Chapter 1 Resources
Locating and Securing Funding

Preparation Steps for Chapter 1 Discussion and Activity

→ This *Facilitator's Guide* will lead you step-by-step through the chapter 1 discussions and activities.

  → Duplicate as appropriate the needed handouts for the activity section.

  → During the group activity, participants will need to take notes. Arrange to have a pen available for each participant.

→ Return to the chapter 1 homepage.

  → Watch the chapter 1 video and download it in preparation for leading the session.

  → To **download** the video, scroll to the bottom of the chapter 1 homepage and click on the .mp4 link under "Additional Files."

Smith, Mark J. T., ed. Chapter 1 Resources: Locating and Securing Funding. West Lafayette, Indiana: Purdue University Press, 2014.
http://dx.doi.org/10.5703/1288284315197

Chapter 1 *Facilitator's Guide*

In preparation for the session, review this *Facilitator's Guide* carefully. For the group activity, students will get involved in creating a proposal. Determine how you'd like to organize the activity. A list of suggested proposal ideas is included in step 5. Plan to have the students break into groups. You may allow each group to select a different proposal idea. Or you may have everyone work on the same proposal idea. A third option is to create your own or let the students create their own original idea. The choice is yours.

This activity works best if you have at least three groups developing proposals. After the proposals have been developed using handout 1, these same groups become proposal reviewers, where the group assigns a score of merit to each proposal. Groups should only review proposals from other groups, not their own proposal. After all the proposals have been reviewed, you can have a discussion about which proposal is the best and why.

→ Summary of facilitation steps:
1. Lead the discussion of chapter 1
2. Prepare the group for the chapter 1 video
3. Watch the chapter 1 video
4. Lead the chapter 1 video discussion
5. Lead the chapter 1 proposal writing activity

Practical Points

→ The time estimations provided for the discussions and activities may vary significantly, depending on the number of students and the group dynamics.

→ Information contained in this document that is intended to be read verbatim to the participants is italicized.

Step 1. Lead the chapter 1 group discussion (15 minutes)

→ Read aloud and discuss with the participants.
1. *What did you read in this chapter that stands out in your mind?*
2. *What do you expect the differences to be between the perspective of an applicant and that of a reviewer? How might an applicant disregard these differences and what would the result of that be?*

3. *How would you go about selecting reference letter writers? What steps might you consider taking early to position yourself to receive strong letters of recommendation?*

4. *Where can you go on campus to find out about fellowship and grant opportunities? What resources are available to assist you in the application process?*

Note to Facilitator

The purpose of watching this video is to introduce students to the way members of proposal review panels think and how they assess applications for funding. It should be noted that the particular scenario depicted in this video is *not* typical. Normally, the full review panel would provide input to the program manager of the funding agency and the agency would then make the selection. We suggest mentioning this to the participants at some point during the discussions.

Step 2. Prepare for the chapter 1 video

→ Read the following video introduction to the participants.

The video you are about to see is titled Inside the Forum *and has two parts. It begins with a short narrative describing the special proposal review meeting that is about to take place. Short biographies of the three characters involved are presented. Then, in the second part, you'll witness the discussion of the proposals. Let's watch.*

Step 3. Watch the chapter 1 video (10 minutes)

Step 4. Lead the chapter 1 video discussion (10 minutes)

→ Ask the participants the following questions.
1. *What in this scenario seems unusual or unexpected to you?*
2. *How would you characterize Dr. Ramirez and Dr. Jackson in terms of personality, professionalism, and objectiveness?*
3. *What are the problems with each proposed project?*
4. *Which proposal do you believe to be the strongest, and why?*

Step 5. Lead the chapter 1 activity (20 minutes)

→ Read the following to the participants.

In this activity, you will explore the process of developing a proposal idea, creating a proposal, and evaluating proposal submissions.

→ **Explain the activity to the students.** First, they will develop proposals in small groups using the grant application form, which you will hand out. Succinctness will be important, as space is (intentionally) limited on the form. Second, after all the proposals have been written and collected, the groups will change roles and become review teams. Each group will review and score a proposal created by another group using a proposal review form, which you will hand out. At the end, you will collect the review forms and present the scores to the group. You will then lead the discussion about which proposals should be funded.

→ **Divide the students into groups.** Distribute handout 1, the grant application form, to each group. Ask each group to create a name that will be associated with its proposal. This name should be entered on the application form. Also, suggest to the groups that they identify a scribe to fill in the handout questions. Each group should work to develop a winning proposal. You may use the list of proposal projects below as a source of ideas, or allow the groups to create their own original proposals. Give the groups 5 to 10 minutes to complete the assignment.

Proposal ideas

- Fat-free hamburgers
- Lowfat avocados
- Finger-snap cell phone locater
- Solar-igniting charcoal
- Dolphin sonar decoder
- Memory repair electrode nightcap

- Low-noise laser grass trimmer/ snow remover
- Battery-heated scarves
- Remote bike lock/unlock
- Vision-restoring eyeglasses
- Awake-inducing driver's seat

→ **After the time is up, collect the grant application forms from each group.**

→ **Remind the groups that they are now switching roles and becoming review teams.**

→ **Distribute a completed grant application form to each group for review, along with a proposal review form.** Ask each group to identify a presenter to read the proposal to the group, lead the review discussion, and complete the proposal review sheet. Groups should score the proposals on a scale from 1 to 5, with 1 being the lowest and 5 the highest. Give the groups several minutes to review and score the proposal.

→ **Collect the review forms.** Share the results with the students as a whole. Discuss which proposals should be funded and why. As depicted in the video, personality traits tend to play a role in review discussions. Consider asking different participants to assume character roles as they participate in the discussion. For example, one person could be congenial, imaginative, and generous; one could be picky, stingy, and demanding; and one could be levelheaded, reflective, and fair.

Chapter 1 Activity Handout 1 (one copy per group)

GRANT APPLICATION FORM

Name of Group: _____

1. Describe the work that is being proposed and its importance. (What is your contribution or invention? What is the problem or issue you are addressing? Why is it important?)

2. Summarize briefly the prior art and originality of the proposed work. (What work has been done previously that is similar to what you are proposing? How is your idea/product different?)

3. Describe your methodology and budget. (How do you propose to develop and test your idea/product? How will you spend the grant funds?)

4. What will you deliver or produce as part of this work? (What tangible outcomes will your research/development produce? How will you disseminate your results so that they can benefit society?)

Chapter 1 Activity Handout 2 (one copy per group)

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PROPOSAL REVIEW FORM

Proposers' Group Name: _____   TOTAL SCORE _____

Reviewers' Group Name: _____

_____ 1. Evaluate the work being proposed and its importance.

Enter score (1–5); 5 is the highest

_____ 2. Evaluate the prior art and originality of work.

Enter score (1–5); 5 is the highest

_____ 3. Evaluate the methodology and budget.

Enter score (1–5); 5 is the highest

_____ 4. Evaluate the deliverables.

Enter score (1–5); 5 is the highest