

# *Grant Writing Scholarship & Strategies*

**Part 2**

**Monday, April 29, 2024**



# *Agenda*

- Introductions
- Exercise: academic vs grant writing
- Resources available to faculty at CU Denver
- Resources available to faculty online
- Being competitive
- Reaching out to Program Officers
- Raising your research profile

***What does  
Academic or  
Scholarly writing  
mean to you?***



## What does grant writing mean to you?

Academic Writing	Grant Writing
<p><b>Scholarly pursuit:</b> <i>Individual passion</i></p> <p><b>Past oriented:</b> <i>Work that has been done</i></p> <p><b>Theme-centered:</b> <i>Theory and thesis</i></p> <p><b>Expository rhetoric:</b> <i>Explaining to reader</i></p> <p><b>Impersonal tone:</b> <i>Objective, dispassionate</i></p> <p><b>Individualistic:</b> <i>Primarily a solo activity</i></p> <p><b>Few length constraints:</b> <i>Verbosity rewarded</i></p> <p><b>Specialized terminology:</b> <i>“Insider jargon”</i></p>	<p><b>Sponsor goals:</b> <i>Service attitude</i></p> <p><b>Future oriented:</b> <i>Work that should be done</i></p> <p><b>Project-centered:</b> <i>Objectives and activities</i></p> <p><b>Persuasive rhetoric:</b> <i>“Selling” the reader</i></p> <p><b>Personal tone:</b> <i>Conveys excitement</i></p> <p><b>Team-focused:</b> <i>Feedback needed</i></p> <p><b>Strict length constraints:</b> <i>Brevity rewarded</i></p> <p><b>Accessible language:</b> <i>Easily understood</i></p>

- Academic writing is a specific style of writing that is primarily used for scholarly papers and journal articles
- Grant writing is a balance between showcasing your skills and intellect, getting a funder excited about your idea, and ensuring the language used is accessible to a variety of reviewers
- Grant writing is about what you want or plan to do



