

# Writing Successful Grants

(A Twelve Step Program)



**Robert Porter, PhD**  
***GrantWinners Seminars***  
**reporter@utk.edu**  
**(865) 577-4816**

# Grant Activity at UTK, 2011:



- About 1/3 of eligible faculty actively involved in proposal development
- Number of proposals submitted: 1,536
- Amount requested: \$620,000,000
- Average dollars per request: \$403,000
- Awards received : 1,251
- Dollars awarded: \$163,000,000
- About 25% of eligible faculty participated in funded projects





*"I'm sick of writing grant proposals on spec"*

# Academic writing sample...

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From a study on workplace aggression:

**Taken together with the findings from the present study that (a) workplace aggression in the primary job was more closely associated with negative work experiences and (b) both situational and individual characteristics played a role in aggression in the secondary job, future research might benefit from a greater focus on the subjective salience of the job as a moderator of the relationship between workplace experiences and supervisor-targeted aggression. Indeed, despite the differential effects of situational and individual difference factors on aggression, it is notable that the individual difference factors exerted a consistent but relatively low-level effect on aggression across contexts, whereas the more salient situational experiences exerted context-specific effects.**

**Inness, M., Barling, J., & Turner, N. (2005). Understanding supervisor-targeted aggression: A within-person, between-jobs design. *Journal of Applied Psychology*, 90, 4, 731-739.**





# Contrasting perspectives



## ***Academic writing:***

### **Researcher-centered:**

Scholarly passion

### **Past oriented:**

*Work you have done*

### **Expository:**

*Explaining to reader*

### **Impersonal:**

*Objective, dispassionate*

### **Individualistic:**

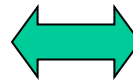
*Usually solo activity*

### **Verbosity rewarded:**

*Few length constraints:*

### **Specialized terminology:**

*"Insider jargon"*



## ***Grant writing:***

### **Sponsor-centered:**

Service attitude

### **Future oriented:**

*Work you wish to do*

### **Persuasive:**

*"Sell" the reader*

### **Personal:**

*Convey excitement*

### **Team-oriented:**

*Feedback needed*

### **Brevity rewarded:**

*Strict length constraints*

### **Accessible language:**

*Broad audience*

**Thesis, theme, theory:**

*World of ideas*

**Project, activities, outcomes:**

*World of action*

# Grant Writing: A Low Probability Game?

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- Proposal success rates average 20 to 30 per cent (NSF, NIH, USDA, most private foundations)
  - More than half (60%) are rejected on first reading because:
    - Proposal did not match program
    - Applicant did not follow directions



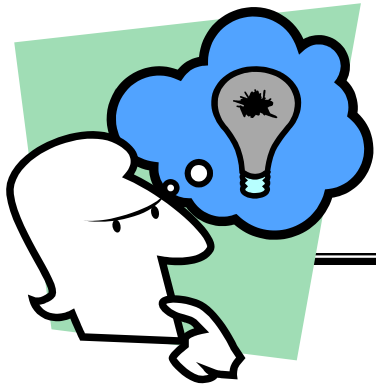
New & Quick, Grantseeker's Toolkit, 1998

# The Critics Weigh In...



(Actual comments made by actual reviewers)

- *“The problem statement, such as it is, is too global, showing no relationship to reality with no potential solution being indicated or even possible.”*
- *“This problem has been studied to death. I’m surprised the writer doesn’t know this.”*
- *“It is almost impossible to understand what the author wants to study or what the main theme is. The problem is full of jargon and totally unclear as stated.”*
- *“I cannot ascertain what approach the researcher will take in examining the problem as outlined.”*
- *The writer has a flair for the dramatic. The world will not collapse if we do not fund a study of students’ daydreams.”*



# So what's the problem?...

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*“The problem makes the proposal.”*

- ✓ An important need or issue that should be addressed
- ✓ A gap between where we are now and where we could be
- ✓ A limitation of current knowledge or way of doing things

*It's also an opportunity...*

- ✓ A fresh idea that can advance our understanding or address a societal need
- ✓ A refinement that improves efficiency or lowers the cost of goods and/or services
- ✓ A new paradigm that reshapes our thinking or way of doing things







# Reviewers are looking for...

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- ✓ Significance
- ✓ Creativity (uniqueness)
- ✓ Clearly delineated project
- ✓ Research plan (methodology)
- ✓ Outcomes (evaluation)
- ✓ Clear, concise writing





*“Ulrich, that’s bad science and you know it.”*

# Consider the Reviewer...

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- Many competitive programs utilize review panels (especially federal and state)
- Most private foundations use staff to “screen” proposals for Program Director



