



Grant Writing Bootcamp for R2 University Faculty

A Facilitator's Guide

Project CREST and the Office of Research

University of Colorado Colorado Springs

Photo Credit: Chatanika Photography



Office of Research

UNIVERSITY OF COLORADO
COLORADO SPRINGS

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by

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Welcome

As the academic journey is a rocky road, it is essential that we find evidence-based ways to smooth out the adventure to improve the faculty experience. Finding and securing funding to support groundbreaking research is one of the many difficult potholes that can thwart a faculty member's ability to create and discover. At UCCS, we pride ourselves on creating an inclusive culture of research that empowers innovation and embraces multiple ways of knowing and doing that improve our planet and human condition.

I am thrilled to see the adaptation of the evidence-based grant writing bootcamp come to UCCS. This bootcamp was designed using tenets of Self-Determination Theory to enhance the autonomy, competence, and relatedness of our marginalized and minoritized scholars. By anchoring our strategies in evidence, we cultivate an environment that values data-driven insights, ensuring sustainable growth and academic excellence. The evidence for this bootcamp is clear: more people submitting grants, more people awarded funding, and bigger award amounts. And the results are especially compelling for our faculty who are too often left out of the grant playground – our women-identified scholars and scholars of color. By intentionally supporting the most underserved, we undo years of systemic inequities baked into the research administration landscape and reap the benefits of diverse perspectives that transforms and enriches knowledge production.

This bootcamp results in comprehensive insights into crafting compelling proposals, navigating funding landscapes, and aligning projects with agency priorities. Our dedicated Research Development Coordinator and our resident seasoned mentors and experts guide scholars through every step, fostering a collaborative environment for knowledge exchange and skill refinement. Embrace this opportunity to bring bootcamp to your university and watch your scholars excel in grant writing and amplify the impact of their scholarly pursuits for years to come.



*Jessi L. Smith, Project CREST PI
February 2024*

Project CREST



Similar to other higher education institutions, UCCS women-identified and other minoritized faculty are not progressing in their careers at similar rates nor having similar research experiences, compared to men-identified faculty. This disparity is especially pronounced in STEM and social and behavioral science (SBS) fields. In fact, in 2021 when our team first began working together, there was

only ONE woman-identified faculty member that had achieved the rank of Full Professor in a STEM field at UCCS. Project CREST: Changing Research Experiences, Structures, and (in)Tolerance was born out of the very evident need to address this issue at our institution. Project CREST is funded by the NSF through the ADVANCE track of grants aimed at remedying gender and minoritized disparities in the sciences. Specifically, Project CREST is an Adaptation grant, meaning our team leans on adapting evidence-based solutions from other university ADVANCE grant findings to our own unique institution.

The UCCS Grant Writing Bootcamp was one such adaptation we made from Montana State University's ADVANCE Project TRACS. However, MSU is an R1 university with a different set of resources and programs available to its faculty. Our task with Project CREST, was to develop a grant writing bootcamp suitable to the context of an R2 university – but still remain effective. What you will find in this facilitator's guide is the result of this work. The impact of this adaptation is clear – since being offered, UCCS has seen an 11% increase in grants submitted by women-identified faculty and a 7% increase in grants submitted by racially/ethnically marginalized faculty.

A core aspect of Project CREST's approach to addressing the disparities in research productivity is to remain vigilant to the ways in which power, privilege, and bias compound at the intersection of one's many identities. This intersectional approach is especially important when considering how marginalized and privileged identities impact the grant-getting process (Eblen et al., 2016; Ginther et al., 2011; Kaatz et al., 2016; Kaiser et al., 2019; Witteman et al., 2019). We take an intersectional approach in our efforts to dismantle barriers impacting multiple marginalized identities in the grant application process by providing our faculty with tools to empower them to seek external funding.

ADVANCE Project CREST is committed to providing wrap-around support for the women- and minority-identified faculty researchers in STEM and the social and behavioral sciences at UCCS. As part of this commitment, we hired a Research Development Coordinator in December 2021 to provide ongoing support for our campus researchers in the form of grant writing coaching, developing well-resourced budgets, responding to reviewers, and managing the grant submission process. This is a vital and unique support role at an R2 institution which typically might not offer such research assistance.

As part of this role, the RDC leads a twice-yearly grant-writing bootcamp, adapted from Montana State University's successful bootcamp (Smith et al (2017) doi: 10.1093/biosci/bix050). As MSU is an R1 institution, this guide provides appropriate adaptations for running this bootcamp at R2 institutions.



