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INTRODUCTION

This compendium of information and procedures is meant to serve as an aid to members of the faculty as they initiate and prepare proposals for research projects, fellowships, conferences, seminars, performances, curricular innovations, and other special activities.

The administration wants to encourage and assist faculty as they seek sources of outside funding for research, scholarship, creative activities, and programmatic purposes. The Dean of the College’s Office has lead responsibility for supporting faculty in these endeavors. Both Dr. Julie Olsen, Assistant Dean of the College (Center Hall 115, x 6206, olsenj@wabash.edu) and Nancy Doemel, Senior Advancement Officer with responsibility for Corporate and Foundation Relations, (Hays Alumni Center, x 6092, doemeln@wabash.edu) stand ready to assist with research of funding sources, proposal writing, use of electronic submission, friendly reading and editing, approval of College matching funds, and pursuit of necessary signatures and support letters.

There are many faculty colleagues who have already sought and received grants from agencies to which the faculty are currently applying. Some colleagues have served on peer review panels; their expertise can be extremely helpful in proposal preparation. Both Julie Olsen and Nancy Doemel can identify those individuals, who will usually be willing to share experiences and advice.

Document Explanations

- Proposal Information Form – Faculty members thinking about writing a proposal should fill out the Preliminary Proposal Form in order to prompt assistance. (See p. 17.)

- Sign-Off Transmittal for External Applications – Faculty members ready to submit a proposal should fill out this form and, along with a copy of the proposal, should provide it to the Dean’s Office. (See p. 18.)

- Information Sheet for Fellowship Application – Because the College wants to acknowledge grantsmanship as a form of faculty scholarship activities, please submit this form to the Dean’s Office whenever you apply for a Fellowship. (See p.20.)
I. WABASH COLLEGE RESEARCH POLICY

The education of undergraduate men, from the acquisition of knowledge and skills to the development of qualities of mind and character, is central to the mission of the College. The maintenance of an excellent faculty is crucial to that mission. For Wabash College, a community of teacher-scholars sustains excellence. Effective teacher-scholars support the mission of the College through excellent and innovating teaching, continued scholarship and creative work, and leadership in the life of the community.

First and foremost, faculty continuously achieve excellence in teaching in all its forms and settings, whether in lectures, in small group or individual discussions, in laboratory or studio work, or in office conferences. Wabash faculty are reflective about the processes of teaching and learning, annually assessing student outcomes, and improving their effectiveness as teachers. While faculty focus primarily on their own disciplines, their interests and abilities extend beyond a particular field, leading to involvement in all-college courses, co-curricular and extra-curricular activities, and the broader intellectual life of the College.

Wabash faculty share a commitment to sustained intellectual growth through continued scholarship or creative work. While the nature of this work varies by discipline, and may change during the course of a career, a common feature is that at least some of it will extend beyond the institution such that it contributes to the world of scholarship or fine arts outside the College. Research and creative activity should not compete with or detract from excellence in teaching. Rather, they enhance and complement teaching by engaging students, directly or indirectly, in the search for new knowledge and understanding, synthesis, and application.

Wabash provides leaves for faculty at specific intervals so that they may concentrate on particular scholarly projects. Additionally, the Professional Development Committee provides modest grants for research activities and for faculty development expenses. The Advancement Office and the Dean of the College’s Office assist faculty with preparation of grant proposals for federal, state, and other appropriate agencies and foundations. The College encourages research on all subjects and refrains from any kind of institutional judgment or censorship. The quality of the research is judged solely by professional standards.

Faculty members who wish to submit grant and foundation proposals that need institutional acknowledgment are urged to discuss applications with department chairs and the Senior Advancement Officer, Nancy Doemel (Hays Alumni Center, x6092, doemeln@wabash.edu). Before the deadline, the external cover sheet (p. 18) must go through administrative routing. Any proposal that requires matching funds or special allocation of space must be negotiated with the proper internal administrative officials before approval for submission will be granted. Proposals which include sabbatical leave or leaves of absence must be requested by October 1 of the year preceding the leave (see Faculty Handbook, p. 37). Faculty members are encouraged to begin the proposal process early in order to facilitate approval. Fellowship applications should be discussed with department chairs and reported to the Senior Advancement Officer; application for fellowship leaves must also be approved by the Dean and the Department Chair by October 1 of the year preceding the fellowship. (Please see p. 20 for Fellowship Application Form)

The College complies with all federal regulations and has the following assurances filed with DHHS: civil rights, misconduct in science, handicapped individuals, sex discrimination, age discrimination, drug-free workplace. In addition, the college has two committees which handle
all internal approval for research with animals and human subjects. The Human Research Review Committee reviews and evaluates faculty and student campus research projects that involve the collection of information from human participants, including those originating as class projects or independent research. The Animal Research Committee oversees the institution’s animal program, facilities, and procedures. Both committees include external professionals not affiliated with the College.

Faculty members who are awarded grants from external funding sources are required to share reporting requirements and deadlines with the Senior Advancement Officer, who will, if the faculty member wishes, prompt him or her for reports at agreed upon times. The faculty member is required to file all interim and final reports in an orderly fashion, and provides copies of those reports to the Senior Advancement Officer. In addition, faculty members are urged to work closely with the Business Office to adhere to the approved expenditure of budget funds. While some flexibility is allowed between budget categories, it is imperative that all activities related to the grant be carried out in a manner which will enhance the reputation of the individual and the College.

All major equipment awarded to the College through external funding remains the possession of the institution, unless otherwise negotiated. Decisions concerning individual cases will be handled as they arise.

The College encourages faculty members to avail themselves of all opportunities for scholarship. The administration welcomes formal and informal discussion of projects and research ideas and is committed to a policy of support for such endeavors.
II. GRANT OPPORTUNITIES

There are many sources of funding for faculty at Wabash College. These opportunities exist both internally and externally.

A. SOURCES OF INTERNAL SUPPORT

1. Faculty development funds
   Every faculty member approaches his or her faculty development differently and should discuss this annually with his or her department chair. The College offers support in several specific ways:
   a. updating an expansion of computer hard-and software, allowing access to electronic databases and Internet;
   b. funds from the Dean of the College’s office for most of the expenses for one national and one regional professional meeting each year;
   c. access to Coss Faculty Development funds, the distribution of which is based on colleagues’ judgment of individual proposal;

1) These are intended to enhance both the scholarly and professional growth of faculty as well as the educational programs of the College. Since the Faculty Development Committee administers funds from the John J. Coss Memorial Fund and from the Faculty Development Budget, proposals are expected to be consistent with the guiding statement for the Coss Memorial Fund; namely that the fund be applied for the use of the College by way of enabling members of the faculty to travel, to take leaves of absence, to engage in activities of writing or study, or to engage in other activities deemed to be conducive to the benefit of the College by advancing the professional capacities and attainments of the members of the faculty.

