

# Grantseeking Strategy Memo

Prepared for California University  
of Pennsylvania

April 2013



The following brief synthesizes information about programmatic strengths and funding needs provided to Hanover Research during the March 1, 2013 site visit to California University of Pennsylvania and outlines a strategy for the next phase of grantseeking around priority areas.

## OVERVIEW

The purpose of this Grantseeking Strategy Memo is to:

- 1) Provide a succinct review of the onsite visit conducted by Hanover on March 1, 2013;
- 2) Identify high priority areas and initial targets for grant seeking based on conversations with California University of Pennsylvania (Cal U) staff and analysis by Hanover; and
- 3) Guide the next phase of collaboration between Cal U and Hanover staff as we work together to confirm a strategy for external grant seeking and gather the key information needed to pursue funding.

The information garnered through the on-site meetings informed Hanover's understanding of each program's preparedness and priorities for competitive grant seeking. In order to lay a foundation for Hanover's work on behalf of Cal U, this document presents a brief, but targeted, summary of priorities, followed by a breakdown of proposed initial strategies for building capacity and assessing impact. This roadmap is meant to serve as a flexible starting point for strategic planning and grantseeking preparation. It is subject to modification as Hanover and Cal U staff continue to revisit priorities and refine the project queue over time.

During the site visit, Hanover staff members Clinton Doggett, Content Director, and Martha Norton, Grants Consultant, met with Cal U leadership to better understand: 1) strengths and challenges of the Cal U, 2) organizational needs and funding priorities, and 3) context of current fundraising efforts focused on philanthropic giving and grantseeking. Hanover staff interviewed the following key leadership and internal stakeholders:

- President Geraldine Jones
- Dr. Stan Komacek (Dean, Graduate School)
- Dr. Bruce Barnhart (Provost)
- Dr. Dan Engstrom (Associate Provost)
- Dr. John Kallis (Dean, Eberly School of Science and Technology)
- Ms. Suzanne Sarra (Marketing & University Relations)
- Mr. Tony Mauro (Major Gifts Officer, University Development)
- Dr. Stephen Whitehead (Associate Provost)
- Dr. Mohamed Yamba (Dean, College of Liberal Arts)
- Dr. William Hug (Early, Middle, Special Education)
- Dr. Katherine Mitchem (Early, Middle, Special Education)
- Dr. Thomas Mueller (Earth Science)
- Dr. Melissa Sovak, (Math, Computer Science, and Information Systems)
- Dr. David Argent (Biological and Environmental Sciences)
- Dr. Michael Hummel (Justice, Law and Society)
- Dr. Barbara Hess (Math and Computer Science)
- Dr. Glenn Hider (Applied Engineering and Technology)
- Dr. Norma Thomas (Department of Social Work)
- Ms. Sheri Boyle (Department of Social Work)
- Dr. Timothy Susick (Student Affairs)
- Ms. Nancy Skobel (Student Affairs)
- Mr. Todd Edwards (Student Affairs)

In addition, from the Office of Grants and Contracts, our visit was guided by Cheryl Vogrig (Director) and Donna Gilmore (Post-Award Administrator), who will both be essential liaisons for Hanover projects at Cal U moving forward.

A major focus of the Hanover site visit was to investigate areas where grantseeking priorities dovetail with the broader strategic goals of the institution. During our interview with President Jones, we learned of an overarching desire to expand opportunities for students and faculty, a goal that can be furthered by pursuing a variety of grant-funded projects across the institution. Our efforts to align grants development with the institution's strategic priorities are complicated somewhat by the ongoing nature of current strategic planning efforts at Cal U, which most recently completed a strategic plan in 2009. Upon completion of a new strategic plan, Hanover will revisit this memo to ensure that new and emerging priorities are reflected in our plans for project queue. In the meantime, many of the goals laid out in the *Cal U Strategic Plan 2009-12* remain relevant today. For our reference, these goals are listed below:

- **Goal One:** To continue to increase University academic excellence at both the undergraduate and graduate levels.
- **Goal Two:** To continue to enhance the quality of student life.
- **Goal Three:** To continue to enhance diversity, as broadly defined, at California University.
- **Goal Four:** To continue to incorporate continuous improvement into all programs and activities, University-wide, to ensure competitive excellence.
- **Goal Five:** To continue to improve the infrastructure of California University of Pennsylvania.
- **Goal Six:** To continue to serve the region, the Commonwealth, and the Nation.
- **Goal Seven:** To continue to enhance the use of existing resources and develop/increase new sources of revenue.
- **Goal Eight:** To foster civic engagement, that is, a commitment to accept and perform the duties and obligations of belonging to a community, a Commonwealth, a Nation, and the World.

