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Rationale and Example of a Grant Writing Course for Graduate Students in Sport Management

Khirey Walker, M.S.

Louisiana State University

Jeremy Foreman, M.S.

Louisiana State University

Chad Seifried, Ph.D.

Louisiana State University

Brian Soebbing, Ph.D.

University of Alberta

Abstract

To prepare graduate students for their future careers and to help solve a variety of problems (e.g., societal, environmental, economic, practical, and theoretical), grant writing courses or seminars should be considered with respect to their required or elective curriculum. This work intends to provide an example of a previously taught course concerning the setting up and developing of a quality graduate-level grant writing class in Sport Management to provide necessary knowledge and experience for future scholars of the field. A multi-step approach and discussion of the grant writing process modeled after an actual grant writing course dedicated to Sport Management graduate students is presented to develop an appreciation for research, collaboration, and technical writing skills among prospective scholars. Finally, course evaluation components and a review of the course are included to make recommendations for future efforts.

Keywords: Grant writing, graduate students, academic writing

A Rationale and Example of a Grant Writing Course for Graduate Students in Sport Management

As in any academic field, Sport Management students, faculty, and staff require resources to position themselves for future career success and to help solve a variety of problems (e.g., societal, environmental, economic, practical, and theoretical). However, the pursuit of resources has been complicated in recent years as economic trends resulted in institutions of higher education experiencing state and federal cuts to their funding (Baker, 2012; Ehrenberg, 2012; Rikli, 2009; U.S. Department of Education, 2010). Grant writing has been adopted by numerous disciplines at colleges around the world as one method for obtaining resources (Baker, 2012; Thomas, 2003). Further, the demand for grant writing skills has been promoted through many faculty job postings (Solmon, 2009; Woods, Karp, & Feltz, 2003). Within this point, Solmon (2009) emphasized “[e]ven a casual examination of job advertisements supports the notion that all types of institutions have expectations for scholarship that include research and pursuit of external funding” to address current economic, social, and environmental challenges (p. 76).

In some places, Sport Management faculty and graduate students fail to capitalize on the wealth of funds available through grants, which exceed \$40 billion annually from over 90,000 different organizations (Blankenship, Jones, & Lovett, 2010; Devine, 2009; Jones, Brooks, & Mak, 2008). To support this statement, Jones, Brooks, and Mak (2008) found grant writing was only practiced by about half of Sport Management faculty members responding to their survey. Furthermore, among those who actively pursued grants, the average amount of funding secured over a four-year period was less than \$500. Mahony (2008) also acknowledged grant funding by Sport Management to be substantially less than other academic fields such as Health and Education, Exercise Science, and Physical Education

where, interestingly, many Sport Management programs are located (i.e., either in colleges, schools, or departments).

As a response, many scholars advocated for Sport Management programs to place greater emphasis on grant writing and suggested the need for formal grant writing structure to be established for graduate students (Baker, 2012; Barnes & Brayley, 2006; Blankenship, Jones, & Lovett, 2010; Jones, et al., 2008; Mahony, 2008). However, recent work by Foreman, Walker, Seifried, and Andrew (2016) found only 3 of 204 graduate programs of North American Society for Sport Management (NASSM) in the United States actually supported program-led grant writing courses. The concern for the lack of grant writing courses can be further enhanced by the work of Kelly and Grant (2012) and their examination of how external funding impacts pay for faculty. Controlling for other factors related to a faculty member's personal (e.g., gender, marriage and family status) and professional characteristics (e.g., rank, number of publications, number of classes taught), their results revealed the presence of external funding awards for the faculty member led to an increase in his/her salary between six and nine percent. Other comments supporting grant writing as a stand-alone course suggested the activity is beneficial for doctoral students because grant writing is a sort of 'currency' in occupational socialization with respect to what is considered scholarship (Woods, et al., 2003). Barnes and Brayley (2006) also promoted the skills gained by master's students in grant writing classes as beneficial to their future endeavors outside of the academic setting. For instance, many areas of Sport Management, particularly in the non-profit and community or recreation sport setting, receive a portion of their overall revenues via grants and government funding to address societal needs (Wicker, Breuer, & Hennigs, 2012).