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Overview

Enhancing Research Capacity, Opportunity, and Infrastructure

This Grant Writing Bootcamp was adapted from Montana State University's Project TRACS for our unique R2 university context. The intent of the bootcamp is to enhance research capacity and opportunity among or faculty, with particular attention being paid to our marginalized members. This is just one piece of a larger strategies to reshape the research culture and landscape of an R2 university through intentional support for our under-served faculty.

Project CREST's goal is to institutionalize support systems for women- and minority-identified faculty in male-dominated fields and this grant-writing bootcamp is just one facet of this goal. Broadly, our team aims to break down barriers so that faculty and researchers—regardless of their field, gender-identity, race or ethnicity—reap the benefits that come about when diverse groups of people work together to innovate and create.

About this Bootcamp

The Grant Writing Bootcamp is designed to give faculty the tools and resources to successfully seek and apply for research grant funding in their field. Grant success has far-reaching impacts, including enhancing academic career advancement goals and retention of talent, enhancing university prestige as a research institution, and broadening the visibility of women in STEM and SBS fields at all educational levels.

This five session, six-week workshop gives faculty the space and resources to produce a solid, review-ready grant proposal. Participants have the opportunity to interact with grant-successful senior faculty, to work with peer support in writing groups, and to use a team of proposal support personnel who have the submitter's individual needs in mind. In these weekly, two-hour sessions, the first hour of the session is devoted to lecture or discussion, and the remaining hour consists of hands-on writing and workshop activities.

Bootcamp Learning Objectives:

- Produce a review-ready grant proposal summary and narrative.
- Find funding opportunities and address agency requirements.
- Understand the grant submission process including working with mentors, collaborators, program officers, and the grant review panel for their respective funding agency.
- Understand internal processes such as submitting budget forms, getting appropriate approvals, and other university-relevant documents.

Resources

2.1. Bootcamp Facilitator

At UCCS, the Research Development Coordinator plays a key role in facilitating grant proposal preparation, coordinating trainings and workshops, and other activities to promote research capacity. The goal of Project CREST is to work to enhance the research capabilities and opportunities of faculty, prioritizing women and/or minoritized faculty in the STEM/SBS fields. This position fills the need to effectively and proactively coordinate their activities with several offices on campus.

The Research Development Coordinator job qualifications are as follows:

This position plays a key role in leading and coordinating the research enhancement resources offered by the Office of Research including workshops, faculty learning communities, a research facilitation network, assisting with grant proposals, and other scholarship dissemination support. The successful candidate will facilitate the work of the NSF-funded ADVANCE Project CREST team to prioritize and execute services that support UCCS faculty in achieving excellence in research/scholarship as it relates to the mission of ADVANCE and the Office of Research. This position has broad authority to proactively develop and implement an overall research development program to faculty. The position is expected to independently create and maintain an effective communication and time management plan as well as outline creative ideas for expanding research capacity for all faculty in ways that promote an equitable and inclusive culture of research. This full-time position has the option for flexible hours and to work remotely on a partial or full-time basis. Working remotely will require access to the internet.

Job Duties:

Grant Support Activities

- Develop and lead workshops using principles of adult learning to broaden faculty's ability to submit successful grant proposals based upon needs assessment. One of the major expected workshops is implementing a grant-writing bootcamp, and tailoring the bootcamp model for other groups, such as departments and research centers on campus.
- The Grant-Writing Bootcamp is a multi-week workshop designed to help grant-interested faculty produce a quality, successful proposal, with valuable information and support from grant-successful facilitators.
- Consult one-on-one with faculty in grant proposal preparation, including content composition and organization, completing grant-related forms and documents, and responding to grant panel review comments and calls for proposals.
- Work closely with the office of sponsored programs and research integrity (OSPRI) and other appropriate university units to facilitate communication, problem resolution, teamwork, and process improvement.
- Assists in trouble-shooting any pre-award concerns in consultation with the researcher and OSPRI as appropriate.
- Consult with faculty to understand their areas of research interest to identify potential funding sources and positioning of grant proposals. May recommend specific framing of research interests based upon current emphasis of funding agencies.

Publication/Exhibition Support Activities

- Develop and lead sessions using principles of adult learning to broaden faculty's ability to submit and disseminate their research. These will include ongoing faculty learning communities and one-time workshops.
- Consult one-on-one with faculty in journal article preparations by providing story development, content composition and formatting, and responding to reviewer comments.