Among the notable themes reflected in these goals, Cal U remains committed to enhancing the academic experience and fostering excellence among its students. Certainly, the areas of civic engagement and diversity were reflected in many of the individual projects discussed with faculty members over the course of our visit. In addition, the needs for internal infrastructure development and revenue source identification remain. To this end, the University's Office of Grants and Contracts has established the following overarching goals as part of its more recent strategic plan:

- a. Foster a Campus Culture that is Conducive to Grants.
- b. Expand the Client Base of Cal U's Office of Grants & Contracts.
- c. Increase the Success of Cal U's Grantseekers.
- d. Ensure the Cal U Infrastructure has the Capacity to Support Grants.
- e. Raise the Profile of Cal U's Research, Scholarly Activities, and Creative Expression Locally, Nationally, and Globally.

For our reference, we have included a more comprehensive table of objectives and goals arising from Cal U's Office of Grants and Contracts in the Appendix of this report. With these goals in mind, this memo examines the major priorities that we believe should guide project activities within our partnership during its early stages. Once again, this memo should serve as a living document that can be adapted and updated as grantseeking priorities are realigned at Cal U. It should also be considered a companion piece to the Proposed Grants Agenda that was produced for the University by Hanover in 2012. This brief does not include an exhaustive list of all project possibilities, but instead highlights areas we believe are of greatest importance based on our conversations with the institution thus far.

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## GRANTSEEKING PRIORITY AREAS

In the subsections below, we highlight specific areas of strength and identify those competencies that align with predicted interests of federal and private sector funders. Based on the Cal U's expressed needs and the national and regional funding landscape, we recommend the following priority areas for grant seeking in 2013:

1. Workforce Development
2. STEM Education and Research
3. Student Success & Support Services
4. Social Work and the Region's Aging Population
5. International Studies & Foreign Languages
6. Areas for Further Exploration

### 1. WORKFORCE DEVELOPMENT

The University is committed to providing academic and training programs that meet the workforce needs of its region, and the many strong relationships it maintains with major southwestern Pennsylvania employers can be leveraged as part of large-scale efforts to train workers in emerging and high-demand occupations. In doing so, the institution seeks to provide opportunities for the workforce's next generation while also offering the displaced workers of its region a chance to receive much-needed training in emerging fields.

While the State of Pennsylvania's unemployment rate has shown a downward trend of late, recent [reports](#) suggest a spike in joblessness in the Pittsburgh Metropolitan Area since May 2012. Washington County's unemployment rate sat at 8.1% in January 2013, while neighboring Fayette County's rate rose to 10.3%. Of course, the complexities of the region's labor market extend well beyond these singular figures, but there is a clear need for coordinated efforts to train a large unemployed population in Cal U's service area.

A recent focus of the University's efforts to address these concerns has been the development of training opportunities in Advanced Manufacturing. In the fall of 2013, Cal U will launch a **Bachelor of Science in Mechatronics Engineering Technology** degree, a program that will blend mechanical, electrical and computing technology with automated control and information systems. This program is expected to be the centerpiece of the University's short-term workforce development efforts.

#### *INITIAL TARGET FOR GRANTSEEKING: TRADE ADJUSTMENT ASSISTANCE COMMUNITY COLLEGE AND CAREER TRAINING (TAACCCT)*

The University's forthcoming Mechatronics Program appears ideally suited for a grant from the U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training

(TAACCCT) grants program. The TAACCCT program is designed to assist community colleges and other postsecondary institutions in the delivery of two-year programs for workers eligible for training under the TAA for Workers program, while also preparing program participants for employment in high-wage, high-skill occupations. Last year, DOL made several multi-year grants to eligible institutions for the development of new education and career training program strategies. Successful applicants in the past have focused on advanced engineering, health information technology, oil and natural gas production, and other areas of growth.

With Hanover's assistance, Cal U plans to lead a consortium of community colleges in developing a project under TAACCCT in 2013. Dr. Stephen Whitehead has been designated as the project leader on Cal U's end for the development of this project. Key project partners may include the Community College of Baltimore County (MD), Westmoreland County Community College (PA), Lorain County Community College (OH), and Quinsigamond Community College (MA). During the early planning stages, the University's Mechatronics program is expected to be a major component of the proposal.