In order to prepare the next generation of Sport Management scholars and practitioners, and to build on the foundation established by current and previous faculty, grant writing courses appear

necessary for Sport Management graduate students. Moreover, grant writing will likely assist the discipline in remaining competitive within university settings (Foreman et al., 2016). As an example, activities associated with grant writing (i.e., discovery, integration, and application) are regularly valued in academic circles because they generate revenue and may help establish important knowledge bases, facilitate interdisciplinary research, and identify problems in communities that require solutions (Woods, et al., 2003). This paper intends to contribute to the growth and/or change of Sport Management curricula through the presentation of how to organize a grant writing course; however, other sport management-related faculty of different programs (e.g., physical education, health and human sciences, and recreation) should find use in the information presented if desiring to create their own grant writing class.

To achieve this objective, sample steps are provided for instructors so that they could set up their own course for graduate students. This multi-step approach and discussion about various components of the grant writing process is provided to build an appreciation for research, collaboration, technical writing, and presentation skills. Furthermore, this paper helps promote example locations where scholars of sport can search and apply for grants. Finally, an example description of the various course evaluation components used in one instance by an instructor is provided to make recommendations for future efforts. Such an effort honors the call by Solmon (2009), Rikli (2009), and Woods et al. (2003) to provide opportunities for prospective graduate students to understand what programs might be best in preparing them for future work demands.

LITERATURE REVIEW

For graduate students who are conducting research, producing papers, grant proposals, and presenting their work, language and writing skills are very important (Weisblat & Sell, 2012). In particular, “[r]efining writing skills and developing ethical research tools, habits and skills are all new

capital that increases institutional capacity and effectiveness” (Weisblat & Sell, 2012, p. 72). The completion of a grant writing course provides graduate students with the opportunity to develop themselves as better writers and as ethical researchers (Foreman et al., 2016; Seifried, Walker, Foreman, & Andrew, 2015; Solmon, 2009). Within writing, one area in need of recognition concerns the differences that exist between academic and grant writing. It is understood similarities exist between the academic and grant writing styles. For instance, completing tasks such as searching databases, locating relevant works, and reviewing previous literature are required skills needed for academic research as well as grant writing (Solmon, 2009). However, despite these similarities, it is critical for future researchers to understand there are differences too.

Differences between Grant and Academic Writing

Porter (2007) reviewed the differences between grant writing and academic writing by explaining grant writing it is more competitive, centered on team work, and built toward service goals using simple but persuasive language. He added academic writing usually contains more of an impersonal tone using specialized “insider jargon” to explain perceptions or topics discovered by researchers (p. 38). Walden and Bryan (2010) further clarified distinctions between the two writing approaches by suggesting grant writing is a form of writing “geared toward the future, oriented toward service, focused on a single project, written to persuade the reader using a personal and lay tone, team-focused and brief” (p. 86). Academic writing, on the other hand, is less competitive, focused on the past, and oriented toward individual researcher pursuits. Walden and Bryan also added academic writing is lengthy and makes use of themes to embrace an explanatory conversation through use of an impersonal tone.

Other studies presented the grant processes as a complex system involving a variety of literatures, genres, and technologies within the team concept (Baker, 2012; McIsaac & Aschauer, 1990;

Myers, 1985; Tardy, 2003; Zachry, Spinuzzi, & Hart-Davidson, 2006). For instance, Tardy (2003) described the grant writing application “constitutes a kind of core genre, in many ways reflecting and necessitating the larger network . . . [that] guides participants through its various social and textual nodes” (p. 26). Zachry et al. (2006) further referenced that the application process associated with grant writing involves developing a communication process through multiple documents designed by various grant participants. O’Brien (2011) added “[t]he grant application as a whole should paint a detailed picture of how there is a need or problem in your community --- and, with funding assistance, how your agency is going to solve it” (p. 72).

Finally, the creation of a case statement for the aforementioned application is recognized as the most important component of a grant writing process (Bazzarre, 2008). Case statements, also known as proposals, are acknowledged as vital aspects of the grant application process because they provide insight to the agency supporting grant opportunities. For example, the case statement includes information that discusses the social and philanthropic goals of the grant applicant and the budgets required to achieve such objectives (Bazzarre, 2008; Weisblat & Sell, 2012). Furthermore, the case statement is organized to connect the grant applicant to the supporting grant foundation’s mission and vision for why that grant opportunity exists.