General Research Development Activities

- Facilitate the work of Project CREST in implementing a research facilitation network that address the unique needs of UCCS faculty.
- Provide communication to the Office of Research, for example, content for newsletters and annual reports. Compose announcements and other marketing efforts and outcomes of offerings to the UCCS research community.
- Stimulate and support a thriving diverse community of researchers by prioritizing underserved faculty, with particular attention to fostering inclusion of women-identified and minority-identified faculty in STEM and Social and Behavioral Science fields.
- Research current evidence-based professional development methodologies and incorporate them into workshops and other resources to promote faculty excellence in research.
- Assess the research enhancement activities of the Office of Research by designing evaluation tools, gathering data and analysis, and creating summaries and reports of the assessments.

Job Competencies:

- Have superior written and oral communication and editing skills.
- Possess excellent interpersonal skills, including demonstrated ability to coordinate activities between offices.
- Be able to work independently under pressure to meet inflexible deadlines and to prioritize responsibilities in a dynamic environment.
- Ability to use critical thinking to analyze, evaluate, and solve problems.
- Strong interpersonal, teamwork and customer services skills.
- Excellent attention to detail and ability to verify accuracy of work.
- Proficient in the use of Microsoft Office Suite applications.

Qualifications:

Minimum Requirements

- Graduation from an accredited college or university with a bachelor's degree.
- Record of success in grant-writing or publication, or in working with others towards their success in these activities.
- Proficiency in use of Microsoft Office word processing and spreadsheet programs.
- Experience in developing and leading educational training with adults.
- Two years or more of editing experience.

Preferred Qualifications

- Two years or more of experience working within a research environment.
- Experience working within an institution of higher education.
- Knowledge of federal, state, and sponsor regulations, guidelines, and policies.
- Knowledge of research compliance and responsible conduct of research.
- Knowledge of grant and contract administrative functions.

Time Required: 20 hours/week for 6-week Boot Camp + 20 hours preparation time = 80 hours

2.2. Document and Resource Sharing

An important aspect of bootcamp is the sharing of materials between the participants as well as with the facilitator and any interested faculty presenters. The participants have noted that access to materials and resources outside of the bootcamp sessions and even after the conclusion of bootcamp is immensely useful.

If there is an institutional shared drive, setup a folder for the class with materials for each session in it as well as folders for each group or participant. Participants are assigned to small groups and share their writing progress each week by posting drafts to the shared drive. If there are no campus resource for document sharing, the facilitator could set up a Dropbox or Google Drive folder for participants' resources and submissions.

The screenshot shows a Microsoft Teams channel interface. On the left, there is a sidebar with 'All teams' and 'Main Channels' including 'General', 'Session 1', 'Session 2', 'Session 3', 'Session 4', and 'Session 5'. The main area displays the 'General' channel for the 'Spring 2022 Grant Writing' team. At the top, there are tabs for 'Posts', 'Files', and 'Plc Notebook'. Below the tabs, there are options for '+ New', 'Upload', 'Edit in grid view', 'Share', and 'Copy link'. The main content area shows a list of documents under the heading 'Documents > General'. The list has columns for 'Name', 'Modified', and 'Modified By'. The documents listed are:

Name	Modified	Modified By
PDFs of RFAs	May 9, 2022	Kelly McNear
Short research summaries	May 9, 2022	Kelly McNear
10 Tips for Successful Grant Writing.pdf	May 11, 2022	Kelly McNear
Six_Critical_Questions_Article.pdf	May 11, 2022	Kelly McNear
Spring 2022 Bootcamp Syllabus.pdf	May 9, 2022	Kelly McNear

The screenshot shows a Microsoft Teams channel interface for the 'Session 1' channel. The sidebar on the left is the same as in the previous screenshot. The main area displays the 'Session 1' channel for the 'Spring 2022 Grant Writing' team. At the top, there are tabs for 'Posts', 'Files', and 'Notes'. Below the tabs, there are options for '+ New', 'Upload', 'Edit in grid view', 'Share', and 'Copy link'. The main content area shows a list of documents under the heading 'Session 1'. The list has columns for 'Name', 'Modified', and 'Modified By'. The documents listed are:

Name	Modified	Modified By
Project Summaries	March 9, 2022	Kelly McNear
Readings	March 9, 2022	Kelly McNear
Session 1 Slides	May 12, 2022	Kelly McNear

Resources from the course are a fluid set of documents and links, based on each iteration's presenters, ever-changing reference documents in the grant submission world, and any changes made in the syllabus based on actual reservations from participants. Seek out resources from granting agencies' current sites to suggest for presenter approval in advance of the session, and add new resources as they are found or suggested by presenters or participants.