## 2. STEM EDUCATION AND RESEARCH

During the site visit, we met with a wide range of faculty members interested in seeking Hanover's support for education and research endeavors in the STEM disciplines. Particularly within these disciplines, the University's faculty is very experienced in terms of pursuing grant funding to support research efforts, and therefore a major focus of our partnership with Cal U will be supporting ongoing proposal development activities and providing alternative prospects for these faculty members' projects. Our takeaway from meetings with STEM faculty members was an overall desire to pursue various forms of NSF funding, which we describe in greater detail below.

### *INITIAL TARGET FOR GRANTSEEKING: NATIONAL SCIENCE FOUNDATION FUNDING*

The NSF has been at the forefront of fostering the next generation of scientific leaders through its research and involvement in emerging technologies, evidence-based reforms in science and support for graduate fellowships and educational development. The total amount of federal funding for NSF exceeds \$7 billion, and it accounts for nearly one-fourth of federal support to academic institutions for basic research. In 2013, an estimated \$3.2 billion will be provided for Research and Related Activities as well as Education and Human Resources. Several NSF programs have been identified as early targets for Cal U:

- **Advanced Technological Education (ATE).** Submitting an ATE proposal is a major priority for Cal U in fall 2013. This program seeks to improve educational programs for technicians in STEM fields at the undergraduate and secondary levels. The program prioritizes professional development and curriculum development, including the improvement of institutional infrastructure, training of STEM educators and implementing small-scale and large-scale techniques and models. The funding for this program does not only serve the needs of four-year universities, but it also provides an entryway for workforce development and technician training in community colleges. While the institution's new Mechatronics program is expected to be a major component of a TAACCCT proposal, it should also be the

focal point of an approach to ATE this fall. With a deadline of October 17, 2013, project planning and proposal development activities with Hanover should begin in **August 2013**.

- **Transforming Undergraduate Education in Science, Technology, Engineering and Mathematics (TUES).** Another NSF target for Cal U will be the TUES program, an NSF offering designed to transform STEM education by pinpointing exactly how students learn and what teaching methodologies are the most effective in encouraging individuals to pursue career paths in STEM fields. Dr. Melissa Sovak (Math, Computer Science, and Information Systems) submitted a proposal under TUES in 2012 that unfortunately did not receive funding, but will serve as the foundation for a resubmission effort with Hanover's assistance. The estimated total funding for TUES in 2013 is \$35.8 million, which includes Types 1, 2, and 3 projects and Central Resource Projects.
- **Robert Noyce Teacher Scholarship Program.** The Noyce Program has been the subject of early consultation with Hanover as Cal U has sought to align resources internally towards the development of a project for this opportunity. Through the Noyce Program's Scholarship Track, Cal U hopes to develop a project that encourages talented STEM majors and professionals to become K-12 mathematics and science teachers. This program provides scholarships, stipends, and academic programs for undergraduate STEM majors and post-baccalaureate students holding STEM degrees who earn a teaching credential and commit to teaching in high-need K-12 school districts. Early conversations led to recommendation from Hanover that Cal U would be a competitive applicant under this program, and we will work with the institution to perform longer-term planning towards a 2014 submission. Within the University, Dr. Barbara Hess (Math and Computer Science) and Dr. Glenn Hider (Applied Engineering and Technology) have been asked to spearhead the project. As part of our planning for this effort, Cal U should fit consultations with Dr. Hess and Dr. Hider into its queue with Hanover in summer 2013.
- **Research Experience for Undergraduates (REU).** While not the subject of discussion during the visit, Cal U has expressed past interest in applying under the REU Program, which supports active research participation by undergraduate students in any of the areas of research funded by NSF. Cal U would most appropriately seek support under this program's *REU Sites* mechanism, which supports independent proposals to initiate and conduct projects that engage a number of students in research. Dr. Summer Arrigo-Nelson of the Department of Biological & Environmental Sciences has been identified as a potential PI Candidate for a proposed REU project. The next full proposal deadline for this program is August 28, 2013.

