Small Grant Programs for Faculty
Kim Sullivan - Utah State University

Run by most 1\textsuperscript{st} and 2\textsuperscript{nd} round IT programs

Programs supporting research and transitional support were the most common types.

Programs vary significantly across institutions.

Very popular with faculty – build support for ADVANCE program

Difficult to sustain – post award
Identify specific needs of faculty members at your institution and design a program to address those needs.

U of Montana- isolation due to geography and faculty being “one deep”
   Solution- Visiting Scholar Program and Writing Groups

U of Colorado – few associate professors promoted to full
   Solution- Associate Professor Grants

U of Washington- bridge funds during life events were made on an ad hoc basis for those who knew to ask.
   Solution – Transitional Support Awards
• Be wary of establishing programs that assist a cohort of faculty but cannot be sustained and are unlikely to produce long term institutional changes.

ADVANCE IT programs provided funding for research expenses and graduate students where these resources were lacking. The local need was identified and individuals were helped. But the institutions are still lacking the resources for these programs and many of these programs cannot be sustained.

The institutions that need these resources the most will have the greatest difficulty sustaining the programs.
Be very clear about your objectives and think strategically.

- Utah State- very few women promoted to full
- **Associate to Full Grants**
  - Faculty Code Changes – remove barriers to promotion, increase transparency, establish regular review of associate professors.
  - College and departmental guidelines for promotion
  - Vice Provost for Faculty Diversity and Development and an Associate Dean in each college.
  - Workshops on promotion
  - Increased mentoring and advising opportunities for associate professors

- Associate to Full Grants helped start the conversation on campus, stimulated interest in promotion and were a lever for change.
Carefully select the target group

• Virginia Tech – expanded program to include ag, life sciences, natural resources and vet med to decrease backlash and increase application numbers.

• U Wisconsin made their programs available to both men and women. “We’ve gained a few ‘converts’ in this way.”

• Easier to get a little funding from many sources than a lot of funding from one source. U Wisconsin Celebrating Women Speaker grants.
Work on institutionalizing the program from the beginning.

GA Tech- Programs were designed to be institutionalized. Don’t wait until the last year.

Require matching funds (U of Alabama Birmingham) or gradually transfer the program (U Rhode Island to Council for Research).
Be creative- Transition Support Examples

U Wisconsin- Vilas Estate- private charitable foundation at U Wisconsin
U Washington- Provost’s Office – for extreme events
Georgia Tech – created Faculty Career Development Services- Provost’s Office
Utah State – establishing Caregiver’s leave via Faculty Code changes – funded salary reduction, Provost’ Office, departments
Columbia – child care while traveling- part of institution wide back up child care program.
• The local conditions matter.
• Faculty needs vary.
• Institutional resources vary.

Thanks to the first and second round ADVANCE IT programs for sharing information about their programs.