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**Final Report for Project Vision Study:
Personal and Professional Qualities that
Community College Leadership Seek in Faculty
Members who are Best Suited for Grant Initiatives**



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Executive Summary

Due to their structure and culture, community colleges (CCs) face unique challenges in seeking, implementing, and completing research grants. Faculty are widely seen as playing a significant role in the success of research grants but face numerous challenges in a CC setting. This study focuses on perspectives of CC presidents and senior administrative personnel of faculty who are best suited for grant involvement. Senior personnel included presidents, vice presidents of workforce and academics, associate vice presidents, grants directors, and deans.

The objective of this qualitative study was to answer the research question, “What are the personal and professional qualities of CC faculty who are best suited for grant involvement from the perspective of college presidents and higher-level administrative leadership?” Data and analysis will be used by the Project Vision team for research and references purposes, and to contribute to an AI Tool under development for CC leaders who seek appropriate faculty candidates for grant involvement. The study consisted of semi-structured interviews. Protocol and interview questions are presented in Appendix A. Sixteen administrative leaders from CCs in fourteen states agreed to be interviewed. Demographic analysis showed that the states represented were evenly distributed with respect to region and political affiliation. We discussed their infrastructure, perspectives, priorities, and challenges, with a focus on personal and professional qualities of faculty that help to ensure grant success.

Data was collected for fourteen interview questions or statements that focused primarily on faculty. The data that best helped to answer the research question and provide supporting information was discussed in this report. Other interview responses, data, findings, and analysis were prepared for future publication and presentation and will be studied in more depth as part of future work to answer additional research questions. The data and initial analysis for demographics, and all interview questions and statements are presented in Appendices B and C.

Exemplars, words, and phrases that describe successful faculty are listed and discussed in this report. Despite regional and other demographic and institutional differences, the responses that helped to answer the research question were consistent in theme. Responses to the statement, “Describe the qualities you seek in faculty members who are successful with grants” were similar for virtually all the participants and reflected a willingness of the faculty member to want to become involved outside of the classroom, and possess professional and ethical qualities.

Passion (25%) and *commitment* (25%) were the two qualities that were reported the most in response to the statement, “Describe the number one quality you seek in such a faculty member.” Responses related to the faculty member being “dynamic” in personality were reported 81.3% of the time. Ethical and professional traits were described most frequently as number one. Other qualities reflected professional traits such as *commitment*. Responses to the statement, “Describe the faculty member who is least likely to participate in grants.” focused on someone that possessed characteristics that reflected resistance to change and lack of interest. A more detailed discussion is presented in this final report. The number one challenge reported for faculty who participated in grants was *time* (56.3%). Although they supported grant involvement, eleven (68.8%) of the participants did not believe that it should be a part of faculty evaluation, but that it should be recognized.

All data was prepared for publication and presentation. A list of additional research questions to answer pertaining to data collected is included in the Future Work section.

Introduction

This study for Project Vision focuses on the analysis of responses from interviews with community college (CC) administrative leadership on the professional and personal qualities of faculty who are most successful with grants. CCs are at the center of the skilled technical workforce (STW) and provide the country with the educated STEM personnel necessary to contribute to its vast economic and security needs. Although CCs are focused on teaching for faculty evaluation, state and federal grants provide a powerful avenue for funding and growth. The National Science Foundation (NSF) Advanced Technological Education (ATE) program has been providing CCs with the necessary funding to educate the nation's skilled technicians and Project Vision has played a key role in mentoring CCs new to grant funding. CCs regularly face financial issues including reductions in state subsidies and federal grant funding. There are certain CCs where faculty are more successful with grants than others. A major factor in their success in addition to supportive leadership and infrastructure are the faculty champions who possess the passion and leadership skills to successfully execute and complete a grant. Administrative leaders report on and discuss the qualities of these faculty in this study.