Several additional NSF programs were also noted in the Proposed Grants Agenda, and Hanover will continue to evaluate the many opportunities arising from this agency and their alignment with Cal U's interests and capabilities on an ongoing basis. **Given the heightened interest in NSF proposal development, Cal U may consider making the National Science Foundation the primary focus of its Hanover Grantsmanship Training.**

### 3. STUDENT SUCCESS & SUPPORT SERVICES

The Academic Affairs Dean and Provost Council were primarily concerned with issues surrounding student preparedness, retention, and success. Cal U already has an effective Student Support Services grant through the Department of Education, but these services can always be bolstered with expanded resources. Among the opportunities discussed with Cal U deans, there is great interest in a summer bridge program to assist students during their transition to postsecondary education, while several Deans also expressed interest in developing Massive Open Online Courses (MOOCs), an emerging model for delivering learning content online. Among other concerns raised by Cal U's Deans, further study is needed to determine specific reasons students are not retained at a higher level at Cal U and to evaluate effectiveness of possible interventions. A major concern feeding into this dilemma is a widespread lack of readiness—students are increasingly in need of preparation to be ready to succeed in college-level courses. The institution would like to identify and implement high-impact practices, particularly surrounding study abroad, learning communities, internships, undergraduate research, and other student-focused opportunities.

Because of the breadth of these concerns, we believe that program development activities should be organized around the creation of a new overarching student success initiative that incorporates bridge programming, activities that target student readiness, and the provision of innovative online program offerings. Such a program could be the basis of a Title III proposal.

#### *INITIAL TARGET FOR GRANTSEEKING: STRENGTHENING INSTITUTIONS*

The Department of Education has a number of programs that fund projects addressing student success and support. Perhaps most notably, the Department's **Title III: Strengthening Institutions** can be used for planning, faculty development, and establishing endowment funds as well as for student service programs designed to improve academic success, including innovative, customized, instruction courses designed to help retain students and move the students rapidly into core courses and through program completion, which may include remedial education and English language instruction. While our efforts will be focused elsewhere for Cal U during 2013's projected Title III cycle, it is never too early to begin planning a Strengthening Institutions proposal for 2013. Hanover can provide the specialized expertise in Title III program development to position Cal U to submit a competitive proposal.

### 4. SOCIAL WORK AND THE REGION'S AGING POPULATION

Our discussion with the Department of Social Work included a review of the research and training interests of Dr. Norma Thomas and Sheri Boyle, who are focused on pursuing opportunities working with ethnic and minority aging populations, including a past focus on African Americans and Veterans. Among the major goals arising from this conversation, this department hopes to use Hanover to assist with the resubmission of a HRSA proposal and to identify new funders for a variety of other projects. One particularly promising endeavor may be the development of a **Rural Aging Institute** that would conduct research on aging and serve the growing elderly population in the region, a notion raised during our conversation with the Department. It is also important to



note that working with seniors in Cal U's region was an interest shared by many departments at the institution, suggesting great potential for interdisciplinary projects and collaborative efforts involving many stakeholders across the University.

#### *INITIAL TARGET FOR GRANTSEEKING: MENTAL AND BEHAVIORAL HEALTH EDUCATION AND TRAINING GRANTS (HRSA)*

Cal U appears well-positioned to apply for funding to increase the number of individuals who receive mental health services and to support research with aging populations. A variety of funding exists to support such initiatives, but an early target is the **Mental and Behavioral Health Education and Training Grants** program offered through the Health Resources and Services Administration (HRSA). Dr. Thomas indicated that a new approach can be based on a past proposal under this program that was not successful in securing funding. Mental and Behavioral Health Education and Training Grants support schools and programs of social work to recruit students and provide education and clinical experience in mental and behavioral health. The goal of the program is to increase the number of social workers and psychologists who pursue clinical work with high-need and high-demand populations, such as rural, vulnerable, and/or underserved populations (including veterans, military personnel, and their families).

#### *ADDITIONAL TARGETS*

- Cal U may consider applying under the **Short Courses for Mental Health-Related Research Education (R25)** program offered through the National Institute of Mental Health (NIMH). This grant encourages institutions to develop, implement and evaluate creative, innovative, and state-of-the-art short courses that will equip graduate/medical students, medical residents, postdoctoral scholars, and early-career faculty to transform the understanding and treatment of mental illnesses through research. Each short course is expected to include both didactic and hands-on experiences.
- The Agency for Healthcare Research and Quality (AHRQ) has a standing [R03 solicitation](#) for small grant applications to improve primary care and clinical outcomes through clinical-community linkages, self-management support, and care coordination based on the Care Model. They are specifically interested in research on the effectiveness, efficiency, and/or implementation of: Methods of linking primary care practices with community resources to improve the delivery of preventive services and care management; alternative models of self-management support; and Care coordination methods, especially during transitions among care settings. AHRQ is accepting applications with budgets up to \$100,000 total costs over a one to two-year project period.