2) All continuing faculty and associated faculty are eligible upon employment to apply for funds. Faculty with temporary appointments may apply for support in order to deliver papers at professional meetings, in addition to one national and one regional meeting covered by Professional Travel Funds. The Faculty Development Committee will use its collective judgment to determine whether proposals are consistent with the guiding statement. Members of the Committee are available to discuss potential proposals. The committee encourages creative ideas and is open to a wide variety of proposals as long as there is a good rationale for the proposed activity. Some recent types of proposals have included:
   • Presentation of papers at conferences
   • Travel to collect photographs and other visual materials for classes and websites, including from art or museum exhibits
   • Participation in writer workshops
Participation in short courses (e.g. NEH seminars, Chatauqua courses, intensive language programs, workshops on teaching technology, etc.)

- Attendance at coaching clinics
- Presentation of invited talks
- Running faculty development workshops
- Paying honoraria and supporting program costs for departmental on-campus programs.

For additional guidance on what the committee funds, please see the Wabash College Faculty Handbook.

d. research and summer stipends for Byron K. Trippett Assistant Professorships;

Faculty who have been appointed “Byron K. Trippet Assistant Professor” are expected to develop research or creative work projects. Two types of support are available: Summer Stipends and Research Funds.

1) Summer Stipend. The purpose of the stipend is to support the assistant professor’s scholarly and creative work during the summer, including purchase of equipment and supplies. The first summer’s stipend is paid as salary after the completion of the first two semesters of teaching; the second payment is made after the completion of the fourth semester of teaching. While the stipend may be used at the discretion of the faculty member, a report on its use should be given to the Dean of the College by the end of the following fall semester.

2) Byron K. Trippet Research Fund is administered by the Dean of the College and the Division Chairs. This fund is intended to support research or creative work, which may extend throughout the academic year and summer. Details about submission of applications and budget guidelines are contained in the Faculty Handbook.

e. the McLain-McTurnan-Arnold Research Scholar Program, provides a semester free of teaching and other college duties for the purpose of pursuing a research project in one’s field. Research is defined broadly to include any original investigative work. Salary and benefits are provided by the College during the period of study. For additional information about application deadlines and the selection process, please consult the Faculty Handbook. Appendix B is a list of recent recipients who would be pleased to talk with applicants about their proposal and project;

f. the Summer Internship Program in all three collegiate divisions, giving faculty members access to student assistance with research, scholarship, and creativity projects;

g. a generous sabbatical leave program, with faculty replacement, that sustains a department’s academic responsibilities while allowing the individual on leave to address directly research and development goals;

h. staff assistance from the Advancement Office and the Dean of the College’s Office in identifying potential funding sources and in writing grant proposals to
support annual as well as sabbatical research or creative work (contact Nancy Doemel in the Advancement Office at x6092 or doemeln@wabash.edu or Julie Olsen in the Dean’s Office at x6206 or olsenj@wabash.edu).

i. Wabash Center for Teaching and Learning in Theology and Religion offers grants for projects in religion and theology, for as long as three years and as much as $70,000, with applications received annually by January 1, May 1, and September 1. Details can be found at http://www.wabashcenter.wabash.edu/grants/index.html

j. Center for Inquiry in the Liberal Arts has fellowship and project support available. Those interested in learning more should contact Dr. Charles Blaich, the Director of Inquiries, at the Center (ext. 6331 or blaichc@wabash.edu).

k. endowed departmental funds are available in some departments to support research and creative activity. Talk with the Department Chair to determine whether there are such funds available.

2. Course Development Funds

a. Coss Course Development Funds

The Faculty Development Committee dedicates a portion of its budget each year to funding course development projects. The number of grants will vary according to the number and nature of the proposals received. Each grant may consist of a faculty stipend of $1,000, a supplement of up to $500 for materials, and a fund of $4,500 to hire a one-semester, one course faculty adjunct so as to provide release time of one course to the project developer. Proposals for team-taught courses may be eligible for one replacement per faculty. Any proposal involving release time and adjuncts must have the approval of the appropriate department chair(s) or the Dean. The release time may be applied either to the semester during which the course is developed, or the semester during which it is first taught. All faculty on continuing appointments are eligible to apply. For more information, please see the Faculty Handbook.

b. Lilly Endowment Know Indiana Program

Know Indiana Program is designed to support faculty who are interested in developing a better understanding of how the culture, history, resources, and people of Indiana relate to their teaching or scholarly interests. These grants will be particularly useful to faculty who are preparing first-year seminars or upper-level course work. This program encourages faculty to include one or more modules with an Indiana focus by providing research support during module development. It will also fund course-based excursions to Indiana study sites. For more information about applications and deadlines, contact the Dean’s Office.

c. Immersion Trip Support

Wabash College Immersion Trips provide opportunities for faculty and students to move beyond the campus classroom. Immersion trips expand the universe of our students, sustain and enrich their learning environment, reinforce core values, and advance the College’s mission. They are faculty-initiated, are conceived, developed and undertaken as an integral component of a Wabash College course or co-curricular activity, and entail a comprehensive proposal and planning process. The Center for Academic Enrichment provides a document outlining how to plan and apply for an
immersion trip. To receive this information, contact Richard Bowen in the Center for Academic Enrichment, Armory 112, ext. 6343, bowenr@wabash.edu.

B. EXTERNAL GRANTS (Appendix A includes a partial list of those who have received this kind of assistance)

There are many sources of external funding for faculty, which can be broken down into the following categories:

1) Federal agencies - The federal government has large funding agencies devoted to specific clusters of disciplines. Among those in the sciences, for example, are the National Science Foundation and the National Institutes of Health. The largest agency for the Humanities is the National Endowment for the Humanities. The National Endowment for the Arts serves individuals and organizations in all branches of artistic endeavor. Other opportunities in higher education include Department of Education, Department of Energy, and Office of Naval Research. Each of these agencies has a multitude of divisions and programs. It is important to read the latest guidelines in order to identify the program most suitable for a given project. It is also important to talk with the Dean of the College about your funding idea to see whether the proposal violates Wabash’s restricting on using funding from federal grants to support the basic operations of the College.

2) State agencies - Several state agencies maintain granting programs, including the Indiana Humanities Council, the Indiana Arts Commission, the Indiana Academy of Science, and the Indiana Historical Society. It is important to talk with the Dean of the College to see whether the proposal violates Wabash’s restrictions on using funding from state grants to support the basic operations of the College.