Community Colleges, Faculty, and Grants

Historically, CCs have faced great challenges initiating and successfully implementing grant initiatives. Programs through NSF ATE such as Project Vision and Mentor Connect have provided mentoring to CC leadership and faculty who have sought to submit a proposal to ATE [1], [2]. Evidence indicates that this type of mentoring has been successful and has produced higher percentages of awards from institutions new to ATE [3]. Since CCs are teaching institutions, faculty evaluation does not typically include grant involvement, thus from this perspective, there is little if any incentive for faculty to become involved in grants. This is why professional and personal qualities of CC faculty who are successful with grants are so important to CC leaders, and why they seek such individuals for grant leadership positions [4].

CCs differ substantially based on size, state, infrastructure, and the local economy [5]. Some CCs are better equipped to support grant initiatives than others. Capacity of a CC to provide the necessary support services to faculty involved in grants is crucial to their success. Faculty from larger CCs with the capacity such as a well-equipped infrastructure, support structure, and partnerships, have better success at fulfilling grant initiatives. Rural CCs in particular experience the greatest challenges undertaking grants as they lack the capacity and infrastructure to be successful with grants and are in greater need of funding and support [5]-[7]. Challenges include being able to hire enough faculty to teach, especially the more specialized classes, and the amount of time it takes away from teaching and students to implement a grant. Having enough time to complete grant activities is often an issue for CC faculty who are involved in grants, particularly at smaller institutions, and those in rural regions with lower population densities.

CC administrative leaders at all levels play a crucial role in assuring grant success at their institutions [8], [9]. The roles differ, and some administrators such as grant directors and deans work more closely with the faculty, but the impact of support from leadership at all levels is apparent with grants that are successful, and this study shows that the qualities they seek in faculty are similar. Their view of the importance of their involvement in securing partnerships and ensuring institutional support is consistent for all levels of leadership.

We will prepare an in-depth literature review of CCs, administrative leaders, faculty and challenges they face for the publication and presentation as part of future work.

Conceptual Framework

The combination of faculty qualities and institutional support structures form the basis for successful grant initiatives at CCs. Figure 1 shows significant faculty qualities and institutional factors related to grant success. The smaller circles in the figure represent other significant qualities and factors that contribute both directly and indirectly. The figure emphasizes the fact that grant success is a combination of both large and small elements and that faculty need both the professional and personal qualities, and the institutional support structure and capacity for them to be successful as a leader on grant initiatives [8].