## **5. INTERNATIONAL STUDIES AND FOREIGN LANGUAGES**

Several potential grant projects arise from the University's interest in supporting existing offerings and developing new programming within international studies and foreign languages programs. Among these interests, Cal U has focused recently on developing programs in Spanish and Arabic.

Per our interview with Dr. Mohamed Yamba, Dean of the College of Liberal Arts, the institution plans to develop new international studies programming, with a special focus on Spanish, Arabic, and African studies with complementary language instruction.

The recently-introduced **Bachelor of Arts in Arabic Language and Culture** program is particularly notable because it is delivered online and serves all 14 PASSHE universities. The State Department has expressed interest in this program, and we believe there great potential to expand this offering, potentially leveraging the institution's existing partnership with Sharjah University in the United Arab Emirates. Meanwhile, program development in **Spanish** has also been a recent focus, with new Letter of Completion programs introduced in the areas of Spanish for Business and Spanish for Law Enforcement. A program that is focused on Central America and/or South America could include study abroad opportunities in Costa Rica, Chile, and Mexico. In our view, recent growth in the region's Hispanic population makes it opportune for Cal U to offer a Central American or Latin American studies program. In addition, Dr. Yamba would like to address the lack of substantial program offerings in **African culture and language** in Pennsylvania, particularly in the southwestern region of the state. This interest area may serve as the subject of program development efforts in the near future.

#### *INITIAL TARGET FOR GRANTSEEKING: UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE (UISFL) PROGRAM*

In expanding its international offerings, Cal U would like to develop an approach to the Department of Education's **Undergraduate International Studies and Foreign Language (UISFL) program**. The UISFL program provides grants to institutions of higher education, consortia of such institutions, or partnerships between nonprofit educational organizations and institutions of higher education. The grants may be used to plan, develop, and carry out programs to strengthen and improve undergraduate instruction in international studies and foreign languages. Eligible activities may include, but are not limited to:

- development of a global or international studies program that is interdisciplinary in design;
- development of a program that focuses on issues or topics, such as international business or international health;
- development of an area studies program and programs in corresponding foreign languages; creation of innovative curricula that combine the teaching of international studies with professional and pre-professional studies, such as engineering; research for, and development of, specialized teaching materials, including language instruction, i.e., business French;
- establishment of internship opportunities for faculty and students in domestic and overseas settings; and
- development of study abroad programs.

The application deadline for FY 2012 was June 29, 2012. However, the agency has included a request of \$1,855,000 (a 54 percent increase from FY 2012) in the FY 2013 budget to support an estimated 21 new awards. An RFP is expected to be released under this program in spring 2013.

## 6. AREAS FOR FURTHER EXPLORATION

### *SPECIALIZED RESEARCH SUPPORT FOR EXPERIENCED FACULTY*

For several faculty members with extensive experience seeking grant funding, our consultation and proposal development services are often more collaborative in nature because we are not able to provide subject matter expertise in each faculty member's specialized field. Because of the breadth of experience grantseeking, further conversations will be necessary to determine how our services can best be matched to individual research endeavors. Moving forward, we will continually work with Cal U to align our capabilities to support the following faculty research efforts:

- Dr. Argent's research is focused on aquatic ecology with emphasis on biological monitoring of fish communities and water quality. In support of these interests, several potential funding targets may arise from the U.S. Environmental Protection Agency and the National Oceanic and Atmospheric Administration, and Hanover will work with Cal U to identify these opportunities and support proposal development with Dr. Argent as needed.
- Dr. Mueller (Earth Science) spoke at length about his grant-funded research projects in the area of Geographic Information Systems (GIS), and though he is experienced at securing funding for these efforts (particularly at the state and foundation level), he has expressed interest in potentially receiving support for the development of proposals under NSF, DOJ, FEMA, and other large federal agencies.
- Our interview with Dr. Hug and Dr. Mitchem (both from the Department of Early, Middle and Special Education) revealed a need for specialized research proposal development support in their fields of expertise—Science Education and Special Education, respectively. Dr. Hug and Dr. Mitchem both have an extensive history of seeking research grants and we look forward to further discussing the ways in which Hanover may provide support to their proposal development efforts.
- Dr. Michael Hummel, Professor of Justice, Law, and Society, would like to seek support for policy research surrounding the rise of religious fundamentalism in Africa, a project on which Dr. Mohamed Yamba would serve as a partner. This unique and deeply complex issue is a mutual area of interest for Dr. Hummel and Dr. Yamba and one to which they both bring a wealth of experience and expertise. This collaborative work holds great potential to inform political and humanitarian policy worldwide and should therefore be the subject of grant prospecting in the near future.

