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Consultation Policy: I will be available to meet on Zoom **by appointment** on Monday from 10:00 AM to 1:00 PM. You do need to **REQUEST A MEETING** if you want to see me during office hours. I will meet with you by telephone or Zoom at other times that I am free. You can make an appointment by e-mail and I will respond as quickly as I can. Please **do** contact me at any time that you have a question or just want to discuss something. Do not hesitate.

Course Description: This course covers the fundamentals of developing and writing a proposal for competitive grant funding. Proposals for competitively awarded funding differ significantly from the research proposal you present to your supervisory committee and **is not a substitute for a course that focuses on writing the thesis or dissertation proposal.** Unlike the academic proposal, the competitive proposal must address a problem, issue or need identified by the donor. The donor will assess the proposal based on the degree to which your approach and strategy for solving the donor-identified problem, issue or need is superior (in the donor's assessment) to those of other applicants.

Course Goal: The goal of this course is to provide you with competencies needed to succeed in winning competitive grant funding from public agencies, particularly US federal government agencies, and from private foundations. This course is a foundation, but not all you need to learn, to achieve three critical objectives for success in getting competitively awarded funds *and using those funds to achieve your goals and aspirations and those of the organization you represent.*

- **Objective 1: Pre-proposal, getting ready to compete for funding.**
  Recruit, play a leadership role and develop confidence and trust in a team of people that you can work with to identify opportunities for funding, create grant proposals, and implement grant activities with a view toward long term as well as immediate collaborations

- **Objective 2: Applying for funding, writing the winning proposal.**
  Analyze the RFA and develop a proposal that responds to the donor's objectives and priorities, reflects the interests and needs of the team members, is fair to all involved with regard to the resources allocated to each component of the project, and will permit the team and your organization achieve its aspirations

- **Objective 3: Submitting the proposal, making sure you do not violate the rules and legal requirements of the donor or of your organization, and ultimately managing the money well.**
  Know the donor's legal requirements for submission and understand the proposal processing procedures in your own organization *and* understand the legal ramifications of accepting a donor's funds in terms of how you can use the funds and the reporting requirements you will have to meet

Textbook Information:

Karsh, E. & Fox, A.S. (2009) *The Only Grant-Writing Book You'll Ever Need*. **Third or Fourth Edition**. Basic Books, New York. **REQUIRED**

Quick, J.A. & New, C.C. (2001) *Grant Seeker's Budget Toolkit.* John Wiley & Sons, Inc., New York. **OPTIONAL**

GRADING SCALE

A	95 – 100%	**A-**	90-94%		
B+	87-89%	**B**	83-86%	**B-**	80-82%
C+	77-79%	**C**	73-76%	**C-**	70-72%
D+	67-69%	**D**	63-66%	**D-**	60-62%

E   <60%

DISTRIBUTION OF GRADE

Course Component	Points
Class Preparation & Participation (10 @ 10 points each)	100
Service as a peer reviewer	200
Team Member Assessments (2 @ 50 points each)	100
Draft proposal	200
Final proposal	300
Budget and budget justification	100
Total	**1000**

TOPICS & DUE DATES

All readings are Karsh & Fox unless otherwise indicated. This is an excellent primer on proposal development. However, more in-depth materials are available for some critical topics like the nature of a theory of change (ToC) or how to develop a logic model. The course website provides links to additional materials about key aspects of proposal development that are more comprehensive than the overview in the textbook. I indicate appropriate resources to consult each week. All references to readings below refer to Karsh & Fox.

Materials listed as Funders Roundtable or Lessons in this table refer to units in the textbook (Karsh & Fox). Additional materials when needed are identified at the course website. All submissions are due prior to class on the date indicated.

WK	Date	Topic	Materials	Submissions
1	5/11	Course Overview and the funding environment and what donors want from you	Funders Roundtable 1	See course website List your general topic for a grant **before class today**
	5/13	What is a grant? How do you find one? **Guest: The Pro at Finding the Dough**	Lesson 2, Appendix 5	
2	5/18	Understanding the RFA	Lesson 3, Appendix 3	Identify and list 3 potential grant opportunities for you