3) Foundations - A number of foundations offer research fellowships to faculty. Among these are the Rockefeller, Guggenheim, Getty, and Sloan Foundations, American Antiquarian Society, American Council of Learned Societies (ACLS), Center for Medieval and Renaissance Studies, Center for 17th and 18th Century Studies, American Philosophical Society, as well as the Research Corporation, Stanford Humanities Center, Woodrow Wilson National Fellowship Foundation, and the Carter G. Woodson Institute for African-American and African Studies. This list is certainly not exhaustive. Faculty looking for support should contact the Senior Advancement Officer, Nancy Doemel, to discuss the project. She has resources listing all kinds of funding sources for faculty fellowships, scholarship, and creative activities.

Wabash College Policy on Seeking State and Federal Funding

Wabash encourages individuals to seek funding from state or federal sources for research or sabbatical leave funding. If a proposal is departmental, divisional, or institutional, the Dean of the College will want to discuss it with the faculty member(s) involved. The College has chosen to avoid relying on government funds for operation – curriculum, physical plant, or equipment – though there are some recent exceptions. Faculty members are urged to talk early with the Dean to determine whether he/she thinks the College can support a federal proposal so that the faculty member doesn’t spend valuable time preparing a proposal to a funding source which the College would have to refuse.
III. ADVANCEMENT OFFICE ASSISTANCE

A. PERSONNEL

The Senior Advancement Officer and Coordinator of Volunteer Services, Nancy Doemel, is responsible for Corporate and Foundation Relations at Wabash College. She advises and assists the faculty in the development and submission of grant proposals and submits institutional proposals to corporations and foundations. Among her responsibilities are:

1) To aid faculty and staff in the development, preparation, and submission of proposals for grants, fellowships, and projects (including conferences, performances, lecture series, seminars, etc.). This assistance includes editing, reviewing, approving the budget, and securing institutional approval.

2) To assist in identifying and researching those private foundations, corporations, and in some cases, federal or state agencies, that are potential funding sources for a particular project.

   Nancy will submit applications to private foundations and corporations with the approval of the Advancement Office and Dean of the College or the President. Faculty members wishing to seek funding from corporations or foundations need to apprise her so that efforts between institutional and faculty grants can be coordinated smoothly.

3) To serve as liaison officer with funding agencies for proposals submitted by faculty. The Senior Advancement Officer will maintain communications with the funding agency while a proposal is being reviewed, as needed.

4) To negotiate grants and contracts with fiscal officers at funding agencies, along with John Culley, the Comptroller.

5) To serve as a liaison between faculty and the Business Office, which will administer grants after agency approval.

6) To conduct periodic workshops for the purpose of disseminating current grant information to the faculty

7) To provide current information about grant opportunities through periodic targeted notices.

8) To develop relationships with personnel in funding agencies in order to keep abreast of current developments and funding opportunities.

NOTE: Advance planning is often the most difficult aspect of grant application. Almost all grant programs have deadlines. Some applications must be filed a year prior to the start of the fellowship or grant. Faculty are encouraged to begin investigating potential sources of funding well in advance of expected deadlines.

B. RESOURCES

The Senior Advancement Officer subscribes to a number of written and electronic databases and journals that provide her with notices about funding opportunities. They also serve as sources in
which to identify potential funding for various projects that faculty identify. In many cases these are licensed to a single subscriber, but she will be happy to use these databases on behalf of faculty who are seeking funding.

C. ADDITIONAL WEB SITES

**Foundations and Organizations with grant search sites available at no charge as of this posting.** If you are using this list electronically, press CONTROL + click to follow the link:

- **Alfred P. Sloan Foundation** – [www.sloan.org](http://www.sloan.org)
- **American Council of Learned Societies (ACLS)** [www.acls.org/](http://www.acls.org/)
- **American Philosophical Association** – [www.udel.edu/apa/](http://www.udel.edu/apa/)
- **American Psychological Association** – [www.apa.org](http://www.apa.org)
- **Council for the International Exchange of Scholars (Fulbright Program)** - [http://www.cies.org/cies.htm](http://www.cies.org/cies.htm)
- **Council on Undergraduate Research** – [www.cur.unca.edu/](http://www.cur.unca.edu/)
- **Andrew W. Mellon Foundation** – [www.mellon.org](http://www.mellon.org)
- **Camille and Henry Dreyfus Foundation** – [www.dreyfus.org](http://www.dreyfus.org)
- **David and Lucile Packard Foundation** – [www.packard.org](http://www.packard.org)
- **Foundation Center** – [www.fdncenter.org](http://www.fdncenter.org)
- **Fundsnet Services Online** – [www.fundsnetservices.com](http://www.fundsnetservices.com)
- **John Simon Guggenheim Memorial Foundation** – [www.gf.org/](http://www.gf.org/)
- **GrantsNet** (AAAS and HHMI - Biomedical) – [www.granisnet.org](http://www.granisnet.org)
- **Henry Luce Foundation** – [www.hluce.org](http://www.hluce.org)
- **Howard Hughes Medical Institute (HHMI)** – [www.hhmi.org/undergraduate/](http://www.hhmi.org/undergraduate/)
- **International Research & Exchanges (IREX)** [gopher://info.irex.org/11/grant.opps](http://info.irex.org/11/grant.opps)
- **Undergraduate Science Education** - [www.hhmi.org/undergraduate/](http://www.hhmi.org/undergraduate/)
- **Murdock Charitable Trust** – [www.murdock-trust.org](http://www.murdock-trust.org)
- **National Research Council** – [www.nas.edu/rap/welcome.html](http://www.nas.edu/rap/welcome.html)
- **Petroleum Research Fund** (primarily chemistry) - [http://www.chemistry.org/portal/u/c/s/1/acsdisplay.html?DOC=prf%5Cindex.html](http://www.chemistry.org/portal/u/c/s/1/acsdisplay.html?DOC=prf%5Cindex.html)
- **Pew Charitable Trusts** – [www.pewtrusts.org](http://www.pewtrusts.org)
- **Research Corporation** (chemistry, physics/astron) – [www.rescorp.org](http://www.rescorp.org)
- **Social Science Research Council** – [www.ssrc.org/](http://www.ssrc.org/)
• The Chronicle of Philanthropy – www.philanthropy.com
• W. K. Kellogg Foundation – www.wkkf.org
• W. M. Keck Foundation – www.wmkeck.org
• US Federal Register – www.access.gpo.org/su_docs/multidb.html

US Military Research Offices
• Army Research Office – www.aro.army.mil/
• Office of Naval Research – www.onr.navy.mil/
• Defense Advanced Research Projects Agency (DARPA) – wwwarpa.mil/