# ***CU Denver Resources***

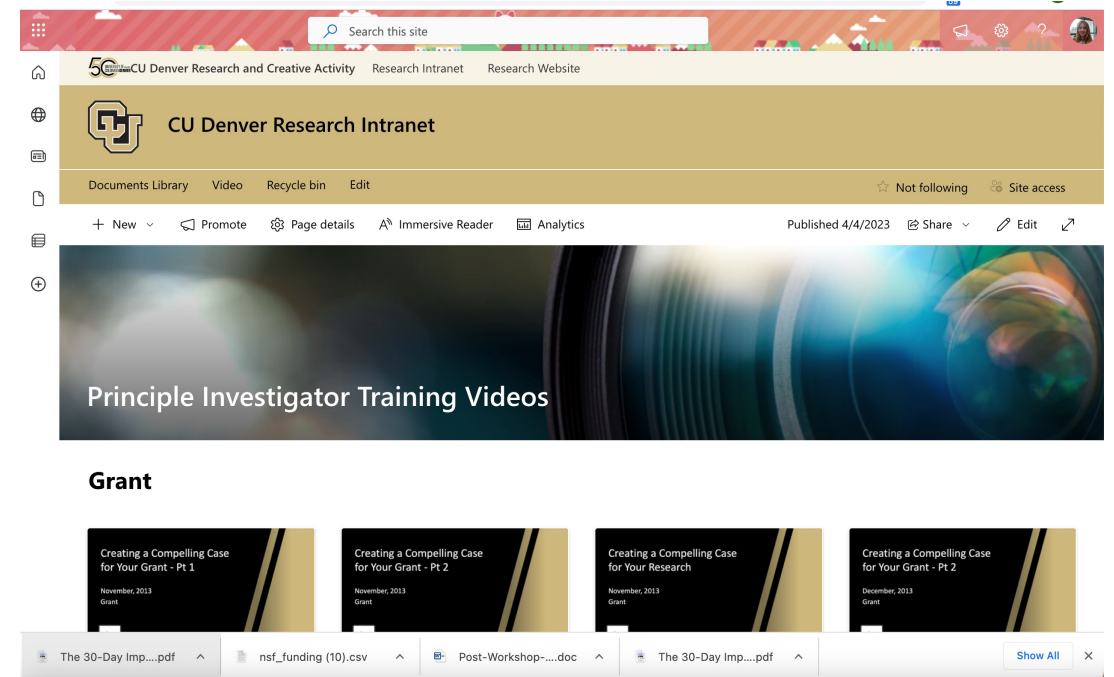
# Writing Support at CU Denver

- **CU Denver Writing Center**
  - Supports faculty with professional-development and course/curriculum courses; a variety of workshops and handouts are available on the Writing Center website; the Center can connect faculty with qualified editors as well (this is a pay for use service)
- **Student Interns via the Technical & Professional Writing Undergraduate Certificate Program**
  - FREE student support for faculty writing and preparing grant applications; submit your query via this short [google form](#)
- **Center for Faculty Development & Advancement (CFDA)**
  - Offers Writing programs & retreats which offers networking opportunities and access to information and strategies to maximize writing time and effort; support for faculty Writing Affinity Groups.

# Office of Research Services

## Services Offered:

- Will review concept notes and provide feedback and will work with faculty on their proposal to ensure the proposal is responsive to what the funder is looking for
  - This includes ensuring your language aligns with the funder (NIH vs. NSF= AIMS vs. Objectives)
- Will go over reviewer comments if your proposal is not accepted to help you with a resubmission





# *Resources Online*



# Using AI to support.....proposal development? Publications? Syllabi creation?

## To bot or not to bot: Using generative AI in grantwriting

By [David M. Holmes \(he/him\)](#) and [Kristin Hanlin \(she/her\)](#) | February 14, 2024



[How Generative AI Owns Higher Education. Now What?](#)



- **Generative AI** refers to deep learning models that can generate high quality text, images, and other content based on the data they were trained on
- AI tools can be used to **support** a variety of tasks that faculty are responsible for
- While there isn't a formal CU Denver policy on use of AI, the following should be considered:
  - AI tools should be used to support your work, they should not be used as a replacement for original ideas
  - You must understand [university protections and security controls](#) to ensure data are protected
- This is **NEW** territory and tools and protocols are changing rapidly

April 2, 2024

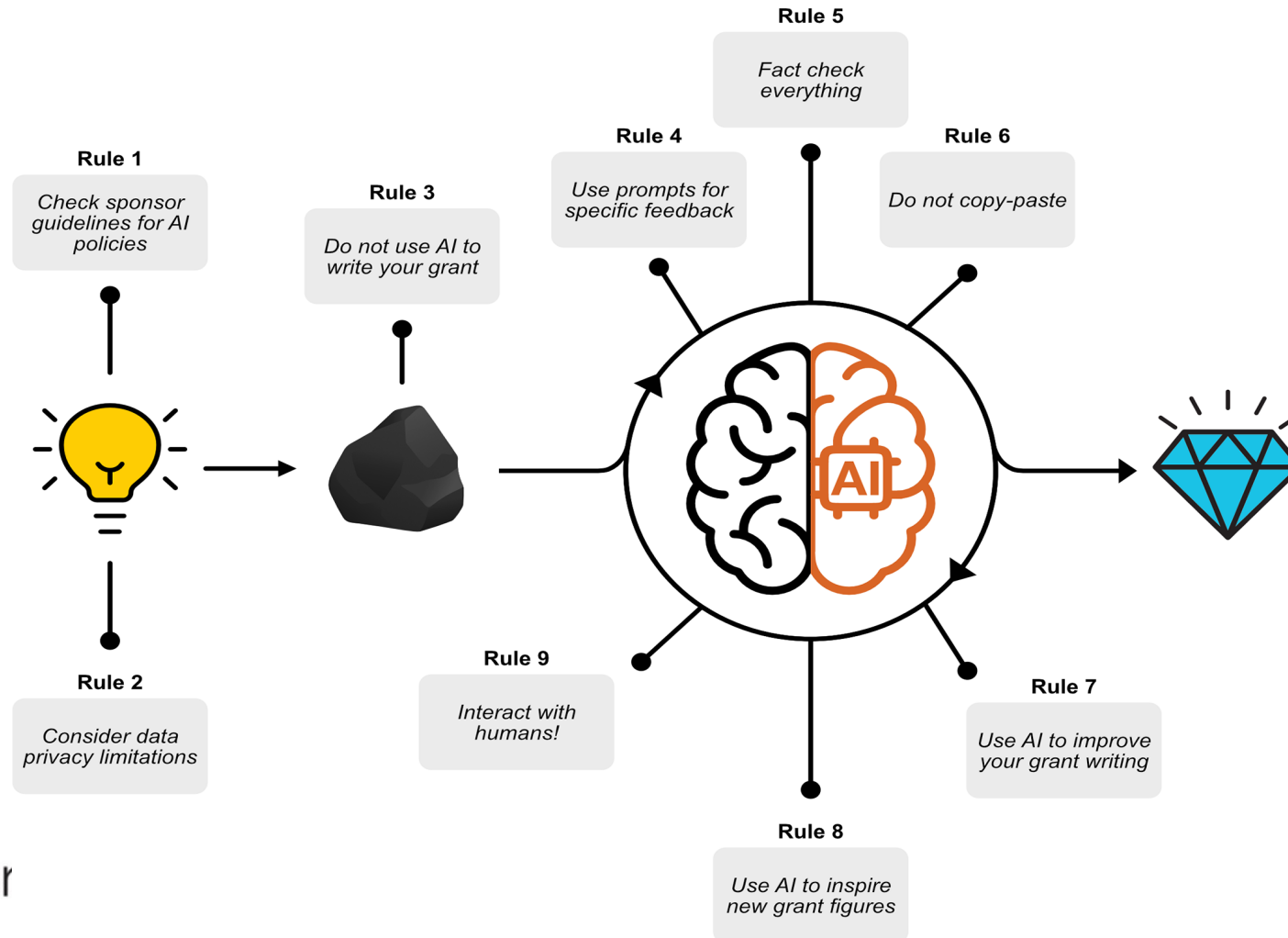
### How Should I Be Using A.I. Right Now?

