The Gevirtz School
How We Promote Success and Recognition of External Funding Submissions, Awards, and Partnerships

The Gevirtz School’s primary mission is to create high quality research findings that advance knowledge and train future researchers and scholarly practitioners. Not all exceptional research efforts require external funding. The School provides space, equipment, technology, access to scholarly resources, and recognition for all distinctive research using a prioritization system. What follows is meant to make this decision-making system clear to all members of our community.

1. The Gevirtz School Contracts & Grants Office offers pre- and post-award services. Researchers can rely on trained staff to assist with budgets, review application requirements, interface with campus offices (e.g., Office of Research, Contracts & Property, IRB), manage post-award budgets and remind PIs of annual reporting requirements.

2. Researchers are supported to visit funding agencies, including domestic trips to confer with federal project officers and national foundation program directors. Interested faculty should consult with their Department Chairs and the Dean.

3. All faculty receive regular bulletins about funding opportunities, have free access to searchable funding opportunity databases, and many receive targeted reminders about particularly relevant opportunities.

4. Research space is made available to successful PIs with top priority given to projects administered by the Gevirtz Contracts & Grants Office that employ our doctoral students.

5. Faculty members who request resources to attend workshops in grant writing, on or off campus, are routinely supported.

6. Academic personnel decisions are influenced by grant writing efforts and success. In the past eight years, all those supported for tenure had made significant efforts and/or displayed success in attracting external funding. Similarly, only in the most rare situations has Dean Conoley supported accelerated advancements for faculty who fail to attract significant external support. Being a PI or Co-PI on projects earns recognition. This threshold for approval of exceptional merit is based on the School’s top priority to capture financial support for graduate students.

7. When we generate reports about funding success, they are done in two ways. One way credits the research unit from which the grant emanated; the other credits the home department of the PI. Thus, writing a grant using any research unit at the University results in your success being recognized by potential evaluators.

8. Researchers in the Gevirtz School have been given space for projects that support students even when the project is managed by an alternative university research unit. Although this is a secondary priority, it illustrates an appreciation of partnership.
9. Grant budgets can be divided in ways that allow multiple units to claim research expenditures (the basic metric of funding success). Separate accounts can be established that provide recognition for all active participants.

10. Faculty members with successful funding records have received course releases to allow for significant time to work on large center grants. Similarly, faculty members have been given GSR assistance to facilitate their grant writing efforts. Faculty interested in accessing this assistance should consult with their Department Chairs and the Dean.

11. Our part-time grant development specialist offers editing help with grant proposals and identifies potential campus-wide partners in grant writing efforts.

12. Our Convesations on Research in Education (CORE) luncheon series has been supported since 2007 to provide a forum for faculty to share research ideas that are currently funded or may have the potential to be funded. This series has also included research development presentations on successful strategies to secure external funding.

13. Different funding sources allow a wide array of indirect cost (IDC) opportunities (the way we support our research infrastructure). There are also IDC differences associated with on and off campus projects. The top priority in assigning space is to employ our graduate students. Projects are evaluated first along this dimension. Subsequent evaluation will prioritize on-campus projects over off-campus projects. This process is meant to recognize that multiple revenue streams must be cultivated to ensure the viability of our research enterprise.