Government and Quasi-Governmental Agencies
• Department of Commerce – www.doc.gov
• Department of Education – www.ed.gov/  
  • Grants and Contracts Information – www.gcs.edu.gov/
• Department of Health and Human Services – www.os/dhhs.gov
• Department of Transportation – www.dot.gov/
• National Endowment For the Humanities - www.neh.fed.us/
• National Endowment for the Arts - www.nea.gov/
• Small Business Administration - www.sba.gov/
• National Aeronautics and Space Administration – www.research.hq.nasa.gov/research.cfm
  • NASA National Space Grant College and Fellowship Program – www.calspace.ucsd.edu/spacegrant
  • Undergraduate Student Research Program – www.education.nasa.gov/usrp/
• National Institutes of Health – www.nih.gov
  • NIH Grants – www.nih.gov/grants/
  • NIH Training Opportunities – www.training.nih.gov/student/index/asp
• National Institute of Standards & Technology – www.nist.gov
  • NIST Office of Academic & International Affairs – www.nist.gov/oiaa/oiaa1.htm
• National Science Foundation – www.nsf.gov
  • Division of Undergraduate Education – www.ehr.nsf.gov/ehr/DUE
• **Department of Energy** (Dept of Energy & other federal agency research & education opportunities) List maintained by DOE
  - For Faculty – www.orau.gov/orise/edu/facagen.htm
  - For Undergraduates – www.orau.gov/orise/edu/ugalpha.htm
  - **Office of Science Education** – www.science.doe.gov/
  - **Office of Science and Technology Information** – www.osti.gov/aboutosti.html

• **Department of Agriculture** – www.usda.gov/services.html
  - Cooperative State Research, Education, and Extension Service (CSREES) - www.reeusda.gov/1700/funding/ourfund.htm
    - Research, Education, Extension Grants – same as above
    - Ag in the Classroom – www.agclassroom.org/
  - **Agricultural Research Service** (ARS) - www.ars.usda.gov/
    - National Agricultural Library (NAL) – www.nalusda.gov/

• **Environmental Protection Agency** – www.epa.gov/epahome/

• **National Oceanographic and Atmospheric Administration (NOAA)** - www.noaa.gov/

• **Smithsonian Institution** – www.si.edu/
  - Smithsonian Research & Study Opportunities – www.web1.si.edu/ofg/resopp.html#fell
IV. INSTITUTIONAL PROCEDURES

A. APPLICATION/PROPOSAL SUBMISSION

In order to maintain an orderly procedure for the submission of grants and fellowships, the College has instituted a sign-off process for any grants and/or fellowships that require institutional approval (see Sign-Off Transmittal for External Applications). The sign-off sheets are available from Nancy Doemel, Julie Olsen, Chris Duff, in the faculty handbook, and in the Faculty Grants Manual.

The following steps will facilitate the development and submission of an application/proposal:

1) The faculty member should submit the Grant Request Form notifying the Senior Advancement Officer (who will share this with the Dean’s Office) that you are working on a proposal. (See p. 17) This also alerts the appropriate offices that you will need assistance with finding funding sources or writing the proposal or with signatures or support letters before submission.

2) Once a funding source has been identified, and a rough draft of the proposal is under way, the faculty member should fill out the Signoff Transmittal for External Funding Sources form (See pp. 18-19). This form will provide guidance to the faculty member about who needs to know about elements of the proposal such as matching requirements, hiring of personnel, and space requirements. It also assures that the department chair, the Advancement Officer, and the Dean’s Office are aware that a proposal is on the drawing boards. We recommend that you begin this process in a timely way so that the Senior Advancement Officer has several days to read the proposal and sign off and so that the Dean has at least a week to sign off. (Remember that both of those individuals have travel schedules that may take them out of the office on the exact day you may need the signature, if you wait too long!)

B. RECORDS AND REPORTS

Applying for external support is an important evidence of scholarship and creative activity. For that reason, the Dean’s Office maintains a copy of each submitted proposal or application, budget information, and all correspondence with the granting agency. Similarly, because the College is ultimately responsible for all grants awarded to the institution and to individuals within it, the Senior Advancement Officer also maintains files of submitted grants and reports made. Once a faculty member has received a grant, the Senior Advancement Officer will send a copy of the grant to the Business Office for auditor’s records.

Although fellowship applications generally do not require institutional approval, faculty members should inform the Senior Advancement Officer when submitting such applications (see Fellowship Information Form, p.20). If a fellowship is awarded, the Senior Advancement Officer can notify the Public Affairs Office so that they can publicize it internally and externally. Faculty should also use the form to facilitate a conversation with his/her Department Chair and the Dean of the College, since leaves are dependent on staffing arrangements and require serious curricular considerations.

It is also important to keep the Senior Advancement Officer up to date on the status of all grant proposals, both for tracking purposes and for identification of checks and award letters which come to the President's Office.
V. BUDGETS AND FINANCIAL ACCOUNTING

A. CURRENT BUDGET INFORMATION FOR BUDGET PREPARATION

1) Indirect rate – Wabash College does not have an indirect rate and normally does not include overhead in grant proposals. Items like postage, supplies, and telephone should be line items, but items like computer services and time, library services, and space are normally College contributions to the grant and could be listed as “in-kind” contributions.

2) Summer Salary - Faculty members may request salary support for summer months calculated as allowed by the program they are applying for.

3) Student Workers - When listing student workers, budget for the entire salary expense in the event that the students hired are not work study. Student research assistants should be budgeted at a stipend of $2,400 for 8 weeks. Include 7.65% of salary for FICA expenses for summer student work. Remember also to budget for summer housing for students at $5/day.

4) Benefit Percentages - When preparing the budget for a grant application, check the most current benefit rates with Nancy Doemel. Each situation is unique and will be evaluated individually.

B. POST-AWARD ADMINISTRATION

Comptroller John Culley supervises post-award administration.

Administrative responsibilities include:

1) To complete quarterly and final financial reports required by federal agencies.

2) To prepare periodic reports for Principal Investigator (P.I.) as required by the funding agency.

C. SALARY AND BENEFIT ADMINISTRATION FOR GRANT-FUNDED ADMINISTRATIVE STAFF POSITIONS

1) Grant funding must cover the cost of all salary and benefits. Benefit eligibility for a grant-funded position is determined through consultation with the Senior Advancement Officer and Human Resources personnel. If necessary, the Director Human Resources will consult with the College’s Chief Financial Officer.

2) Grant-funded positions with approved benefit eligibility will follow the same benefit schedule and utilize the same criteria as those in place for other regularly budgeted College positions.

3) Grant-funded positions which are of a six-month duration or more, and which are scheduled for half-time work or more, should be considered benefit eligible unless at the time of grant award it is established that benefits specifically are excluded.
4) Hiring of personnel for grant-funded positions must follow normal College procedures re: creation of job description, advertising, recruiting, offers of employment, rate of pay, etc. Advertising for grant-funded positions will be charged against the grant.