Give your A.I. a personality, spend 10 hours experimenting, and other practical tips from Ethan Mollick.

By 'THE EZRA KLEIN SHOW'



# Ten Rules for Leveraging Large Language Models (LLMs) for Getting Grants



Citation/Suggested Reading, [here](#)

# Writing Support Using AI: What are the BEST Tools?

There are many AI tools out there to help you think through your ideas and better understand what a funder wants. AI tools are a great way to start the writing and idea generation process. Journals and funders often have statements about the acceptable use of AI. It is your responsibility to know what those parameters are.



## *Using AI to support scholarly & academic writing*

- Many AI tools learn from you as you use them more and paid versions offer more possibilities than free versions
- Learn how to prompt or ask question- the better the prompt, the better the output
- Ways AI can support your writing?
  - Can help you get unstuck
  - Can be used to enhance the clarity of your writing
  - Can make your text more compelling
  - Can improve the flow of your text
  - Can shorten or expand text→create an abstract or summary statement, get what's written to length, etc.
  - Can better align your writing with the funding agency's mission
  - Can better align your writing with reviewer criteria

ORS resource: [Use of AI in Proposal Development](#)

A small green plant with three leaves is growing out of a pile of various coins, including copper and silver ones. The background is a light gray wall. A teal diagonal pattern is visible on the right side of the image.

# *Writing a Competitive Proposal*

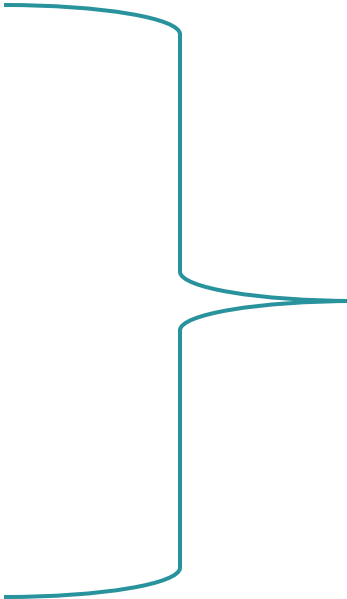
# ***Develop an Initial Strategy***

**The next slides present some exercises you can do to ensure you are on the right (competitive) track**



## Exercise 1: Know the Landscape in Your Field

1. What are the current trends in your field?
2. What are the key gaps in knowledge hindering the advancement of the field?
3. How might these gaps be filled?
4. What work is currently addressing these gaps?
5. What would be the impact of filling these gaps?



This exercise is not just for “typical research” this can be applied to creative activities.....

- Course creation
- Documentary filmmaking
- Workforce development
- Archival research

## ***Exercise 2: Know the Funding Landscape in Your Field***

1. Who are the key funders in your field?
2. What are their priorities? These can be stated & unstated.
3. What are the overall funding trends in the field?
4. Are there potential untapped sources of funding in your field?



