

Facilitator Notes

# Finding Suitable Funding Sources

These notes accompany the PowerPoint presentation of the same title by Barbara Gastel.

This module normally would accompany other modules on preparing a grant proposal.

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| Module Title | Finding Suitable Funding Sources |
| Course title (or analogous information) | This module can serve as part of a workshop on preparing grant proposals. It also can serve as part of a workshop unit, course unit, or short course on the topic. It is one of nine modules on preparing grant proposals. Typically, most or all of the nine should be used, in the order (or approximately the order) in which they are numbered. |
| Unit Title | Preparing Grant Proposals |
| No. of Unit | Not applicable |
| Session Day/Time | Not applicable |
| Length of Session | This module typically would run about 30 to 40 minutes. The length would depend mainly on how much the facilitator elaborates on points in the slides, how much discussion there is, and how much time is devoted to the small-group activity. |
| Aim | This module is intended mainly to (1) help participants develop or refine their approach to identifying potential funding sources for their work and (2) introduce participants to some resources in this regard. |
| Learning Outcomes | By the end of this module, participants will be able to (1) list several ways to find out about funding opportunities and (2) list factors to consider in determining whether a funding source seems potentially suitable for one’s work. |
| Facilitator Profile | Ideally, this module would be facilitated by someone who has experience with grant proposals, because such a person may be able to enrich the content with examples from his or her experience. However, a less experienced facilitator also can present the module, as the combination of PowerPoint slides and facilitator notes provides sufficient information to do so. Also, the module can be presented jointly by a facilitator and a co-facilitator who provides additional commentary. |
| Participant Profile | This module is primarily for early-career researchers with little or no experience preparing grant proposals. However, it also may aid mid-career researchers who wish to improve their preparation of grant proposals or their mentoring of others in this regard. In addition, it may be helpful to some editors and writing instructors. Participants having experience with grant proposals may be able to enrich the workshop by sharing their experience. |
| Pre-workshop Activities | No pre-workshop activities are required. However, participants are encouraged to identify beforehand some funding sources that they have heard of and to look at the parts of these sources’ websites regarding grants. |
| Room Layout | Ideally, this module will be presented in a room layout facilitating interaction—for example, with several small tables, with tables in a U configuration, or with a conference table. However, this module also can be presented in a traditional classroom or a lecture hall. |
| Number of Participants | For optimum discussion, the number of participants should be limited to about 10–15. However, the module also can reasonably delivered to about 25 participants. |
| Files and Materials | PowerPoint file: 02\_Finding Suitable Funding Sources |
| Visual Aids and Resources | Computer with PowerPoint; projector for PowerPoint presentation  Ideally, this module will be given in a room with internet access. Also, for the exercise, ideally participants should bring or have access to computers and should have internet access. However, the module can be adapted for use without these resources. |
| Potential Embellishments of the PowerPoint | To keep the file small, the presentation consists almost solely of text. Images can be added to make it more visually appealing. For example, decorative images can be inserted between sections to signal a change of subtopic and provide visual relief. Also, relevant images can be added to selected slides if desired.  If desired, the facilitator can divide the material on a given slide into more than one slide or can format some slides for progressive disclosure, in which items on a slide are revealed one by one.  It may be worthwhile for the facilitator to add one or more slides on specific funding sources relevant to the participants. For example, if the participants are from a specific country or region, the facilitator might well insert slides on funding sources for researchers in that country or region. Likewise, if participants are from a specific discipline (for example, agriculture, chemistry, medicine, or social science), the facilitator might well insert slides on funding sources for research in that discipline. A good place to insert such slides would be immediately before Slide 6 (“Seeking a Good Match”).  Note: Because online material on funding opportunities keeps changing, the facilitator should check the links in the provided presentation and make any needed changes. Of course, the facilitator should also feel free to provide links to additional general resources. |
| Learning methods and activities | The following notes may help facilitators to (1) elaborate on the content of some slides and (2) elicit group participation at suitable times. (Slide 1 is a title slide.)   * Slide 2 (“Preview”)   + Note the topics that the module will address.   + Note the module’s overall aim, which is stated earlier in this facilitator’s guide. (Feel free, of course, to frame it in the way that the group is likely to find most relevant.) * Slide 3 (“Potential Sites of Funding: Some Sources of Ideas”)   + Go through the bulleted list, providing examples or other elaboration as you consider appropriate.   + In discussing the third bulleted item, perhaps note that authors of journal articles commonly must indicate in the acknowledgments or in a footnote the funding source (if any) for the research being reported. Looking at these items can be a good way to see what sources have funded research in one’s field. * Slide 4 (“Some Online Lists of Opportunities”)   + Perhaps click on the links and show some of what is on these sites. If you won’t have internet access when giving the presentation, perhaps obtain screen shots beforehand.   + Of course, feel free to list additional sites. * Slide 5 (“Examples: Grant Sources for Researchers in Developing Countries”)   + Feel free to modify this list as appropriate.   + If desired, click on some or all of the links to show the websites. If you won’t have internet access when giving the presentation, perhaps obtain screen shots beforehand.   + Of course, if the audience isn’t a developing-country one, feel free to delete this slide or substitute another slide, for example listing funding sources in the participants’ country or region. * Slide 6 (“Seeking a Good Match”)   + Note that it’s advisable to find out the mission of the potential funding source (for example, by looking at its website).   + Note that different funding sources sometimes tend to give different sizes of grants. It is not productive to seek a large grant from an entity that gives only small ones. Likewise, entities that normally give only large grants might not want to bother with a request for a small amount of funding.   + A grant program with a focus that closely matches an applicant’s intended work tends to be a good choice. Encourage participants to look for such programs. * Slide 7 (“Note”)   + Perhaps review what a program officer is (a funding-agency employee who administers grant programs and thus whose job generally includes advising applicants).   + Emphasize that if unsure whether something would be suitable for a given funding agency or program, asking a program officer can be very helpful.   + If appropriate, perhaps give an example you have of consulting a program officer in this regard or ask participants to share their experience, if any, in this regard. * Slide 8 (“Small-Group Exercise”)   + Break the group into subgroups of about 3 or 4 participants.   + Depending on the background of the participants and the technology available, do one of the following:     - Have participants look at some websites of funding sources and note information that they could find useful. The websites may be ones noted in this presentation or may be other websites.     - Have participants share experience that they (or others whom they know) have had in seeking funding sources and note what they learn from the discussion.     - Have participants identify the most important points from the presentation and come up with any questions.     - Have participants do another exercise that the facilitator deems useful in reinforcing and building on the presentation.   + Whichever exercise is decided on, it can be helpful for the facilitator to write the instructions on a PowerPoint slide or otherwise provide them in writing. * Slide 9 (“Reports from the Small Groups”)   + Have the groups report highlights of their discussions.   + The small groups can present to the full group, or pairs of groups can report to each other. * Slide 10 (“In Conclusion”)   + Answer questions not yet answered. If appropriate, see whether participants have answers.   + Sum up key points or have participants do so. * Slide 11 (“Wishing you much success!”) and Slide 12 (Creative Commons information etc):   + (These are standard closing slides for this set of presentations.) |