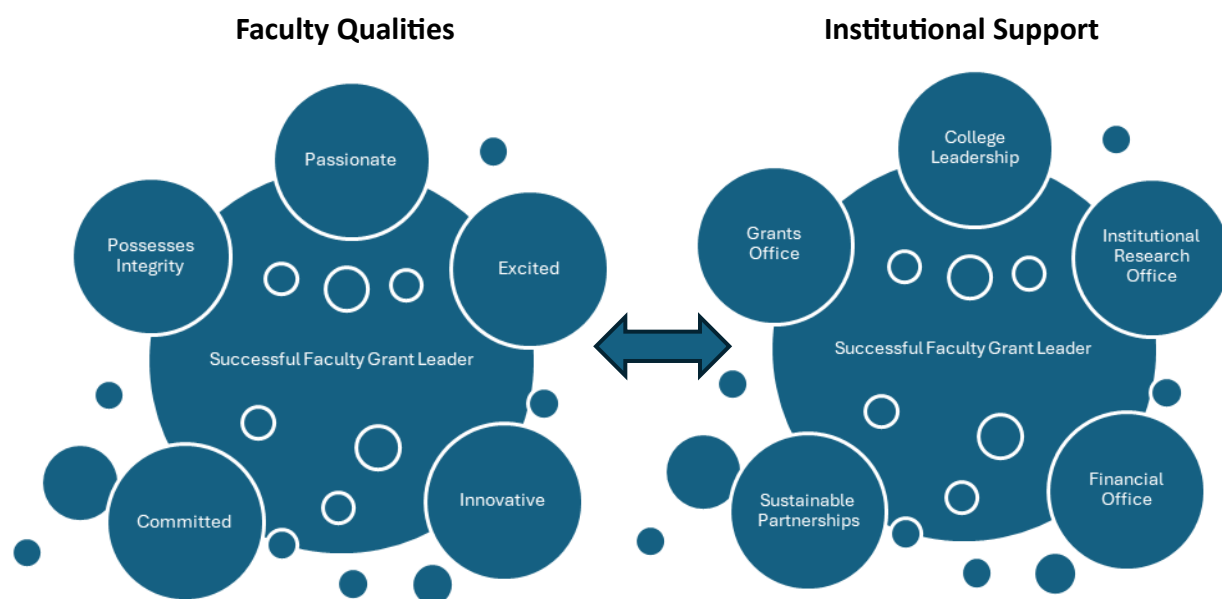


Figure 1. Conceptual Framework that Informs this Study

Research Question

The research question that frames this study is, “What are the personal and professional qualities of community college faculty who are best suited for grant involvement from the perspective of college presidents and higher-level administrative leadership?” The findings and analysis presented in this study help to answer this research question.

Project Objective

The objective of this qualitative study was to answer the research question. Data and analysis will be used by the Project Vision team for research and references purposes, and to contribute to an AI Tool for CC leaders who seek appropriate faculty candidates for grant involvement.

Methodology and Data Collection

A survey consisting of fourteen questions was developed for the purpose of conducting semi-structured interviews of CC senior level leadership to determine the personal and professional qualities they seek in a faculty member who are best suited to be successful with grant involvement. Follow-up questions were asked when applicable. The survey and protocol are presented in Appendix A.

Email inquiries describing the study and seeking participation were sent to twenty-seven senior level CC administrators. Details of the study were described to potential participants, and they were informed that the data collected would go into an anonymized database for research and reference purposes.

Meetings were arranged via Teams on a day and at a time that was convenient for the participant. Semi-structured interviews lasting 20-40 minutes were conducted of 16 (59.3%) CC presidents, vice presidents, associate vice presidents, grants directors, and deans from fourteen states across the country. All participants were asked if they would provide their consent to be recorded during the interview, and all agreed to be recorded. The data was stored on a secure drive to be accessed only by the Project Vision Team.

Initial Findings

Demographic Analysis

Twenty-seven CC administrative leaders were contacted for interviews where 16 (59%) agreed to be interviewed. Thirteen (81.3%) leaders who participated in the study were currently active in their role, and 5 (31%) were women.

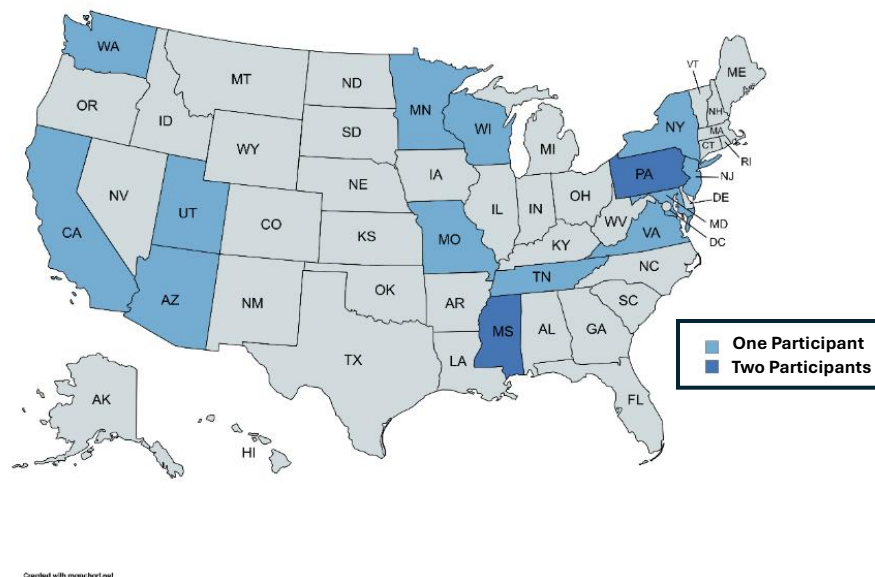


Figure 2. States of Community College Leaders Who Participated in this Study [10]

