

# HANOVER'S GRANT ACADEMY

Concentrated Development and Proposal Support for Junior Faculty

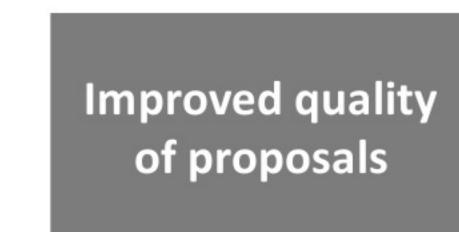
HANOVER'S GRANT ACADEMY services were created with the goal of putting a defined cohort of junior faculty on the path towards submitting a grant proposal while equipping them with valuable knowledge about the grantseeking process that will serve them for years to come. This cohort-based support model allows for targeted investment in high-potential faculty and creates an accountability framework that is oriented towards meaningful outcomes for faculty participants.



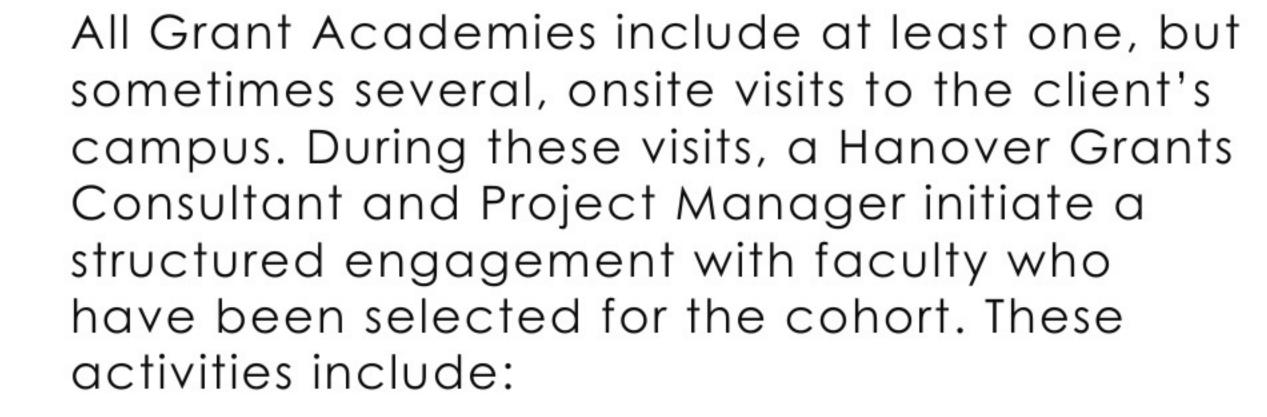
The institution selects a set number of (typically) junior faculty to include in the Grant Academy cohort. These are individuals identified as highpotential faculty who could benefit most from concentrated grantsmanship training and proposal development support to take their research funding pursuits to the next level. Traditionally, the faculty targeted for this program have less than 48 months at their current home institution and earned their PhD no more than 10 years ago. To maximize the impact of the support services provided across an institution, clients often select 1-3 faculty from multiple departments or colleges to contribute to the overall cohort.

**Improved** grantsmanship skills

Increased number of proposals submitted



Improved prospecting skills





#### TRAINING WORKSHOPS

A customized series of interactive training sessions is delivered to faculty on campus. Topics can range from those oriented towards novice grant writers to more experienced faculty. They include:

- Introduction to Grant Writing
- How to Write a Concept Paper
- A Good Idea vs. a Fundable Idea
- Keys to Proposal Resubmission
- Agency-specific trainings for ED, NIH, NSF, and others.



### **ONE-ON-ONE CONSULTS**

Hanover's team meets one-on-one with each faculty in the cohort to learn about their research interests, grantseeking experience level, and the unique needs associated with the development of their research. Each faculty works with Hanover to establish short- and long-term goals and action steps to gain the skills necessary to reach these goals. This development plan serves as the foundation for selecting and engaging with the appropriate Hanover services.

### KEY OUTCOMES

Once each faculty in the cohort receives an individualized plan for support, Hanover delivers these tailored services across the year-long contract term. Services include:



#### CONCEPT DEVELOPMENT

- Consultation and critique to address weaknesses and refine concept.
- Structured development of project inputs, activities, outputs, and outcomes.
- Research support to inform innovative, evidence-based project elements.



### **FUNDING OPPORTUNITY POSITIONING**

- Alignment of project concept to focus areas and requirements of targeted funder.
- Identification of best-fit funding opportunities for new projects and previous submissions.
- Mapping short- and long-term funding targets based on full view of PI's research goals.