Rationale for Grant Writing by Graduate Students

It is important to recognize that having graduate students involved in grant writing can benefit both the student and the institution, not just in Sport Management but throughout related programs (e.g., non-profit management, physical education, health and human sciences, and recreation). For example, Weisblat and Sell (2012) promoted through the utilization of grants and grant writing, the idea that students will also be more educated of the outside world and create service opportunities to benefit society. Next, Fredson (2009) and Dopke and Crawley (2013) argued the future federal grant

writing will basically require interdisciplinary approaches and/or collaboration to demonstrate depth of research findings. Such a statement suggests that graduate students should gain exposure to other academic disciplines because grant awarding agencies believe collaboration can best help solve real-world problems (Gregor, 2008; O'Brien, 2011). Fortunately, the effort to solve problems through collaboration is already well appreciated in Sport Management and the aforementioned related programs. For example, Solmon (2009) suggested “creating and maintaining a culture of collaboration with related subdisciplines is an important aspect of learning to be a good researcher” (p. 81).

Within Sport Management, collaboration also emerges as a benefit to grant writing because it initiates and maintains collegial relationships with other faculty, appears useful to help create working and research relationships with external sport agencies, and breaks down misconceptions that the field is only interested in professional and intercollegiate athletics (Jones, et al., 2008). To support this point, Rikli (2009) added grant writing:

enhances student learning, promotes faculty vitality and currency in the field, helps attract top faculty applicants, facilitates the translation of research from theory to practice, serves the region and state through its applied research function, and prepares students for admission to doctoral programs. (pp. 69)

Thomas (2003) and Crosta (2004) similarly recommended that graduate students also need to uniquely experience grant writing in order to fully develop as researchers. Solmon (2009) further highlighted the importance of this point by suggesting that prospective doctoral candidates will eventually be “required to execute an original research project that makes a unique contribution to the knowledge base” that is “subject to a review process [i.e., rigorous]... and includes some form of external evaluation or peer review” (p. 75).

Grants can also importantly help graduate students receive outside funding to assist with educational costs and the pursuit of research interests. Specifically, in areas such as tuition and fees, living expenses, transportation costs, and research-related expenses regarding dissertations and thesis work, the utilization of grants can provide financial relief (Weisblat & Sell, 2012). To provide more substance to the argument and recognize available opportunities, Spirduso (2009) endorsed the creation of discipline-specific seminar courses to research and review issues that will provide prospective researchers (i.e., graduate students and faculty) the ability to solve compelling problems plaguing society. Interestingly, paid grant writing workshops and programs provided by outside organizations and grant specialists have proven effective in learning the basics of grant writing but some have argued these may be inadequate (i.e., too broad in nature) to meet the needs of any one specific discipline (Seifried, et al., 2015; Walsh et al., 2013). For instance, the inadequacy of those grant writing workshops and programs could emerge from their lack of recognition of sport-specific grant awarding agencies (Seifried, et al., 2015).

Also seeking to solve compelling societal or organizational problems, many sport organizations act as grant awarding agencies. As an example, sport-specific associations such as the National Collegiate Athletic Association (Innovation and Graduate Student Research Grant), International Olympic Committee (Advanced Olympic Research Grant), and Union of European Football Associations (Research Grant Programme) have their own competitive grant proposal process to help them solve internal problems or how they can better assist society. Elsewhere, sport-centered professional organizations also regularly support grant writing and research efforts. For instance, Shape America (2015) has awarded over \$600,000 in grants since 1997. Further, the Association for Applied Sport Psychology (2015) provided roughly \$40,000 annually in grants (i.e., Regional Conference, Research, Community Outreach, Equity/Cultural Diversity, and See), while the North American

Society for Sport Management (2015) has also supported research grants for faculty and students in the form of the Janet B. Parks Research Grant and Doctoral Student Research Grant awards.

Beyond sport, other possibilities exist; moreover, the field of Sport Management should challenge itself to look beyond sport-specific or sport-centered agencies for grant opportunities. As an example, Heere and Seifried (2015) characterized the ‘sport’ part of Sport Management as

“a form of entertainment, very similar to music, acting, art, and most other forms of leisurely activities or games ... All of these different cultural outlets offer two ways to experience it: We (actively) engage with them as participants or administrators, or we (passively) watch others, often the very best or youngest, in performing that activity to display their skills and enjoyment within participation.” (p. 3)

With respect to this point, grants offered by the National Endowment for the Humanities (NEH) and National Endowment for the Arts (NEA) emerge as viable places for grant activities as sport is full of culture and regularly identified as possessing a notable historical record. For example, NEH grants are available for media projects, preservation, book writing, and summer research stipends among many other alternatives (National Endowment for the Humanities, 2015), while the NEA has grants available for translation services, cultural planning, and research projects ranging from \$10,000 to \$200,000 (National Endowment for the Arts, 2015). Collectively, it is for these reasons that we propose faculty and students can look for grants in what we call sport-specific associations or sport-centered professional organizations and should look to do so in their own grant writing courses.