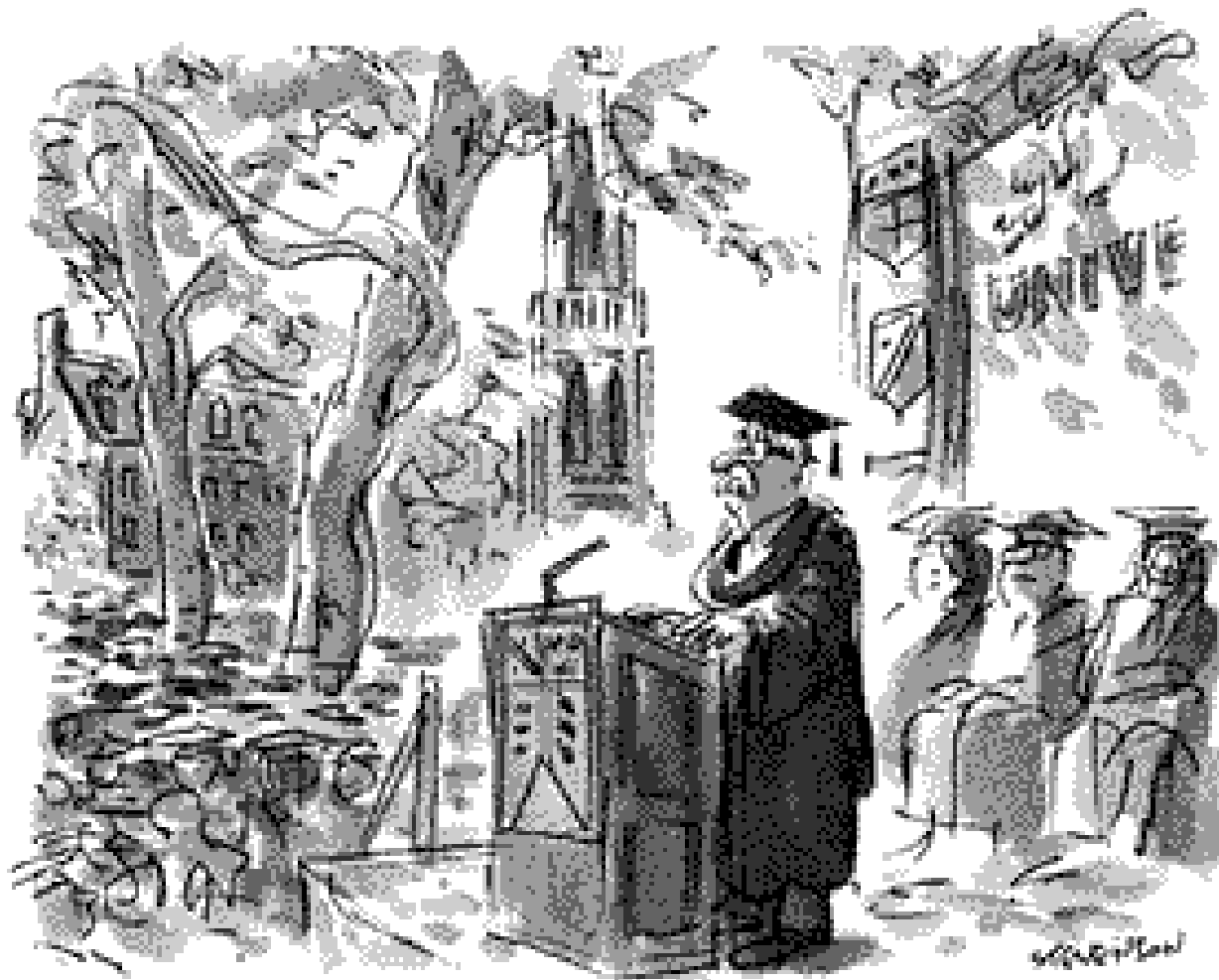
- The more competitive, the more reviewer(s) will look for reasons to reject proposals

# Success = Good Ideas - Pitfalls

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- **There is plenty of evidence to show that good ideas are often undermined by missteps in proposal preparation**
- **The following are some common proposal pitfalls and strategies to avoid them**



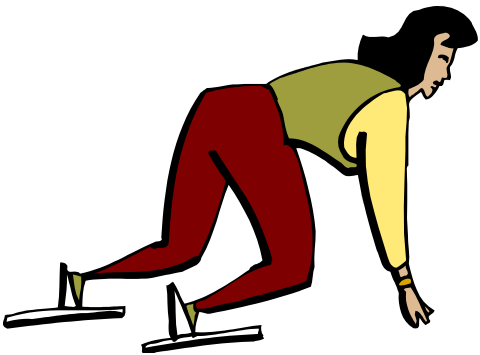


*"I know so much that I don't know where to begin."*

# A Starting Point...

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- What are you passionate about?
- What is the problem (and why is it important)?
- How is existing knowledge or practice inadequate?



- Why is your idea better?
- How is it new, unique, different?
- What will it contribute and who will benefit from it?

## Pitfall 1: Poor fit

# 1. Verify the match

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- Develop your funding search skills
- Study program goals and eligibility
- Make contact with program officer before starting proposal!

- Read program announcement carefully; note questions
- **Research previous awards!**
- Send brief (2-3 short paragraphs) overview of proposed project
- Inquire about alternative funding sources