## ***Exercise 3: Develop a Long-term Funding Strategy***

1. Identify individuals or institutions in your field who have had exceptional success with grant funding
  1. Retrace their steps- what contributed to their success?
  2. Establish mentoring relationships if possible.
2. Map out an ideal funding trajectory
  1. Map out long-term targets
  2. Develop and short- and medium-term strategy so you can be competitive when pursuing long-term opportunities
3. Create a plan with action steps
  1. Revisit and revise this plan regularly

# ***Develop a Concept***

**The next slides present some exercises you can do to ensure you are on the right (competitive) track**

## ***Building a Strong Concept***

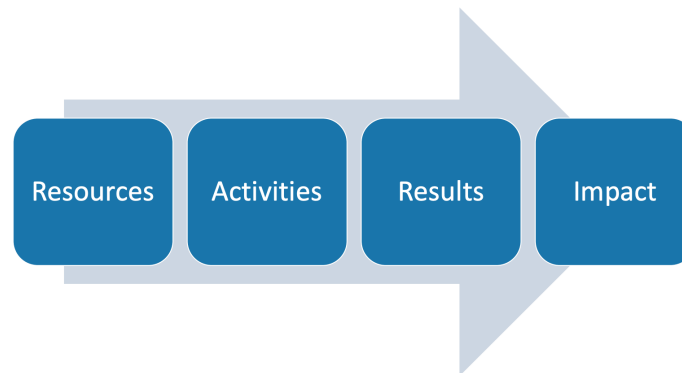
Putting together a Concept Note (1-3 pages) allows you to clearly define your project from the beginning.

- Concept note includes a “clear product” that is relevant to the funder’s interests & priorities, is impactful, and is exciting
- There must be a logical plan that walks your audience how you will get from A to B
- A concept **can** be a flexible document....meaning, you can “shop” it to multiple funders
- A concept note is **NOT** just for funders- this can be sent to a mentor, colleagues/peers, and someone at ORS

# Aligning Your Concept

- The **first step** in concept development is to identify a gap in the field that your work will address
- The **second step** is to articulate a goal...your field determines how this goal is presented
  - It could be a research question or an intended impact
  - The goal should be interesting and exciting!
- The **third step** is to create structure that shows how you will reach your goal
  - Resources needed, co-investigators/team members, what will you do, expected results, impact you hope to have

*A logic model is a visual demonstration of project structure.*



# *From Concept to Concept Note or Paper*

- Transitioning your concept to a concept paper allows you to introduce your project to funders
- If you are targeting a specific funder, then tailor your note to that funder's structure and style
  - NSF- would include Intellectual Merit & Broader Impacts
  - NIH- would include Aims, Significance, Innovation & Approach
- Find a balance in your note- keep it succinct but detailed- ORS can help you refine this!
- The concept note can be used as the basis for a Letter of Inquiry or as a starting point for a conversation with foundation/funder staff

[How to Write a Concept Paper](#)

## *Tips for a Successful Concept Paper*

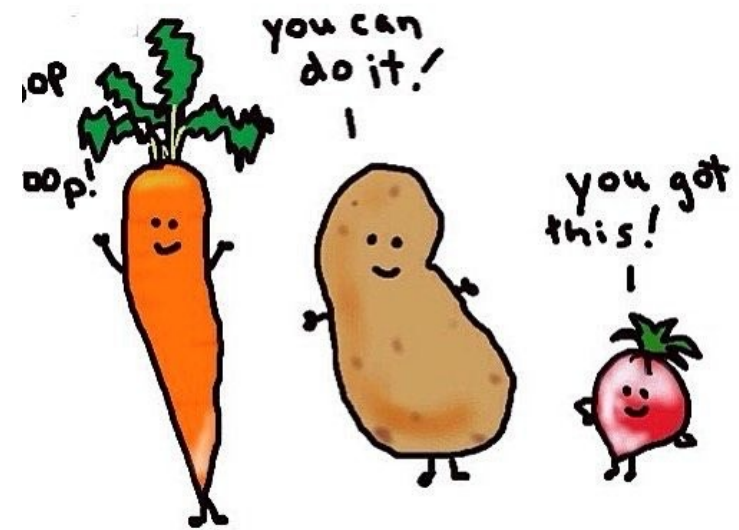
- Highlight key areas that are likely to capture a funder's attention
- Focus on need & impact
- Balance selling & telling.....sell the concept note and tell in a grant application
- Use emphasis judiciously (**bold**, underline, *italic*)

A small green plant with three leaves is growing out of a pile of various coins, including pennies, nickels, and dimes. The background is a light gray wall. A teal diagonal pattern is visible on the right side of the image.