TEACHING METHODS

To facilitate the grant writing process, the following step-by-step information is presented to demonstrate how we (i.e., authors) organized a seminar class for graduate students on grant writing. Featured within the steps below are these main pursuits: 1) establish a need for grant funding; 2) recognize the use of grant writing in relevant careers (e.g., professional and academic) of sport management; and 3) actually engage in the grant writing process by seeking and applying for grants.

To address these pursuits, graduate students should be expected to apply for an internal university grant, review grant applications, seek other sources of funding, collaborate in a group project, and formally present findings. The collaborative group project and subsequent presentation should be oriented toward assisting the students in identifying funding sources, understanding application requirements, and recognizing how grants are applicable to the field of Sport Management (e.g., an urban planning grant could apply to sport facility construction). It should be noted that the grant writing course should be taken to expose graduate students to grants and funding agencies oriented toward multiple disciplines connected to Sport Management (e.g., business, kinesiology, recreation, and health).

The process of establishing this course, its structure and assignments, showed some course requirements proved to be very effective, while others were recognized as needing some adjustment. Many of the assignments were multi-faceted in the ways they incorporated the application of the material being examined (e.g., collaboration skills during group projects versus individual critiques of reading assignments versus individual grant applications). Next, the final examination added to this course differed from most other grant writing courses as Foreman et al. (2016) observed in their review of syllabi. The final examination was designed to challenge the graduate students to utilize the information they learned about grant writing in a hypothetical scenario they may or may not have been familiar with as individuals in Sport Management.

Step 1: Instructor Education

Consistent with any instructional effort of value to a graduate student in Sport Management, the grant writing course commenced with the instructor attaining the requisite knowledge on the main components, theories, and intricacies of grantsmanship.¹ Reading and analyzing any previous relevant literature regarding grantsmanship as well as contacting previous instructors of grant writing courses,

the university office of research, successful principal investigators, and Sport Management practitioners was a strategy implemented to collect additional resources to facilitate student learning about seeking, applying for, and maintaining grant funding. As an example, recent textbooks and syllabi (i.e., within two years) from graduate-level courses in grant-writing available to Sport Management graduate students were solicited.

Importantly, this work recognizes other scholars have previously used a content analysis of textbooks and syllabi to create or improve courses for graduate students (Grady & Andrew, 2004; Mondello, Andrew, Todd, & Mahony, 2008). For instance, Mondello et al. (2008) utilized a content analysis within a review of course syllabi and textbooks to improve the quality of delivery regarding sport finance classes. Similarly, Grady and Andrew (2004) analyzed sport law textbooks to improve the education of students on the American with Disabilities Act. From this approach, instructors used the syllabi and textbooks to establish recommended readings, course objectives, and course requirements prior to establishing their own course.

Step 2: Establishing Course Objectives

Course objectives guide the instructor in setting up the class. In order to establish course objectives, the instructors identified terminal learning objectives (e.g., given a request for application, students will be able to write a competitive grant proposal) and enabling learning objectives (e.g., students will be able to identify the differences between academic and grant writing) in accordance with Walden and Bryan (2010) and Porter (2007). Terminal learning objectives explain the expectations of students' knowledge and abilities upon the conclusion of the course, whereas the enabling learning objectives exist as subordinate objectives used to help achieve the terminal learning objective for which it is associated.

The relevant literature included in the design of the terminal and enabling objectives involved both textbooks as well as peer-reviewed articles specific to grant writing. These learning objectives are used to determine topics to be covered, select the most appropriate course materials, establish a course schedule, and identify needs for course requirements. Overall, the key themes found in many of the course objectives include the seeking/identifying possible funding sources and writing/developing of grant proposals. Other components generally involve budgeting, collaborating, and critiquing/reviewing grant proposals or applications. Below is a list of course objectives recommended by this work for a graduate grant-writing class in Sport Management.