Demographics by State. Figure 2 depicts an even distribution of the 14 (59.3%) states represented: 4 (25%) western, 5 (31%) midwestern, and 5 (31%) eastern states, 3 (19%) “swing,” 6 (38%) “blue” and 5 (31%) “red” states. Two of the CCs represented were rural in designation (12.5%). Pennsylvania and Mississippi each had two participants.

The percentages based on sixteen participants from each state where two came from PA and MS, are as follows: 4 (25%) western, 6 (37.5%) midwestern, and 6 (37.5%) eastern states, 3 (19%) “swing” 7 (43.8%) “blue” and 6 (37.5%) “red” states.

Demographics by Institution Classification. Figure 3 shows the different classifications of CCs that were contacted for this study. Leaders from fifteen different CCs participated. Two leaders from one CC were interviewed and this is reflected in the CC count shown in Figure 3. Classifications are defined as: Minority Serving Institution (MSI), Hispanic Serving Institution (HSI), Primarily Black Institution (PBI), and Historically Black College or University (HBCU).

Forty percent of participant institutions were classified as an MSI which had the largest representation. Several institutions whose leaders participated in the study had multiple classifications. One institution was classified as an “emerging HSI” but was not counted. Two institutions were designated as both MSI and PBI (12.5%), and one of these institutions was also designated as Rural. Two institutions were designated as HSI and MSI (12.5%). One was designated as MSI and HBCU. One was exclusively an MSI.

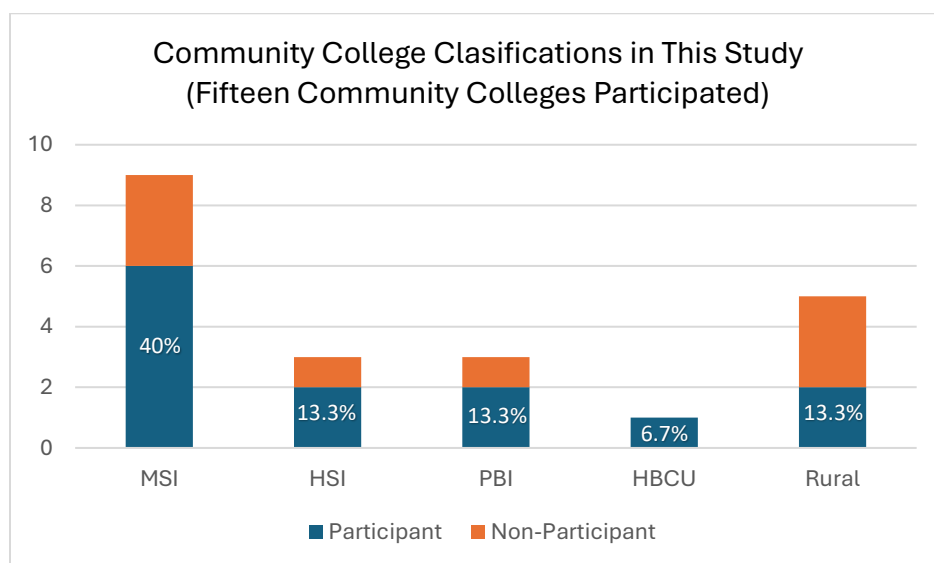


Figure 3. Community College Classifications in this Study

Demographics by Study Participants and by Those Contacted. Out of 27 CC administrators contacted, sixteen agreed to participate in an interview. Tables 1, 2, and 3 show respectively the distribution by title of those contacted for interviews, those who agreed to be interviewed and those who did not respond to the inquiry to participate in the study. There was an effort to recruit more

women leaders into the study, however, participation was more likely if there was a connection either to the project, the program, or the researcher.