5) The appointment letter for administrative staff hired for grant-funded positions may not be issued by faculty. Letters of appointment are issued by the President.

**D. FACULTY RESPONSIBILITIES CONCERNING GRANT ACCOUNTING**

1) It is the responsibility of the Principal Investigator to provide the granting agency with progress reports on a timely basis, as required.

2) It is assumed that all faculty members will comply completely with the conditions of the grants awarded, and that all disbursements will be made for the purposes and conditions of the awards. The College signs statements annually verifying the accuracy of the compliances.

3) The federal government has been conducting an increasing number of audits in order to diminish the number of grant fraud cases. It is essential, therefore, that faculty members document all expenses, using usual college procedures for filing those expense reports.
PROPOSAL INFORMATION FORM

Send as an e-mail attachment to Nancy Doemel at doemeln@wabash.edu

Date_____________________

Name_____________________ Department ___________________________

Phone Extension ____________

I’m working on a proposal for (brief content summary): ______________________

I will be submitting it to __________________________________

Deadline ______________________________________________

☐ I don’t need any assistance.

☐ My proposal requires

☐ support letter or signature from

☐ Dean’s Office
☐ President’s Office

☐ matching funds from either the department or the institution

☐ institutional information or data on ______________________

☐ electronic submission to the funding source

☐ I’d appreciate assistance with who might fund such an idea.

☐ Other ways you could assist me would be ...............................................................

☐ Other ways you could assist me would be ...............................................................

☐ Other ways you could assist me would be ..............................................................
SIGN-OFF TRANSMITTAL FOR EXTERNAL APPLICATIONS

PROJECT DESCRIPTION
1. Project Director(s): ____________________________ Dept.: ____________________________
   ____________________________ Dept.: ____________________________
2. Other Faculty Participants: ____________________________ Dept.: ____________________________
   ____________________________ Dept.: ____________________________
   External Collaborators: ____________________________
   Affiliation: ____________________________
3. Project Title: ____________________________
4. Type of Grant: __Research __Conference __Curriculum __Training
   __Equipment __Public Service __Arts Perform. __Other
5. Type of Proposal: __New __Renewal __Revision __Supplement
6. Total Project Period: ____________________________ to ____________________________
7. Total Budget Request: ____________________________ to Sponsor ____________________________
   to College ____________________________
8. Sponsor/Grant Organization/Program: ____________________________
   Phone No. ____________________________ Mailing Deadline: ____________________________

Compliance Checklist:

Human Subjects (Human Subject Research Review Committee) __________ (yes, n/a)
Animal Subjects (Animal Research Committee) __________ (yes, n/a)

Certification: The following have reviewed this proposal and certify its feasibility; the Project Director
certifies compliance with all relevant federal regulations and College standards. (See Project Checklist on
next page for specific details.)

Project Director: ____________________________ Date
Senior Advancement Officer: ____________________________ Date
Dean of the College: ____________________________ Date
Chief Financial Officer: ____________________________ Date
SIGN-OFF TRANSMITTAL FOR EXTERNAL APPLICATIONS (pg. 2)

**PROJECT CHECKLIST**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>MATCHING FUNDS. Are matching funds required as a formal condition of application by the sponsor?</td>
<td></td>
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<tr>
<td></td>
<td>Amount: _____________________ Internal Resource: _____________________</td>
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<td></td>
<td>FACULTY TIME RELEASE. Is release time requested as part of this application?</td>
<td></td>
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<tr>
<td></td>
<td>This request needs to be discussed with the department chair and the Dean of the College before the proposal is submitted. A letter from the department/program chair in support of release time must accompany the request.</td>
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<tr>
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<td>How much release time? _______________ Which semesters(s)? _______________</td>
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<td></td>
<td>NEW PERSONNEL. Will this application commit the College to new personnel or increased effort by existing staff? The grant budget must provide all salary and benefits in accordance with personnel and benefit policies for comparable positions in the employee category.</td>
<td></td>
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<tr>
<td></td>
<td>EQUIPMENT. Will the grant or contract cover all expenses for purchase, installing and maintenance of the equipment? If not, please identify additional sources.</td>
<td></td>
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</tbody>
</table>
|   | College cost share: 
|   | a) equipment _______________ amount _______________ |
|   | b) installation _______________ amount _______________ |
|   | c) maintenance _______________ amount _______________ |
|   | SPACE. Will the project require alterations of existing space or new facilities? |
|   | Description of space ____________________________________________________________ |
|   | Cost estimate ________________________________________________________________ |
|   | Internal contact person __________________________________________________________ |
|   | Projected Space Assignment of Existing Space ___________________________ |
|   | COMPUTER SERVICES. Have hardware, software, and computing time been requested from the sponsor? Feasibility of technical support needs to be discussed with the Director of Computer Services before the proposal is submitted. |
|   | Department Chair acknowledges having seen this proposal: ____________________________ |
INFORMATION SHEET FOR FELLOWSHIP APPLICATION

This form is for the College's records. Please send this sheet and a copy of the proposal to the Senior Advancement Officer, Nancy Doemel, at the time of fellowship submission. Please also use this form to discuss your application with your department chair so that he/she is aware that staffing arrangements will need to be made when you are successful.

Name of faculty member ______________________________________________________________________

Department ____________________________________________________________________________

Date of submission ______________________________________________________________

Name of agency/foundation to whom proposal is being sent ______________________________

______________________________________________________________________________

Name of fellowship program ______________________________________________________

Anticipated date of award notification ______________________________________________
Wabash Faculty Who Have Received Grants from Major Funding Sources
   This is not a complete list; we would appreciate knowing about additional recipients

ACLS (American Council of Learned Societies)
   Joe Day
   Leslie Day

American Chemical Society
   Richard Dallinger (Chemistry)

American Philosophical Society
   Joyce Burnette
   Joe Day

C-SPAN Faculty Development Grant
   David Timmerman (Speech)

Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Scholar
   David Blix (Religion)
   Michael Axtel (Mathematics)

The Camille and Henry Dreyfus Foundation
   Scott Feller (Chemistry)
   Lon Porter (Chemistry)
   Ann Taylor (Chemistry)

Fulbright Scholarship (through Council for International Exchange of Scholars – CIES)
   James J. Barnes (History)
   Bert Barreto (Economics)
   Warren Rosenberg (English)

Indiana Arts Commission
   Douglas Calisch (Art)
   Dwight Watson (Theater)