After completing the course, students should be able to:

1. Explore the facets of an organization that contribute to organizational culture (i.e., grant writing, securing, locating).
2. Apply selected theories to the behavior and culture within a sport organization (i.e., grant writing, securing, locating).
3. Define the various individual characteristics that create the environment for faculty and students.
4. Describe the relationship between organizational outcomes, the employee, and the organization.
5. Demonstrate knowledge of decision-making processes within the environment of the institution (i.e., grant writing, securing, locating).
6. Identify how leadership impacts the behavior and culture of an organization (i.e., grant writing, securing, locating).
7. Given a request for application, be able to write a competitive grant proposal.
8. Identify the differences between academic and grant writing

Step 3: Selecting Course Materials

During the instructor education step, course materials including peer-reviewed academic articles and grant writing textbooks will emerge. As an example, Foreman et al. (2016) found the two textbooks used in multiple graduate grant writing courses made available to Sport Management graduate students were *Fundraising Principles and Practice* by Sargeant (2010) and *The “How-to” Grants Manual* by Bauer (2011). While these textbooks and likely many others provide a comprehensive guide to grant writing, they may not address specific issues and challenges important

among Sport Management graduate students and the sport industry. Still, Baker et al. (2012) recommended the study of textbooks because they can be instrumental for instructors when trying to establish a structure and schedule for their classes focused on external funding.

To supplement what may be missing from textbooks, peer-reviewed articles should also be helpful when attempting to learn about the grant writing process. Typical topic areas covered by the peer-reviewed academic literature include: (a) grants and the university's mission, (b) grant issues in Sport Management, (c) introduction to grant courses, (d) institutional readiness and stakeholders, (e) collaboration, (f) the components of grant proposals, (g) scholarships and fellowships, and (h) opportunities for grants in research centers of sport (Foreman et al., 2016).

Step 4: Reading Assignments and Class Discussions

Following Steps 1 through 3, instructors should assign required readings as homework. These reading homework assignments can require students to accomplish two tasks: (a) submit 2-3 page critiques of the assigned peer-reviewed articles and (b) prepare for a discussion on the application of the assigned articles and their corresponding theories. The reading assignments and corresponding critiques turned in by the students can be used as the foundation of the course, contributing to class discussion and overall student participation. Again, a wide variety of complex materials can be provided from which students should be properly prepared for each class period with a thoughtful, personal analysis of the assigned course materials (Appendix A).

Step 5: Development of Grant Applications

Another important component of any grant writing course should involve the actual act of completing an application for funding. During this step, graduate students should be provided with an opportunity to apply the concepts they learned in class to a real-world grant writing opportunity

provided by their university (i.e., internal grant). After completing the grant application, the next major step should involve the review and critique of the application by other students. Should the instructor desire, he/she can solicit the help of his/her university's grant specialists as well as other faculty members who may serve on college or university grant committees.

Step 6: Reviewing and Critiquing Applications

Upon completion of the funding application, students can be required to exchange their applications with other students in the class in order to apply course content to reviewing and critiquing the grant applications. In essence, the applications can be examined to determine whether they adhere to the requirements laid forth in the request for applications; demonstrate clear writing; provide consistency in format, font, and language within and between sections; and present correct spelling, grammar, and punctuation. Following the review/critique of applications, corrections should be made and final drafts can be submitted to the funding agency (e.g., university office of research).

Step 7: Group Project Assignment and Explanation

Next, instructors can assign each of the students in the class to a group (3-4 students) for a class project. For the class project, each group can be assigned a different area to search for grants internally at their university and externally through associations (e.g., North American Society for Sport Management, Federation Internationale de Football Association, National Collegiate Athletic Association, and Union of European Football Associations), centers (e.g., Center for Sport Management Research at Texas A&M, Michigan Center for Sport Management, and Mark H. McCormack Center for Sport Research and Education), and government/federal sources (e.g., National Endowment of the Humanities and National Science Foundation). While searching for potential funding sources and grants, groups can be tasked with the duty of creating a database for their findings. Details about the content and layout of the database will also be required to be explained in detail. The

databases should include important information regarding the grants each group found, website addresses, application requirements and deadlines, and a brief description of the grant and grant agency.