**Pitfall 2:**  
**Poor organization**

## 2. Structure the Proposal

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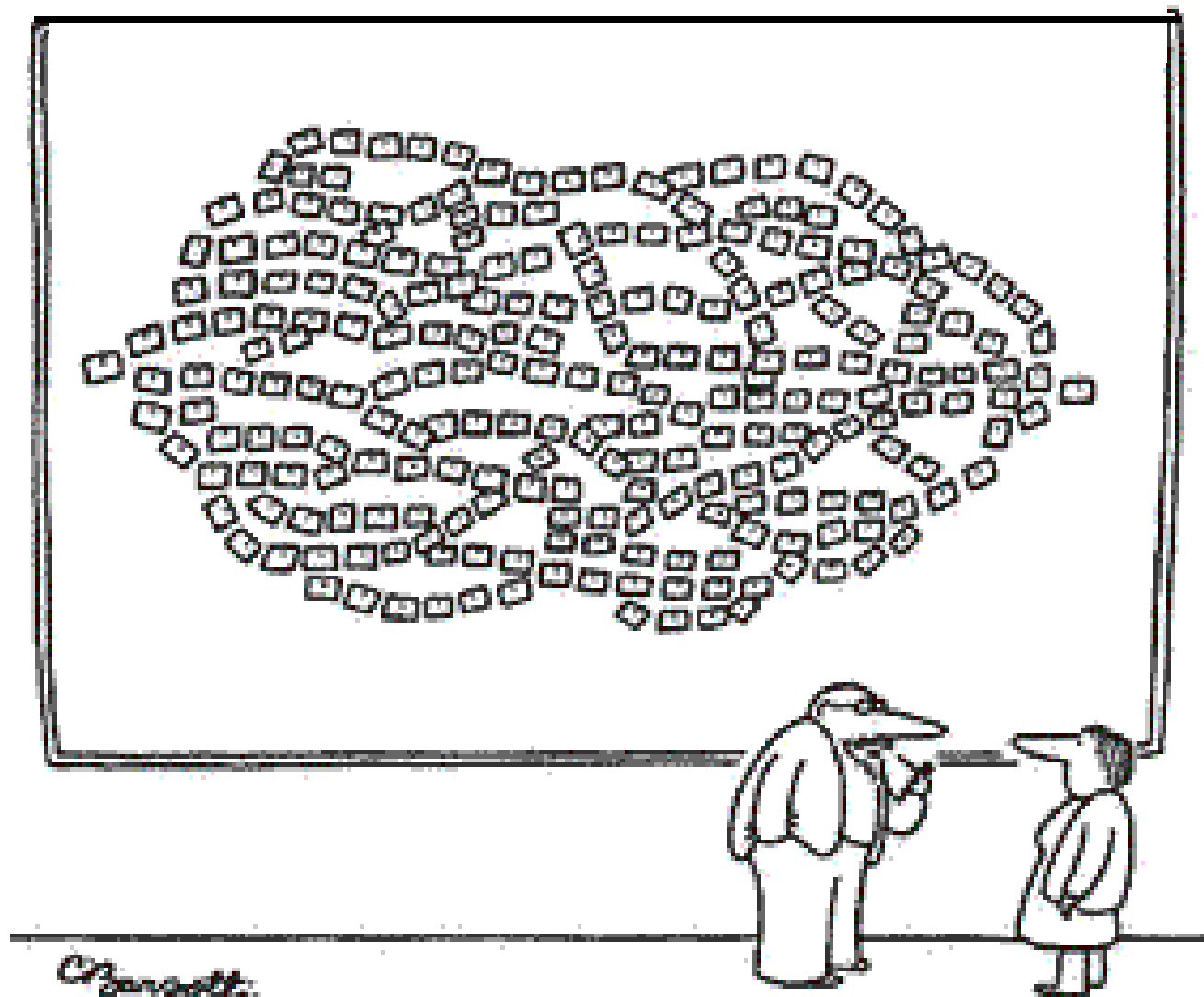
Always follow the format provided by the sponsor! Where none is provided, build your case in distinct sections:

- I. Problem Statement; or Significance of the Research
- II. Project Purpose (Overall goal + Specific objectives)  
*NB: Cite “fit” with program objectives!*
- III. Research Design; or Workplan (Activities + Timelines)
- IV. Applicant Qualifications and Capabilities
- V. Evaluation Plan; or Expected Outcomes
- VI. Budget (Summary + Justifications)

Appendix (supplementary materials)







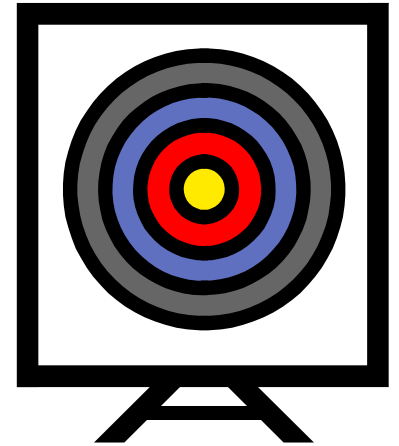
*"It's plotted out. I just have to write it."*

**Pitfall 3:  
Weak argument**

# 3. Prove the importance of your project

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- State your purpose and case for need up front; build a compelling argument
- Think “Op Ed,” not academic journal
- Cite an authoritative source(s)



EX:

“This proposal addresses a priority of the World AIDS Foundation: AIDS prevention in developing countries. Specifically, we propose to conduct a series of five-day AIDS prevention workshops in four cities in Indonesia. The participants will be...”

# Start with the Pitch: Sell Your Idea!

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## I. Set the Stage – Lay Out the Problem (*“Who Cares?”*)

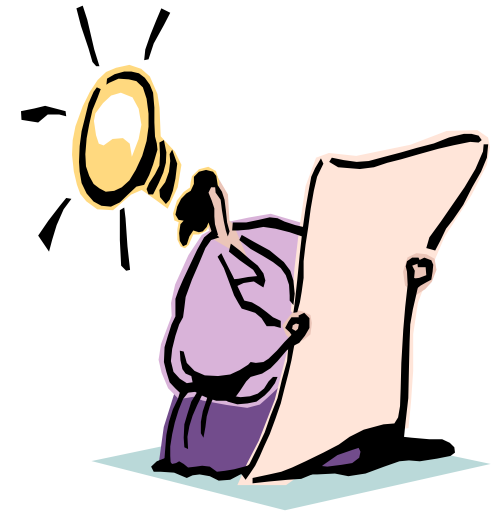
- A. Get the reviewer interested at the outset
- B. Identify the importance—stress the need
- C. Summarize the state of the art
- D. Describe technical challenges to solving the problem and potential benefits