Institute for Aegean Prehistory
   Leslie Day

Lilly Endowment
   Deborah Butler (Teacher Education)
   William Placher (Religion)
   Douglas Calisch (Art)
   Thomas Campbell (English)
   William Doemel (Center of Inquiry, Biology)
   P. Donald Herring (English)
   Lucinda Huffaker (Center for Teaching and Learning in Theology and Religion)
Charles Blaich (Center of Inquiry, Psychology)
Julie Olsen, Assistant to the Dean
Nancy Doemel, Senior Advancement Officer

**National Cancer Institute**
Carl Thompson (Psychology)

**National Geographic Society**
Leslie Day (Classics)

**NEA (National Endowment for the Arts)**
Fellowship Marc Hudson (English)

**NEH (National Endowment for the Humanities)**
Seminar Tom Stokes (Modern Languages)
Fellowship Joseph Day (Classics)
Research Robert Royalty (Religion)
Summer Study Stephen Morillo (History)
Visiting Scholar Stephen Morillo (History)

**Newberry Library**
Gilberto Gomez (Modern Languages)
James Fisher (Theater)
Warren Rosenberg (English)

**NIH (National Institutes of Health)**
AREA Carl Thompson (Psychology)

**NSF (National Science Foundation)**
Charles Blaich (Center of Inquiry, Psychology)
Joyce Burnette (Economics)
Richard Dallinger (Chemistry)
Scott Feller (Chemistry)
James Brown (Physics)
Ann Taylor (Chemistry)
David Maharry (Mathematics and Computer Science)
J.D. Phillips (Mathematics and Computer Science)
Chad Westphal (Mathematics and Computer Science)

**Petroleum Research Fund**
Bob Olsen (Chemistry)

**Princeton University Center for the Study of Religion**
Fellowship - Jonathan Baer
Fellowship – William Placher

**Research Corporation**
Bob Olsen (Chemistry)
David Polley (Biology)
Julie Olsen (Assistant Dean, Chemistry)
School of Classical Studies at Athens, Greece
  Visiting Whitehead Professorship (2005-06) – Leslie Day

Stanford Humanities Center
  Robert Royalty (Religion)
  William Placher (Religion)

US Department of Agriculture
  Ann Taylor (Chemistry)
Appendix B

McLain-McTurnan-Arnold Research Scholars

Stephen Morillo (History) – 2005
Dennis Kraus (Physics) – 2004
Joy Castro (English) – 2003
Eric Wetzel (Biology) – 2002
Gilberto Gomez (Modern Languages) – 2001
L. David Polley (Biology) – 2000
James Fisher (Theater) – 1999
David Krohne (Biology) – 1998
Richard Dallinger (Chemistry) – 1997
Thomas Stokes (Modern Languages) – 1996
Warren Rosenberg (English) – 1995
Stephen Webb (Religion) – 1994
Leslie and Joe Day (Classics) – 1993
Melissa Butler (Political Science) – 1992
Appendix C

Wabash College: History and Mission

Founded in 1832 as a private, independent institution for the training of teachers and preachers for the western territories, Wabash College is a leader in liberal arts education. The College has remained true to the stated aims of its first faculty member, Dartmouth graduate Caleb Mills, who advocated “learning, virtue, and service” in establishing the character of the College in its early years. Today, the College continues to convey its mission in a single sentence: *Wabash College educates men to think critically, act responsibly, lead effectively, and live humanely.* Based on this mission, the College subscribes to five core values that guide Wabash people and programs in all that they do:

- A rigorous liberal arts education
- Personalized teaching and learning
- Individual responsibility and trust
- A socially, economically, and ethnically diverse student body
- A tradition and philosophy of independence.

Wabash College: Governing Structure and Accreditation

Wabash College is governed by a Board of Trustees of 30 members elected at the Board’s annual May meeting by a majority of the trustees then in office. Trustees serve for four year terms and are eligible for re-election, so long as they have not served more than three consecutive four-year terms. The Chairman of the Board is Joseph D. Barnette, Jr.’61, Retired Chairman, Bank One Indiana, and President, The Sexton Companies, Indianapolis.

On-campus governance includes President Andrew T. Ford and his staff: Dean of the College, Dr. Raymond Williams ’H68; Dean of Students, Dr. Thomas Bambrey ’68; Dean for Admissions, Steve Klein; Dean for College Advancement, Joseph Emmick ’92; and Chief Financial Officer, Deanna McCormick.

Academic disciplines are organized into three divisions, each with a faculty member Chair for that Division. Division I includes the Departments of Biology, Chemistry, Mathematics and Computer Science, and Physics. Division II includes the Departments of Art, Classical Languages and Literatures, English, Modern Languages and Literatures, Music, Philosophy and Religion, Rhetoric, and Theater. Division III includes the Departments of Economics, History, Political Science, Psychology, and Teacher Education.

Wabash College is fully accredited by the North Central Association of Colleges and Schools. Their last accreditation visit was September 23-25, 2002.

Wabash College: Students and Faculty

As a selective undergraduate college for men, Wabash offers an experience that is highly valued by current students and enthusiastically promoted by alumni. Approximately 850 men comprise the student body, representing 34 states and about two dozen foreign countries. Roughly 72 percent of Wabash men matriculate from Indiana. Including our international students, between 15-20 percent of the student body annually are students of color. Diversity at Wabash is also described in socio-economic terms, highlighting the college’s strong commitment to an egalitarian culture in which each student is challenged on his own terms to achieve his full potential. This culture, which permeates both the student
body and the wide community, is reinforced by the College’s admissions and financial aid strategies which guarantee full support to all qualified students.

Teaching and nurturing the student body are outstanding faculty members (approximately 90), nearly all of whom hold a Ph.D. or equivalent terminal degree in their field. Nearly one-half of the current faculty has come to Wabash in the last six years, enriching a group that traditionally has been intensely and intimately involved in the life of the college through excellent teaching, continued scholarship, hands-on leadership, and regular interaction with students and each other. This community of scholars demands excellence in teaching and thrives on frequent and open interaction, relationships across disciplines, and an atmosphere of mutual respect between students and faculty. The student faculty relationship, 10:1 or lower, is an important element that helps to define this rigorous liberal arts environment. A student cannot succeed at Wabash without an intense work ethic. Nevertheless, recent results from UCLA’s CIRP survey indicate that more than 86 percent of graduating seniors would “definitely” choose Wabash if starting over.

Challenging and creative intellectual work remain central to the Wabash student experience. Indeed, scores from the recent National Survey of Student Engagement (NSSE) help to illustrate the effectiveness of the teaching and learning process at Wabash. NSSE has “benchmarked” college freshmen and seniors in five educational categories: 1) level of academic challenge; 2) student-faculty interactions; 3) supportive campus environment; 4) active and collaborative learning; and 5) enriching educational experiences. Compared to students at all other liberal arts colleges surveyed, first-year Wabash students scored at the top percentile on all five benchmarks, while Wabash seniors scored at the top percentile on the first three, and between the 90th and the top percentile on the remaining two.