Regular meetings should occur between each group and the instructor to ensure each group was efficiently headed toward the desired goals for the project. Importantly, in these meetings, the instructor can assess and clarify any obstacles or questions the groups have during the process of seeking/identifying funding sources. Importantly, instructors should also adjust their advice as students may experience Tuckman's (1965) four stages of group development (i.e., forming, storming, norming, and performing) separately during the semester. Within this point, many groups or individual group members may assign roles or assume roles (e.g., group leader) which may require special attention by the instructor to facilitate the group achieving the objectives related to the group assignment. Interestingly, the instructor can also take this as an opportunity to reinforce the important of collaboration in the grant writing process.

Step 8: Group Presentations

During the final week of the course, the groups can present their findings. Presentations can be evaluated for the various elements discussed throughout the class regarding presenting results for research grant purposes. Following each group's presentation, a short question and answer period should ensue to provide thoughtful discussions regarding every aspect of the assignment and presentation relating to material covered throughout the term. Some of the questions to be asked can cover methodologies (e.g., how were the keywords selected to search databases for relevant grants?) and how can this grant be used in Sport Management. The presentations and subsequent discussions should be of great value to the students as they facilitated the learning of research and presentation skills, identifying funding sources, and particular grants of interest.

Step 9: Final Examination

At the conclusion of the course, the students should be tested on the various components of grant writing (highlighted in Step 3) from the materials they are required to read, critique, and discuss. The examination should be cumulative and can consist of essay questions to utilize lessons learned in class to answer hypothetical situations such as selecting an appropriate methodology for a given study and justifying its use (see Appendix B).

Step 10: Instructor and Course Evaluation

Once the course is finished, it is recommended for the instructor to meet with random sample of the graduate students to discuss, critique, and analyze the teaching tools employed in the course as well as the specifics of the covered material and assignments. This final evaluation should prove to be of great value since grant writing courses in Sport Management are rare (Foreman et al., 2016; Seifried et al., 2015). Specifically, this final evaluation should provide insight to the instructor about what evaluation processes were most and least effective from multiple perspectives (e.g., methodology, content, and structure) to effectively relay advice to other and future instructors who may desire to teach a grant writing course for Sport Management.

CONCLUSION

Grant writing, particularly in Sport Management, is an underutilized tool for obtaining much needed resources for both graduate students and faculty members. Consistent with previous literature (e.g., Rikli, 2009; Solmon, 2009), this work supports the notion that most graduate students have no knowledge or background in grant writing, though it may be expected of them in their future careers and necessary to address future problems in society (Baker, 2012). Notably, the implementation of courses in grant writing specific to graduate students could assist them in related disciplines (e.g., Non-Profit Management, Health and Human Sciences, Recreation) when looking to work outside academia.

The guidance established in this paper provides a framework in which a grant writing course could easily be established. Moreover, this work demonstrated motivating graduate students to be excited about and engaged in the content and assignments of a grant writing course is possible and a task capable of providing direct financial benefits to the students. Another motivator provided in this work suggests there will be an increased likelihood that future jobs will require or prefer the pursuit of external support and that grant writing is a viable activity to help Sport Management faculty obtain the resources they need to succeed. Further, there are plenty of grant opportunities available through sport-specific associations, sport-centered professional organizations and other national non-sport outlets. Many graduate students, as future employees, will need to present and defend their request for funding to employers and other funding agencies to support their work and to help them achieve their individual career and organizational goals. Finally, grant writing is a tool to help them build currency within their home discipline and with others in their departments because it is a great example of scholarship in action to solve a variety of problems (e.g., societal, environmental, economic, practical, and theoretical).

Footnote

¹ Detailed information about the main components, theories, and intricacies of grantsmanship can be found in Foreman et al. (2016) and Seifried et al., (2015).

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Wicker, P., Breuer, C. & Hennigs, B. (2012). Understanding the interactions among revenue categories using elasticity measures---Evidence from a longitudinal sample of non-profit sport clubs in Germany. *Sport Management Review, 15*, 318-329.

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Zachry, M., Spinuzzi, C., & Hart-Davidson, W. (2006). Researching proposal development: Accounting for the complexity of designing persuasive texts. *SIGDOC '06: Proceedings of the 24th annual conference on design of communication* (pp. 142–148). New York: ACM Press.

