

Director of Faculty Research External Review Survey Findings

Amanda Udis-Kessler, Director of Assessment and Program Review, June 30, 2021

In response to a request from Tess Powers, and in support of her upcoming external review, I have written up findings from a survey sent to current faculty members. The survey was sent out on April 27, 2021 and closed on June 4, 2021. Forty faculty members answered at least one question on the survey.

Percentages are rounded up or down to the nearest tenth of a percent, so they may not total 100% in all cases. All percentages are specific to a given item based on the number of respondents for that item.

For all closed-ended questions in which respondents were asked where they were “already aware” of certain resources and/or whether they had “previously used” them, it is not possible to provide total counts of respondents or percentages answering one way or another way, as some respondents who had previously used a resource checked both “already aware” and “previously used” while others checked only “previously used.” Therefore, information below about those items reflects the total number of respondents checking any given answer regardless of how they handled the item, leading to possible double-counting in some cases.

I have used the following conventions in addressing open-ended questions:

- Comments that belong somewhere other than where they were answered originally have been moved to the most appropriate location. This includes splitting answers and copying answers to multiple categories where appropriate.
- For a given question, an answer must appear more than once to receive its own category; I have added single answers to an “Other” category.
- The answer that appears most often appears first among answer categories, followed in descending order by other categories. The “Other” category always appears last, even if it is larger as a whole than some other categories.
- I have presented categories with the same number of responses alphabetically.
- I have removed such answers as “no” and “n/a” and have only included substantive answers.

This document includes the text that faculty members taking the survey saw to provide context for the questions and their answers.

Faculty Development Programming

Tess offers the following in-house training:

- Grants Orientation Session (formerly “External Funding 101”)
- Nuts and Bolts: What to Expect from the Grant Application Process
- Quick Bites: How to Become a Grant Reviewer for Four Key Funders
- Quick Bites: Advice on Approaching Program Officers
- Focus on a Funder: Curated Lists in Pivot
- Focus on a Funder: Five Ways to Prep for a Future Fulbright Application

Tess has also developed, contributed to, or made available online resources including:

- Advice on Key Funders (recommendations for preparing for seven key funders, including links to five webinars featuring winners from small liberal arts colleges who won highly prestigious fellowships)
- Essentials of Grant Proposal Development (course developed by CITI, the Collaborative for Institutional Training Initiative, to which CC faculty, staff and students have access through the College's institutional membership)

Check each of the above resources of which you were already aware or which you have previously used.

- 27 faculty members indicated that they were already aware of the Grants Orientation Session;
- 23 faculty members indicated that they were already aware of Nuts and Bolts;
- 20 faculty members indicated that they were already aware of Essentials of Grant Proposal Development;
- 13 faculty members indicated that they were already aware of Advice on Approaching Program Officers,
- 11 faculty members indicated that they were already aware of How to Become a Grant Reviewer;
- 11 faculty members indicated that they were already aware of Advice on Key Funders;
- 10 faculty members indicated that they were already aware of the curated lists in Pivot.
- 9 faculty members indicated that they were already aware of Five Ways to Prep for a Future Fulbright Application;
- 15 faculty members indicated that they had previously participated in a Grants Orientation session;
- 14 faculty members indicated that they had previously participated in Nuts and Bolts;
- 11 faculty members indicated that they had previously used the curated lists in Pivot;
- Six faculty members indicated that they had previously participated in Five Ways to Prep for a Future Fulbright Application;
- Six faculty members indicated that they had previously participated in Advice on Approaching Program Officers;
- Six faculty members indicated that they had previously reviewed Essentials of Grant Proposal Development;
- Four faculty members indicated that they had previously reviewed Advice on Key Funders;
- Two faculty members indicated that they had previously participated in How to Become a Grant Reviewer

If you have used one or more of the above resources, please let us know what went well. How was the resource valuable? What were key take-aways or lessons learned as a result of your participation? What are Tess's strengths with regard to faculty development programming?

Positive Comments about Tess (19 mentions)

- Everything about my work with Tess has gone well. Even though I am four-for-four on major grant rejections, I feel like I'm getting better and better at this. That is in large measure

because of how supportive and informative Tess has been. It's a learning process for sure, and I do not intend to give up (so long as Tess is around)!

- Helpful to know what the various resources might be in my field, as well as deadlines, links to info, etc. Tess is also encouraging and enthusiastic, and she does her homework in relation to our work. I really enjoyed talking with her and I found the materials she sent very useful.
- I came to CC already with some good experience writing grants and was awarded a couple in my first few years at CC as well as served on a grant panel. I did not take part in any of these workshops but did work with Tess quite a bit on proposal submissions and post-award logistics.
- In a follow-up session I was blown away by the level of detail of the External Grant Planning document prepared. The resources provided served as a roadmap to securing internal funding for the summer and the EGP document provides a list of detailed resources to strategically plan my funding long-term. Tess's strength are organization, communication, and general knowledge. I also appreciated that I feel as though Tess is on my team and together, we will submit competitive grants for funding.
- The workshops are always excellent sources of information because they are efficient and very well organized. There are also handouts that are super useful as points of reference later. Tess is very knowledgeable, supportive, positive, and keeps her eye on faculty interests/needs so that everything is tailored.
- I have not used a lot of the resources, but the fact that Tess has developed so many of them and continues to offer them is amazing. Tess organizes her information incredibly well.
- I think the nuts-and-bolts sessions were nice to help new faculty be introduced to Tess and her office. She is a valuable resource and having this session showed new faculty how serious CC is about research and finding grant funding.
- Tess has been great -- she does things in a timely and organized way, and I'm always the weak link! The programming has been offered often enough that I've been able to participate despite schedule challenges. She goes out of her way to make sure that each session is useful to the particular participants, as well as having a standard set of content.
- Tess is an excellent editor and is proactive in looking for funding sources that fit particular projects.
- Tess is dedicated to faculty success and it shows in the many avenues for research funding success she offers, from general to individual trainings and a wealth of resources she has put together.
- Tess is extremely organized, she collaborates well, and if she does not know specifics about a topic, she is not only honest about this, she will help obtain the information.
- Tess is knowledgeable about a wide range of grants/funding opportunities. The workshop I attended was well organized. Tess followed up with me about my interest in submitting a proposal, met with me one on one, and helped me move forward in my planning.
- Tess is super knowledgeable, got to know my work and my interest, worked on a 5-year plan with me, which is extremely helpful, has responded quickly and expertly to my emailed questions, walked me through funding sources. Key take-away is that Tess is there to help! That is also her strength. I'm confident in her work and her interest in helping faculty. The 5-year plan was invaluable, as I have a hard time mapping such things.
- Tess made it clear that she is available and eager to help us.

- Tess provides great advice and is well aware of funding resources for faculty. She is very helpful in reviewing proposals and making faculty aware of funding opportunities. She is also aware of faculty that serve on national review committees and utilizes them as resources for other faculty.
- Tess was a phenomenal help to me even though I was not successful in getting an outside grant. Despite her best efforts, I insisted on applying for things which I did not then have the resume to obtain. Nevertheless, she helped me pull together the application. She discussed with me and then edited my research proposal -- not only its scholarly content, but the filling out of forms for the consideration of a funding agency. At the end what I submitted was good enough to get one or two "excellents" from reviewers, but others did not like the topic. That was not Tess's fault; that was entirely mine. But the work I did with her actually helped me write better working papers down the line.
- Tess was very helpful with all aspects of grant proposal submissions. She has alerted me to grant opportunities in the past as well.
- The session I attended showcased Tess's knowledge of the grants process and made it clear that she was someone who I could trust to make the process very efficient. I also learned all the ways in which she is keeping track of potential opportunities.
- We are fortunate to have such a position and very fortunate that Tess Powers holds this position.

General Positive Comments (4 mentions)

- I attended some of these workshops as part of Fall Conference, and found them to be a really useful way to meet Tess as a new faculty member and then to get a sense of the tools and support available to me here!
- I learned about Pivot, which is very helpful, and had a greater sense of timeline for grants.
- I think the website has become a tremendous resource over my time here.
- I think they are good to have available. Most are relatively self-explanatory, but nonetheless valuable.

Comments about Not Having Used Resources (2 mentions)

- I have not taken any of the trainings, but am aware of them via emails I've received.
- I haven't used these resources, as most/all of my grant applications were completed before she started offering these sessions.

Positive Mention of Grants Orientation Session (2 mentions)

- I found the Grant Orientation Session very helpful in understanding the landscape.
- I really enjoyed the Grants Orientation Session. As a new faculty member, the idea of funding a research program felt overwhelming. Tess did a great job explaining both the big picture and immediate goals to begin this process. Tess also directed me towards the appropriate resources with a step-by-step guide to securing both internal and external funding.

Positive Mention of One-on-One Sessions (2 mentions)

- I am not sure of the name of the session I went to with Tess. I believe it was the Orientation session but could have been the Nuts and Bolts. More than these, however, what was really useful and has stayed with me is the one-on-one session Tess did with me, going over my research area and my goals in the next few years and putting together a plan for what grants I should apply to, when, and helpful intermediate steps (like serving as a reviewer, etc.). I really appreciated the proactive approach so I can actually make grant applications part of my planning for the next x years, especially until tenure review but also after.
- I think I received part of the Grants Orientation and Nuts and Bolts training during a one-on-one session with Tess. I have not attended any official workshops on grants and external funding. In my one-on-one session with Tess, I found it to be extremely useful, and helped me understand the clear roles that Tess and I have in the grant proposal process, as well as made me aware of other sources of funding besides a full NSF proposal. Tess has a clear timeline and checklist that makes it easy to keep track. She's also very knowledgeable about the process and could answer questions - if I had program-specific questions, Tess may not know the answer, but she knows how to get it.

Other Comments (2 mentions)

- I am closely aware of the resources, and habitually recommend them to other faculty at CC who have been unaware of the extent and value of the "at the fingertips" guidance that is available to us, as we do the work of researching/development/writing of proposals for external funding. I have also shared screen shots of the web pages/contents with colleagues or early-career faculty who work at CC's 'peer institutions,' and in one case, Admin -- their colleges are lacking in this level of support; they do not offer or are only recently aware that they should provide similar online resources and transparency in the process of application for external grants. (At some liberal arts colleges, a somewhat traditional or 'old school' perception is that Advancement or Divisional employees are responsible for obtaining grants in aid of liberal arts education, rather than faculty having an individual role in writing proposals -- on which they would be principal investigators. A historical example at CC would be the Hughes Grant umbrella program that supported biology, genetics, or microbiology research that was carried out by CC faculty who didn't write the umbrella program proposal).
- Tess visited our department in order to show these resources. Then, when time came for me to apply for grants for my sabbatical, I met with her individually and she reviewed opportunities that were pertinent in my discipline.