## II. State the theme – Your Solution

- E. Describe the concept and establish credibility
- F. Describe your project’s fundamental purpose

## III. Create a Vision (*“So What?”*)

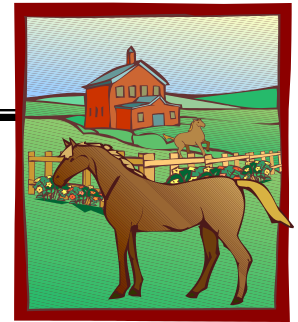
- G. Show how your work will advance the field
- H. Envision the world with the problem solved



The “pitch” should be the opening 2 - 3 paragraphs of the proposal’s very first section (after the abstract), regardless of what that section is called (INTRODUCTION, BACKGROUND, PROBLEM STATEMENT, SIGNIFICANCE OF THE RESEARCH, SPECIFIC AIMS, etc.)

# Sample Pitch: USDA Grant

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## Intravenous Magnesium as a Treatment Modality for Recurrent Airway Obstruction

### I. SETTING THE STAGE

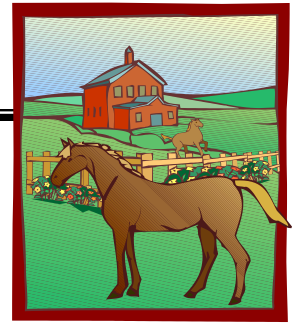
(A) Recurrent Airway Obstruction (RAO) is a progressive, debilitating respiratory disease, occurring in 50% of mature horses, (B) with 5% affected severely enough to result in an end to their working careers or to euthanasia.<sup>1,2</sup> It is a chronic, recurrent condition with clinical characteristics that are well recognized, although its pathogenesis is complex, multifactorial, and currently not well understood. As an indication of industry concern, in June of 2000, 30 of the world's leading investigators were joined by pharmaceutical companies at a Michigan State University conference devoted entirely to improving RAO prevention and management.<sup>3</sup> (C) Further, current management and therapeutic regimens for horses with chronic or severe disease are either not efficacious or are not able to be implemented. (D) For example, drugs commonly used to manage RAO, such as corticosteroids with anti-inflammatory properties and bronchodilators that open the passageways, also stress the heart, adding additional risk to an already debilitated animal.<sup>4,5</sup> Strategies to remove environmental precipitators such as dust and mold often fail as many horse owners are unable or unwilling to comply with such husbandry recommendations.<sup>5</sup>

### II. PROJECT THEMES

(E) With this study, we propose to administer intravenous magnesium to horses with acute and chronic RAO to determine if this treatment improves respiratory function and/or reduces arterial hypertension, without the deleterious side effects of other commonly administered drugs. Recent case reports show magnesium to be efficacious for acute human asthmatics who fail to respond to more conventional therapy.<sup>7,8</sup> (F) As RAO is increasingly seen as an equine analog to asthma in humans (replacing the previous use of the COPD model),<sup>9,10</sup> and severely affected RAO horses demonstrate many of the same clinical signs as human asthmatics, RAO horses could be equally responsive to this treatment.

# Sample Pitch: USDA Grant, cont'd

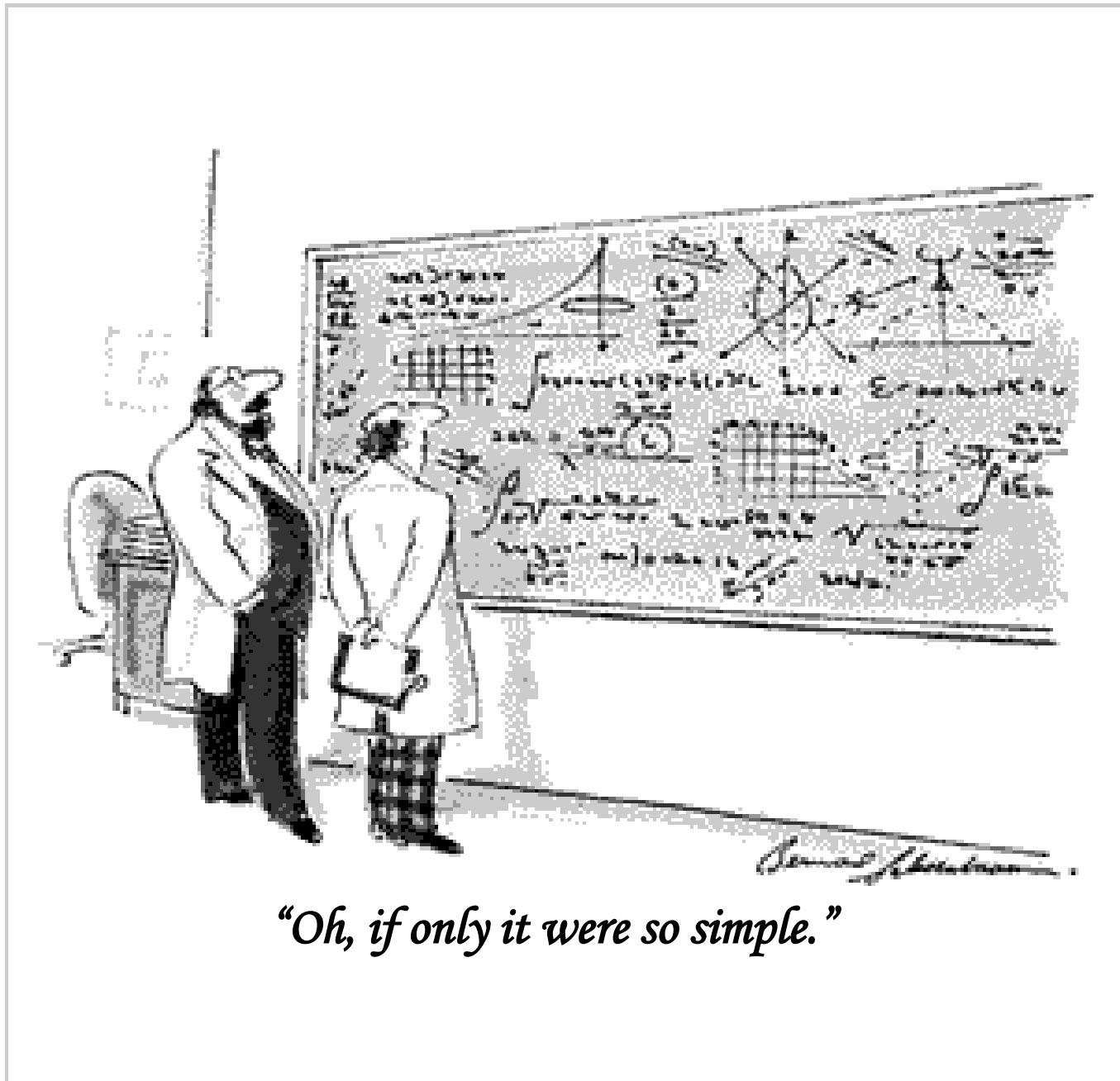
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## Intravenous Magnesium as a Treatment Modality for Recurrent Airway Obstruction

