The University of Arkansas Division of Agriculture and the Vice Provost for Research and Economic Development

in association with

Grant Writers’ Seminars & Workshops, LLC

presents

"Write Winning Grant Proposals"

A seminar presented in two ½-day sessions

John D. Robertson, Ph.D., presenter

Wednesday, April 29, 2015  Noon – 4:45 p.m.

and

Thursday, April 30, 2015  8:30 a.m. – 1:00 p.m.

This seminar will comprehensively address both practical and conceptual aspects that are important to writing competitive grant proposals. It is appropriate for faculty members, postdoctoral researchers and administrative staff who have had some exposure to writing grant applications, either through training / mentoring or personal experience. Emphasis is given to doing the 'extra' things that can make the difference between success and failure, such as demanding that the idea yield a vertical advance in the applicant's field when acted upon; identification of the most appropriate granting agency for the idea, including whether the idea is relevant to an agency's priorities - or not; use of an agency's review criteria to inform writing of the application; and practical understanding of tips and strategies that are of proven value in presenting an investigator's project to reviewers.

Regardless of the agency, participants are taught to write with a linear progression of logic using the step-by-step process outlined in The Grant Application Writer’s Workbook, which leads reviewers through an application without them knowing that they are being led. Coping strategies to overcome the fact that applicants are writing for two different audiences - the assigned reviewers, who read the application in its entirety, and non-assigned reviewers who may have read little, or nothing, of the proposal before the meeting of the review-panel - are emphasized.

All participants will receive an extensive handout, as well as a copy of The Grant Application Writer's Workbook, in one of these versions – USDA, NSF, NIH, or Any Other Agency. The workbook is your guide to a competitive application and offers a practical, step-by-step approach to grant writing. Each version begins with refinement of the idea and then systematically progresses through tips and strategies for each section of the proposal, concluding with pre-submission review and writing of the accompanying cover letter.

Dr. John Robertson holds a Doctorate in Pharmacology/Toxicology and has been an Associate Member at Grant Writers’ Seminars & Workshops since 2010. He has been the recipient of competitive extramural funding from both the NIH and non-federal sources. He has authored 36 peer-reviewed journal articles and three book chapters. In addition, he has been a member of grant review panels, a reviewer for a number of biomedical journals, and served on editorial boards. He has also been routinely recognized for excellence in teaching.

Note: Seating for this Seminar is limited. Assistant/Associate Professors will be given priority.
**Write Winning Grant Proposals**

**April 29-30, 2015**

**Presenter:** John D. Robertson, Ph.D.

Grant Writers’ Seminars & Workshops, LLC

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**April 29, 2015**

Noon  **LUNCH**

12:45 p.m.  **WELCOME**

1:00 p.m.  **GENERAL GRANT WRITING CONCEPTS**

Introduction to the Seminar

The three requirements needed for success in any application

1. Your idea 2. Need for commitment 3. Good grant proposal-writing skills

Grant Applications – similarities of all formats

1:45 p.m.  **USDA/NIH/NSF ORGANIZATION AND STRUCTURE**

Understanding USDA/NIH/NSF funding priorities

The importance of Program Officers

Different funding mechanisms

2:45 p.m.  **BREAK**

3:00 p.m.  **PREPARATION OF THE APPLICATION – General Concepts**

How to create a compelling Overview section

4:30 p.m.  **GENERAL DISCUSSION/QUESTIONS**

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**April 30, 2015**

8:30 a.m.  Plan of Work / Approach

Background and Preliminary Studies

Significance and Innovation

Biographical Sketches and Environment

Budget – general concepts

Titles

10:15 a.m.  **BREAK**

10:30 a.m.  Project Summary/Narrative

Critical review of your proposal

10:45 a.m.  **THE REVIEW PROCESS**

The concept of peer review. Common assumptions about peer review.

The importance of identifying your reviewers. Recommending or excluding reviewers.

Implicit vs. explicit review criteria

USDA/NIH/NSF review and procedures

11:45 a.m.  **GENERAL DISCUSSION/QUESTIONS**

Noon  **LUNCH**
Proposed Bumpers College Third-year Review Policy and Procedures

*** DRAFT ***

Purpose

As part of the process to provide non-tenured, tenure-track faculty members guidance and assistance in their professional development and academic responsibilities, a review of their professional performance and progress towards tenure will be conducted in the third full calendar year of service. The third-year review is meant to serve as an opportunity for pre-tenure, tenure-track faculty to organize their research, teaching, service, and/or extension activities and accomplishments in a manner that is parallel with the formal promotion and tenure dossier format to facilitate constructive feedback from faculty peers and administrators. The third-year review process is meant to be informative for the candidate by identifying areas of strengths and weaknesses for the candidate, so that both areas can continue to be enhanced as the candidate progresses to the formal promotion and tenure point. This review is in addition to the annual review conducted by the Department Head. The specific purpose of the review will be to assess the candidate's progress towards tenure and to provide the candidate with advice and analysis resulting from the review. The results of pre-tenure review(s) provide(s) a foundation for non-reappointment decisions and for future deliberations on awarding tenure. Subject to all applicable Board and campus policies, the review will result in one of the following outcomes:

a. Making satisfactory progress toward tenure and reappointment is conditional for the 4th and 5th years,

b. Less than satisfactory progress is being made with mandatory counseling by the Department Head and Promotion and Tenure Committee senior faculty in the department to address identified weaknesses. A 4th year review is required which will be the basis for consideration for reappointment for the 5th year, or

c. A recommendation for non-reappointment, with the 4th year as terminal year. Any recommendation for non-reappointment must follow the procedure described in Section IV.S of Board Policy 405.1.