#### PROPOSAL REVIEW AND REVISION

- Review and critique of proposal narrative for competitiveness and compliance with guidelines.
- Detailed recommendations for addressing proposal weaknesses.
- Editing and revision of proposal content across multiple waves of development.

## CASE STUDY: UNIVERSITY OF CENTRAL OKLAHOMA

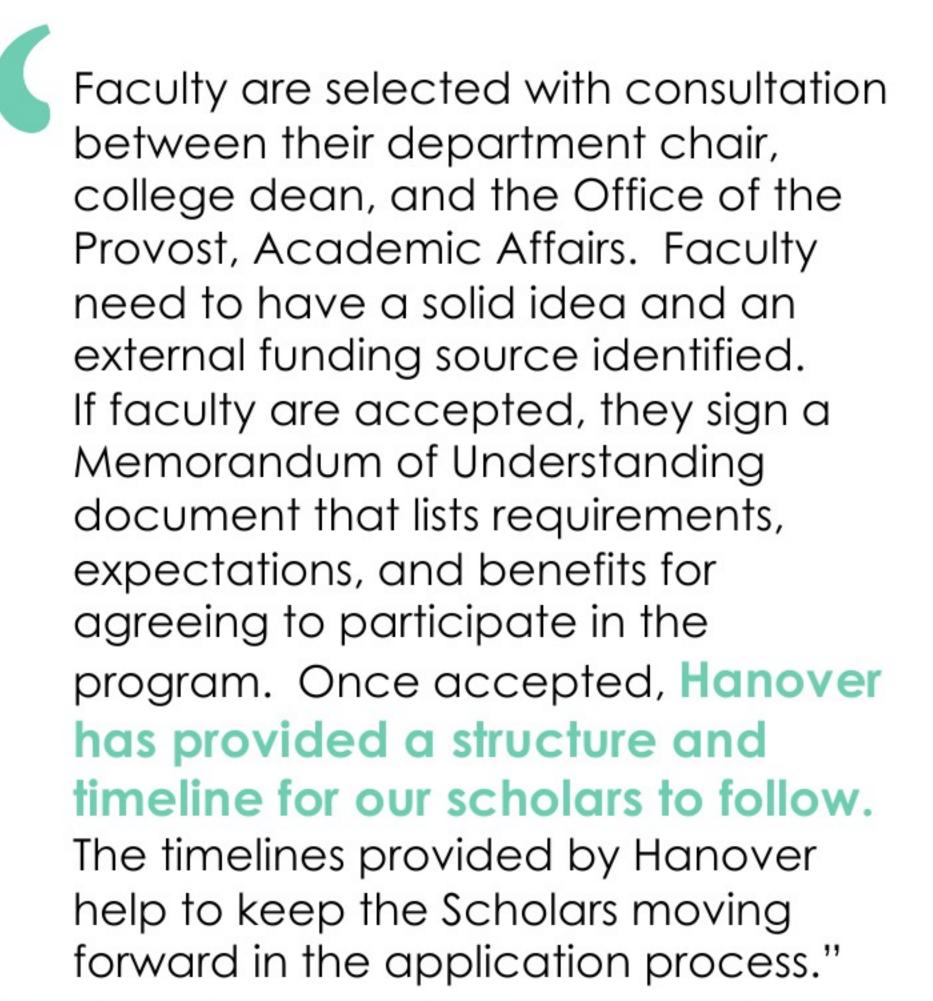


Since 2015, Hanover has supported faculty at the University of Central Oklahoma using the Grant Academy model. The following feedback regarding outcomes has been provided by Dr. Gregory Wilson, Assistant Vice President, Office of Research & Sponsored Programs.

#### ON BUILDING GRANTSEEKING SKILLS:

Hanover has given guided assistance to our Scholars throughout the grant application process: searching for a grant, selecting a grant, writing the proposal, and editing. Through prospecting reports, reviews, and follow-up calls, the Scholar is able to walk through the grant writing process with an experienced guide, allowing him/her to build confidence and expertise in grantsmanship."

#### ON FACULTY SELECTION & ACCOUNTABILITY:



### ON THE POSITIVE IMPACT OF TRAINING & CONSULTATION:

The opportunity for Scholars to discuss their areas of research with Hanover staff in a professional, yet non-formal manner, has had a positive impact on the personal and professional development of faculty. Building personal relationships and collaborations with Hanover staff creates trust and understanding of projects for faculty participants and others involved in the research enterprise at the University. Reviewer comments are helpful, but perhaps most beneficial is the ability to discuss the comments of the review after it is received. This gives the Scholars an opportunity to have comments clarified and ask additional questions that allow faculty to incorporate meaningful additions to their proposed projects and dive deeper and make improvements to their proposal narratives."