### III. VISION

(G) Should the research hypothesis be proved, clinicians will have another viable treatment modality at their disposal, one that is inexpensive, and effective in treating a resistant disease without the damaging side effects of other modalities. (H) Additionally, horse owners and breeders could reduce the significant financial losses caused by the malady, currently estimated at more than \$800 million annually in the US alone.<sup>11</sup>



**Pitfall 4:  
Gyrating jargon**

## 4. Assume an uninformed but intelligent reader

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- Use clear, accessible language
- Stick with direct statements and active voice
- Avoid insider jargon and acronyms



*“An expanding awareness of the limitations of our training settings, the political fallout of our training mission, the consequence of having therapists work in a particular work setting, and the need to change established institutional structures (e. g., child protective services, Aid to Families with Dependent Children, juvenile court) are examples of the contextualization of training and supervision.”*



# Passive vs. Active Voice

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- *It has been demonstrated by research that...*
- *The SAP program is being implemented by our department...*
- *Following administration of the third dosage, measurements will be taken...*
- *Research shows clearly that...*
- *Our department launched SAP this year...*
- *After dosage 3, we will measure...*



## Pitfall 5: Murky Goals & objectives

# 5. Formulate specific, measurable objectives

**Goal:** General statement of the project's overall purpose(s)

*“Our aim with this innovative curriculum is to improve the supply of graduates with National Registry certification.”*

**Objective:** A specific, measurable outcome or milestone



*Which is the better objective? Why?*

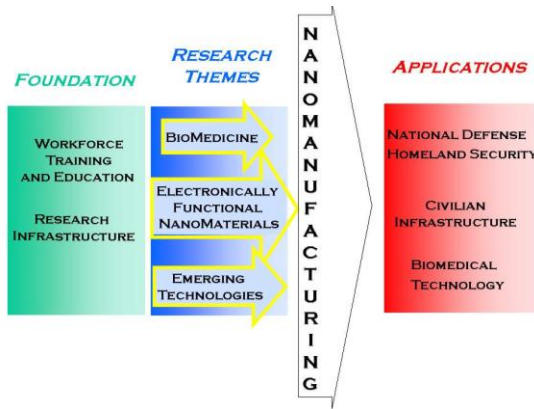
*“It is anticipated that completion of the new curriculum will result in enhanced student scores.”*

*“At least 90 per cent of course graduates will pass the National Registry Examination.”*

## Pitfall 6: Unclear project description and work plan

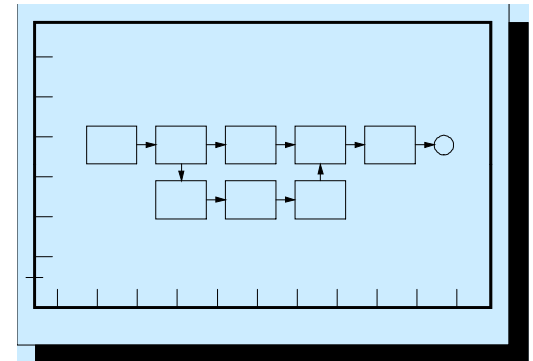
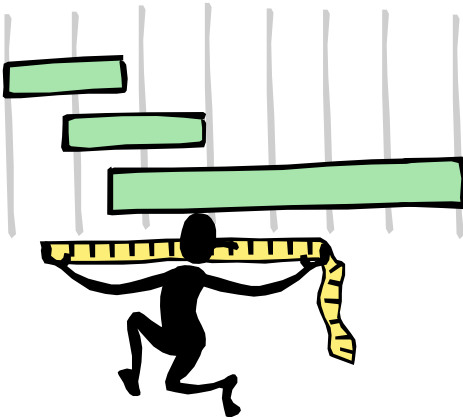
# 6. Illustrate: Project concept and the work plan