# *Reaching out to Program Officers*

## Meet Your Program Officer

- A Program Officer (PO) oversees the development of programs within a funding agency and seeks out applicants/proposals to support the work
- A PO is usually listed as the point of contact for a listed funding opportunity- this is who would read your concept note and who will be your primary liaison should you get funded
- A PO manages a portfolio of grants- as a PO they seek out strong applications/applicants and they want their portfolio of projects to be successful--> they are rooting for you!



totally rooting for you



# Program Officer: When to Contact

- The initial reasons for contacting a Program Officer include:
  - To determine fit or relevance of your idea
  - To gauge enthusiasm/interest for your proposed research
  - To better understand suitability of your work as well as funder policies
- What are other times you may want to speak to the PO?
  - When you receive a rejection
    - Bummer! Understanding the critiques and reviews, getting constructive feedback, and understanding if/when you should resubmit would be the focus of this discussion.
  - When you receive a notification of award (NOA)
    - Woohoo! Determining next steps would be the focus of this discussion.

## ***Program Officer: How to Contact***

- Always email, never cold call
- Make sure you know the funding opportunity and have attempted to get any questions answered using the availability of information online
- Create a succinct but thorough outreach email (guidance in link below)
- Include a concept note as an attachment
- You can meet with an ORS staff member ahead of time to practice, receive guidance and get input on materials
- If pursuing foundation funding, you may want to reach out to the [Office of Avancement](#)

[Hanover Research: Program Officer Outreach Guide](#)

A small green plant with several leaves is growing out of a pile of various coins, including copper and silver ones. The background is a light gray wall. A teal-colored diagonal pattern is visible on the right side of the image.

# *Raising the Profile of Your Research*

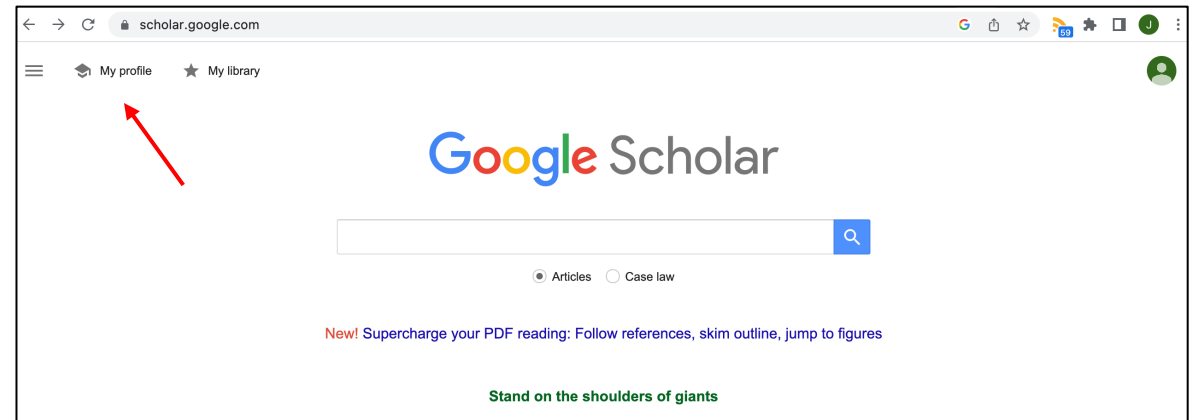
# Strengthening Your Research Impact

- CU Denver provides some support for faculty to boost their research impact (i.e. faculty pages, UComms guidance, etc.) but faculty also need to take their impact into their own hands
- There's no real consensus regarding what additional avenues faculty should explore, but here are some good practices
  - Publish in high-impact journals
  - Collaborate with peers
  - Utilize social media & academic networks
  - Attend & present at conferences
  - Seek funding opportunities
  - Write for public audiences
  - Utilize [Altmetrics](#)
  - Engage in knowledge translation
  - Participate in outreach activities
  - Mentor & collaborate with students
  - Open access publishing
  - Promote research through funder & institutional channels