Contacts who were not familiar with the interviewer or Project Vision did not respond to the email inquiries. There was an effort to recruit more presidents and vice presidents, with a focus on women leaders, but likely due to more rigorous schedules and responsibilities, we surmised that leaders at this level had less time to participate. The tables also include information on the number of participants who were former NSF program officers. These former program officers also had an institutional administrative role. Specifics regarding their administrative role in academia were not included to assure anonymity. Figure 3 depicts the number contacted and their roles vs the number who agreed to be interviewed.

Table 1 shows the number of CC administrative leaders contacted, a breakdown of their roles, and the number and percentages of women. There were eleven women (40.7%) of the total who were contacted. Vice Presidents' titles included academic or provost, workforce, and chancellor.

Table 1. Senior Administrative Leadership Contacted in Study

Title	Number	% of Total	# Women	% Women in Role
President*	9	33.3	5	18.5
Vice President*	8	29.6	5	62.5
Associate Vice President	2	7.4	0	0
Grants/STEM Director*	5	18.5	1	20
Dean	3	11.1	1	33.3
Total	27	100	11	40.7
Former NSF Program Officer**	2	7	1	50

*One participant has retired from role; **Also has an administrative leadership title

Table 2 shows the number of CC administrative leaders who agreed to participate in the study, a breakdown of their roles, and the number and percentages of women. All participants were familiar with NSF ATE and had successful ATE grants. There were five women (31.3%) administrative leaders who participated in the study.

Table 2. Senior Administrative Leadership Interviewed in Study

Title	Number	% of Total	# Women	% Women in Role
President*	4	25	0	0
Vice President*	4	25	1	25
Associate Vice President	2	12.5	1	50
Grants/STEM Director*	4	25	3	75
Dean	2	12.5	0	0
Total	16	100	5	31.3
Former NSF Program Officer**	2	13	1	50

*One participant has retired from role; **Also has an administrative leadership title

Table 3 shows the number of CC administrative leaders who did not respond to email inquiries, a breakdown of their roles, and the number and percentages of women. This table was included to highlight the effort to recruit more senior level leadership and women for the study. Since these leaders were contacted without having prior knowledge of the project, we assumed that they were less likely to respond to the inquiry. Also, all but one administrator contacted were college presidents and vice presidents and were less likely to respond due to their schedules and workload.

Table 3. Senior Administrative Leadership Who Did Not Respond to Interview Request

Title	Number	% of Total	# Women	% Women in Role
President	5	45	5	100
Vice President	4	36	4	100
Associate Vice President	0	0	0	0
Grants/STEM Director	1	1	0	0
Dean	1	9	1	100
Total	11	100	10	91
Former NSF Program Officer	0	0	0	0

Figure 4 depicts graphically the types of CC leaders in Tables 3 and 4 that were contacted in this study and the number and percentage of the total for each position of those who participated in the interviews.