Keep the group resources active throughout bootcamp, adding helpful documents, links, and resources, until the conclusion of bootcamp. Most campus resource sharing entities allow for indefinite hosting, but if need be, inform all participants if the electronic resources will be closed by a certain date.

2.3. Measuring Impact

Following Up After Boot Camp:

- Arrange a follow-up one-on-one meeting for participants and the Research Development Coordinator/Grant Coordinator. This meeting should serve to gauge where the participant is in the submission process. From here, the RDC can help get the proposal over the finish line.
- Based on their grant submission needs, the group can elect to commit to a long-term meeting schedule (meeting once or twice a month), as writing groups, or individuals may work directly with the resource team they have assembled.
- Keep a tracking record of all Boot Camp participants, submissions, pending, declined, and re-submitted proposals; it can take up to a year for submissions to be funded. Request reports from OSP when tracking funded and pending submissions.
- Keep in touch with Boot Campers! Share interesting resources or relevant funding opportunities, invite them to training events, and offer proposal submission support.
- Stay Effective: respond to bootcamp evaluation survey to continue refining and improving bootcamp to meet the needs of faculty at the institution.

Assessment:

- Immediately following bootcamp, the participants are asked to complete a survey. This survey evaluates three tenets of self-determination theory related to human growth including autonomy, competency, and relatedness. Participants also have the opportunity to rate how valuable they found a topic on a 5 point Likert scale with 1 being not at all valuable and 5 being very valuable. They also have space to provide comments and written feedback on the bootcamp.
- Approximately 6 months following bootcamp, another survey is sent to follow-up with participants and gauge the value of bootcamp after they have had time to use the skills learned. This is also used to understand where they are at in terms of submitting a proposal and to see if any additional support can be offered.
- An external evaluator gives input on all of UCCS's ADVANCE Project CREST programming. These surveys, along with bootcamp data, are evaluated and refined based on their feedback and expertise. All data and relevant information are also included in our NSF Annual Report.

2.4. Checklist

Timeline	Task	Check
Planning (10-12 weeks ahead)	Set dates, plan schedule, draft syllabus, reserve rooms, plan and produce marketing materials, target participant lists, target presenters and alternate presenters	
Marketing (8-10 weeks ahead)	Send out marketing materials, advertise via campus lists, invite and schedule presenters, design reservation form	
Confirmations (5-6 weeks ahead)	Confirm presenters, update syllabus, compile participant handouts, continue sending out marketing, finalize and send out reservation form	
Registration (2-4 weeks ahead)	Confirm and register participants, set up Teams (or other resource sharing) access and folders, send out syllabus and pre-workshop instructions	
Additional Marketing (2-3 weeks ahead)	Send additional marketing if needed, offer additional registration if space allows, send targeted invitations	
Testing (1-2 weeks ahead)	Check access to Teams and folders for participants, test resource links included in materials, test and confirm SPIN (or other funding search software) access	
First Week of Bootcamp	send reminder emails to participants, confirm week 1 presenters, confirm room reservations add final touches to presentations and resources	
Each Week of Bootcamp	send reminder emails to participants, check with presenters for any last-minutes needs or resources, be responsive to needs of participants/any changes in their plans	
Last Day of Bootcamp	confirm follow-up activities, give participants access to evaluation survey, send thank you letters to all presenters and other relevant entities	
Follow-up	schedule one-on-one meetings with participants, update tracking to check-in with participants, give additional resources as needed to participants	

3

Planning

10-12 Weeks Before

- Select dates - Example: 5 Fridays, 10:00 am-12:00 noon, 4 consecutive sessions and the 5th session 2 weeks after the 4th
- Draft syllabus for Grant Writing Bootcamp (Example Syllabus, page 9)
- Schedule/reserve meeting rooms, facilities and IT support for all sessions
- Create marketing materials (see example flyer, page 11)
- Send marketing email/flyer to on-campus “Upcoming Events” list, university publications, and your website

8-10 Weeks Before

- From draft syllabus, identify potential presenters - Ask Office of Sponsored Programs (OSP), Vice Provost of Research, Department Heads, and grant-active faculty for recommendations of dynamic speakers on campus
- Invite presenters and confirm dates and description of their presentations (Example Presenter Invite Email, page 12)
- Send email to targeted groups. In the case of the Project CREST initiative, women- and minoritized faculty (see example email, page 12)