### *COMMUNITY ENGAGEMENT*

Many individuals at Cal U expressed interest in expanding the University's presence in the local community. In this area, the University may consider pursuing funding for various projects that address existing needs in the community, such as a River Walk project that would provide a walking trail up to campus, or the potential introduction of a bike-share program. Other project areas

include the Main Street revitalization, programs engaging the large elderly population in the area, and projects directed toward the veteran community. Across all of these projects, issues of improving campus and area safety and security will need to be addressed as well.

### *VETERANS*

As a population of special focus for Cal U, we recommend the University pursue a number of opportunities surrounding veterans, including the following Department of Labor programs:

- The **Homeless Veteran Reintegration Program** has funded initiatives to provide job training and support services for homeless veterans, in order to facilitate their transition to civilian careers. These grants were made to state and local workforce investment boards, local public agencies and nonprofit organizations. Some of these grants were targeted to sub-populations that encounter especially thorny challenges, such as formerly incarcerated veterans, homeless female veterans, and veterans with families. This initiative specifically supported occupational, classroom and on-the-job training, as well as job search and placement assistance, including follow-up services.
  - The **Veterans' Workforce Investment Program** funds job training and skills development services for veterans more generally. If Cal U could form a solid partnership with a local veterans organization, it may be able to apply for this funding.
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## PLANNING THE PROJECT QUEUE

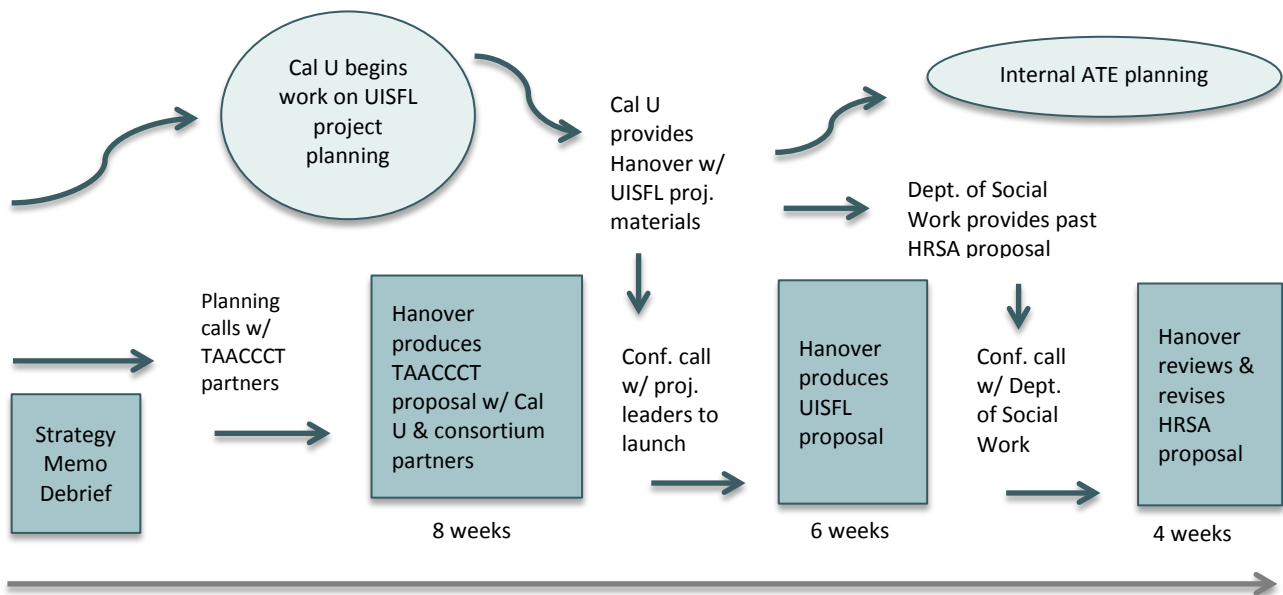
We recommend a follow-up call with Cal U to discuss the recommendations outlined in this brief, prioritize an initial queue of projects, and review common information needs (see the Project Profile Form for questions to provide key stakeholders regarding specific projects). Following this conversation, Hanover will work closely with Cal U to further scope out grants projects and launch proposal development efforts within key priority areas.