Appendix A

Sample List of Papers Reviewed for Class Critiques and Discussion

- Barnes, M. L., & Brayley, R. E. (2006). Institutional readiness and grant success among public recreation agencies. *Managing Leisure, 11*, 139-150.
- Blankenship, D., Jones, I., & Lovett, M. (2010). Grant writing skill building: a business administration curriculum proposal. *Journal of Instructional Pedagogies, 2*(3), 1-10.
- Dopke, L., & Crawley, W. (2013). Strategies for increasing the efficacy of collaborative grant writing groups in preparing federal proposals. *Journal of Research Administration, 44*, 36-61.
- Freedson, P. (2009). Interdisciplinary research funding: reaching outside the boundaries of kinesiology. *Quest, 61*, 19-24.
- Jones, D. F., Brooks, D. D., & Mak, J. Y. (2008). Examining sport management programs in the United States. *Sport Management Review, 11*, 77-91.
- Link, A. N., Swann, C. A., & Bozeman, B. (2008). A time allocation study of university faculty. *Economics of Education Review, 27*, 363-374.
- Rikli, R. E. (2009). The Role of Master's Institutions in Developing Researchers: Rethinking the Master Plan. *Quest, 61*, 59-73.
- Sabharwal, M., & Hu, Q. (2013). Participation in university-based research centers: Is it helping or hurting researchers?. *Research Policy, 42*, 1301-1311.
- Snyder, L., & Le Poire, B. (2002). Writing your first successful grant application to conduct communication research. *Journal of Applied Communication Research, 30*, 321-333.
- Solmon, M. A. (2009). How do doctoral candidates learn to be researchers? Developing research training programs in kinesiology departments. *Quest, 61*, 74-83.
- Walden, P. R., & Bryan, V. C. (2010). Tenured and non-tenured College of Education faculty motivators and barriers in grant writing: A public university in the South. *Journal of Research Administration, 41*(3), 85-98.
- Walsh, B. A., Bonner, D., Springer, V., Lalasz, C. B., & Ives, B. (2013). Grant-writing courses in the United States: A descriptive review of syllabi and factors that influence instructor choice of course texts. *College Teaching, 61*, 74-81.
- Weisblat, G., & Sell, C. (2012). An exemplar in mentoring and professional development: Teaching graduate students transferable skills beyond the discipline. *Journal of Research Administration, 43*, 60-84.
- Wolff, W. I. (2009). Systems of classification and the cognitive properties of grant proposal formal documents. *Technical Communication Quarterly, 18*, 303-326.

Appendix B

Final Exam Question for Graduate Grant Writing Course

- A. Assume that you are working as part of a research team that is responding to a RFP (Request for Proposals) from Major League Baseball and their interest in research on work socialization and newcomer adjustment, with respect to foreign players (i.e., non-American). The RFP calls for *rigorous field research* that tests the effectiveness of theory-based interventions aimed at facilitating the adjustment of new organizational members to complex and/or stressful work conditions typical of Major League Baseball. The major goal of your team's research is to test the effectiveness of a self-regulation intervention focused on language acquisition, which trains newcomers to identify and use relevant social information and cues to regulate work behavior.

As a tenure-track Assistant Professor/faculty member you are trying to determine your time allocation for this project. Link, Swann and Bozeman (2008) investigated the time allocated among teaching, researching, grant writing and service by science and engineering faculty at top United States research universities. Link et al. focused on the relationship between tenure tracks and time allocation.

1. Please talk about the time allocation challenges that tenure-track faculty face highlighted in the Link et al. (2008) reading.
 2. Next, talk about the role of grant writing and research in masters and doctoral student development as highlighted in Solmon (2009) and Rikli (2009). Further, what benefits can you see from working with MLB for each of these groups?
- B. Your group hypothesizes that self-regulation training through technology will be more effective than other common treatments or interventions (e.g., realistic job previews, institutionalized socialization tactics). According to Social Cognitive Theory, self-regulation is an individual's ability to set specific and attainable goals, employ effective strategies for attaining the goal, and self-monitor to evaluate his or her success in attaining the goal. Skill in self-regulation can be acquired through experience, training, and effort. You have been included in the team because of your methodological expertise.
3. **Study Design:** Construct and describe a study that uses two different methods to measure language acquisition important to newcomer work socialization. Describe your two methods in detail and provide a rationale for the key elements (e.g., sampling, data collection technique, proposed analysis) of your methods. Be sure to write a justification of the design. What threats to validity does it rule out or limit? And what limitations remain?