4-6 Weeks Before

- Begin to compile materials presenters will use for each session
- Website link to bootcamp application form (See example, page 13)
- Request a presentation or space for marketing materials at New Faculty Orientation and welcome event(s) for new faculty
- Request short presentation at early semester committee meetings (i.e., Faculty Equity and Inclusion Committee, Faculty Assembly Committee for Women, etc.)s
- Send press release/PR materials to all Departments; campus news service; faculty listserv

1-3 Weeks Before

- Confirm all presenters, reserved rooms, and (optional) catering
- Test technology in the classroom that might be required by a presenter
- Finalize presenters’ materials for each session and participant session materials (see links on page 26 for session resources)
- Finalize syllabus
- Track participant reservations, wait list, cancellations or late additions
- Set up group information source such as Microsoft Teams or Dropbox (page 5)

4.1. Syllabus



Fall 2022 UCCS Grant Writing Bootcamp: From Idea to Proposal

Contact Information:

Kelly McNear
Cragmor 110B
kmcnear@uccs.edu

Thursdays September 15, 22, 29, October 6 and 20 || 9:00 - 11:00 am

Locations:

UC 307 || September 15 and 22
UC 303B || September 29, October 6 and 20

At UCCS, we support an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff at UCCS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

Objectives

1. Introduce participants to the overall grant submission process
2. Provide time for peer feedback on parts of the proposal
3. Make connections to area experts at UCCS for mentoring opportunities
4. Help participants understand the UCCS Office of Sponsored Programs procedures and services
5. Complete the project summary, biosketch and introduction/background parts of the proposal

Pre-Work

- Send Kelly a short (3-4 sentences) description of your proposal idea/main research goal.
- Review the syllabus and contact Kelly if you have questions or will miss any sessions.
- Prepare to introduce yourself in your small groups with a short description of your research project:
 - Why is the project important?
 - How does it address the goals of the funder?
 - What are you going to propose?
- If applicable, upload the PDF of your Request for Proposals to your group folder (to be assigned)
- If you're new to grant writing—in general or at UCCS—familiarize yourself with:
 - This [Teams page](#) which has resources for grant writing basics
 - The [OSPRI PI Handbook](#)
- Read the following:
 - [R. Porter \(2015\) Six Critical Questions to Launch a Successful Grant Proposal](#). NCURA Magazine May/June.
 - [Chasan-Taber, L. \(2018\) 10 Tips for Successful Grant Writing](#). The Chronicle of Higher Education, February 14, 2018.

Session 1: Starting the Process**September 15, 9:00 - 11:00 am, UC 307**

- 9:00 am Overview of the Workshop
- 9:10 am Introductions and working groups
- 9:30 am Reading your Request for Applications (RFAs)
- 9:45 am Writing Your Project Summary
- 10:00 am Agency Specific Discussions—NSF and NIH with **Dr. Guy Hagen**, Associate Research Professor, UCCS BioFrontiers Center

HOMEWORK: Write your project summary and upload it to your group folder before next session

Session 2: Writing a Compelling Story**September 22, 9:00 - 11:00 am, UC 307**

- 9:00 am Convincing Reviewers to Support You
- 9:30 am Understanding the Review Process —**Dr. Jessi Smith**, Associate Vice Chancellor for Research
- 10:30 am Peer Feedback Session—Project summaries

HOMEWORK: Prepare your biosketch and supporting documents

Session 3: Designing Your Goals and Your Project**September 29, 9:00 - 11:00 am, UC 303B**

- 9:00 am Specific Aims/Objectives
- 9:30 am Interdisciplinary Grants: managing the grant writing process and collaborating with others
- 10:15 am Graphical abstracts/conceptual diagrams
- 10:30 am Peer Feedback Session—Biosketches and supporting documents

HOMEWORK: Create your graphical abstracts/conceptual diagrams.

Session 4: Assembling a Successful Project Team**October 6, 9:00 - 11:00 am, UC 303B**

- 9:00 am Telling Your Story
- 9:30 am Communicating with your Program Officer—**Dr. Jaroslaw Majewski**, Program Officer, NSF Molecular & Cellular Biosciences
- 10:15 am Break
- 10:30 am Peer Feedback Session—Graphical abstracts/conceptual diagrams

HOMEWORK: Over the next two weeks (no bootcamp next week, resume Oct. 20), write as much of your research plan/project description/project narrative as you can. Aim for 2-3 pages!