	5/20	Becoming grant savvy – UF resources to help you find funding, write a proposal, and stay out of trouble on grant management	Appendix 1 AND 3, Lesson 4 (sections useful for you only)	Select the RFA you will use, upload a copy to the discussion board
3	5/25	Writing for and *TO* the reviewer	Lesson 5, Funders Roundtable 2, Lesson 6	Analyzing the RFA you will use
	5/27	Building a team – "lone warrior" grant writing does not work **Guest: Best Team Leader Ever**	Lesson 10	
4	6/01	The Problem, Issue or Need (the PIN) – and what is NOT a PIN	Lesson 7	
	6/03	Review of your PIN by peers		Your PIN, written using the rules from Lesson 6
5	6/08	Goals and Objectives	Lesson 8	
	6/10	Review of Goals & Objectives by peers		Your goals and objectives, written using the rules from Lesson 6
6	6/15	Project Activities, by Objective & GANTT chart	Lesson 9	
	6/17	Review of Activities by peers		Your activities and GANTT chart, written using the rules from Lesson 6
	6/19	**Team Member Assessment Due**		
WK 7 & 8		**SUMMER BREAK June 22-July 04 CHILL OUT, FORGET ABOUT GRANTS**		
9	7/06	The Dreaded Evaluation – including the fear-inspiring logic model **Guest: The Man with the Plan**	Lesson 11 and material on logic models I will provide	
	7/08	Review of Evaluation Plan by peers		Your evaluation plan and logic model, written using the rules from Lesson 6
10	7/13	Budgeting principles and tools and the ***budget justification*** **Guest: Number Cruncher You Want to Know**	Lesson 12 and additional materials available through UF	
	7/15	Review of budget by peers during class		Your budget (Excel) and budget justification (Word), developed by activity
11	7/20	Putting the package together -Making the individual components into a coherent document using the DONOR'S order, word limits, subheadings, etc. This may NOT be the order in which you wrote them. Donors have their own logic that dictates what goes where.		Draft Proposal – MINUS the plan for sustainability and statement of capacity Reviewers use evaluation criteria in the RFA and in the proposal checklist in our textbook to comment on

				your document – during class
	7/22	Finalizing the Review	Appendix 2	Reviewers finalize and submit comments
12	7/27	The Plan for Sustainability – how do you keep going when the grant ends? The statement of Capacity – proving that you have the people, infrastructure, resources, and partnerships to get the job done	Lesson 13 Lesson 14	
	7/29	Review of Plan for Sustainability and Statement of Capacity by peers		Your plan for sustainability and statement of capacity, written using the rules from Lesson 6
13	8/03	The grant review process: The second time is usually the charm	Funders Roundtable III – Pet Peeves, Appendix 1 AND 2	
	8/05	Consultations with instructor as needed		**Final Proposal Submission by 11:59 PM, Fri., Aug. 7**
14	8/10	**Guests: The People Who Do the WORK on the Grant:** Discussion with **two graduate students** who have extensive experience on grant-funded teams. A **research coordinator** who will talk to you about what it takes to meet planning and reporting requirements for grant-funded projects. They will share all, good and bad.	Funders Roundtable IV	
	8/10	**Team Member Assessment Due**		
	8/12	**Final Course Discussion – How to Make the Course Better**		

Key Aspects of Course Structure & Requirements – It's NOT the Normal Lecture Class

1. **You must respond to an RFA issued by a federal agency in the United States, excluding the Agency for International Development (USAID) whose RFAs differ greatly from most.**

E.g., *you must apply for federal funds, not state funding or foundation funding.* I make this stipulation because the federal RFAs are by far more developed than state or foundation RFAs (with occasional exceptions). They provide more information, give you more guidance, and explain what you have to do to get a grant very well. They are long and detailed – and that is a *good* thing because it does not force you to "guess" about what the donor wants. I have identified several RFAs that I think may be appropriate for what you want to do, based only on your major and perhaps some other knowledge for those of you that I know. You may have to go beyond these RFAs to find something that is a good fit for what you want to do. We will have a guest speaker in Week 1 of the class who can provide you with guidance about how to do that. I would be willing to consider an RFA from some entity other than the

U.S. federal government if an individual finds it truly impossible to find any relevant RFA in grants.gov (the list of every grant offered by the US government). However, I will be very hard to convince because working on an RFA other than a federal one would **negatively affect your learning experience.** I sincerely doubt that you will not be able to find any federal grant that could support your work.

2. You must apply for a grant for a minimum of $150,000.

You must apply for a medium-sized grant – perhaps $300,000 to $500,000 – for several reasons. First, even $150,000 is not a "large" grant. Honestly, $150,000 does not go far when it comes to research or implementing a project in a community or even your research for the thesis or dissertation. Team projects require more funding than single PI (Principal Investigator) projects. Donors today *often call for multi-disciplinary teams (more than one academic or institutional unit) and your chances of funding without a multi-disciplinary team go way down. Most also want multi-institutional teams (like more than one university or more than one nonprofit organization) and multi-sectoral teams (like private sector, academia, and a non-profit organization).* While you may not want to do this for your thesis or dissertation, it is important that you learn to budget for multiple actors.

3. You will work as a member of a team.

Teams would be no more than four people, preferably three. Everyone on the team will get the same grade on the Draft Proposal, Final Proposal, and Budget & Budget Justification. You will receive an individual grade for Class Preparation & Participation and Service as a Peer Reviewer. There are advantages and disadvantages to teams, but today almost all grants are awarded to teams. The reality for you is that you will almost assuredly have to work on a team to submit proposals in your professional life. Organizing a team is not easy. It takes leadership and time. But there are advantages, besides the much higher chances of winning an award. One advantage is that you do not have to come up with every idea and write every line in the proposal yourself. We will discuss team member selection in our first class meeting.