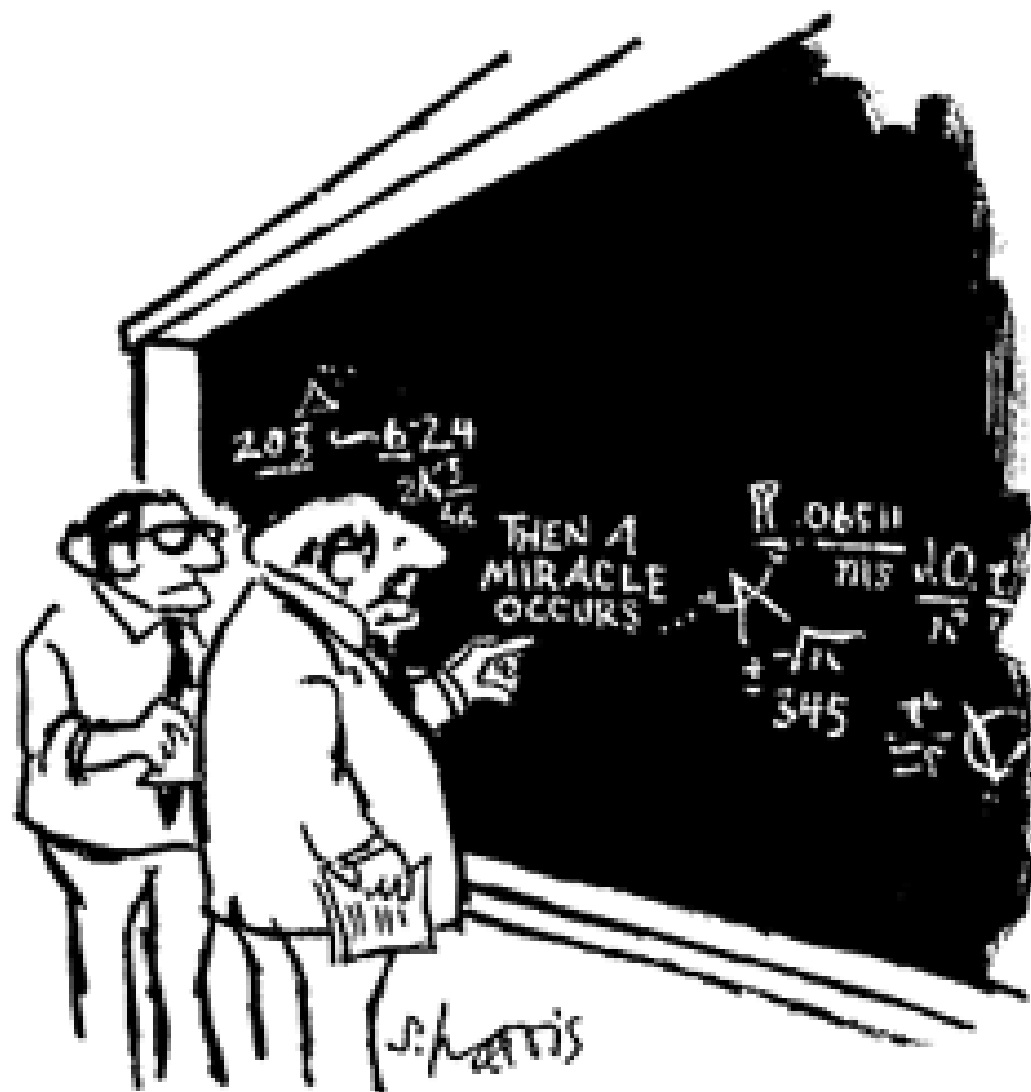
### 1) Overall concept:



- 1) Visualize the overall project with a drawing
- 2) Specify major tasks and timelines; use Gantt charts, calendars or flow charts

### 2) Work plan:





"I think you should be more explicit here in step two."

**Pitfall 7: Deviating  
from guidelines**

# 7. Follow application instructions exactly!

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- Common sins:
  - Late submission
  - Narrative too long
  - Fonts, margins, spacing too small
  - Signatures, certifications missing
  - Budget narrative missing
  - Insufficient number of copies
  - Inappropriate binding

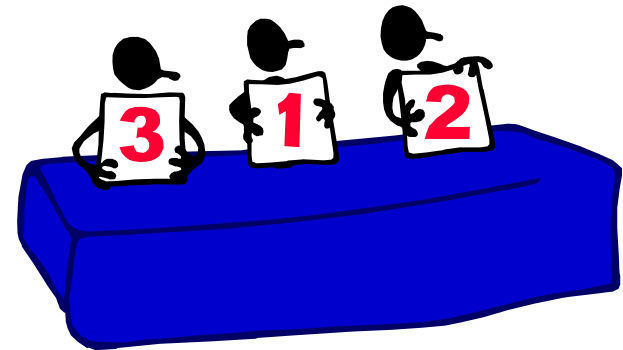


**Pitfall 8: Ignoring  
review criteria**

## 8. Pay attention to all review criteria

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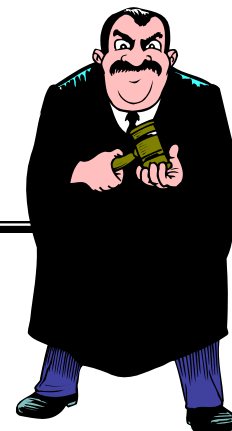
- Read evaluation standards carefully; then reference them in the project narrative
- Touch all the bases--not just the ones you're comfortable with



**Reviewers will use the criteria  
to “score” your proposal**

# P.S. NSF Means it!

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Two key merit review criteria:

- 1) What is the intellectual merit of the proposed activity?*
- 2) What are the broader impacts of the proposed activity?  
(since 1997)*

“(PIs) must address **both** merit review criteria in **separate statements** within the one-page **Project Summary**. This chapter also reiterates that broader impacts resulting from the proposed project **must be addressed in the Project Description and described as an integral part of the narrative.**”

“Effective October 1, 2002, NSF will **return without review** proposals that do not **separately address both merit review criteria within the Project Summary.**”

- *Grant Proposal Guide, Ch. III*



*"If they don't like our proposal, I'll show them  
the kittens. Everybody likes kittens."*

**Pitfall 9:  
Weak abstract**

# 9. Polish the abstract

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- Written last, but read first by reviewers
- Must be an intriguing “first advertisement”
- Should reflect entire scope of project
- Summarizes project purpose and methods
- Must convey:
  - What researcher intends to do
  - Why it’s important
  - Expected outcome(s)
  - How work will be accomplished
- Has to be both **CONCISE** and **COMPLETE**!



*This may be the only narrative  
that some reviewers will read*



**Pitfall 10:  
Writing solo**

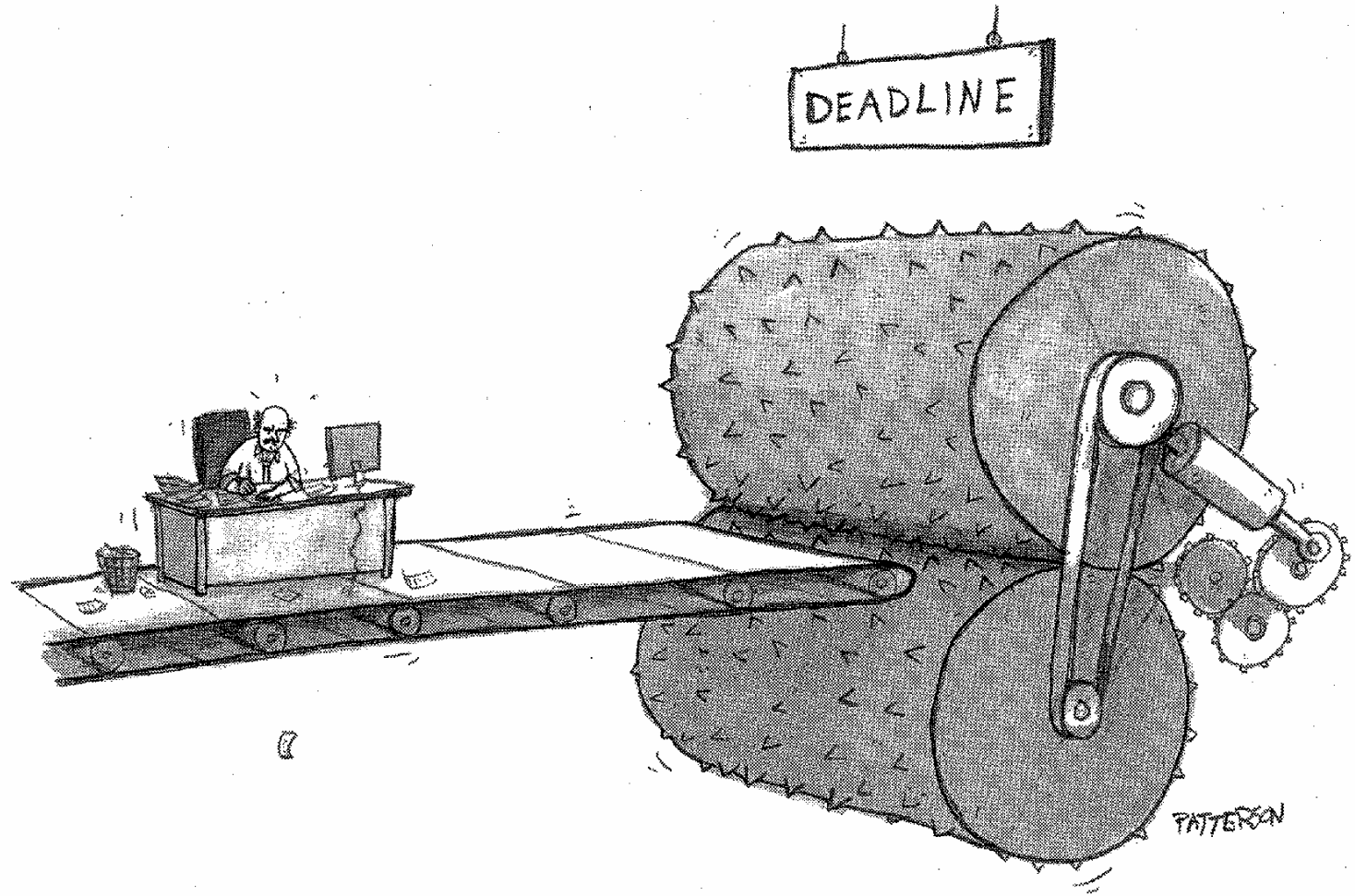
# 10. Presubmission review

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- Ask seasoned colleagues for comments and suggestions
- Should be qualified to critique proposal content
- Check your ego at the door
- Allow time for rewrites!