Session 5: Submitting Your Proposal**October 20, 9:00 - 11:00 am, UC 303B**

- 9:00 am Introduction to OSPRI
- 9:15 am Budget Basics—**Whitney Porter**, Pre-Award Specialist, Office of Sponsored Programs and **Marshall Ferguson**, Post-Award Specialist, Office of Research
- 10:00 am Expert Feedback Session—Project summary and first few pages of research plan/project description/project narrative

OPTIONAL: Fastlane/ASSIST/Research.gov demonstration

4.2. Marketing Flyer

[View in Browser](#)



ONE WEEK LEFT TO REGISTER!

Need Grant Writing Support?

We're here to help! Join us for a 5-session (over six weeks) bootcamp this fall to kickstart your grant writing efforts. The goal of this bootcamp is for you to have a completed, ready to submit proposal by the end of the sessions. We'll provide you with tools, resources, and feedback to be your most productive.

Whether you are new to grant writing or a seasoned professional, everyone is welcome to participate in bootcamp. Each week we'll tackle different topics and portions of the grant and have speakers to offer their advice for grant writing success!

Bootcamp will be 5 sessions over 6 weeks
Thursdays | Oct. 12th, 19th, 26th | Nov. 2nd, 16th
From 10am-12pm

Register by Sept. 29th

[Apply to Attend the Bootcamp Here](#)

[Visit the Grant Writing Bootcamp Website Here](#)

4.3. Email Invite for Targeted Groups

Hi [REDACTED]

I hope you're doing well, it's been a while since I've seen you!

I wanted to reach out to let you know that I'll be running a 5-session (over six weeks) grant writing bootcamp starting May 12 (sessions on May 12, 19, 26, June 9 and 16). Each session will be in person and will run from 10-12 pm and include info on various aspects of grant writing, speakers who will share their thoughts on grant pieces, and time for peer-review where you'll work in small groups to supply feedback to one another on your writing.

Here is the link to apply if you're interested:

[REDACTED]

I'll also be running a session in the fall and then twice yearly for as long as my position allows, so there will be plenty of opportunities to join if this time doesn't work for you.

If you have any questions or would like any additional information, please let me know!

Best regards,
Kelly

4.4. Email Invite for Presenters

Hi Caitlin,

I'm Kelly McNear, the Research Development Coordinator in the Office of Research. I am putting together the fall session of our Grant Writing Bootcamp and am looking for speakers for the bootcamp sessions. The participants are faculty members who are looking to develop their grant writing skills and the goal of bootcamp is to have a read-to-submit proposal by the end of 5 sessions.

Given your experience and success with arts and humanities focused grants, I was wondering if you might be interested in presenting at our first bootcamp session on October 12 at about 11:15 am. The topic is "Know Your Agency" and would be about 30-45 minutes on tips/advice/etc. on applying to a given agency. Perhaps NEA and another agency you feel comfortable with? It would be great for our participants to hear from knowledgeable grant winners like yourself!

If this is something you'd be interested in or if you have any questions, please let me know. Thank you for your time and I look forward to hearing from you!

4.5. Welcome Email to Accepted Applicants

Thank you for applying to the UCCS Grant Writing Bootcamp! I am excited to let you know that you were selected to be a part of the workshop! Please confirm your participation by Friday October 6 and I will add you to our Teams page. This is where you'll find announcements, readings, homework instructions, and more!

As a reminder, bootcamp will take place in-person in UC309 from 10-12 pm on Thursdays starting October 12. I will be sending out calendar invites later this week as well, once I receive your confirmation.

If you have any questions or would like any additional information, please let me know. Thank you for your time and looking forward to working with you!

4.6. Sample Applicant Survey

Grant Writing Bootcamp Information

Fall 2023 Grant Writing Bootcamp

You asked for more grant writing support and we listened! Join us for a 5-session (over six weeks) bootcamp starting **October 12th** to help kickstart your grant writing efforts. The goal of this bootcamp is for you to have a completed, ready-to-submit proposal by the end of the sessions. We'll provide you with tools, resources, and feedback on your materials for you to be your most productive.

Whether you are new to grant writing or a seasoned professional, everyone is welcome to participate in bootcamp. Each week we'll tackle different portions of the grant, invite speakers to share their thoughts on various topics, and have peer-review sessions to provide feedback on your materials.

Complete this short survey by September 29th to apply!