4. You will serve as a peer reviewer for your colleagues.

You will be assigned as a reviewer for a team other than your own. Take the peer review seriously. It is a big portion (20%) of your grade and I will keep a close watch on what you do as a reviewer. The class as a whole will vote on whether you want to pick whose work you review or have me make the pairings. I have several reasons for requiring you to serve as a peer reviewer. Reason 1: While it can hurt, criticism from reviewers is one of the best places to get ideas about how to make a losing proposal into a winning proposal. You need to embrace it. The feedback from your peers about the strengths and weaknesses of your proposal will be your best guide to how to make it better. This is one advantage of a team – you have a kind of "internal" peer review for your individual contributions. It does NOT solve the problem of needing some advice on how the proposal "works" overall. For that, you need external review. Today, even people with a long history of successful grant-writing often have to submit a proposal twice. You submit once, they say no and send comments, you respond to the comments and resubmit and win it the second time. I have even had to make three submissions. Reason 2: Seeing the weaknesses in someone else's work is much easier than seeing your weaknesses and just about every donor will tell you that serving on a grant review panel is critical to developing your own grant-writing skills *because you learn to easily identify the common errors, even when YOU are the one committing the error*. In fact, UF urges faculty members to serve on peer review panels just for this reason.

The course website also provides links to three other items you must use for the assignments: (1) template for the required logic model, (2) template for GANTT chart (timeline of activities), and (3) the budget template.

Class Preparation & Participation (100 Points)

I assess this portion of your grade based on the degree to which you play an active role in class activities during our class meetings. I will make some comments during these sessions and you will have an opportunity to ask questions to improve your performance on writing the individual components of the proposal. Come to class prepared to engage in the discussion and ask your own questions. Make sure you have read the required readings prior to class. You will have time to work on every component of the proposal in class. Make sure you have the submissions far enough along to make good use of the class time. This is where you will complete the peer review process.

Service as Peer Reviewer (200 points)

I have learned most of what I know about how to write proposals by serving on proposal review panels. You will learn as much or more by reviewing your colleague's assignments than you do from writing your own proposal. We will conduct peer reviews in class. I will base this grade on my observations of your contributions. Base your comments on the ***review criteria*** for the proposal. The review criteria are included in the RFA (request for assistance) that we will use for this course. Consider all relevant criteria as you complete your reviews. Comment on writing style as well. ***How well*** a proposal reads is a critical factor in judging the quality of a proposal. Be honest but polite with your comments. "Looks good" does not constitute making useful observations. Your job as a peer reviewer is to help your colleague improve each section.

Draft Proposal (200 Points)

I will assess the strengths and weaknesses of the various components of the proposal based on the quality of your response to the ***review criteria*** in the RFA. I will provide you with the general kind of comments that reviewers make when they serve on a proposal review panel. Do not expect detailed comments about "how to fix it." Unlike your peers, my job is not to provide detailed feedback, but rather to orient you about what needs improving in the final version. I will grade the draft using the following scale:

Overall poorly organized and written, and does not address requirements of RFA requires very extensive revisions – 40 points

Several sections poorly organized and written and fail to meet requirements of RFA; requires some significant revisions – 80 points

Most sections well organized and written and responsive requirements of the RFA; requires some significant revisions, but most do not need revision – 120 points

All sections are well organized and responsive to requirements of the RFA, but some need improvement in presentation (writing, format, illustrations, etc.); only editorial improvement needed – 160 points

Well organized and written throughout, highly responsive to requirements of the RFA, needs minimal improvement – 200 points

Final Proposal (300 Points)

I will use the review criteria in the RFA to grade the final proposal, and the degree to which you responded effectively to my general comments on the draft proposal will be the most important factor.

Budget & Budget Justification (100 Points)

Use the federal categories and create a detailed budget, rounded to the ***nearest dollar*** per federal requirements. Detail in the justification is critical! See example linked at course website.

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CRITICAL UF INFORMATION
University of Florida Policies

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Attendance and Make-Up Work
Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Online Course Evaluation Process
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/.

Academic Honesty

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions (sccr.dso.ufl.edu/process/student-conduct-code/). Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use
All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Services for Students with Disabilities
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation 0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/ Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester

Campus Resources - Health & Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need or visit shcc.ufl.edu/ .

University Police Department: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services career.ufl.edu/.

Library Support: cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. teachingcenter.ufl.edu/

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio/

Student Complaints

Student Complaints On-Campus: sccr.dso.ufl.edu/policies/student-honor- codestudent-conduct-code/

On-Line Students Complaints: distance.ufl.edu/student-complaint-process/ /