Grant Writing in Communication

ASC 613, 20901, Fall, 2021

Monday 2:00-4:50 PM

ASC331

*Professor:*

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***Readings:***

Gerin, W., Kinkade, C. K., & Page, N. L. (2018). **Writing the NIH Grant Proposal: A Step-by-Step Guide [Paperback]**. Thousand Oaks, CA: Sage Publications. *This is the 3rd edition that has been updated. This book is available in soft copy and a kindle version on Amazon.*

[*https://www.amazon.com/Writing-Grant-Proposal-Step-Step-ebook/dp/B07C6LHW5S*](https://www.amazon.com/Writing-Grant-Proposal-Step-Step-ebook/dp/B07C6LHW5S)

Additional Readings as Assigned including numerous sample funded grants.

***Focus and Goals***

Grant money enables one to do the types of complex and innovative disciplinary and interdisciplinary projects that aren’t otherwise possible. And, increasingly, federal grant money is one way that faculty are evaluated for tenure in the social sciences and communication. What’s the process that will best enable you, as a faculty member in communication or psychology, to eventually land your own major grant as a PI? In this course we will review a number of different grant vehicles and ways to find out about available grants, find out how to get involved on grants, work on developing and submitting real projects (e.g., an NIH RO1), and introduce you to the process of “what happens next” (evaluating grants, resubmission) with hands-on experience.

***Scaffolded team experience.*** Successfully receiving one’s own federal grants often follows from getting prior experience (e.g., in graduate school, on post-docs, as a junior faculty member) as part of a grant development team lead by one or more experienced PIs. This course is designed to scaffold you with the skills and experience to actually submit, as part of a team, a competitive grant to a public (e.g., federal) granting agency. There are numerous vehicles for funding (e.g., NSF, NIH, CDC, DOD, State Grants as well as foundations, etc.): Each one has its own “bells and whistles.” We provide examples of funded grant vehicles, and focus on writing a standard federal grant vehicle for researchers in communication or other social sciences (an NIH R01). [If you prefer to write an NSF grant that is another option]. Mastering the art of creating a successful NIH RO1 grant enables you to apply for funding to numerous government agencies who use the same process as well as State Agencies that use similar forms and processes. You will team up with others including one or more faculty members (e.g., faculty who are or have been a PI on a federal or state grant and have domain credentials critical for the grant). Because the grants we are developing will be “real” grants, if they are funded, the students who contribute substantially to them should be:

1. given priority consideration for appointments on them
2. be able to note their contribution to a successful grant application on their vitas
3. able to count on a letter from the grant’s PI or Co-PI noting their contribution to the grant process
4. able to suggest “write in” studies that they would be interested in conducting.

***Pre and post-doctoral funding grants.***  NIH has a variety of grant mechanisms for researchers at various stages of their careers. If you don’t already have your Ph.D. there are T and F series awards that one can apply for (if a U.S. citizen or non-citizen nationals or be lawfully entered into the US for permanent residence); if you have your degree there are K series awards (and one F series; same citizen requirements as F&T) as well as R series awards of various types (for researchers who have successfully competed for research funding; not restricted by US citizen and residency status). If you prefer to write an individual award in anticipation of a dissertation or post-doc this is another option for students in the class. There are also State and other awards for research funding (e.g., from APA, NSF, private foundations, etc.). We will review these.

August 23 Introduction to Grant Writing: An Overview , Nitty-Gritty and

 Organizational Planning/Timetables; Agency Review Criteria

August 30 NIH, Connecting with an Experienced Mentor;

Generating Ideas and Identifying Sources and Types of Funding;

Pointers and Tips (including software helpers).

Gerin et al. 1,2,3;

***Homework 1: Nail down which grant writing team you will be part of; Team must present plan for reaching content goals as a powerpoint slide as in last slide of August 23rd presentation. Meet with Prof Miller (schedule one hour meeting this week) especially if you are doing your own dissertation or post-doctoral or similar grant.***

September 6 **Labor Day (no class)**

September 13 Initial Research Team and Idea Plan Specified in powerpoint slides. Preparation and Preliminary Steps for Writing an NIH Grant

Gerin 4; *Handouts.*

***Homework 2:***

1. ***One page description of specific aims, research hypotheses/questions should be turned in.***
2. ***Additional One page description of what has already been done (preliminary studies by team) and initial review of what has been done outside of the work of the team (e.g., be sure you aren’t re-inventing the wheel; rely on faculty experts to understand the domain landscape and begin to gather articles with them to get a grasp on this literature (10+ references)).***
3. ***Think about pilot studies that you should do. Meet your PI to begin planning these.***
4. ***Grant source, potential review panel audience identified and warranted.***

September 20 Writing the Application, Part I; Agency contact.