*Why bright people make dumb (grant writing) mistakes...*

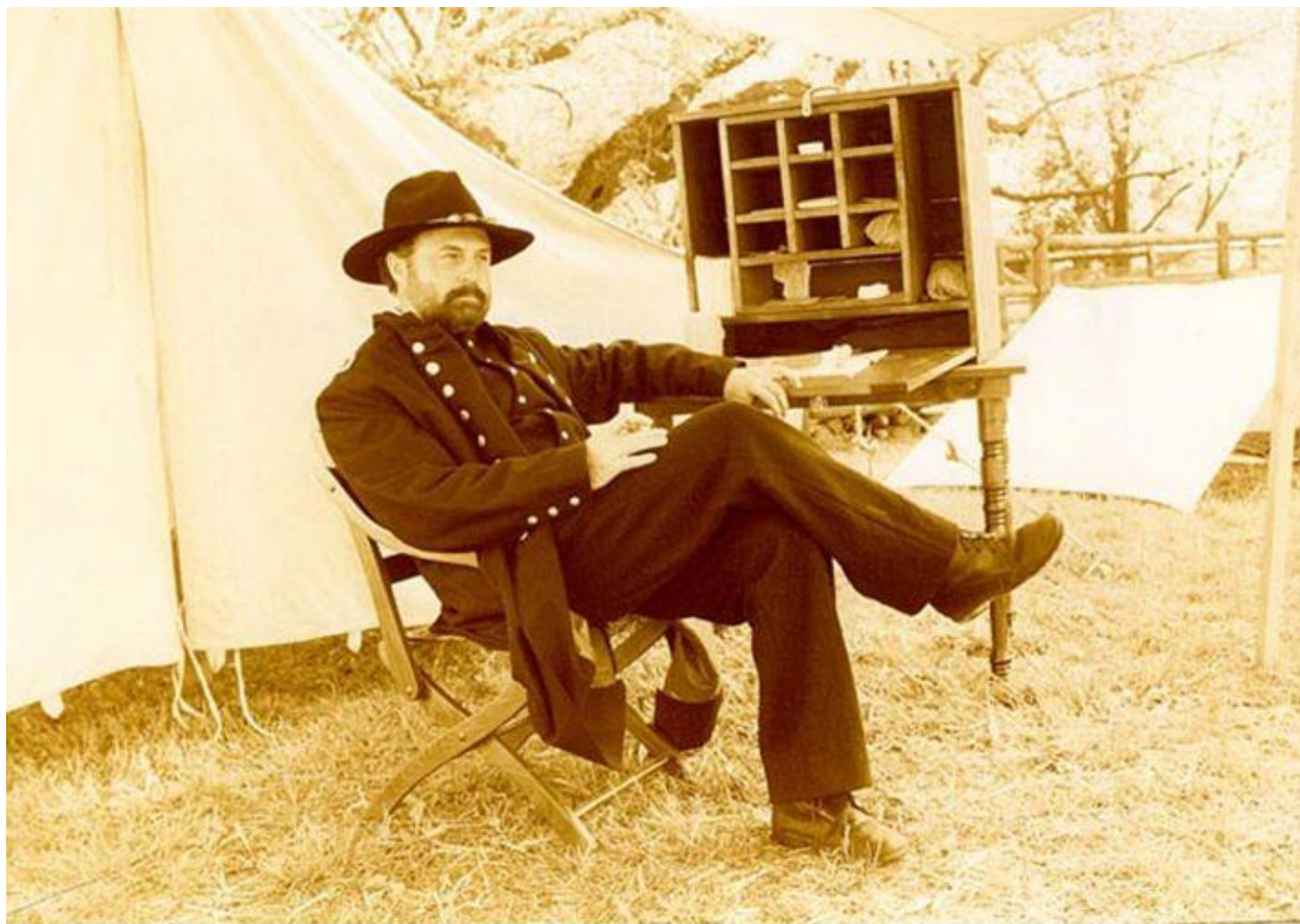


**Pitfall 11:  
Document errors**

# 11. Use proofreaders

- Find an eagle eyed perfectionist
- Proofreaders read for form, not content
- Must be someone who has no stake in the project!
- Learn to love what s/he will do for you
- Zero tolerance--no error is too small to correct
- Root out inconsistencies in format as well as typos, misspellings, grammar, etc.



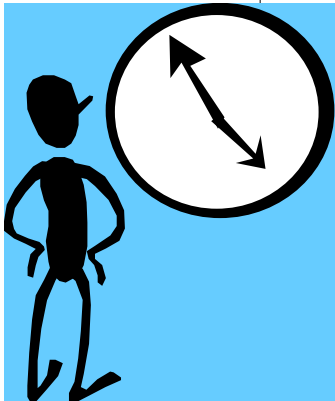


Grant, writing...

**Pitfall 12:**  
**Insufficient editing**

# 12. Write, rewrite & rewrite

- Most winning proposals have been polished repeatedly
- Let it rest in between; sleep on every rewrite
- Fight the evil Pride of Authorship
- Must allow time!



(Famous rewriters: Hemingway, Michener)

# And Tips for Success...

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- Fit research and grant writing into your job
- Find a mentor(s)
- Read successful grants; attend workshops
- Find collaborators; network
- Get on a review panel!
- Get funding alerts; conduct your own searches regularly
- Think big, think small, think different
- Submit, revise & resubmit!
- Treat it like a game (which it is)



An illustration in the top left corner shows a man in a white shirt standing at the front of a room, holding a piece of paper and addressing a group of people seated in rows of chairs. The room has a green chalkboard in the background.

# Other grant writing workshops:

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- ☐ Finding Funding
- ☐ Building the NSF Grant Proposal
- ☐ Building the NIH Grant Proposal
- ☐ Writing to Private Foundations
- ☐ Mock Review Panels

