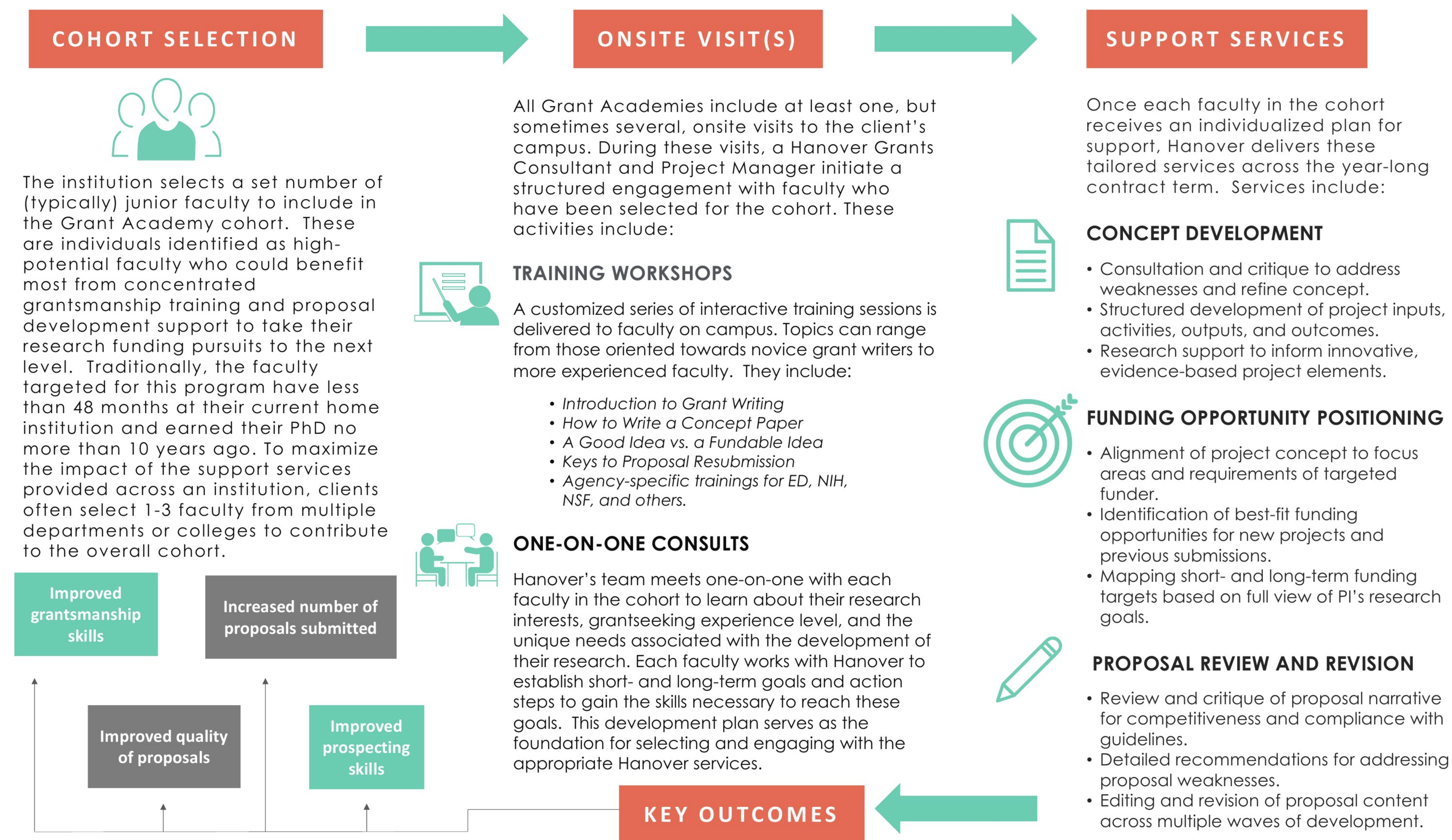


**HANOVER'S GRANT ACADEMY** services were created with the goal of putting a defined cohort of junior faculty on the path towards submitting a grant proposal while equipping them with valuable knowledge about the grantseeking process that will serve them for years to come. This cohort-based support model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



### 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:

“Faculty are selected with consultation between their department chair, college dean, and the Office of the Provost, Academic Affairs. Faculty need to have a solid idea and an external funding source identified. If faculty are accepted, they sign a Memorandum of Understanding document that lists requirements, expectations, and benefits for agreeing to participate in the program. Once accepted, **Hanover has provided a structure and timeline for our scholars to follow.** The timelines provided by Hanover help to keep the Scholars moving forward in the application process.”

#### 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.”