 Gerin 5

***Homework 3: 4-page overview due (condensed this will become your summary). Provide a short proposal along with a one page cover sheet (Specific Aims) that explains why you are conducting this research. What are the hypotheses and why are they important and interesting to explore? Be specific about what the design will look like, the DVs, IVs, operationalized variables. Specify the sample’s characteristics (where will you access your sample; what partners/letters do you need to nail down your access to this sample). Procedures – start to nail these down tightly. Make clear ties between hypotheses and design. Do studies (2-3 for a three year grant) make a coherent package of studies?***

***•Specify 1-2 pages the pilot study(ies) that need to be performed and what they will document. Meet with PI to develop these and prepare IRB materials for submission to conduct them.***

***•Work on contact***

**September 27 Hammer away on tight specific aims for program submission on Monday submission to program.**

October 4 Design and Methods; Gerin 5

 ***Homework 4: Revised Section A (Specific Aims) and draft of B (Background and Significance) Due. Here specify the following:***

 ***(1) the problem your study will address, (2) why the problem is a public health concern and therefore important to NIH (3), what others have done to address this problem and why that isn’t sufficient, (4) what you plan to do that is different from previous studies, (5) how your research will have an impact on public health, (6) why your plan is novel cutting edge, and should excite the reader, (7) an overview of your methodology, (8) study hypotheses.***

***•Report on contact with at least one agency (when will you talk to them). Prepare a “script” (turn in) and all questions***

***•Provide 1 page description of needed pilot studies***

**October 11** Writing the Application, Part II: Human and Animal Concerns

 Gerin 6; Budgets Gerin 7

 ***Homework 5:***

***A. Draft of Section C (Preliminary Studies) including:***

*(1) Description of the team, including prior collaborations and relevant experience (2) studies conducted by the PI and key personnel that are relevant to the proposal, (3) pilot data (for R01 and some other applications). Here if you do not have the pilot studies lay out design and what the studies will test relevant to proposal (later, hopefully when you have the results these will support your hypotheses or require you to change them or your methods in line with pilot data).*

***B. Draft of Section D (Research Design and Methods outline/draft).***

***C. Provide evidence that you are making progress on pilot studies (e.g., you should have IRB application submitted at this point).***

**October 18** Writing the Application, Part II Electronic Submission Processes; Proposal Nitty Gritty; The Art of Revisions and the Extras (e.g., bios, other support, etc.)

***Homework 6: Turn in draft of human subjects’ section of grant. Begin to plan pilot studies with your team PI for the real grant submission (report on plans).***

***Homework 7: Turn in a complete budget using NIH budget forms. Justify all expenditures.***

***• Provide plan and timeline for pilot studies you are conducting.***

**Nov 15** Checklists and Submitting the Application

 Gerin 8; Appendix C

***Homework 8: Revised Draft (A-C) and Full Draft Research Design and Methods (about 13 pages) including tables and figures.***

**Nov 22**  Feedback, Feedback and more Feedback

***Homework 9:*** ***Abstract, Revised Specific Aims, Bios and Other Support Due; Drafts for Sections G through K due.***

**Nov 29** In-Class Grant Panel Review and Award Process; What panel

members look for first hand.

 Gerin 9; *Guest Panel of Panel Members*

***Grants Draft Due***

***Full draft due this week: Abstract, Specific Aims, Background and Significance, Preliminary Studies, Research Design and Methods, References***

***Grant Panel Reviews in Class to Peers (feedback due regarding other proposals in Class (will count as Homework 10); you are playing role of reviewer)***

**December 10** (no exam day) but ***Grant Revision Due (all papers due by 5PM).***

Evaluation:

50% Final grant proposal

30% Homeworks 3% each; Grant Critique Presentations (all members of a group must read and evaluate alternate proposals counts as *Homework 10*.

20% Participation in class

***You should end this class with feedback on a viable first draft of a fairly complete grant proposal with a plan for what pilot and other work needs to be done.***