Contact Information

Please enter your contact information

Full name	<input type="text"/>
Email address	<input type="text"/>
Department	<input type="text"/>
Title (Assistant Professor, Instructor, etc.)	<input type="text"/>
Years at UCCS	<input type="text"/>

Funding

Have you identified a funding opportunity that you plan to apply for?

- Yes
- No

Please provide some information about the opportunity that you are applying for

Title	<input type="text"/>
Funding Agency	<input type="text"/>
Proposal Due Date (dd/mm/yy)	<input type="text"/>
Link to details	<input type="text"/>

Attendance

Attendance for all sessions is highly encouraged to get the most out of bootcamp. Please indicate which sessions you will be able to attend (note: sessions will be in-person on campus from 10 am -12 pm. Location TBA)

- Session 1: Starting the Process || Thursday October 12
- Session 2: Designing Your Project || Thursday October 19
- Session 3: Assembling Your Team || Thursday October 26
- Session 4: Writing Your Story || Thursday November 2
- Session 5: Submitting Your Proposal || Thursday November 16

Experience

Have you submitted a proposal before?

- Yes

Maybe

No

Please describe the agency and funding type

Comments/Questions

Do you have any comments or questions about bootcamp?

Demographics

We value people's complex identities and we know how important these identities are to understanding individual's lived experiences. Please answer the following demographic questions. You may skip any item you do not wish to answer.

Please describe your gender identity

Woman-identifying

Man-identifying

Non-binary

Prefer not to say

Prefer to describe in my own words

Do you identify as transgender?

- Yes
- Maybe
- No
- Prefer not to say

How would you describe your sexual orientation?

- Heterosexual
- Homosexual
- Bisexual
- Asexual
- Other
- Prefer not to say
- Prefer to describe in my own words

What is your racial/ethnic identity? Please select all that apply

- American Indian or Alaska Native
- Arab/Middle Eastern
- Asian
- Asian Indian
- Black or African American
- Hispanic, Latina/o, or of Spanish origin
- Native Hawaiian or other Pacific Islander
- White
- Prefer not to answer
- Prefer to self-describe

Are you a first-generation college student? (Parent(s) or primary caregiver(s) *did not* earn a baccalaureate degree)

- Yes
- Maybe
- No

What kind of department do you work in?

- A humanities or creative art department
- A professional department (i.e. library, public affairs, education, business, nursing/health sciences)
- A STEM department
- A social behavioral science department

Powered by Qualtrics

4.7. Thank You Letter Template for Presenters



October 7, 2022

Dear Dr. [REDACTED]

This letter is to thank you for your time and to commend you for your positive impact on the UCCS research community. Your participation as an invited speaker at the UCCS Grant Writing Bootcamp on October 6, 2022 is deeply appreciated and fills a critical need for more information and support for the faculty at UCCS. Many of our participants are new to grant writing and your willingness to teach our community by sharing your resources and expertise will make a tremendous difference that will extend well beyond this bootcamp session.

Research shows that adequate and continued research support not only promotes faculty retention and success but also catalyzes career growth, core missions of our Project CREST grant (what makes this bootcamp possible!). Additionally, proposal success contributes to the success of our university as a whole and access to insight from experts like yourself provides grant writers, both new and experienced, with helpful information. Your contribution to UCCS's Grant Writing Bootcamp has been invaluable and will help provide faculty with the necessary motivation and strategies to persevere in the face of obstacles that naturally arise on the path to grant writing success.

Again, thank you for your contribution to this effort and your time is greatly appreciated.

Sincerely,

A handwritten signature in blue ink that reads "Kelly L. McNear".

Kelly L. McNear
Research Development Coordinator
Project CREST
UCCS Office of Research

4.8. Sample Assessment Survey

Topic Specific

Thank you so much for your participation in the Fall 2022 UCCS Grant Writing Bootcamp! Since this bootcamp format is still fairly new, we would appreciate any feedback that you can provide. This will help inform the design and implementation of future bootcamp sessions. Please fill out this brief survey regarding your thoughts on bootcamp at your earliest convenience. Thank you for your time and responses!

Please select which sessions you attended

- Session 1 || September 15, Agency Specific Discussions with Dr. Hagen
- Session 2 || September 22, Understanding the Review Process with AVC-R, Dr. Smith
- Session 3 || September 29, Collaborations and Collaborative Proposals with Dr. Hudgins
- Session 4 || October 6, How to Talk to a Program Officer with NSF PO, Dr. Majewski
- Session 5 || October 20, Budgeting Basics with Pre--award Specialist, Ms. Porter

How valuable did you find the following topics?