Procedures

The process of the third-year review is described in detail below. The review shall be conducted during the third full calendar year of tenure-track appointments. The dates shown below are the latest time for each step to be completed:

September 1: In consultation with the Department Head, pre-tenure, tenure-track faculty should be identified and notified that a third-year review will be conducted.

January 31: Faculty member submits his/her dossier to the Department Head who reviews it for completeness. The dossier shall be consistent in content and format with that
for tenure including (i) an executive summary; and (ii) all previous annual evaluations. External letters of evaluation are not required.

**February 15:** The Department Head submits the dossier to the Chair of the Department's Promotion and Tenure Committee for review by the Department's Promotion and Tenure Committee.

**March 15:** The Departmental Promotion and Tenure Committee submits to the Department Head a written letter acknowledging that the third-year review was conducted and evaluating the faculty member's overall progress toward tenure, specifically commenting on the candidate's past performance record and on progress in research, teaching, service, and/or extension accompanied by strengths and weaknesses in all areas of their appointment (i.e., research, teaching, service, and/or extension). The letter will also convey the committee's recommendation and result of a formal vote among committee members for one of the three aforementioned potential outcomes. Due to the developmental aspect of this review, both areas of excellence and areas needing improvement are to be identified within the written letter, along with suggested plans of action to address the areas needing improvement.

**March 31:** The Department Head prepares a letter concurring with or dissenting from the Department's Promotion and Tenure Committee review recommendation and the basis for the recommendation. The Department Head meets with the faculty member and provides him/her with a copy of both letters and discusses both letters with the faculty member. The faculty member may forward to the Department Head a written response to the letters within five (5) days of meeting with the Department Head.

**April 15:** The Department Head submits the faculty member's dossier, the Departmental Promotion and Tenure Committee and Department Head letters, and the faculty member's response, if applicable, to the Dean of the College, and Director of the Arkansas Agricultural Experiment Station, and/or Associate Vice-President for Agriculture - Extension, where appropriate. A formal meeting may be scheduled, if necessary, between the Dean and/or Director, Department Head, and the faculty member for further discussion.

**April 30:** The Dean and Director prepare a statement to be given to the faculty member that reflects the feedback from the process, noting areas of excellence, identifying performance areas needing improvement, and communicating the final outcome of the review. If the third-year review results in non-reappointment, the Dean and Director shall notify the faculty member in accordance with the provisions of Board Policy 405.1. The written feedback by the Department Promotion and Tenure Committee, the Department Head, and the Dean and Director, and the faculty member's response, if any, shall become a part of the faculty member's permanent personnel record.
Report of the AFLS Curriculum Sub-committee to the Faculty Council

February 20, 2015

The Committee met on January 23 and February 13, 2015.

1. Current rules are vague, but all courses in Bumpers College are available to students who want to take them pass/fail, even if faculty have indicated the course is not available for pass/fail.

   Motion from the AFLS Curriculum Committee to Faculty Council: Bumpers College will NOT allow its students to take any course pass/fail for use toward their degree including elective hours.

2. The following course changes have been approved by the Committee on first and second reading and are presented to the Council for their approval.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFLS XXX3</td>
<td>Professional Growth &amp; Critical Career Skills</td>
<td>new course</td>
</tr>
<tr>
<td>#3993 has been identified</td>
<td>Comm. Intensive</td>
<td></td>
</tr>
<tr>
<td>HORT 4413</td>
<td>Horticulture Physiology</td>
<td>course change</td>
</tr>
<tr>
<td>AGED 4153</td>
<td>Survey of Leadership Theory in Agriculture</td>
<td>3000 to 4000, dual enroll.</td>
</tr>
<tr>
<td>AGED 4163</td>
<td>Leadership Analysis through Film</td>
<td>new course</td>
</tr>
<tr>
<td>AGED 3173/3173H Undergrad. Research Methods in Social Sciences</td>
<td>new course</td>
<td></td>
</tr>
</tbody>
</table>

3. The following program changes have been approved by the Committee on first and second reading and are presented to the Council for their approval.

   AECT proposal for ag leadership concentration
   AECT proposal for ag leadership minor
   *These are proposals for a new concentration within the B.S. degree and for a new minor in agricultural leadership.

4. Informational items

   FDSC 4713 | Product Innovation for the Food Scientist – name change from Food Product Development, pre-requisite change to Senior standing, FDSC 4304, FDSC 3103, FDSC 4413, FDSC 4113 and FDSC 4111L, and catalog description to include it is a capstone course |
   CSES 4253 | Soil Classification and Genesis – changing to spring, odd offering |
   AGEC 3303 | Food and Agricultural Marketing – will be offered each Spring and Fall |
   AGEC 2303 | Introduction to Agribusiness - will be offered each Spring, Summer, and Fall |
   FDSC 4563 | Experiencing the Food Industry – change in course description |
   FDSC 4113 | Food Analysis – change in pre-requisites (added FDSC 4304 as a pre-req) |
   FDSC 4111L | Food Analysis lab – change in pre-requisites (added FDSC 4304 as a pre-req) |