If you have used one or more of the above resources, please let us know what could have gone better. What opportunities for improvement do you see with regard to faculty development programming?

Positive Comments/Circumstances beyond Tess's Control (8 mentions)

- I believe the one-on-one, in addition to whatever other programs, is incredibly helpful.
- Nothing; I think Tess is doing a fabulous job.

- Nothing that Tess can improve: the grant process takes time and it is hard to find time to prepare a proposal while doing everything else. I appreciate Tess's willingness to work with faculty one on one and to find time to work around our crazy schedules.
- Obviously, things would have "gone better" if I'd received any of the big grants I've applied for. But that is entirely on me, not on the support I've gotten from Tess and her office.
- Since I took this one-on-one, I thought there wasn't any room for improvement, because I was able to ask questions to personalize the information to my specific grant situation.
- The only weakness is me! I can't seem to find time to take full advantage of the resources.
- Time and structure to make progress on something like a grant is still challenging. I think Tess's new program to offer summer support several years ahead of time of application is great. It would be wonderful for more faculty to take full-year sabbaticals and external grants would help with this.
- What I said above applied to 'Nuts and Bolts.' Tess was also phenomenal in identifying for me potentially funders though this information was not yet on Pivot. I entered into the process before all these additional resources were available. I would also have benefitted from the sessions on how to become a grant reviewer. Long ago, I evaluated a grant proposal for USDA, but was not invited to do so more than once. This unit would have been very useful to me both as a reviewer and as an applicant. Glad to see it there. [listed here because respondent is describing currently available opportunities]

Limitations of Pivot for CC Community (2 mentions)

- I am set up in Pivot, but am not sure it provides the best suggestions for my field -- probably a Pivot problem/gap, rather than anything on the support side for faculty, but I wonder if there are other options beyond Pivot for considering?
- My Pivot lists most commonly include postdoc opportunities, which are not applicable. I still look at the automatic emails but I can't recall a single time the funding opportunity was actually useful for me.

Workshop/Meeting Suggestions (2 mentions)

- Perhaps more detailed help with the process of writing the grant essays. Tess has always been very generous with reading drafts and providing feedback. I'm [?] that it might be even more helpful to work in smaller steps, more incrementally--instead of asking her to help with an entire essay, it might be more helpful to work on few key paragraphs.
- Sessions for workshopping the structure of proposals would be helpful. I don't have a good sense of how much detail is useful in different contexts.

Other Comments (6 mentions)

- Connecting these opportunities to faculty's current work may improve turnout at these events. I haven't seen formal advertising of a lot of these workshops, perhaps because of COVID, and an improvement could just be a clear communication of when and how often these workshops are offered.
- The faculty don't know what they don't know and often they don't see these opportunities as related to their work. I am not sure how best to do this though. Maybe presenting at a faculty

meeting or at the chairs meeting and asking faculty who've taken advantage of these to speak about their value.

- Give a specific time for faculty to individually brainstorm potential grant ideas with Tess.
- I think videos are often a bit long, and what I found was the lack of discipline-specific grants and resources. It's nice to know about the big ones, but coming from CC we are at a big disadvantage in trying to get those. It's probably too much work to look discipline by discipline, but that would be an amazing resource, if made available.
- It would be good if there was a single page pdf that summarized what was in presentations, so if someone wanted a quicker read that would be an alternative.
- More support from administration for internal research funding and startup funds for new faculty. Without administration support it is difficult to acquire any outside funding for research projects.

Outreach

Tess offers the following outreach opportunities:

- One-on-one non-evaluative 30-minute meetings with tenure-track candidates- used.
- Irons in the Fire: faculty and staff presentations during the half hour before faculty meetings (launched Spring 2021)-aware

Check each of the above resources of which you were already aware or which you have previously used.

- 29 faculty members indicated that they were already aware of Irons in the Fire;
- 17 faculty members indicated that they were already aware of the one-on-one 30-minute meeting.
- 20 faculty members indicated that they had previously had a one-on-one 30-minute meeting with Tess;
- Six faculty members indicated that they had previously attended Irons in the Fire.

If you have used one or more of the above resources, please let us know what went well. How was the resource valuable? What were key take-aways or lessons learned as a result of your participation? What are Tess's strengths with regard to outreach?

Positive Comments about One-on-One Meetings (19 mentions)

- I had a one-on-one session and it was very helpful! She was very knowledgeable and organized and helped me meet deadlines and refine the scope of my project.
- I LOVED my initial meeting with Tess as new faculty. Her competence, curiosity, quick ability to access resources and information, and kindness was apparent and real. Our subsequent meetings have all been similar.
- I met with Tess at the end of my first year in a TT position at the College. I had a short list of proposal opportunities I was considering with rough timelines. Tess provided specific insight into how I might approach certain proposals (i.e., funding success at CC, etc.). This meeting

was very helpful to streamline my proposal writing approach in those first few critical years in a TT position.

- I met with Tess over Zoom several times. She was always helpful, encouraging, open to my question and suggestions.
- I took advantage of multiple of the one-on-one sessions with Tess when I first started at CC and was planning for some initial grant applications. These were very helpful in getting grant applications started and getting my plans on Tess's radar so she could offer support as needed in the application process.
- I worked on a grant with Tess, and she was very helpful throughout the process. It was ultimately unsuccessful, and I do wish the college better acknowledged her efforts and mine in trying to make it happen. I liked Tess's availability and helpful comments.
- It was during these one-on-ones where I realized that I had a lot of good ideas and I just needed a strategy to go about accomplishing the tasks. Tess is good about recognizing things that I needed to prioritize and make me feel like I can actually accomplish getting a grant.
- It was valuable to talk through a funding strategy with Tess, and to think about the benefits of applying for funding even if I'm not likely to get any. The fact that Tess reached out rather than waiting for me to need something was extremely helpful. I don't think I would have thought seriously about applying for grants early in my time at CC without her being so proactive.
- Meeting with Tess is very useful!
- One on one session was very encouraging. Tess knows a lot, and she's very positive.
- One-on-one was incredibly helpful and I cannot overstate this.
- Tess has been incredibly valuable in individual meetings, both in person and over email. I haven't been to Irons in the Fire simply because of time constraints this year.
- Tess is really knowledgeable about the grant process and about the seed funding that can lead to a larger grant. I wasn't aware of the latter, and not familiar with the process for CC, so these meetings were extremely useful. Tess has an organized process that makes grant submission feel less scary.
- Tess was an excellent interlocutor for helping me think strategically about my long-term research plan and how to integrate fellowship applications into the process. She helped me think not just about a single cycle of applications, but how to map out a plan for the next handful of years, and how to organize my research in ways that would best take advantage of the possibility of fellowships—both in making myself competitive and in making the fellowships useful for my research agenda. Tess was proactive about putting the meeting together, and was excellent at compiling notes and a schedule based on our discussion—she's informed and knowledgeable, organized, thoughtful, and able to listen to my goals and provide productive feedback on how to work toward those.
- Tess was quite helpful even though she is less knowledgeable about performing arts funding processes. She was helpful in bridging funding from the arts and academic funding worlds.
- Tess's strengths are the level of institutional and grant knowledge and the ability to find information to keep things moving.
- The one-on-one meeting was very helpful. I had the meeting during a non-teaching block, but lost track of my follow up when I returned to teaching. Tess was very knowledgeable and warm in her offers to work with me.
- This is one of Tess's greatest strengths: working one on one with faculty about their individual grant proposals and or helping them find appropriate funding sources.

- Very helpful that Tess gets to know your work and the types of grants you're interested in. She helped me articulate my project and helped me think about what I would need in order to accomplish it.

Positive Comments about Irons in the Fire (6 mentions)

- I have watched one of the Irons in the Fire sessions this year-- great idea for a quick share of faculty research.
- I really enjoyed participating in Irons in the Fire- it was a fun, low-stress way of showcasing my research to my colleagues. I've loved learning about their work as well and I think the scope and timing of the sessions is really a great choice.
- I think Irons in the Fire is an awesome new event! It has been wonderful to hear faculty and staff colleagues share their current work and interests. I think that this platform is good for building community as well as opening the door for potential collaborations. Tess has been great in engaging a variety of disciplines and offices through Irons in the Fire, even in the short time that it's been in practice. While it may be difficult, depending on what happens with the format of faculty meeting moving forward, I think it would be really nice if this could continue.
- Irons in the Fire is wonderful, I really enjoy learning about our colleagues' research.
- Love the "Irons in the Fire" initiative. I have made all but one this year prior to Block end faculty meetings. These short sessions allow me to get know my colleagues a bit better. There are so few opportunities these days to hear about folk's scholarly interests. The Faculty/Staff luncheon used to provide this opportunity mainly for faculty, but with COVID putting an end to face-to-face meetings, this goes some distance to remedying that loss. I also like that I get to hear about more than just faculty scholarly work. There is a lot of creative stuff going on around this campus and I would not know it were not for this program.
- The "Irons in the Fire" presentations are a wonderful way to see what other faculty are up to! It seems like something that should be **organized by Crown Center staff instead** of Tess, only because Tess already seems to have so much to do.

Other Comments (6 mentions)

- 30-minute meetings: I am aware that these are available but I am not in the pre-tenure faculty group.
- I am long post-tenure, so I have not used these yet. I do plan to participate as a speaker in Irons in the Fire next year some time!
- I am on sabbatical in spring 2021 so I haven't participated in the irons in the fire. And I work with Tess on grants so I don't think I've ever done a one on one...
- I have had many sessions with Tess in the past that were not formally part of the one-on-one 30-minute meetings but were that in essence anyway. These have been about possible grant submissions in the future and about various aspects of the proposal preparation process such as figuring out budgets, documents that need to be signed by college officials, etc.
- I have not attended Irons in the Fire yet, but I love reading the announcement / learning about the projects other faculty are working on! This is one of the nicest components of the Blockly Faculty agenda! (Just kidding, here -- but it IS a lovely addition to the Blockly Agenda "packet" we receive). The reason I haven't been able to directly hear the

presentations is I've had afternoon lab teaching and commitments to a 2021 spring workshops (external to CC) that met on Mondays... but I really look forward to joining during Fall Semester.