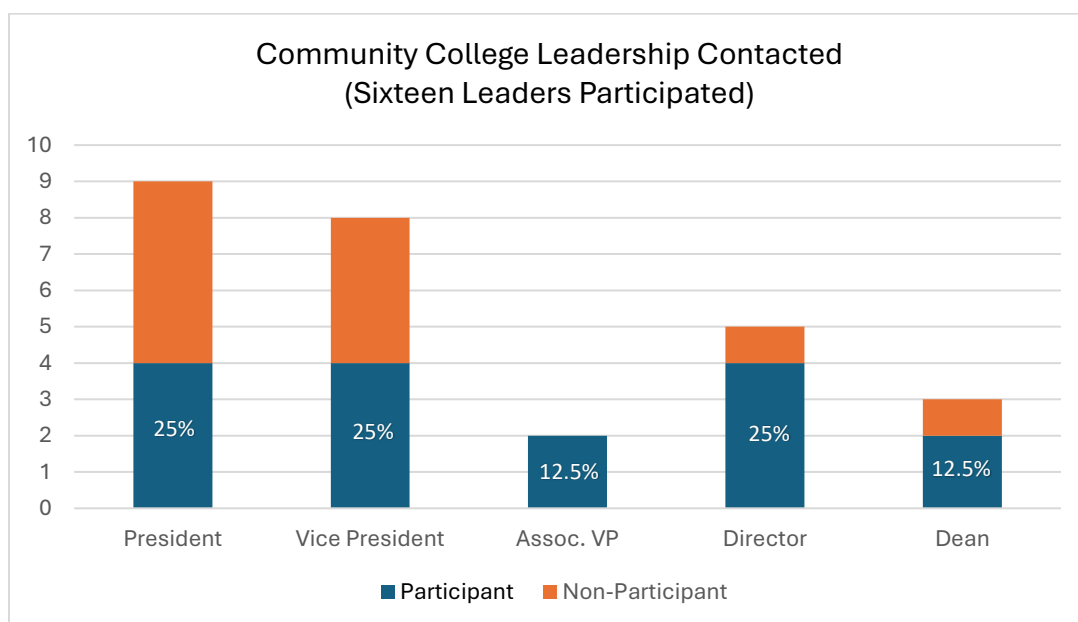


Figure 4. Roles of Community College Leaders Contacted in this Study

Initial Findings from Preliminary Qualitative Analysis of Interview Responses

Survey questions and protocol are presented in Appendix A. This report focuses primarily on three interview responses that will help to answer the research question. All participants in this study had prior knowledge, experience, and success with NSF grants, particularly ATE. The three responses that will be highlighted in this report are: (1) Personal and Professional Qualities of Faculty Who Are Most Successful with Grants, (2) Number One Quality of a Faculty Member Who is Successful with Grants, and (3) Characteristics of Faculty who are Least Aligned with Grant Involvement. The third response highlights characteristics of faculty that are not aligned with the research question and is important to discuss. All reported successes and positive experiences with the program. Responses to other applicable interview questions were mentioned in the Preliminary Findings section. These and the other survey responses were prepared for publication and presentation and will be further analyzed as part of future work.

Tables 4, 5, and 6 display the qualities reported for the three responses, respectively. This preliminary qualitative analysis involved cataloging and sorting without the use of qualitative analysis software. The responses to each question on qualities of faculty who are the most suited for grant involvement were sorted for this report into two main categories: *Professional* and *Personal*. Personal qualities were further sorted as *Determination*, *Passion*, *Social*, and *Ethical*. Characteristics of faculty who are least suited for grant involvement were designated similarly but included the heading *Lack of Determination*.

Table 4. Qualities of Faculty Who Are Most Successful with Grants

Professional	Personal			
	Determination	Emotion	Social	Ethical
Interest in grants	Commitment	Enthusiastic	Seeks partnerships	Integrity
Grant writing capacity	drive	Love their discipline	Level of engagement	Responsibility
Innovative (can bring change) (2)	Willing to take on administrative role	Actively engaged with students	Good at working with support team	Won't abandon (committed)
Ownership	Sustain grant to end (3)	Passion for impact	Visibility on campus	Work ethic
Negotiation skills	Intrinsic motivation	Excitement (2)	Relationships	Respectful
Project management (2)	effort	Passion for students	communication	
partnerships in education and industry	Courageous (go beyond classroom)	Passion for project (2)	Know happenings at other institutions	
Leader (2)	timely	"Antsy" or restless	Understands roles	
Administrative acumen or interest (2)	Consistent engagement with process	Love their students' success	Engaged in professional societies	
Experience in completing a project (2)	Capacity for completing things (2)	Loves industry		
Subject matter expert (leader in area) (2)	Wants new goals and ambitions	Excited working with students		
Faculty look up to them	Seeks opportunities			
Writing skills	Makes or has time			
Skills in prioritizing important grants				
Has professional goal				
Understands complexity				

Several responses recorded are similar or appear to have overlapping phrases. The reason for including them is to present the responses as they were reported in the interviews. Responses that were described exactly were given a number in the table to show that it was repeated. These responses will be included in an anonymized database. A more formalized analysis will be performed in preparation for the publication and presentation. Qualitative analysis will utilize software to produce codes, trends, and themes. Similar responses will be consolidated and categorized more formally by theme during this phase of the study.

