

Faculty Development Committee Pointers for Successful Proposals

- 1) Follow the directions. Answer questions asked, in the order asked. Stay within the maximum length specifications of the grant proposal.
- 2) Remember that you are writing the proposal to a cross-disciplinary faculty panel. Take care to be clear when using discipline-specific jargon.
- 3) Stay within the allotted funding for the award. If your project requires more than that amount, describe that the excess will be financed from other sources.
- 4) If your proposal includes a charge for personal labor, try to give some indication of the amount of time you will spend or how the labor charge is determined. For example, if the maximum grant is \$2,000 and itemized expenses are \$800, simply listing an unsubstantiated \$1,200 charge for labor gives the impression that labor is just a residual item designed to soak up the rest of the grant.
- 5) Most projects involve some degree of self-study. A good proposal makes some attempt to be specific about what are the learning outcomes of this self-study, what deficiencies in knowledge the study is trying to remedy, and why obtaining this knowledge is important to you as a teacher and/or a scholar.
- 6) Some proposals make the statement that knowledge obtained will make one a better teacher because of the knowledge obtained and the improvements will lead to better educational outcomes for students. The proposition that increased knowledge improves teaching abilities is reasonable, but try to be specific about how this knowledge will improve the performance of your teaching functions. Applicants who translate how improved knowledge or skills will improve educational delivery in particular classes or subject settings impress reviewers more than applicants making more abstract and generalized statements.
- 7) Travel as a Form of Education. Many proposals involve travel. Again, applicants who are specific about the educational benefits of the travel are more impressive than applicants who make generalized statements about how travel will improve education and skills through exposure. Be specific about the necessity of travel and why the educational benefits would be unavailable or severely diminished without the proposed travel.
- 8) Inevitably, some proposals may appear to some reviewers to be seeking grant funds for efforts that should be part of normal teaching duties. To avoid this perception, try to distinguish why the goals of this project would be difficult to accommodate within the normal teaching and course revision duties.