- Tailored advice is of utmost importance since research projects and funding sources are so different.

If you have used one or more of the above resources, please let us know what could have gone better. What opportunities for improvement do you see with regard to outreach?

Positive Comments (4 mentions)

- All of this has been great and efficient and I can't think of anything else that I could ask for.
- I do not know in what form the Irons program will survive. Once we are off Zoom, it may be more difficult to attach these informational sessions to a faculty meeting. But I would be very sorry to lose them entirely and would welcome their return in a new form. Seriously, they filled a great gap.
- I love Irons in the Fire and wouldn't change it.
- None. Tess was great about following up and about providing me with needed resources.

Other Comments (5 mentions)

- Arts funding generally operates outside academic funding circles and cycles. Perhaps this is a new avenue of service, maybe with some support with creativity and innovation.
- I have had many individual meetings with Tess, but I don't know if it would count as this non-evaluative 30-minute meeting. I think it would be beneficial to coordinate informational meetings for pre-tenure STEM faculty about NSF CAREER or LEAPS-MPS grants. Especially given our block plan schedule, the deadlines for these opportunities can sneak up on us and having a bit more awareness from Tess's office would be helpful. We could even create proposal writing cohorts to provide mutual support and accountability.
- I think a review of unsuccessful applications 1-on-1 would be good, but also to see if there are patterns across the college.
- I wish the irons in the fire weren't before faculty meeting. Those days are so long that I have skipped each one as I get "zoomed out."
- More structure to keep working on a grant would help me. And Tess is piloting such a program this summer!

Faculty Planning

Tess meets with faculty members to discuss their external grant planning. Starting in Fall 2020, this has involved use of a Top Priority Questionnaire and the development of an External Grant Plan (EGP) based on divisional templates once faculty have completed the Grants Orientation Session (formerly called "External Funding 101").

If you were aware of the opportunity to meet with Tess to plan for external grants, have you met with Tess for this purpose?

Of 36 faculty members responding to this question, 27 (75.0%) answered yes and nine (25.0%) answered no.

If you answered the above question yes, did you meet in the last year to develop an EGP?

Of 29 faculty members responding to this question, seven (24.1%) answered yes and 22 (75.9%) answered no.

If you have met with Tess for external grant planning, please let us know what went well. How was the resource valuable? What were key take-aways or lessons learned as a result of your participation? What are Tess's strengths with regard to faculty planning?

Positive Comments about Tess (20 mentions)

- Excellent resource for review and support.
- I am extremely grateful for the [positivity], determination, and extraordinary support that Tess Powers provides to CC Faculty, across the number of academic disciplines we practice, and ALL the individual and specific circumstances that surround our work -- it is very difficult to conceive of "what could go better" than to benefit from the energy, creativity, and can-do spirit that Tess Powers brings to her work.
- I applied for the internal NEH summer stipend grant, and after being selected as one of the college's nominees, Tess and I met to refine my application. I really appreciated her feedback and support as I prepared the final version of my application. Tess has a great eye, and helped me tighten my proposal. I think the application was certainly stronger as a result of her input and support!
- I came to Tess with a particular grant I was planning to write with collaborators. It was my first time applying to the NSF so I was pretty unfamiliar with the process. We talked through the project objectives and timelines, and she offered very helpful information on how to get started as well as what to expect. I learned a lot from that meeting and felt very appreciative of the support I would have going forward. She is incredibly knowledgeable about the application process and was proactive in reaching out to her counterparts at other institutions (both specific to my project, and in her general pool of contacts at PUIs). This really helped me understand the process, especially as it would play out at an institution like CC (whereas previously I had only worked at R1 institutions).
- I found this session to be highly informative. The detailed list of funding sources, broken down by year and funding amount is incredibly valuable. I also like that there are multiple active links to the funding sources themselves which allows me to further understand the nature of the funding and determine if the fit is good for me. I also appreciated the experience that Tess brings from her work with other faculty to successfully receive the same grants I will be applying for.
- I met with Tess many years ago to help with a grant. She was incredibly supportive and knowledgeable about the grants process, and she was on top of doing her part and helping me with mine.
- I worked with Tess on several grants I submitted. She provided lots of help. She knew how to structure a budget. Helped proofread the grant. Offered suggestions of how to apply from a

PUI and what to put into a PUI impact statement. Reminded us to put sabbatical salary into the grant.

- It was very helpful that Tess knows how fickle we faculty can be, and knows that sometimes things happen at the last minute. It took a lot of the shame out of the process, which kept me from abandoning it early on.
- Organization, ability to collaborate, and knowledge of how to obtain required institutional information for grants.
- Strengths: her vast knowledge of what grants are out there to suit different “niche” faculty interests, her experience with Fulbright and other funders (so she knows what is successful and less successful), her patience to listen so openly to even the wackiest ill-formed ideas and gently guide you to making them workable as a proposal, her smarts - she very quickly “gets” where you’re coming from.
- Tess and I have had 1-2 “big picture” meetings over the course of my time here (i.e., meetings that were not specifically related to a grant that we were working on). These meetings have been incredibly valuable in helping me plan out which funding agencies I should apply to and when, as well as which specific programs/solicitations fit my goals and timelines. Tess is very knowledgeable about the types of grants available, what the timing of applying to those grants would look like on the tenure-track, and what things to ask for or expect from the institution or the external groups. Talking through the options with Tess was helpful for me, especially since I am not always particularly excited about applying for external funding, but having a plan makes it a lot easier. Lastly, she’s been really thoughtful and helpful in talking through how to strengthen the proposals that I write.
- Tess asks good probing questions. She does not let vagueness go forward. She is good at matching proposals to funders. She nudges in a most non-threatening way. It is so easy to start and so difficult to complete. Tess is good with the reminders.
- Tess has been enormously helpful with interpreting the ‘fine print’ of the proposal writing process, which has allowed me to focus on developing the content and argument of the proposal.
- Tess has been very helpful in planning timelines for grant writing and submission, identifying other experts to help in reviewing draft applications, and generally advising/encouraging applications that seem like a good match for faculty needs and readiness.
- Tess is knowledgeable and well organized. She is an excellent and very helpful editor, and she gives great budget advice!
- Tess was excellent both in helping me articulate my research and funding goals and putting a plan in place to aim for those goals. She was supportive and encouraging, but also realistic about the funding landscape. She pointed me toward useful templates and models, and helped me organize application materials and timelines.
- Tess was professional and incredibly organized during the whole grant process. I had a particularly complicated grant and she never flinched and was nothing but supportive.
- The meeting with Tess was so incredibly helpful. She knew the ins and outs of the college grant processes, in addition to knowing the right questions to ask regarding the external grant. I was really impressed with her knowledge, her willingness to work with me, and her expertise. She is truly incredible!
- This meeting was incredibly useful. Firstly, it helped to make a multi-year plan around applying for grants because it means I can plan in when to first apply, expecting to be

rejected but learning from the process to submit a strong application next round. It also means I can plan when to try to serve on review panels, etc. The deliberateness allows much better chances of success. Secondly, it is helpful to have someone with experience keeping an eye out for, or already knowing about relevant grants. Tess is deliberate, knowledgeable and clearly cares about helping faculty in finding, applying for, and being successful in getting external funding and it comes through in our interactions clearly. Though I haven't yet had the opportunity of working with her on a specific application, I look forward to doing so.

- This was extremely helpful as we mapped out what the next few years could look like. This is sometimes the most intimidating part of applying to grants: being able to see a few years out. Filling out the questionnaire before made it easier for us both to take advantage of the planning meeting. This was not a resource available at my previous institution, so it was amazing to have it here. I definitely took advantage of it as soon as I learned about it. I also encouraged other new faculty members to reach out to Tess.

Have Not Met with Tess Recently/Under this Format (6 mentions)

- I like the idea of the External Grant Plan. I didn't know that existed, since it's more recent.
- I met with Tess about 8 years ago so I'm mostly out of the loop on her program development since then.
- I was not aware of this External Grant Planning meeting, but perhaps that is because I already have several grants.
- I was unaware of this opportunity, though I did have the benefit of Tess's expertise pretty much in this format long ago. I welcome the greater structure she has now provided. Twenty years ago, I approached her in an ad hoc manner. Now I could see that there is a real process and that actually helps a lot. Taking a half-baked idea and bringing it to fruition both logistically and intellectually, is hard to do in isolation.
- I've met with Tess for grant planning but not via this new format.
- It's been several years since I met with Tess, so this new more structured approach sounds great. I was unaware of the questionnaire and EGP.

Description of Meeting/Process (4 mentions)

- I have worked with Tess on proposal submissions to the National Science Foundation. The questions to be pursued and the funding source are known, in most instances, and the grant planning does not relate to my own faculty status nor progression through rank. The agency, NSF, accepts submissions annually and specific deadlines are generally not a factor. The planning in respect to subjects to be investigated, facilities to be used, budget requests, and timelines -- those generally are undertaken with scientific collaborators, and I try to have the framework for those things in place before even contacting Tess. Hence the steps of grant planning with Tess involve dialog about her time-availability to work with me and my proposal, which need to be balanced out and reasonable in respect to all her work commitments and activities. Alerting Tess and ensuring that there is plenty of lead time is critical so that both parties can plan the correct time allocation.
- I met with Tess a year before my sabbatical to discuss grants I should try to apply for. This was perfect timing because it gave me the ability to plan out ideas and reasonable goals with enough time.

- Tess contacted me early the previous year, alerting me to the fact that my sabbatical is coming up. She encouraged me to apply for Fulbright scholar grant.
- The planning helped develop a long-term plan for applications, select a few relevant funding sources to focus on, and motivated me to get going on my proposals.

Other Comments (1 mention)

- I have written a fair number of grants so I did not need much guidance, although I hear from colleagues that she is very helpful.

If you have met with Tess for external grant planning, please let us know what could have gone better. What opportunities for improvement do you see with regard to faculty planning?