*The above outlines short- and long-term things faculty can do, we're going to focus on some more immediate things to get you started*

# Google Scholar Profile

- Google Scholar is often the first place someone goes to for more information after searching a University or Department website
- By claiming your Google Scholar profile you can identify all your publications, link them to your profile, and keep track of how others are citing your work



Additional profiles to set up include:

- Academia.edu
- ResearchGate
- Mendeley
- LinkedIn-Twitter-Facebook

[Create and Manage a Google Scholar Profile](#)



## Priyanka deSouza

Department of Urban and Regional Planning, [University of Colorado Denver](#)

Verified email at ucdenver.edu - [Homepage](#)

[air quality](#) [renewable energy](#) [urban planning](#)

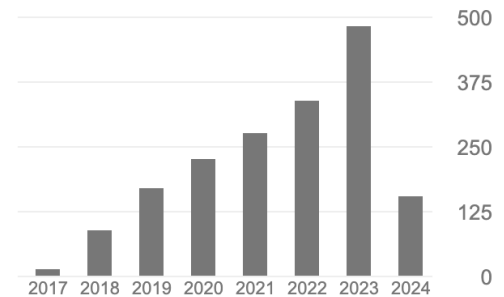
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TITLE	CITED BY	YEAR
<a href="#">Drawdown: The most comprehensive plan ever proposed to reverse global warming</a> P Hawken Penguin	933	2017
<a href="#">City scanner: Building and scheduling a mobile sensing platform for smart city services</a> A Anjomshoaa, F Duarte, D Rennings, TJ Matarazzo, P deSouza, C Ratti IEEE Internet of Things Journal 5 (6), 4567-4579	144	2018
<a href="#">Structural Racism and COVID-19 in the USA: a County-Level Empirical Analysis</a> SB Tan, P deSouza, M Raifman Journal of Racial and Ethnic Health Disparities, 1-11	139	2021
<a href="#">Air quality monitoring using mobile low-cost sensors mounted on trash-trucks: Methods development and lessons learned</a> P deSouza, A Anjomshoaa, F Duarte, R Kahn, P Kumar, C Ratti Sustainable Cities and Society 60, 102239	86	2020
<a href="#">A Nairobi experiment in using low cost air quality monitors</a> P deSouza, V Nthusi, K Jacqueline, B Shaw, W On Ho, J Saffell, R Jones, ... Clean Air Journal 27 (2), 12-43	47	2017
<a href="#">On the distribution of low-cost PM<sub>2.5</sub> sensors in the US: demographic and air quality associations</a>	46	2021

### Cited by

	All	Since 2019
Citations	1806	1657
h-index	16	16
i10-index	22	22



### Public access

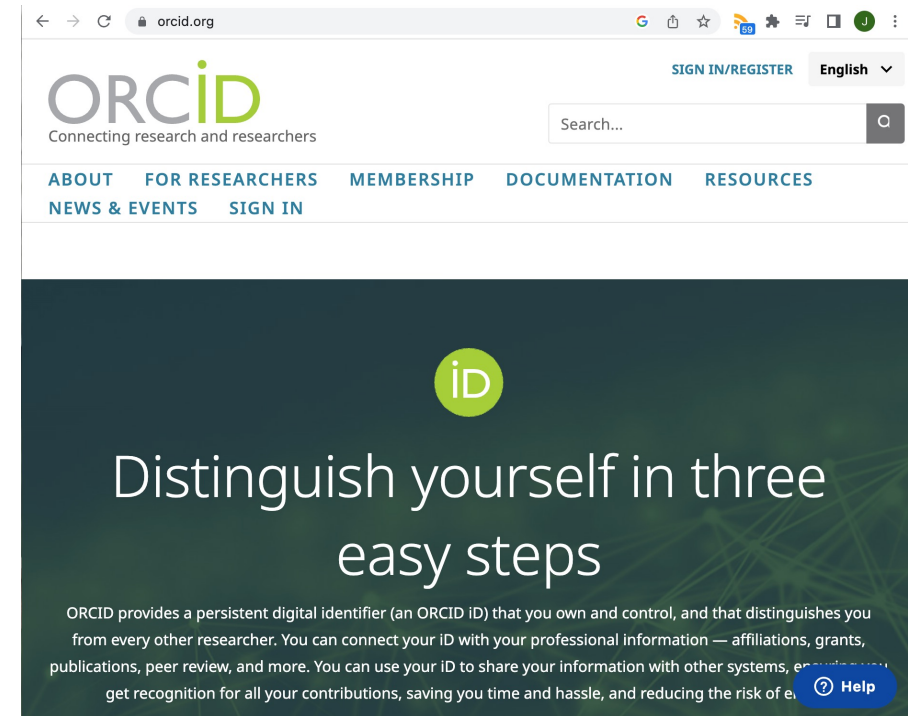
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0 articles	18 articles
not available	available

