia and Perez (2004) have shown anecdotal evidence that there is widespread disappointment and concern about the 2002 privatization project. Up to now, no reliable statistics are available ...”



# Proposal Submittal Process (ORCA)

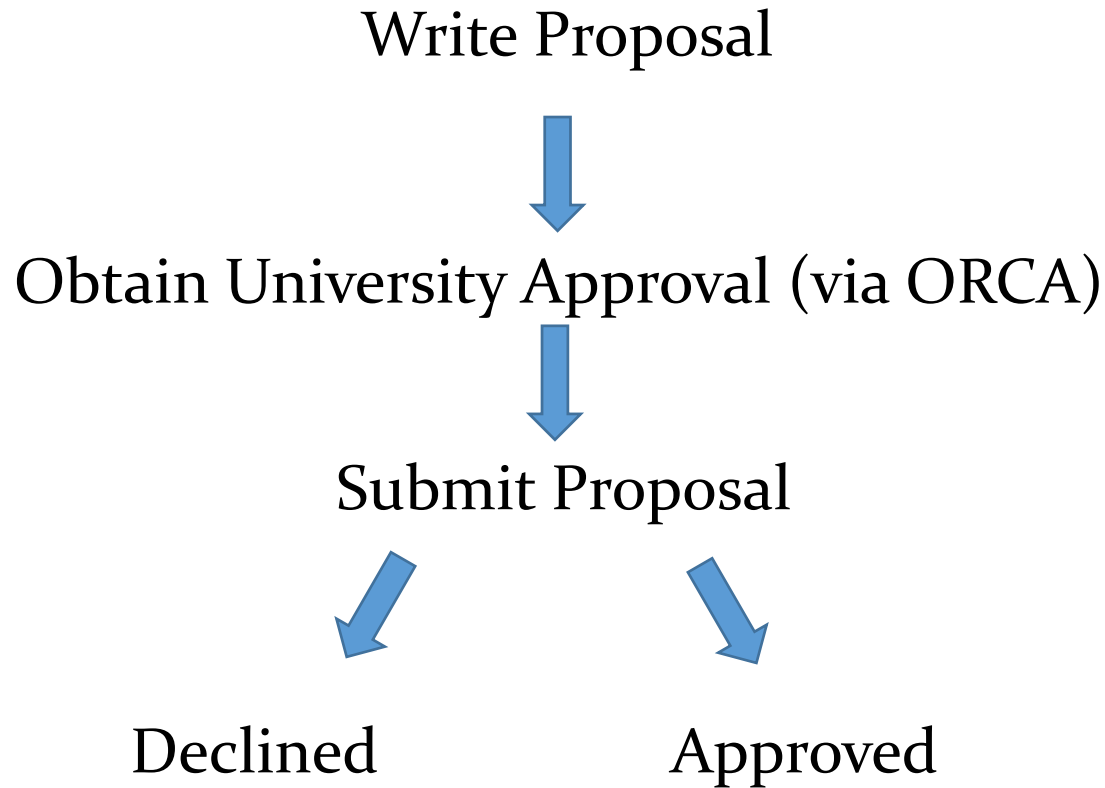
# ORCA (Office of Research and Creative Activities)

- Gary Reynolds, Director  
Law School / Library / Religion / Maxwell Institute / Fine Arts & Communication / Marriott School of Management
- Gene Larson, Associate Director  
Life Sciences / Nursing / Family Home & Social Sciences / Mentoring (ORCA and MEG grants) /  
Institutional Animal Care and Use Committee (IACUC)
- Sandee Muñoz, IRB Administrator  
Human Subjects Compliance Committee (IRB)
- Debbie Silversmith, Research Administrator  
Fulton School of Engineering & Technology / Bio Safety Committee (IBC)
- Marilyn Webb, Research Administrator  
McKay School of Education / Humanities / Physical & Mathematical Sciences

# What ORCA Does:

- Proposal Approvals and Submission
- Letters of Commitment / Certifications / Subrecipient Commitment Forms
- Contract Negotiations
- Misc. required forms (i.e. proof of insurance, worker's comp, etc.)
- Award Processing / Issuing Subcontracts
- Contractual support throughout the life of an award

# Your Formula For Success



# University Approvals

All proposals must come through ORCA before submission because:

- Proposals represent and commit the University
- Terms and conditions need review
- Cost sharing/matching needs approval
- Problems are much easier to fix at the proposal stage than after an award has been made

# BYU ORCA Summary Sheet & Budget Form

<https://orca.byu.edu/research/Forms.php>

# F&A/Indirect Costs (Facilities and Administrative Costs)

- Operations and Maintenance
- Building and Equipment Depreciation
- General Administration
- Department Administration
- Sponsored Projects Administration
- Library
- Student Services
- Payroll

# Matching/Cost Sharing

- Only include if required by sponsor
- If we propose it, we are obligated to track it, and usually report it.



# ORCA Resources

- ORCA Website: [www.orca.byu.edu](http://www.orca.byu.edu)
- Sponsored Research Handbook
- Proposal Templates/Examples (i.e. Data Management Plan)
- Funding Opportunity Search Subscriptions
- Sponsor registrations

# Deadlines

ORCA needs the signed summary sheet and proposal 3-5 days before the due date

- Administrator does review, suggests any changes, sends to Alan Harker for approval.
- ORCA or PI submits (depending on sponsor)
- ORCA closes at 5pm daily regardless of a midnight deadline.

Contact ORCA Early and Often!

Questions?

# Submission Demonstration

# Wrap Up