Student life on the campus is predominately residential and rich with co-curricular and extra-curricular activities. Wabash men participate widely beyond the classroom in service organizations, fine arts performances, academic honoraries, and student clubs. Campus housing includes four residence halls and ten national fraternities. Strong fraternities remain a central component of residential life and many of the fraternity houses are undergoing significant renovation and/or reconstruction. Intercollegiate athletics are also an important part of the Wabash tradition, where the “Little Giants” compete through the North Coast Athletic Conference (NCAA Division III) in 10 varsity sports. Nearly half of the student body competes at the varsity level and more than 75 percent are active in 23 intramural and four club sports. The ongoing celebration of tradition is important, and perhaps nowhere more significant than in the century-old Monon Bell Classic, a nationally acclaimed, small college football rivalry.

Wabash College: A Distinctive Program

Wabash offers 21 majors, a 3-3 program in law with Columbia University, and a 3-2 dual degree engineering program with Columbia and Washington universities. The curriculum creates common academic experiences for all students through the Freshman Tutorial, the year-long Cultures and Traditions course for sophomores, and the Senior Comprehensive Examinations. Wabash also prepares students to become citizens of the world through an extensive off-campus study program and numerous class immersion trips, both nationally and internationally.
In addition to the strength of the previously mentioned NSSE outcomes at Wabash, the College was ranked as one of the nation’s best institutions for undergraduate education in the Princeton Review’s *The Best 361 Colleges* (2006). Wabash ranked 3rd in two categories: (1) Academics – Professors Get High Marks and (2) Academics: School Runs Like Butter.” Wabash ranked 4th in three categories: (1) Academics: Professors Make Themselves Accessible; (2) Extracurriculars: Everyone Plays Intramural Sports; and (3) School Type: Jock Schools. Wabash ranked 7th in the Academics category: Their Students Never Stop Studying. And Wabash ranked 8th in two categories: (1) Academics: Students Happy with Financial Aid and (2) Parties: Major Fraternity and Sorority Scene.

Two more specific examples, one time tested (The Gentleman’s Rule) and the other quite new (The Center of Inquiry in the Liberal Arts at Wabash College), help to underscore the distinctive nature of the Wabash profile.

Student life in the Wabash community is directed by a single-statement code of conduct known as **The Gentleman’s Rule**: The College expects each student to conduct himself, at all times, both on and off the campus, as a gentleman and responsible citizen. This simple, yet all encompassing, rule allows the Wabash man exceptional personal freedom and requires commensurate personal responsibility, both of which are essential parts of his educational development. No other student handbook or code of regulations exists, and generations of Wabash men take great pride in the effectiveness of supporting student growth and development in this manner.

Founded in 2000 with support from Lilly Endowment Inc., **The Center of Inquiry in the Liberal Arts** seeks to improve the effectiveness of a liberal arts education at Wabash College and beyond the campus boundaries. The Center’s mission is to explore, test, and promote liberal arts education, and to ensure that its nature and value are widely understood in an increasingly competitive higher education market. To date, the Center has focused on working with various networks of liberal arts colleges and universities, researchers, faculty members, administrators, and other organizations, all in an effort to gather evidence and to identify methods of assessing the short and longer-term impact of a liberal arts education. These activities have enabled Wabash to strengthen its growing reputation as a force in the national discussion on the future of the liberal arts.

Two specific contributions by The Center of Inquiry in the Liberal Arts illustrate the institutional commitment to underserved students. In April 2003 the Center developed and hosted *Negotiating Success: Workshops for Black Men in Liberal Arts Colleges*, a unique meeting of black men in academia. The event, organized by the undergraduate students at Wabash’s Malcolm X Institute for Black Studies, brought together 53 African-American male students (20 from Wabash) from 11 liberal arts colleges, along with 13 faculty or staff delegates from 10 schools. Delegates included males from Great Lakes Colleges Association member institutions and from Morehouse College and Tougaloo College, two historically black campuses.

Featured activities at the Friday-Sunday event included a keynote address by Dr. Lee Jones, president of the Brothers of the Academy, and a plenary lecture by John Aden, Wabash College professor of history. Students spent most of their time in small and large group workshops, discussing such issues as strategies used in achieving academic success, Black male identity development, intra-group differences and similarities, and the responsibilities of leadership at liberal arts colleges.
Each college team left with an action plan for institutional, personal, and community change, which should help guide activities at participants’ home campuses in coming semesters. Participants considered the workshops a success and expressed a strong desire to continue similar, more expanded programs in the future. In workshop evaluations, participants affirmed how valuable they found the ‘brother to brother interaction’ in discovering and sharing ‘effective ways to lead and learn.’

A second important contribution is the Wabash National Study of Liberal Arts Education, which will begin with the entering class of 2006. This is a large-scale, longitudinal study to investigate critical factors that affect the outcomes of liberal arts education. Our research is designed to help colleges and universities improve student learning and enhance the educational impact of their programs. The study has two goals: (1) to learn what teaching practices, programs, and institutional structures support liberal arts education, and (2) to develop faculty-friendly and institutionally-useful methods of assessing liberal arts education. The study focuses on key liberal arts outcomes, using both quantitative and qualitative research, and examining students as well as institutions.

The Center selected 18 institutions from a pool of 60 applicants to participate in the study. These colleges and universities illustrate the diversity present in American higher education today and include liberal arts colleges, regional universities, research universities, and community colleges. The study sample contains both private and public institutions, as well as religious-affiliated, single-sex, and minority-serving schools. Participating institutions exhibit a wide range of selectivity and tuition costs. This longitudinal study will follow approximately 5,500 students for at least four years. We shall collect student and institutional data at multiple points over the course of the study.

Because of our concern about the education of young black men, we shall be oversampling for underrepresented minorities in this study.

For more detailed information about the methodology, timeline, and baseline information for the Wabash National Study of Liberal Arts Education, please visit www.liberalarts.wabash.edu. The preliminary studies that led to the Wabash National Survey may be found in Liberal Arts Colleges and Liberal Arts Education: New Evidence on Impacts.¹

Appendix D

The Concept of “A Concept Paper”

[With thanks to Burke & Prater, I’ll Grant You That (Heinemann, 2000) pp. 42-44]

What is it?

- a tool to get you going
- a way of clarifying (for yourself, first) what you want to do
- used primarily in-house

How long is it?

Aim for one page

What needs to be in it?

Think of these as paragraphs....