As part of our ongoing project discussions, it will be essential for us to receive concept papers and project profiles from faculty members whose projects will serve as the basis for our work together. Hanover’s **Project Profile Form** (previously provided to Cal U) may be helpful in this area because it includes several key information needs that are typically required by our Grants Consultants at the outset of projects. The document may be shared with internal stakeholders in each department to help them prepare for proposal production around targeted projects. While Hanover’s Grants Consultants are happy to work with the institution to gather information as needed during prospecting and proposal writing, we have found that the process can often be more efficient and effective when basic information needs are communicated early in the planning phase.

The following flow chart provides an example of potential project sequencing after those initial projects have been completed (based on average project delivery timeframes). It is helpful to identify an initial queue of projects, although **any plan must remain flexible and adaptable as priorities and prospects shift**.

### SAMPLE SEQUENCE

This sample sequence below provides a visual representation of the potential flow of projects following the delivery of this memo, and it assumes a focus on proposal development projects beginning with TAACCCT and UISFL programs.



Further projects in this sequence would include ATE and TUES proposal development in the fall 2013. As previously stated, we must also fit in some planning-related consultation projects surrounding the Noyce Scholarship program and potentially Title III as well.

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## APPENDIX: OFFICE OF GRANTS & CONTRACTS STRATEGIC PLAN

OBJECTIVE	ACTIVITIES
<b>A. FOSTER A CAMPUS CULTURE THAT IS CONDUCTIVE TO GRANTS.</b>	
1. <i>Establish focused grants/research and project agendas.</i>	a. Engage Academic Affairs, Deans, and Department Chairs in establishing focused grants/research and project agendas
2. <i>Promote grantsmanship as an essential element in university operations.</i>	<ul style="list-style-type: none"> <li>a. In new faculty/staff position descriptions, encourage language related to demonstrated ability to submit and manage externally funded grant projects.</li> <li>b. Incorporate grant writing as a part of departmental annual reports and explicitly communicate the importance of external grant writing</li> <li>c. Encourage new faculty to apply for grants that foster initial development as a professional in the field.</li> <li>d. Assemble an active Grants &amp; Contracts Advisory Board comprised of internal and external grant writers.</li> </ul>
3. <i>Align criteria for evaluation, promotion, and tenure with a culture of grants.</i>	<ul style="list-style-type: none"> <li>a. Work with APSCUF and management to increase the importance of grants in evaluation</li> <li>b. Encourage APSCUF and Management to revise promotion and tenure criteria to more accurately value the extensive time required to propose and to manage external grants.</li> </ul>
4. <i>Integrate grants into curriculum and instruction through student-faculty research efforts.</i>	<ul style="list-style-type: none"> <li>a. Promote and support student-faculty research efforts with internal and external grants.</li> <li>b. Establish annual internal grant funding that stimulates and supports student-faculty research efforts.</li> </ul>
<b>B. EXPAND THE CLIENT BASE OF CAL U'S OFFICE OF GRANTS &amp; CONTRACTS</b>	
1. <i>Increase the visibility and improve the reputation of the Office of Grants &amp; Contracts</i>	<ul style="list-style-type: none"> <li>a. Execute a client-service approach in OGC with high satisfaction</li> <li>b. Promote grants to faculty groups (department meetings, FPDC workshops, Academic Excellence Day, etc.) and build relationships with targeted grant writers</li> <li>c. Enhance staff participation in grants, including the grant fellows, grant mentors, and other opportunities</li> </ul>
2. <i>Establish and pursue a Cal U grants/research agenda with specific areas to target for focused efforts</i>	<ul style="list-style-type: none"> <li>a. Work with Deans &amp; Department Chairs to assess strengths &amp; assets, identify faculty &amp; staff leaders, and collaborate with government relations service provider</li> <li>b. Establish a student-faculty/staff research program with funding to engage undergraduate &amp; graduate students</li> <li>c. Promote the grants/research and projects agenda throughout the University community (Forum, Chairs, Provost Council, Senate, etc.)</li> <li>d. Promote hiring student researchers on grant-funded projects</li> <li>e. Publicize student research efforts on the OGC web page, in Academic</li> </ul>