Based on funding mandates

# ORCID

- ORCID stands for **Open Researcher and Contributor ID** and is a free, unique, persistent identifier
- Having an ORCID is required by over 80 publishers, funders and other organizations
- Allows you to claim a scholarly identity and keep your publication record up to date
- You can link your ORCID to LinkedIn, Google Scholar, ResearchGate and your website
- Very versatile and can pull in any product including publications and books, datasets, and art
- You can use your ORCID when establishing your data repository (i.e. Zenodo), creating your biosketch for a funding application (i.e. SciENcv), or looking for funding or collaborators (i.e. PIVOT)



# CU Denver Faculty Profile Page

- Every CU Denver faculty member should have a detailed and up to date faculty profile page with an embedded up to date CV (at the least)
- Work with your School/College Communicators to either create OR update an existing profile page

›mputing › Academics › Departments › Electrical engineering › People › Mark Golkowski, PhD

## Mark Golkowski, PhD

### Professor of Electrical Engineering Associate Dean of Education and Student Success

Mark Golkowski is a professor in the Department of Electrical Engineering at the University of Colorado Denver. His areas of interest involve electromagnetics and plasma physics in nature and the laboratory. Mark Golkowski has done extensive experimental work with the [HAARP](#) facility in Gakona Alaska involving probing the ionosphere and magnetosphere. He is also leading work on using plasma discharges for disinfection and decontamination in the medical field. He is also investigating therm-acoustic hybrid imaging using both simulations and experiments.

#### Interests

- Electromagnetic waves in the ionosphere and magnetosphere
- Plasma discharges for decontamination/sterilization and treatment of live tissue
- Active experiments with the HAARP facility



**Fields, waves, and  
optics research**

Mark Golkowski, Professor, CEDC



## Robin Brandehoff, PhD

Assistant Professor, Educational Foundations

School of Education & Human Development

**Email Address:** [robin.brandehoff@ucdenver.edu](mailto:robin.brandehoff@ucdenver.edu)

[View Website](#)

**Office Hours:** By appointment, just email me!

Bio

Research, Publications, Projects

Robin Brandehoff, Asst Professor, SEHD



# Know Your Media Communications Resources

## UNIVERSITY COMMUNICATORS

**Email:** [mediatips@ucdenver.edu](mailto:mediatips@ucdenver.edu)

**Zenaida Gonzalez Kotala**

AVC for Strategic Communications

[Zenaida.GonzalezKotala@ucdenver.edu](mailto:Zenaida.GonzalezKotala@ucdenver.edu)

**Jennifer Woodruff**

Director of Public Relations & Integrated Media

[Jennifer.Woodruff@ucdenver.edu](mailto:Jennifer.Woodruff@ucdenver.edu)

## SCHOOL & COLLEGE COMMUNICATORS

**BS:** Will Kubie

**CAM:** Alice Crogan

**CAP:** Carmen New

**CEDC:** Katelyn Howell

**CLAS:** Elly Lewis

**SEHD:** Julia Cummings

**SPA:** Toula Wellbrook

*Summer Plan to Raising Your Research Profile:*

# ***COMPLETE THE 30-DAY IMPACT CHALLENGE***

Many of you have already done some of this, but if you follow the guide (see Supplementary Materials), your research will get a boost in exposure and you will grow your network

## 30-Day Impact Challenge

- **Will supercharge your research impact by:**

- Enhancing your professional visibility via social media
- Boosting readership & citations by getting your work online
- Automating alerts so you stay on top of developments in your field
- Strengthening your network and potential collaborations
- Allowing you to better track and report on your research impact

- **Example tasks include:**

- Setting up various social media accounts & learn how to link accounts and automate posting of content
- Understanding all the ways to share your data and research online
- Creating a meaningful professional-research identity
- ....and many more!