Faculty Member Could Have Handled Things Better (3 mentions)

- I do not know where this would fit, but I suspect the proposals that I submitted -- and this despite Tess's help -- made some very common errors like being too long, having too much jargon, unable to make the final product sound appealing. Looking at other failed projects might have helped me, and please remember, this was 20 years ago, avoid common pitfalls. I need to give more time to my proposals and take more criticism than I was willing to do. Tess knew then and undoubtedly knows now what difficult people we can be. I so like the improvements in process that she has made.
- On a past occasion (~2009?) when working toward an NSF submission deadline (NSF had deadlines in my program, at that time), I over-ambitiously aimed for a 'near' deadline and the writing and refinement of a persuasive, fundable proposal took much more time than I had allocated. My own "right up to the deadline" work habits created a good deal of stress and need to work "after hours" and through the night -- especially for me, but also for Tess, due to her generosity and enthusiasm for the exciting proposal that emerged. The thing that could have gone better would be that I should not have imposed my own academic and proposal-writing behavior upon Tess. A constructive suggestion is that grant-writing faculty recognize their own traits and habits in respect to submissions and deadlines, whether the project being proposed is mature enough, and plan in extra time / avoid crises surrounding deadlines that impose upon Tess or create unnecessary stress. In case of the proposal I am describing, the proposal was submitted within the last 15 seconds that the submission space was open (and, months later, the grant was funded). *Sometimes, though, external factors impose a crisis deadline: on a more recent proposal, a Government Shut Down followed by an NSF furlough created an artificial deadline (such that if a finished proposal wasn't submitted before shutdown, there would be no other opportunity until months later).
- Tess does a great job. I need to do a better job of having the confidence to apply for grants, and carving out the time to actually do one. I get too sucked into big service projects and student mentoring and cannot find time to write grants.

Other Comments (4 mentions)

- Again, more discipline-specific opportunities would be helpful. I have received many grants and all of the successful ones I have done myself.

- Having even more external accountability would help me, personally. Something like, ‘by XX date you’ll have a colleague read a draft of the project description,’ ‘by YY date you’ll have quotations for all expenses to Tess for inclusion in the budget.’
- I have always felt supported by Tess when applying for grants, but the initial impetus comes from me, not her office.
- Tess has helped with much of the logistics of grant submission.

Grants Infrastructure: Seeking Funders

The College has an institutional membership to the Pivot grants database, to which all CC faculty, staff and students have access.

Tess has created “curated lists” (with hand-selected funding opportunities) within the Pivot grants database. Curated lists exist for:

- Each academic department and interdisciplinary program
- Creative production
- New faculty
- Diverse faculty
- Residential and non-residential sabbatical opportunities
- Short-term fellowships
- Research opportunities for students
- Recent graduates

Resources for seeking funders include: previously used all

- Pivot grants database
- Curated lists within Pivot
- Trainings on Pivot

Check each of the above three resources of which you were already aware or which you have previously used.

- 15 faculty members indicated that they were already aware of the Pivot grants database;
 - 12 faculty members indicated that they were already aware of the curated lists within Pivot;
 - Seven faculty members indicated that they were already aware of the Pivot trainings.
-
- 12 faculty members indicated that they had previously used the Pivot grants database;
 - Seven faculty members indicated that they previously used the curated lists within Pivot;
 - Five faculty members indicated that they had previously used the Pivot trainings.

If you have used one or more of the above resources, please let us know what went well. How was the resource valuable? What were key take-aways or lessons learned as a result of using this resource? What are Tess's strengths with regard to seeking funders?

General Positive Response (4 mentions)

- About 5 years ago, I attended a summer workshop that included introduction to Pivot (or this is what I recall) and it's very helpful, especially with the curated lists that Tess updates. I feel more knowledgeable about possibilities and get some alerts via email.
- It was SUPER helpful in identifying relevant grants. Tess is very aware of opportunities across disciplines and funders. I had no idea that so many funders existed!
- The resource is quite valuable and seems to have a wealth of information about relevant funding sources.
- They are valuable especially if you are not aware of the grants available to you.

Database Not Particularly Helpful for Respondent (3 mentions)

- I don't use these because the funding sources for my work are very plainly clear to me and have not changed in a very long time. I could keep these in mind for other possible places to look but the main funding agencies I go to are NSF and NIH.
- It only listed one or two huge grant programs that are ultra-competitive and nothing a CC prof would be likely to get.
- The database has not been particularly useful.

Mention of Curated Lists (3 mentions)

- I believe I have relied on Tess herself to help me with this. I've not independently explored Pivot - she has shared curated lists. And it was very helpful!
- I really appreciated the curated list as well as the training session. It's helpful to have someone pull out appropriate grants and then to be shown how to navigate Pivot on my own. Tess is, unsurprisingly, extremely knowledgeable so I felt like I had a great guide.
- The database has not been particularly useful. But, now that that I know that there are trainings and a way to curate lists within Pivot, I am excited to work with Tess and improve my use of this resource.

Mention of Database Trainings (2 mentions)

- I really appreciated the curated list as well as the training session. It's helpful to have someone pull out appropriate grants and then to be shown how to navigate Pivot on my own. Tess is, unsurprisingly, extremely knowledgeable so I felt like I had a great guide.
- The database has not been particularly useful. But, now that that I know that there are trainings and a way to curate lists within Pivot, I am excited to work with Tess and improve my use of this resource.

Minimal Experience or No Recent Experience (2 mentions)

- I am aware of these resources and remember looking into Pivot a bit around the time I met with Tess. But it has been some time and I don't remember at this time enough to be able to comment meaningfully.
- I honestly have only looked through the database once or twice, so I can't really comment. I remember hearing about it and being excited about it as a resource, and then meaning to go back and explore. I will definitely do so as I plan for future proposals.

If you have used one or more of the above resources, please let us know what could have gone better. What opportunities for improvement do you see with regard to seeking funders?

Other Comments (8 mentions)

- I am unsure if this is the same thing as the "Matrix."
- I didn't really use them because I came into my position with specific grants that I wanted to apply to and learned about based on my previous funding experiences.
- I don't think anything could have been better. PIVOT is not intuitive but the training on PIVOT was great!
- I have not applied for a grant in quite a number of years, so I was not aware of how well-developed this resource was. My fault.
- I was not aware of more ways to help tailor Pivot more directly to my needs. This is great to know.
- My curated lists are not very useful. I haven't seen a single opportunity that was actually applicable to me. Many of the opportunities are actually for postdocs or even for undergraduate research programs.
- Perhaps an acknowledgment that some faculty in certain disciplines will have to do a lot more independent work than others.
- Time to follow up!

Grants Infrastructure: Seed Funding and Match Funding

The SEGway Program provides bridge funding to support faculty members in the process of seeking external funding. The program, designed to make future grant proposals more competitive, supports: previously used

- Faculty travel to grants conferences and small stipends to faculty who serve as grant reviewers for external funders
- Individualized strategic activities, such as visits with collaborators or language study, in order to make faculty more competitive for an external grant/fellowship proposal
- Stipend supplement awards to faculty who received external grants/fellowships of less than \$25,000
- Modest faculty stipends to recognize those who invested considerable time in institutional grant proposals

The Matching Grant Fund can support faculty who have been awarded external funding. Faculty and Tess work together prior to the submission of the grant/fellowship to determine whether the College will be able to contribute a match in the event the grant/fellowship is funded.

Check each of the above resources of which you were already aware or which you have previously used.

- 24 faculty members indicated that they were already aware of the SEGway Program;
- 17 faculty members indicated that they were already aware of the Matching Grant Fund.

- 16 faculty members indicated that they had previously used the SEGway Program;
- Six faculty members indicated that they had previously used the Matching Grant Fund.

If you have used one or more of the above resources, please let us know what went well. How was the resource valuable? What were key take-aways or lessons learned as a result of your participation or use of this resource? What are Tess's strengths with regard to seed/match funding?

Positive Experiences with SEGway Program (15 mentions)

- I have asked for, and was granted, support from the SEGway program. It went smoothly and I am grateful for the support.
- I have been successfully awarded SEGway funding for two different projects. Tess brought this opportunity to my attention both times and encouraged me to apply. We talked through the process and expectations. I was grateful to have this support more than once for two distinctly separate projects, the second of which led me to an externally funded grant a year or two later (i.e., it truly served its purpose!). She also pointed me to other internal funding opportunities that helped me get my project off the ground in the pilot phase. I credit the success of my current project in part to my ability to do preliminary work prior to applying for external funding and am grateful that SEGway could support that.
- I have dipped into the SEGway program to assist with gathering data for a future proposal as well as to add support to an existing award. Both SEGway submissions were straightforward and I think this is a good system to have. I especially like the SEGway seed grant option to help gather data for a future proposal.
- I received a SEGway grant in my first year at the College. The award was essential in getting my research space up and running and generating that crucial first set of data which ultimately made me more competitive for external awards (of which I was later awarded).
- I received SEGway funding and it was extremely useful for supporting student researchers and other related research needs. It was one of my first proposals at CC, which helped me to get my research started. Tess was great in letting me know it existed and how to best start framing my work.
- I served on the SEGway committee for many years (and will once I am back from sabbatical). I also have applied and received SEGway funds. The application is easy and the deliberation is very, very, thorough.
- I successfully applied for a SEGway Seed Grant and Tess helped answer my questions and encouraged me to apply. She had mentioned it to me before which is why I was aware of it

and reached out when I thought I had a project that could qualify. I really owe my knowledge of and success with the grant to Tess.

- I went to a Segway information session and learned a LOT. The training was very informational – it's a terrific program!
- SEGway funding is helpful in getting projects up and running.
- SEGway has been key in supporting exploratory work & travel leading towards a grant submission. The structure of the program and desired and reasonable outcomes are very clear. It is an enormous help and very motivating for furthering grant writing.
- SEGway was great in helping prep for a grant. Really valuable and Tess was very helpful throughout the process. I was unaware of its existence at the time, and Tess kindly steered me to it.
- The SEGway funding helped me organize ideas and provide funding for key experiments or student workers. Much of the SEGway funds was used to develop preliminary data I used to in my external grant application. Without this funding, I don't know if I would have been able to put together a competitive grant.
- The SEGway funding made it possible for me to begin a new line of research, and I am incredibly grateful to Tess and the administration for making this resource available to us.
- The SEGway program has been very helpful to me, because sometimes the divisional monies available are not quite enough to pilot the precursors that are necessary to prove a project's value to larger donors. It's a very straightforward application process, and I appreciate that Tess is always willing to talk about proposals along the way.
- The Segway program, which Tess helped develop along with a faculty committee, is a very effective way to leverage a fairly small amount of seed money into much larger grants for faculty.