- clear statement of the problem or the need
- identification of previous efforts to solve this problem, by yourself or others, and explanation of why your effort will be more effective
- resources needed (e.g. human, space, or fiscal – what will it cost?)
- state goals and objectives (make them tangible, measurable, specific)
- create a realistic but ambitious plan of action (what are you going to do?)
- clearly define the outcomes (if you are successful, what will have happened?)

Why spend my time doing this?

✓ it provides a written record of the thinking of you or your group about an idea – so it can be shared, modified, massaged, slashed, expanded.....
✓ it creates something you can give to others for feedback; never write anything in a vacuum
✓ it helps you identify what you don’t know
✓ it helps you develop, challenge, expand, refine, and explain your initial idea
✓ it results in a piece of work that you can share with funding sources as is, or as a beginning point for answering their application questions
✓ it makes writing any proposal faster, easier, because all of the primary ideas are here
What Does “No” Really Mean?
Wednesday, October 26, 2005 - Rebecca Vermillion Shawver, MPA

It always astonishes me the power that we give to the two little letters, n and o. All too often we assume that when combined they always mean “never,” “refused,” “not possible,” or any one of the many other negative connotations associated with the word “no.”

As a professional proposal writer, I readily admit that I have heard these two small letters pronounced in unison all too often. Yet I seldom remain sad or overwhelmed by their power because I know that “no” has several meanings, many of which have positive future implications. As a grant professional, I know one thing for certain: This small word does not necessarily mean “no” forever. Receipt of a rejection letter from any one funding source simply means that an organization will not be receiving a grant contract this time.

To learn the deeper meaning of any specific “no,” grant developers must delve deeper into the reason for each “no.” To change a current “no” into a future “yes,” they must move forward with an inquisitive mind and a positive attitude. The future of their grant funded programs is dependent upon their ability as grant professionals to recognize, acknowledge and act upon the many meanings of “no.”

Limited Available Funds

While a funder may be interested in a project and wish that they could have offered a grant contract, oftentimes they simply do not have enough money to financially support all the worthy applications submitted.

- Call the funding source and ask questions. One of the most common mistakes made after receipt of a rejection letter is the failure of the grant developer to contact the funder. After waiting two or three weeks, call a staff member at the agency. Politely ask how your application could be improved to increase the likelihood of funding. Keep the tone of the conversation positive. Ask open-ended questions that will prompt the staff person to share their insights and ideas. Typically, staff members are very willing to make recommendations regarding resubmissions. Remember that staff members personally know and interact with the decision-makers. Listen to their advice. You can acquire invaluable information that will increase the likelihood of future grant contracts.

- Plan to resubmit the application. Based on the new input and information just acquired, start working on a revised grant application. Don’t wait until the next deadline is looming. Make your changes while the information is fresh and your passion is running strong.
Unfamiliar Applicant

If the funder is unfamiliar with your organization, they may need to learn more about it. If this is the case, rejected applicants should employ several strategies.

- **Put them on your regular mailing cycle.** Send the funder copies of your quarterly newsletter, newspaper articles about your organization and program, etc. Help them get to know your group. Remember the old adage, “People give money to people.” Help them get to know your staff, your clientele, and your programs.

- **Make personal contact.** Call their staff members and get to know them. Provide them comprehensive program information highlighting key outcomes and goals. Increasing their knowledge of your operation and its needs will help them recognize its positive impact on the community.

- **Invite them to visit your program sites.** Invite them to visit your organization and to watch your programs in action. By experiencing the day-to-day operation of your programs, staff members will be able to personify the value of its services in a way that is difficult to convey through written words.

Applicant Commitment

“No” might mean that the funder is testing your organization’s ability to rally support for or commitment to a program plan. Most funders want to believe that they will not be alone in their support of any specific program. They want to know that their investment will be complemented by other resources.

- **Increase matching funds.** If limited or no matching funds were offered, acquire additional cash support for the program. Matching funds will demonstrate your organization’s and/or the community’s support for the program.

- **Increase in-kind donations.** Seek out additional in-kind donations if possible. This can often show an applicant’s willingness to think outside the “cash” box and make limited cash resources available for those expenses that require them.

Idea Exploration

“No” might mean that the funder wants to explore the program idea in more depth. They may be interested in refining the proposed approach; or, they may want to see additional components included. It is important to remember that most funders have board members and/or staff that keep abreast of the latest trends and best practices established in their focus areas. Through conversations with staff members, applicants may find that a larger grant may be possible if the program concept is enhanced with complimentary or auxiliary services of interest to the funder.

“No” Means “No”

Of course, there are times that “no” really does mean “no.” This is especially true when a funding source has revised its areas of interest or its geographic service district. However, if this is the case, their “no” can open the door to other possibilities.

- **The search should continue.** Foundations, corporations and government agencies all have specific guidelines and program agendas that they follow. If your program does not fall within the parameters of one, it will surely be of interest to another. Keep searching. If a program plan is based on documented best practices and serves a verifiable community need, it is fundable. All too often great program ideas are lost because staff failed to continue looking for a funding source interested in their plan.

- **Revise the program concept.** Review the program plan. Determine if it can be improved. Don’t forget to review the latest strategies and best practices being employed by others in similar fields. Make the most of this opportunity to strengthen the application.
• Consider breaking the program into components. Comprehensive and holistic program plans can oftentimes be very expensive to implement; and large grants can be difficult to secure (especially outside the federal grant arena). If the proposed program consists of several interactive components, consider the option of submitting applications for individual program components. By creating budgets for each component and submitting smaller requests to more than one community-based foundation or corporation, funding options can be expanded.

• Submit to other funding agencies. Remember that there are many other funding possibilities beyond your initial choice. Look for them and submit applications to them as soon as possible. Recognize that the failure to acquire any one specific grant contract does not have to result in the death of a great program idea!

So the next time you are confronted by colleagues with sad, disappointed and forlorn faces, encourage them to reflect on the many possible meanings of the word "no." Your organization’s clientele is counting on you!

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About the Contributor

Rebecca Vermillion Shawver, MPA

Rebecca Vermillion Shawver is the Director of Grant Administration at Brazosport College in Lake Jackson, Texas. Her duties include assisting college administrators, faculty and staff members in the development of federal, state, corporate and private foundation grant applications; developing the conceptual aspects of proposals through the proposal review process and the analysis of statistical data; developing proposal budgets and determining personnel, equipment, and other costs to be charged to funding agencies; researching funding opportunities; conducting proposal writing workshops for college personnel; assisting project directors in monitoring funded proposals; and publishing a twice monthly grant newsletter.

Ms. Shawver is an active member of the Council for Resource Development (CRD).

Additionally, she continues to serve as a consultant for social service agencies in the State of Indiana.

Contact: Rebecca.Shawver@brazosport.edu

Other CharityChannel articles contributed by this author