OBJECTIVE	ACTIVITIES
	<p>Affairs News, and other appropriate venues</p> <p>f. Explore opportunities to secure outside funding through mutually-beneficial partnerships with R1 universities, community colleges, and private sector companies</p>
<p>3. <i>Motivate/ Stimulate faculty, staff and students to pursue grants</i></p>	<p>a. Educate faculty, staff, and students about the benefits of grants, the procedures/policies, and responsibilities with awarded grants</p> <p>b. Enhance programs for grant writers, including workshops &amp; training, mentorships, and the fellowship program</p> <p>c. Promote existing incentives (professional development, contributions to the discipline/university, recognition, summer compensation, etc.)</p> <p>d. Enhance recognitions and awards for PD/PI and funded projects</p> <p>e. Establish a competitive pool of WKEs for grant development</p> <p>f. Leverage successful grant writers to train others through workshops, presentations, mentorships, fellows, etc.</p>
<p><b>C. INCREASE THE SUCCESS OF CAL U'S GRANTSEEKERS</b></p>	
<p>1. <i>Improve the effectiveness of Cal U's pre-award processes</i></p>	<p>a. Formalize working relationships among OGC, University Development, and the Foundation when seeking private foundation funding</p> <p>b. Initiate the Quality Circle reviews during the proposal idea development stage to help grant writers create more competitive, fundable proposals</p> <p>c. Investigate grant writer services as a way to generate more competitive high-cost proposals</p>
<p>2. <i>Build relationships with funders and collaborators</i></p>	<p>a. Connect grant writers with program officers and promote volunteer reviewer programs and temporary director programs</p> <p>b. Establish collaboration with colleges/ universities and other agencies in grant pursuits</p> <p>c. Explore opportunities with the Research Institute and entrepreneurial activities between Cal U, PASSHE and the community</p> <p>d. Utilize government relations service provider to network with federal funders and educate potential grant writers of funding sources and requirements</p>
<p><b>D. ENSURE THE CAL U INFRASTRUCTURE HAS THE CAPACITY TO SUPPORT GRANTS.</b></p>	
<p>1. <i>Improve the efficiency of internal processes for pursuing grants (pre-award)</i></p>	<p>a. Improve the OGC web site as a training/education tool and resource center for prospective grant writers</p> <p>b. Establish an OGC-monitoring/communication system that documents and matches potential grant writers' interests with funding sources and timelines</p> <p>c. Include representatives from grants accounting, payroll, and purchasing to identify potential issues at the pre-award stage.</p> <p>d. Verify university support of cost sharing and inform potential grant writers of policies/procedures</p> <p>e. Streamline the grant submission process</p>
<p>2. <i>Improve the efficiency of internal processes for administering grants (post-award)</i></p>	<p>a. Engage reps from accounting, payroll, purchasing to improve grant management processes (hiring, travel, purchasing, budget management, etc.)</p> <p>b. Investigate and institute ideas to improve grant management processes/procedures (SAP access, debit cards, electronic travel</p>



OBJECTIVE	ACTIVITIES
	approvals, electronic budget spreadsheet sharing, grant coordinator, etc.) c. Implement an early intervention system to ensure compliance of funded projects
3. <i>Departmental resources/labs/ computing infrastructure adequately equipped to handle grants/research/ contracts</i>	a. Assess the level of research that departments are equipped to handle b. Categorize the level of research that departments are equipped to handle
4. <i>Increase capacity and accountability of OGC, Grants Accounting, PD/PI</i>	a. Structure, implement and communicate an accountability plan based on best practices and policies and an early intervention system to identify issues that require attention
5. <i>Improve the effectiveness of recovered indirect cost distribution</i>	a. Reduce the time required to recover and redeploy indirect costs b. Implement an indirect cost distribution formula focused on stimulating and supporting grants/research
<b>E. RAISE THE PROFILE OF CAL U'S RESEARCH, SCHOLARLY ACTIVITIES, AND CREATIVE EXPRESSION LOCALLY, NATIONALLY, AND GLOBALLY.</b>	
1. <i>Become renowned in targeted research/grant topic areas.</i>	a. Promote targeted research/grant topics and researchers (internal and external) b. Publicize achievements in targeted research/grant areas by PIs/researchers (internal and external)

## PROJECT EVALUATION FORM

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