Very Valuable	Somewhat Valuable	Neither value nor unvalueable	Somewhat unvaluable	Very unvaluable
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Session 1 ||
September 15,
Agency Specific
Discussions with
Dr. Hagen

»
Session 2 ||
September 22,
Understanding
the Review
Process with
AVC-R, Dr. Smith

»
Session 3 ||
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and Collaborative
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»
Session 4 ||
October 6, How
to Talk to a
Program Officer
with NSF PO, Dr.
Majewski

»
Session 5 ||
October 20,
Budgeting Basics
with Pre--award
Specialist, Ms.
Porter

Are there any additional topics you would have liked covered in bootcamp?

- Yes
- Maybe
- No

Please describe topics you'd like to see in the future

Bootcamp overall

Please consider the following statements and indicate how true/untrue they are for you:

	Completely True	Somewhat true	Neither true nor untrue	Somewhat Untrue	Not at all true
I would recommend Bootcamp to my colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think Bootcamp will have a positive impact on my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of Bootcamp, I am more likely to apply for an external grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider the people in Bootcamp to be my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Most days I feel a sense of accomplishment from the skills I learned in Bootcamp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not feel very competent in grant writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really liked the people that I worked with during Bootcamp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Bootcamp increased my confidence in my ability to do well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt free to express my ideas and opinions during Bootcamp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to develop professional connections and/or collaborations during Bootcamp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any other comments of feedback about the Grant Writing bootcamp you would like to share with us?

Demographics

We value people's complex identities and we know how important these identities are to understanding individual's lived experiences. Please answer the following demographic questions. You may skip any item you do not wish to answer.

Please describe your gender identity

- Woman-identifying
- Man-identifying
- Non-binary
- Prefer not to say
- Prefer to describe in my own words

Do you identify as trans? (Gender identity different than sex-assigned at birth)

- Yes
- No
- Prefer not to say

How would you describe your sexual orientation?

- Heterosexual
- Homosexual
- Bisexual

- Other
- Prefer not to say
- Prefer to describe in my own words

What is your racial/ethnic identity? Please select all that apply

- American Indian or Alaska Native
- Arab/Middle Eastern
- Asian
- Asian Indian
- Black or African American
- Hispanic, Latino, or of Spanish origin
- Native Hawaiian or other Pacific Islander
- White
- Prefer not to answer
- Prefer to self-describe

Are you a first-generation college student? (Parent(s) or primary caregiver(s) did not earn a baccalaureate degree)

- Yes
- Maybe
- No

What kind of department do you work in?

- A humanities or creative art department
- A professional department (i.e. library, public affairs, education, business, nursing/health sciences)
- A STEM department
- A social and behavioral science department



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4.9. Materials and Facilitator Resources

Session 1

- 10 Tips for Successful Grant Writing
- 8 Concepts Every Grant Writer Must Master for a Successful Grant Proposal
- What to Say—and Not Say—to Program Officers

Session 2

- **Federal Funder Review Criteria**
 - NSF Review Criteria
 - NIH Review Criteria
 - NEH Review Criteria
 - NEA Review Criteria
- Devling into NSF Broader Impacts
- Use SciENCv to create updated biosketches as well as current and pending support documents
- Include links to university resources for biosketches, data management, and other grant writing tools. For example, UCCS has a Grant Writing Toolkit with useful information, templates, and contacts for PIs.

Session 3

- SMART Goals help PIs break down projects into attainable pieces.
- Have participants fill out a SMARTIE goals worksheet to include inclusive and equitable goals.

Session 4

- Share resources for concise writing tools:
 - Expresso App
 - Writer's Diet Test
 - Grammarly
- Share logic model templates, such as this one from University of Wisconsin-Madison
- Encourage participants to create graphical abstracts. Share resources for colorblind friendly colors as well.

Session 5

- Include links to university submission process
- Provide contact information for Office of Sponsored Programs/Projects
- Provide university templates for forms, budgets, etc.

ADVANCE
PROJECT
CREST



The Project CREST logo of a mountain is representative not only of our location in Colorado Springs, CO, in the foothills of the Rocky Mountains, but, more importantly the mountains that women and minoritized faculty must climb to progress the same way as their (white) male counterparts.

We aim to transform UCCS by removing acting as belayers, supporting our women and minoritized faculty on our climb to the top of the mountain.

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