Positive Comments about Tess (3 mentions)

- Tess encouraged me to apply and helped me with all of my questions. She was prompt and cheerful and had all of the answers to my questions.
- Tess has been very helpful in encouraging application toward Segway funds as appropriate for gaining preliminary data toward a large grant application. The process for application was quick and easy, which is ideal for internal funding geared toward bigger, time-consuming applications. Tess was also helpful in gaining the necessary administrative support/signatures for larger external grants in which internal matching funds were expected and/or could bolster an application.
- Tess has done a great job of utilizing these funds to promote grant writing and success at the college.

Positive Experiences with Matching Grant Fund (3 mentions)

- Matching funding is very helpful, not only with respect to the implementation of grant projects, but in securing grants (funders often like to see a promised match).
- The matching funds was really useful for my external grants as it showed the funder that CC was supportive of my research and willing to help me succeed even after the grants expires. The matching funds made my grant application far more competitive.

- The matching grant made it possible to provide stipend support, travel funds and costs of analytical expenses TO STUDENTS, in the case of a proposal that could not allow student support.

Other Comments (4 mentions)

- Again, I have dropped out of the grants chase. This is an innovation since I last applied and kudos to Tess and the College for developing it. I would certainly have benefitted.
- I have not availed myself of these resources, but they're terrific! And I have advised younger faculty to avail themselves by sending them to Tess.
- We have discussed matching funds for my current external grant but I have not utilized them yet as the project is still in its early stages.
- With respect to match funding, while I haven't used it yet, Tess and I have talked about how and where it would be applicable, and I believe that in future proposals it will be something that I'm able to use.

If you have used one or more of the above resources, please let us know what could have gone better. What opportunities for improvement do you see with regard to seed/match funding?

Other Comments (3 mentions)

- Funding opportunities are so few and far between. I wish I knew how to find smaller, private sources of funding that would be easier to obtain.
- There should be more matching funding for grants and fellowships faculty independently receive.
- These programs both work well.

Grant/Fellowship Proposal Activity

Tess has been in the role of Director of Faculty Research Support for almost 13 years. During the past ten years, Tess has supported the submission of 183 proposals (about 23% in the humanities, about 23% in the social sciences, and about 54% in the natural sciences); about 36% of these proposals have received external funding.

Have you worked with Tess on a proposal for external funding?

Thirty of 38 faculty responding (79%) answered yes and eight (21%) answered no.

If you have not yet worked with Tess, could you comment on the primary reasons for this?

- I have not had the time to follow up with her despite the fact that she has made herself available.
- I haven't yet applied for an external grant since starting my position at CC. I plan to in the next couple years, if not specifically next year, and I plan to work with Tess on this when I do.

- I know I will work with Tess, but, as this is my first year and I have experience applying for internal grants, I did not reach out to Tess.

If you have worked with Tess on a proposal for external funding, did your proposal receive external funding?

Twelve of 27 faculty responding (44.4%) answered yes and 15 (55.6%) answered no.

If you worked with Tess on such a proposal, please let us know what went well. How was Tess's support valuable? What were key take-aways or lessons learned as a result of working with Tess? What are Tess's strengths with regard to grant proposal preparation?

Positive Comments about Tess (27 mentions)

- Again, similar answers here: she's knowledgeable, supportive, and grounded/realistic. Her feedback was helpful for getting my proposal into better shape, and pointed me toward models. She gave me practical organizational strategies for making the proposal legible to a wide audience.
- Here is something that goes incredibly well: Tess's own academic background is not in the Natural Sciences, yet she has enormous capacity to comprehend the proposal objectives and the essence of the work being proposed. She reads every word of the proposal text and supporting documents, not matter how technical, and generally always has constructive suggestions, or an ability to 'flag' problem spots that should be revised. I can only imagine how valuable and constructive Tess can be when she works with faculty whose disciplines are closer to her own academic path! Furthermore, Tess is meticulous to a T about document format and submission protocols, together with details of budget frameworks and modes of justification of budget request. To the extent that it is possible to do so (when there are such a number of funding agencies and organizations), she has heroically systematized Excel worksheets and document templates for her own and for faculty use, so that errors can be avoided. Tess is absolutely diligent on these administrative aspects, even when a faculty member differs in opinion (how could this small self-promoting statement get me in trouble? No one will notice this 'padded' budget number in the grand scheme of the entire sum that is requested). The integrity of Colorado College grants in all disciplines is at its highest, because Tess Powers responsibly fulfills her responsibilities as Director of Faculty Research Support.
- I applied for an NSF grant two times, and was successful with the second iteration. Tess was immensely supportive throughout the process, which I greatly appreciated as a first time PI. She was organized and clear in her communication, and easy to reach when I had questions. She was clear about which aspects of the proposal she would support and which would be my responsibility. She was also supportive in her editing of the proposal, not working on the project plans itself but helping me to think through what would make the proposal clear and successful. I really appreciate that I can have such personal, one-on-one support with this work (especially when it is something I am not doing frequently and thus have limited experience seeking and receiving external funding) whereas my collaborators at larger institutions do not seem to have this close connection.

- I couldn't have put together a successful grant application without Tess. There are just things I don't know how to do and I am not familiar with but Tess has a lot of experience with. I really trusted her judgment on things. She helped put together parts of the grant that she had strengths in (and I had just never done on my own). This allowed me to focus on the proposal and really refine it. There was a point in the grant where I felt really disappointed with the external feedback I received on a draft of the grant and Tess really picked me up and changed my outlook on the grant. I seriously would have quit or not done the grant if someone without Tess's experience, knowledge and ability to listen wasn't there to help me put together my application.
- I have worked with Tess on submission of several proposals including one funded for several hundred thousand dollars. Tess is an amazing resource for faculty writing grant proposals- especially for young faculty. She gives advice on how to find the right grant to apply for, helps with the application process with everything from providing advice on budgets to proofreading the grant, and once the grant is in the door, helps get everything set up here to manage the budget of the grant. I was here and applied for grants from CC before Tess was, and I can tell you that having Tess as the grants officer made a world of difference in facilitating grant applications and successes.
- I worked with Tess on external funding in the period prior to her becoming director. CC's grants development was in its primordial stages. As a result, Tess gave me a great deal of personal time, identifying grants, obtaining forms and filling them out, formulating the proposal, revising and editing it. So much of the routine part of this process seems to have been formalized so that applicants do not need so much routine help. Tess knew what I had to do to get a project off the ground, let alone to get it funded, but I did not know. Now the early stages have been expedited so that the hard part, crafting the objectives and purposes of a grant can get the lion's share of Tess's time. That is amazing development.
- I worked with Tess on my application for the NEH summer stipend -- an incredibly competitive grant. I am confident my proposal was stronger because of Tess's input and support, and the comments I was able to request after not winning the fellowship confirmed that my project and proposal were competitive.
- My external grant is still under review. However, Tess was invaluable throughout the preparation and submission process, especially with many of the supplementary documents that I, as a new PI, was unfamiliar with. Her process is clear, and we had good communication back and forth. The preparation process did not feel stressful, compared to the process at other institutions. Takeaways: plan adequate time to meet with Tess before proposal submission, because she is so much more than the equivalent sponsored programs officers at other locations - she helps with writing and editing and figure out hiccups like which website to use for this type of grant application.
- Tess does an excellent job in helping make sure all of the bits and pieces of large application are pulled together. This can be particularly challenging with numerous co-PIs or contributors and/or with constantly changing rules, forms, etc. from funding agencies. The whole process would be overwhelming, especially for new faculty trying to juggle a lot of things, so Tess's support and careful attention to detail make the application process manageable. She also ensures that no details are overlooked. It would be very easy for an application to be rejected on a technicality without Tess's eye for detail to ensure all pieces are submitted to the agency's specifications. Tess also does a great job of pulling together the "boilerplate" institutional information, relieving faculty of having to do that themselves.

- Tess is AMAZING at editing proposals, constructing the budget, and explaining the process. She is an extremely valuable resource. Not sure I could've applied for 3 grants without her.
- Just about every single thing about working with Tess is terrific.
- Tess is amazing. She was very responsive and helped out even when it meant answering questions on the weekend.
- Tess is enthusiastic, hard-working, and prompt with her assistance. I value her so much in this position, and I do not think that anyone could do it better.
- Tess is professional, on top of her game, and I can count on her to get things done on time and correctly. She is detail oriented and careful, which is greatly appreciated.
- Tess is very knowledgeable and helped answer all of my questions - she also gave me tips on how to improve the proposal.
- Tess provided very helpful feedback on my proposal and managing the internal paperwork and signatures that were needed for the submission. Her feedback strengthened the proposal language and arguments, and she helped me state my accomplishments with confidence!
- Tess was great in organizing multiple individuals on our grant. It was great that she was able to keep track of each individual's contribution and then help stitch it all together in the required format. This saved the PI's countless hours in work!
- Tess was great, the proposals got better and better with her personalized feedback.
- Tess was helpful and knowledgeable throughout the process. Good and timely with feedback.
- Tess was incredibly valuable in the organization of a large proposal. There were many moving parts and I was impressed with the organization of the grant from start to finish.
- Tess was utterly prepared, available, professional, excited and engaged at every point, even after hours. From formative/generative discussions about the structure to all the logistical challenges and bureaucracy, she makes it so seamless.
- Tess was very helpful at every stage of the process.
- Tess was very helpful for two NSF grants that were funded and another two that were very close but were not funded. I had full confidence that everything was going to be submitted on time (and it was) and I had full confidence that all the tiny technical details of the proposal (outside the science proposal) were done to the letter of the law. Where Tess went beyond the call of duty for my proposals was her critical reading of the science. With a chemistry background Tess is not an expert in my field but was still able to read this through the eyes of a scientist and point out when I may have been unclear or assumed too much of the reader. I value that quite a bit since others that read the proposal (my co-PIs) are sometimes too close to the science and miss some of these points. I think it improved my proposals and made me feel more confident that what I was submitted was high quality writing.
- Tess's organization, knowledge, and professionalism are hugely helpful. She understands budget ins and outs and helps track institutional/funder requirements, which is extremely helpful. Tess is great to work with.
- Tess's support has been invaluable to the proposal writing process at CC. She is wonderfully adept at interpreting the 'fine print' of the proposal call and generating a document that is in accord with the call's formatting and content requirements. Her attention to detail has been extremely helpful. It has allowed me to focus on content generation in the proposal rather than focusing on the finer details. She has been enormously helpful in organizing and communicating across multiple co-PIs and major users on larger proposals. If Tess's support

were not available at CC, I would almost certainly write (and win) fewer grants at the College.

- Tess's support was valuable in making me feel that I could actually navigate the process of grant application. Key take-aways for me are that I need to decide what I want to get out of the process and that starting early is important.
- Tess's support was valuable in many ways. First, she was organized and helped me/us come up with a good internal timeline for the grant proposals. That timeline is key and I was able to have a less stressful experience in writing. She was willing and available to read through documents and provide feedback based on her knowledge from reading and analyzing different proposals, meeting with different funding agencies and sponsored project officers. Her perspective helped strengthen my proposal. As mentioned before, she also helped me understand what to expect or ask for from the funding agencies or the institution. I think one great thing about working with Tess is that I know that she is always working to help me/us have the strongest proposals that we can, that best display the work that we do. Working with a person in Tess's position makes the grant writing process easier for faculty because we can focus more on the "proposal" part and she helps lessen the stress of the organizational details. My experiences working with Tess have been wonderful and I truly appreciate her support.

If you worked with Tess on such a proposal, please let us know what could have gone better. What opportunities for improvement do you see with regard to grant proposal preparation?

Positive Comments (3 mentions)

- I am very satisfied with the proposal preparation and submission process, and I honestly did not expect the high level of help Tess offered because I had no precedent for that. Tess's work in faculty research at CC is amazing, and definitely a selling point for faculty candidates.
- In order for grant proposal development and submissions to continue to be successful on the "front end," I believe that the CC Administration should be cognizant of and acknowledge the amount of administrative work that falls to Tess, over the duration of the grant. Tess maintains all the forms and reporting that relate to any/all faculty salary that is disbursed from the grants, ensures that annual reporting docs (COI etc.) are up to date, and commonly needs to communicate or interceded with Dept of Finance staff who are responsible for requesting quarterly fund transfers from governmental agencies. From a faculty standpoint, it's evident that Tess works really well with the employees in Finance; there is good rapport, mutual trust, and open exchange.
- Nothing! Tess is great!

Other Comments (7 mentions)

- I did not anticipate the ways in which I would receive such close support throughout the grant application process, but much less so on the back end once the grant was awarded. Tess oversees or participates in some aspects of this, especially as it pertains to internal budgeting and accounting, **but much of the work is now on me.** My colleagues at larger institutions may have someone who helps keep track of their budgeting and reporting, whereas I am mostly on my own now. **I think this can be fine, I just found it to be a stark contrast to the level of**

collaboration and involvement on the front-end application process and it would also help to have some ongoing support on the post-award side.

- I need time to write that is not during a teaching block. Trying to make significant progress on a proposal during a block that I was teaching was highly difficult. Opportunities that are available each year are a good bet because I can plan well in advance to write while I am not teaching.
- I think it would have been nice for us to bring in some experts (almost like potential reviewers) in the target area. We missed some things in our proposal that could have been remedied by this step.
- Since she wasn't in the weeds of my research field, she approached my proposal with the eye of a generalist—that's not a bad thing, since the proposal would be read by people with a range of backgrounds and familiarity. And I can't imagine that we'd be able to fill a single position with someone who could approach all proposals with a level of specificity—that would be impossible.
- The only thing that I can think of is that it would be helpful if Tess had more specialized knowledge relevant to grants in my field, but this is something that she is already gaining as she gains experience working with faculty.
- This is my read of the recent situation, but -- there are occasions in which I have had to ask, or I've needed to contact Tess to arrange, the quarterly transfers of federal funds that cover expenditures at Colorado College. At times, parts of Indirect Costs or parts of Fringe Benefits or other 'automatic' components were left out, creating baffling mismatches in budget records -- that Tess can virtually always sort out. At any rate, it seems as if there has [been] a volatile staffing situation in Dept of Finance at CC, which created some gaps in institutional knowledge or discontinuities in the administration of grants on the Finance side. It's possible that Tess Powers, because she maintains meticulous records and has such detailed familiarity with the award schedules, is serving as a framework element that is keeping the whole system together -- which requires a considerable investment of work time, over and above her work with faculty on preparation of grant proposals.
- What could have gone better is that all the structure that now exists for helping faculty to take first steps could have been created prior to my arrival, prior to Tess's arrival. Since that was not the case, she helped me invent the wheel. I might well have had a much more successful experience could we have traveled forward in time to this much better developed program.

Grant and Fellowship Recognition

- Recent grants and fellowships are typically announced to the CC community via an article on the CC webpage and through the President's announcement page shared prior to the faculty meeting. Already aware
- In the past, a bi-annual event was held to celebrate faculty who had submitted external funding proposals in the previous two years.

Please indicate whether you were already aware of either or both types of recognition, and whether you have ever attended the celebratory event.

Aware of Announcements (15 mentions)

- Aware of the first
- I am aware of the announcements
- I enjoy reading the President's announcement page provided with each block's faculty agenda – it offers wonderful discovery moments, and has been especially heartening during the pandemic when we have been isolated from each other.
- I have been recognized with CC news items.
- I have seen them in the President's announcement page and on the CC webpage. I was not sure if this was a complete list of grants or like the publications that appear on the website and that sheet, which read as a non-random selection of campus publications, but far from complete.
- I know about the emails/articles and the announcement page at faculty meetings.
- I was aware of both the announcements
- I was aware of the features on CC's webpage
- I was aware of the first
- I was aware of the former
- I'm aware of the president's announcement page
- I've seen announcements on the CC homepage
- I've seen the funded announcements.
- Yes to the first (2 mentions)

Not Aware of Bi-Annual Event (14 mentions)

- I am not aware of the bi-annual event.
- I did not know of the bi-annual event.
- I did not know there was an event to celebrate faculty with external funding.
- I didn't know about the celebratory event.
- I have not attended a funded-proposals celebration at any time, and did not know about this tradition.
- I have not known about the celebration.
- [I was not aware of] the bi-annual event.
- [I was] not [aware] of the celebratory event (so I have not attended it).
- I wasn't aware of the bi-annual event, but that seems like a nice way to celebrate faculty's efforts at submitting proposals.
- Maybe not [aware] of the celebration.
- No to the second
- Not [aware of] the event.
- Not [aware of] the latter.
- Not [aware of] the second (never attended).

Aware of Event but Have Not Attended (6 mentions)

- I am aware and have not attended
- I am aware but have not attended.
- I am aware but I generally don't attend such events or the events to celebrate publications either. When I am done with teaching and research I would rather go home and be with my kids, partner, and dogs.
- I have not attended a celebratory event but I am aware of these types of recognition.
- I was aware, never attended.
- I'm aware, haven't participated.

Aware of Both and Have Attended the Event (2 mentions)

- I am aware of both types of recognition. I have attended a celebratory event.
- Yes, aware, yes attended.

Other Comments (7 mentions)

- I have always wondered who announced the grants - makes sense it's part of this program.
- I have not attended an event. [unsure of respondent was aware or not]
- [I] have not been at CC long enough to have been able to attend the celebratory event.
- I was not aware [unclear which this refers to]
- No, I didn't! And no, I haven't! Sounds fun.
- Not sure, but these seem like good forms of recognition and help make visible to the broader community both the accomplishments of individual researchers as well as opportunities that others might consider applying to.
- Yes [unclear which this refers to]

If you were aware of these grant recognition processes, please let us know what you think is productive about them. What were key take-aways or lessons learned as a result of these forms of recognition? What are Tess's strengths with regard to grant and fellowship recognition?

Mention of Value of the Recognition (10 mentions)

- I hate being recognized for things but I understand the importance of it for my career, future funding and the college. Tess was able to provide everything needed to make sure I was recognized and I didn't really have to stress about figuring out how to do that. Without her, I think I would be happy to let my funding achievement slide under the radar.
- I think grant recipients should be acknowledged and celebrated.
- I think it's nice for faculty to see evidence that people are actively engaged in research and that we can successfully secure external funding.
- I think it's important for the community to know that achieving large grants is possible. I suspect that some think that because we are a liberal arts college that our faculty are somehow less competitive for large grants. That may be true to an extent, but some people are landing very big money! That's important for people to know, both junior and senior

faculty. Juniors so they know it's possible and seniors so they can understand that the job of a liberal arts college professor is changing.

- I think the celebration of grants and fellowships is done well via emails and lists at faculty meetings. I enjoy reading about the different work that my colleagues are doing and being made aware of their accomplishments so that we can celebrate them. Those vehicles/methods of announcement are productive and at a good frequency.
- It is both encouraging and incentivizing to know that one's colleagues are hard at work in this scholarly area. Knowing of colleagues who have successfully applied for things like Fulbrights have actually helped me help students to apply for grants as well. I also take pride in working for an institution with such active scholars in it. I am happy to recommend CC to students and their families, potential colleagues as a place with an active life of the mind. If I did not have some idea of what was going on behind the scenes, I could not do any of that.
- It's really important to acknowledge and celebrate faculty efforts and successes in grant applications. It's a ton of work but goes a long way to elevating the reputation of the college and the types of opportunities we can offer to students.
- The announcement pages and celebratory event represent ways for Faculty -- in this small, interdisciplinary arts college -- to learn of each other's interests and scholarly activities that take place alongside the student-centered activities. For women, biracial, and faculty of color in the Natural Sciences, who historically have been underrepresented in STEM, these provide a way for the scholarly achievements to receive the visibility that they deserve, and to combat established stereotypes about individuals who have academic authority. They help faculty who are active in research "find" each other and engage in aspirational dialog about the life of the mind within our professions, and they create opportunities for 'convergence' at the intersections of academic disciplines that might seed ideas for future joint courses or scholarly endeavors.
- The webpage and President's announcements are really nice pieces of recognition, especially for pre-tenure faculty who are trying to get their names out during a pandemic. It's also really nice to see the areas of active research across the campus.
- This recognition helps build community.

Appreciation of the Recognition (7 mentions)

- I appreciate faculty accomplishments being brought forward on our website, social media pages, and elsewhere - especially now when many of us aren't really seeing our colleagues in person. I appreciated the celebration of my work in this way, especially as a pre-tenure faculty member. I like the idea of the celebratory event but have not attended so cannot comment.
- I feel celebrated and seen when Tess pushes external grant news to the Communications team!
- I really appreciate that we are celebrating successes!
- It is always great to hear about the exciting work our colleagues are doing.
- It is wonderful to recognize grant recipients, and Tess does a great job of making this happen.
- It's nice to see what colleagues are working on.
- Wonderful to receive recognition at the College level, especially for junior faculty.

Other Comments (6 mentions)

- I don't think it is Tess's responsibility necessarily to provide recognition to the college community about successful grants. In my opinion, that should be done by the Dean and President.
- I think it is nice to know who has successfully received what kind of funding but to be honest, I have not paid significant attention as of yet because there is a lot of information in general at the faculty meetings to be able to follow.
- I think the college needs to be more consistent with what they acknowledge and what they don't.
- If Tess is able to track and share all the CC grants, that's great.
- Seems like a good amount of attention -- might be nice to have a letter somewhere in tenure and promotion files indicating the proposals submitted with help from Tess and the level of difficulty/involvement they required.
- Since we have so many faculty now who have submitted grants, maybe having an event that has both people who have gotten/submitted grants and those who want to would allow some cross pollination.

Please let us know how grant and fellowship recognition processes could be expanded or improved.

No Specific Suggestions (3 mentions)

- I am not a part of the community of faculty who have great success in obtaining grants, so I don't know if I have anything substantive to suggest. I'm also not into self-congratulatory events--they feel weird.
- I don't have specific ideas, but more should be done to acknowledge and recognize faculty efforts in this area.
- I think it's sometimes hard to know how to get the word out about our accomplishments. If the work was done with support from someone like Tess, then Communications is contacted and the announcement goes forward. For smaller accomplishments that maybe did not receive this level of internal support, it can be hard to know how to "brag" about oneself.

Current Processes are Fine (2 mentions)

- I'm not sure why they would need to be.
- It seems like these processes are adequate.

Other Comments (8 mentions)

- CC Communications could establish and maintain a Twitter Account that features CC Faculty Awards, Grants, Publications and Achievements something on par with social media that features CC courses, athletics teams, and ResLife. Maintaining the Twitter Acct could be fairly low-effort and time, if the account 'followed' the CC Faculty who have Twitter Accounts... since information would feed IN to the account (rather than all posts having to be generated from the account). Even if CC faculty don't self-promote, peers and

colleagues in active research communities tend to make posts and celebrate it, when Awards, Grants, Publications and Achievements happen. FYI in respect to this suggestion: I did review the CC Social media listing at <https://www.coloradocollege.edu/basics/contact/socialmedia/>, but I don't see an account that features faculty achievements / awards / recognition.

- I actually think it might not be expanded, but streamlined, again for consistency, but this is a broader issue about how CC handles communications.
- I do not know how large the staff in the Grants Office is, but the expansion of applications suggest that Tess might be able to do with some help, if only in highly specialized areas. I do hope that Tess has a workshop for new entering faculty and academic administrators and support staff on applying for grants.
- I don't think recognition can be improved but perhaps leveraging those who have received funding in efforts to get more people to apply for funding would be good.
- I had a really difficult time with the CC communications people about how they addressed me in press release. I really wanted to have my title "Dr." used as the students know and address me by my title. More importantly, I try hard in the classroom to demystify the stereotype of what it means to be a scientist. Since I do not look like your typical scientist, I try to remind everyone that I am to help encourage women and students of color that they can also be scientist by using my title as much as I can. There was a lot of push back and in the end, I didn't have my title used.
- I think a semester or yearly round-up and celebration of successful external funding awards would be a great way to see what our faculty are doing in their respective disciplines. We do so much as a community to focus on teaching, but research is part of our job too! Perhaps the event used to accomplish this, but I think it's hard to get an overall sense of the scholarly aspect of faculty teacher-scholar identity when the news is intermittent (or only on the President's announcement page at the faculty meeting, which no one remembers two days later).
- I think this feedback stretches beyond Tess's office and to how faculty achievement is celebrated at the college more broadly: the mechanisms for reporting accomplishments (grants, publications, or otherwise) are unclear, to me at least, and I have heard conflicting accounts of how this works. I think some faculty (and I imagine this is also impacted by department cultures, as well as gender/race/background) are more hesitant to promote their own victories, meaning this [task] falls to others who hear about accomplishments they see as worth celebrating more publicly. When my own accomplishments have been celebrated at the college, I have not been the one to report them.
- I wonder if it would also make sense to highlight grants that are received through Ina's office in Development? For example, the College received three \$25k Geneen Scholarship grants this year (\$75k in total for students), and also the Hewlett Foundation's \$300k grant for the State of the Rockies. These are yearly grants that we receive, but it might be nice to highlight them as well. I understand they are more "institutional" and "program" grants - - but there are people on campus working hard to make them happen! The recognition would go a long way.

Post-Award Support and Compliance

Tess works with various CC colleagues (eg., Lori Cowan in Finance) to support post-award spending and compliance expectations (eg., Effort Certification, Responsible Conduct of Research, Institutional Animal Care and Use Committee).

If you have worked with Tess on post-award management or compliance processes, please let us know what has gone well. What were key take-aways or lessons learned as a result of working with Tess? What are Tess's strengths with regard to post-award support and compliance?

Positive Comments about Tess and Process (10 mentions)

- All good so far! Tess is organized and keeps track of the details that I invariably forget.
- All of this was smooth. If memory serves me right, I was the first one to have a CC p-card issued for a grant and we developed some new procedures for tracking spending and dealing with audits (which happened several times). All of that went well after a brief training session that Tess did with me and my departmental administrative assistant.
- I recently had a post-award meeting with Tess and Lori and it was extremely helpful. I had all the information I needed to manage the grant from my end, and understood how I can help Tess and Lori manage the grant from their end.
- I've worked with Tess in this area for a number of ACM and Mellon grants. All went smoothly.
- Meticulous timelines and documentation, in respect to compliance forms, disbursement of salary awards, federal regulations. Tess's great strength is integrity in adherence to protocols, compliance with grants and COI, and timely administration of external awards. I concur that Tess works effectively with Lori Cowan and Finance office. **Regarding Lori Cowan: I would like to commend her for her responsible management of finance, and helpfulness when faculty need to 'balance budgets' between own expenditures/categories (which we can easily maintain by spreadsheets) that differ from federal timelines and budget categories.**
- Tess helped with managing the budget for the half million dollar grant we had. It meant that there was one central person to contact with questions about the budget...and then if Tess didn't know the answer, she found it for us.
- Tess is great at keeping track of deadlines and formal procedures that need to be completed. She is a great communicator and knows the process well.
- Tess is on top of this aspect of her job and I can count on her to remind me when something is due.
- This was helpful and the document Tess provides helps outline everything and who to contact and things I should know.
- Yes -- Tess is very helpful in tracking deadlines for reports, assisting in navigating reporting requirements, etc.

If you have worked with Tess on post-award management or compliance processes, please let us know what could have gone better. What opportunities for improvement do you see with regard to post-award support and compliance?

Other Comments (5 mentions)

- Honestly, I think everything was great.
- One small suggestion might be: **have a short conversation with new grantees**, to alert them that Tess will be contacting them at regular intervals with compliance forms, COI docs, etc., and the manner in which “summer salary” from grants will be requested and provided (since it is not CC salary) to ensure that they know.
- The bookkeeping/accounting related to grants is a huge chore for faculty, and is particularly difficult because the accounting info in Banner is very non-user friendly for those of us without a degree in accounting. **Faculty in some departments seem to get staff assistant support on this bookkeeping, but it is not uniformly offered.** It would be helpful if there could be more support or easier tracking software for faculty to track and document spending on grants with minimal time investment.
- There is a lot of information delivered in the post-award meeting. For a multi-year project, it can be hard to remember months down the road what needs to be done and when. **It could help to have more frequent (even optional) check-ins for those that are new to the external funding processes, and to be clearer about what responsibilities fall on Tess and what falls on the PI.**
- Would have been nice to have meeting earlier on after funding started. However, it was COVID times and everyone was swamped with the extra work brought on by the pandemic.

Final Questions

Tess’s work with faculty is guided by the following six goals (expanded version in the “Resources” document):

GOAL #1: for all faculty to be familiar with their key external funders

GOAL #2: for all faculty to be familiar with the benefits of applying for external funding

GOAL #3: for all faculty to have an “External Grant Plan,” to be initiated in their first one-on-one meeting after attending the Grants Orientation session

GOAL #4: for all faculty to be familiar with the resources available *internally* to support their success

GOAL #5: for all faculty to be familiar with resources and opportunities available *externally* to support their success

GOAL #6: for all faculty to feel excited by the prospect of success

Do you have any comments on these goals or any suggestions about them?

Positive Comments about the Goals and Tess (13 mentions)

- Even in my short time here (one year and a pandemic year too) I strongly feel that Tess has achieved all 6 goals!
- Great goals. I appreciate Tess in her position at CC.
- I like these goals and appreciate Tess's thoughtful approach.
- I think some of these goals have been refined since I began at the college. They are excellent goals.
- I think Tess does a good job with accomplishing these goals.
- No comments, Tess has been WONDERFUL.
- No, I think they are great goals and that Tess has developed programs/methods to achieve them.
- Perfectly appropriate list; I like the dual emphasis on internal and external funding as they seem to me to be complementary to each other.
- The goals are aspirational and positive, appropriate for the Office of Faculty Research Support.
- These are great -- I have yet to develop a comprehensive plan with Tess, but I am looking forward to doing so.
- These are wonderful goals!
- These look like good goals generally.
- This is a beautiful list and will really help us recruit/retain top faculty.

Opportunities for Improved Communications (4 mentions)

- I am chair of a department with new faculty and I wasn't really aware of what Tess does for new faculty. Perhaps she could have 10 minutes at a chair's meeting to tell us about her programs so that we can make sure new faculty know about them.
- I think the "external grant plan" in particular is not something my cohort was encouraged to create, so maybe some additional outreach to faculty to ensure all are aware, not just of the invitation to begin building this plan, but also of the college's support for faculty interested in pursuing a range of opportunities. It is helpful to see examples of the college supporting faculty to pursue fellowship opportunities, especially pre-tenure -- it makes visible what may be supported, and what is possible. (I say this as someone who had imagined -- in part because I was told this when I interviewed -- that bigger fellowships were not necessarily encouraged pre-tenure. This is changing -- and I have benefited from this change, but I am not sure all at the college are aware of this!)
- I wasn't aware of Goal #3; maybe some additional info/outreach to encourage all faculty to work toward this goal, even if they don't have immediate funding needs/plans.
- It would be nice to go through these with tenured or mid-career faculty. I don't think this has happened.

Concern about “All Faculty” Language (3 mentions)

- I wonder about the word “all” in some of these prompts. Must all faculty be engaged in research that is expensive enough to warrant applying for external funding? I would personally prefer a model in which different people engaged with scholarship, teaching, and service in different ways that suited their unique talents and interests, rather than everyone being held to the same bar in each of the three areas. But that’s a broader conversation.
- I’m not sure that all faculty need an external grant plan -- not all faculty need substantial funding for their research. If it is the college’s goal that all faculty secure external grants, this should be more clearly communicated. If the college anticipates a decline in internal funding, external grants will become more important.
- One concern I have about the goals (where external funding is concerned) is the presumption that all faculty want to pursue funding opportunities, and that all have the bandwidth to not only write competitive grants but to carry out the scholarship within the time span of the award. One element to possibly express in the Goals might be to convey that grantees will have (need to anticipate) obligations for annual reporting and responsible conduct of research. Could one of the goals be adapted, to include “To inform/assist faculty grantees to meet reporting timelines and requirements for grants?” Another concern that perhaps should be mentioned here (so that it can be kept in mind for decisions about wording and purpose of grants-education/planning): Pre-tenure faculty might perceive that grant-writing is yet another scholarly expectation, if they are to receive tenure. They might not recognize that, in many disciplines, external grants come with the expectation of publication success (so, on top of the successful proposal, the writing of manuscripts must ensue). There then can be an inevitable dilemma in respect to work-life balance, that might reach the CC Administration in the form of a complaint or criticism -- for any faculty who might perceive that the College is forcing them to obtain external funding.

Other Comments (6 mentions)

- Goals 1 and 2 seems great but I think individual faculty need to be in the driver’s seat for identifying funding and it should be painfully obvious why funding is beneficial. But it is great that Tess supports this. I think goal 3 here is far and away the most important. Faculty should have some sense of funding sources and if there is a desire to get funding, but developing a plan and timeline for submitting in context of all else that is required of faculty is not trivial and is important. It is easy for faculty to put it off and then have other responsibilities eat up the time and I encourage all new faculty to get a plan together pretty early on. I think Tess is good at this and it is important.
- Goals 1 and 5 seem similar. Goal 4 is consistently successfully achieved. Goal 2 is not really Tess’s responsibility. Faculty should know that external funding benefits them. Goal 1 is difficult but Tess does as great a job as possible.
- I feel that I have a plan around key funders for me (for scholarly research if not creative) I feel that the benefits of applying to external funding were centered for me because of my conversations with Tess - that is, they wouldn’t have been part of my core 5 year planning without these conversations I am familiar with internal resources, but this has been as much because of my own efforts as Tess’s and I am still slightly confused about these Talking with

Tess has definitely made me look forward to applying for external funding which can often feel overwhelming and tedious.

- I feel that my research thus far at Colorado College has been successfully supported by both internal and external funding. Some of that came through my work with Tess (especially the external funding but also awareness of internal opportunities) while some came through advice/notice/awareness provided by my department or program colleagues.
- I think that many faculty have the same possible external sources of support. **Creating external funding proposal cohorts would be a great way to move toward a model of collective and community success. Perhaps participation in one of these cohorts could be seen as an asset in a tenure or review process, even if individual proposals from the cohort were not selected for funding.**
- **I think these are admirable but not necessarily achievable goals.** Funding for faculty work is very specific to the disciplines. Outside of the natural sciences, I imagine that there are years when faculty aren't applying for grants while still active as scholars or artists and teachers.

How could Tess more effectively make you aware of the resources or categories of support mentioned in this survey?

Positive Comments (7 mentions)

- Good so far -- **introducing all of these goals during new faculty orientation would be useful. The only major limitation to learning things on this campus is time/scheduling.**
- **I like the overview document that was sent out with the survey, though it's highly possible that an analogous document is listed with Tess's information on the website and I just haven't looked in a while.** I think she adequately uses CC communications or faculty listserv emails to share info and opportunities.
- I think Tess does a wonderful job at this; I do feel that faculty are so consumed with their own teaching and research that finding time to take advantage of resources from Tess and others sometimes gets sacrificed as a result of this busyness.
- I wish I could meet with Tess more often! She is a great resource to have but she can only do so much.
- **Other than clarity with internal funding opportunities, I believe Tess is incredibly effective. I am truly appreciative she is here and is proactive about reaching out to newer faculty because I know this kind of support is far from common at higher ed institutions. Her efforts, especially as one person working with a significant number of faculty, is really great.**
- She does a great job. People have to want to know about grants and funders.
- The web resources and 'how to's' that have been developed over last 2 to 3 years are a fantastic resource that meets the current and new faculty "on common ground," where most of us look for rapid access to information: online. **I'm very impressed by the content, organization, positive energy and design that went in to those web resources.**

Contact All Faculty Early in the Academic Year (3 mentions)

- **Many of the internal funding opportunities (Dean's Office grants, divisional funds) are not communicated by Tess, so I'm not sure this is really her responsibility? Regardless, it would**

be great to receive a single email at the beginning of the year with all of these opportunities and deadlines so faculty could plan accordingly.

- Perhaps she could visit department meetings early in the academic year with a handout and an oral presentation to alert us all to the enhancements that have clearly taken place on her watch.
- She could send an email to faculty in each dept every year to say what she does, note key funders in the field, and inform everyone that's she available for one-on-one sessions etc.

Focus on Junior Faculty/New Faculty (3 mentions)

- My only suggestion would be a document shared with new faculty that outlines the steps of these great resources. Tess has been very helpful in explaining what steps need to be taken (External Funding 101 and then the EGP document meeting). But I actually received Tess's contact information from another faculty member to initiate the process. I think it would be helpful if there was a single document in a welcome packet that outlines all the modules that Tess offers, when to take them, and how to sign up for them.
- Perhaps a junior faculty-specific email group (that one can elect into or out of) that provides updates on emerging proposal calls that may be generally relevant to a large group (i.e., natural scientists). Junior faculty are constantly balancing the need to develop new courses, teach well, setup their research space, conduct college service, and keep their eyes out for new funding opportunities. It's not difficult to keep up with established programs (i.e., CAREER, Dreyfus, etc.), but new calls can slip through the cracks.
- It could be helpful to work more closely with departments and programs to determine the level and type of faculty support needed. A lot gets lost in the digest and multiple workshop/meeting opportunities. Perhaps more targeted support could bring relevant opportunities to the attention of faculty (especially pre-tenure) who need it most and may not be aware if their departmental colleagues aren't already telling them about it. For example, I was not aware of Tess's role and the ways she could support me until a fellow pre-tenure colleague hired just one year before me told me about her in my first year (i.e., I did not learn this from my chair or through my hiring or orientation processes); it could have taken much longer for me to become aware of her support role had I not been told this directly.

Other Comments (4 mentions)

- Hi! As a one-year (sabbatical replacement) visitor, I was not aware of any of these opportunities. I just wanted to add this as I am not sure if you intend to reach visiting faculty. I think it would be a big help to visiting faculty and would really help folks with applications to tenure track jobs, etc. I attended all the orientation sessions, so not sure if I just missed something here - but I don't think so.
- I think a structured series, with time for some work on actual grants, would be great so I look forward to hearing about this summer's pilot.
- Sabbatical support is very hard to come by, in my experience. More focused attention to and support for grants and fellowships in this category could be helpful. One challenge is that the timelines for these grants/fellowships are quite long, so advance planning would be required.

- Well, I do think the approach is a bit broad, it says “key” funders, but what does that mean? Key should be the ones CC faculty can actually get, not those that are realistically beyond our reach.

Are there any ways that Tess could support your work to receive external funding that are not discussed above? Do you have any other comments or suggestions?

Positive Comments (7 mentions)

- Any time I need help or support I turn to Tess and I know she is there and ready to help me with everything I need. She is a great communicator and I have always enjoyed working with her. I don't think there is much more she could do; she is already pouring her heart and soul into this work.
- From my perspective, it seems that faculty are applying for external grants much more frequently than they used to, and I think they are also more successful. Tess deserves so much credit for helping support the growth of our scholarly life on campus. I also think that if the college is committed to supporting faculty research and scholarly development, they need to hire an assistant for Tess!! She does so much already.
- I am very appreciative of all of Tess's work and her help with faculty grant support. She does a great job and it makes a big difference to many of us!
- I truly think Tess is doing a wonderful job!
- Nope. She does an excellent job!!!!
- Tess has done a great job; it has only been difficult to think ahead/plan for future funding in the scope of my work. I feel more prepared (post tenure) to do so; however, it would have been very useful as a set up for funding during my tenure sabbatical.
- Tess is truly one of the top professionals at our college and a major asset to our institution. She should be compensated and promoted as such.

Other Comments (3 mentions)

- I am exhausted. I want to bring in external funding, but I am mid-career and I do not think I stand a chance at receiving any grants at this point. I don't feel like I have time to hunt and apply for funding. I do the best job I can at teaching, research, and service, and that takes up my time. I don't want to sacrifice the good work I do to make a stab at funding I probably won't get.
- Thank you!
- This is so tough, b/c to me it comes back to department-specific resources. One other suggestion would be to tie in to the development office and see if an alum would sponsor a project.

Please indicate the divisional areas in which you carry out scholarly work. You may check all that apply.

Twenty-one respondents indicated that they carried out scholarly work in the Natural Sciences, 13 in the Humanities, and seven each in the Social Sciences and in interdisciplinary areas. Several faculty members answered with two categories, so no percentages are provided.

Are you involved with creative production as part of your CC work (for example, studio art, choreography, fiction writing, creative nonfiction writing, playwriting, theatre direction or technical theatre, or musical composition)?

Three faculty members (7.9) answered yes and 35 (92.1%) answered no.

Do you identify as a member of the BIPOC (Black/Indigenous/People of Color) community?

Nine of 34 faculty members (23.7%) answered yes and 25 (65.8%) answered no. An additional four (10.5) marked “prefer not to answer.”

Please contact Amanda Udis-Kessler with questions at audiskessler@coloradocollege.edu.