Personal and Professional Qualities of Faculty Members Who Are Most Successful with Grants. Table 4 displays the qualities of faculty members who are most successful with grants as reported by CC leaders. They discussed professional qualities the most, and personal qualities emphasizing *determination* followed by *emotional*. Social qualities involved engagement and networking. Ethical qualities were discussed but not to the extent of the others.

Number One Quality of a Faculty Member Who is Successful with Grants. The respondents were asked to describe the number one quality in a faculty member who is successful with grant involvement. Table 5 displays these qualities. The categories the included the most responses were *emotional* and *ethical*. This differed from Table 4 that listed *professional* and *determination* the most. This suggests that ethics are at the center of CC leadership concerns with faculty and grant involvement when asked what was most important to them.

Table 5. The Number One Quality of a Faculty Member Who Is Successful with Grants

Professional	Personal			
	Determination	Emotion	Social	Ethical
Professional commitment (4)	Personal investment	Passion for students	Engagement on campus and community	Research integrity
Grant experience	Owning the process (2)	Passion (3)	Engaged in technical field	Credibility
Proposal writing experience	Openness to change	Excited about doing new things		Financial integrity
	Innovative	"antsiness" or restlessness		Trustworthy
	OK with delayed gratification	Willing to be uncomfortable		Seriousness
		Love of teaching and learning		Responsible

Characteristics of Faculty who are Least Aligned with Grant Involvement. Table 6 lists the responses of participants highlighting the characteristics of faculty who are least likely to be successful with grants. Professional limitations or preferences, and characteristics indicating a lack of determination were mentioned the most. There were also emotional and social factors highlighted, but ethical concerns were not discussed as part of this response.

Table 6. Characteristics of Faculty Members who are Least Aligned with Grant Involvement

Professional	Personal			
	Lack of Determination	Emotion	Social	Ethical
Only interested in their own personal investment	Hands-off approach	No passion	"You never see them."	
Lack of project management skills	Just there for the paycheck	Feels forced (2)	"Laser focused"	
No interest in grants	Come to teach and leave	Wants celebrity with no commitment	Very comfortable doing their job	
Fleeting ideas (frivolous grants)	Don't care about students	Overextended	Do not want to collaborate ("they know it all")	
Does not want extra responsibilities	No motivation	Resistant	Bad attitude	
Brilliant in discipline, but not a disciplined administrator	Does not want change (3)	No interest		
Burden to grants office	Not open to new ideas (3)			
Very engaged in classroom and has no interest in grants	Does not follow through			
They do not want to sit and write grants	Wants bare minimum			
No buy-in	They just go through the motions			
Not committed to outcomes	Doesn't succeed			
Just focused on contract hours	Do it just as a job			
Lacks direction	Only interested in their own comfort			

Other findings related to faculty and grant involvement. Nine (56.3%) of the participants reported that *time* was the greatest challenge for faculty involved in grants. Other responses included fatigue from a heavy teaching load, issues with release time, institutional capacity, support, and standing out from other faculty.

Eleven (68.8%) of the institutions had a grants office but most had 1- 4 people, and this included part-time help. Those that did not have a grants office said that they received support from offices such as financial and institutional research.

Eight (50%) of participants indicated that a faculty member was the best person to write a grant proposal with the help and support of administrative services like a grants office and financial. Others said it was a team effort, or the responsibility of a grants office with input from the subject matter experts.

Eleven (68.8%) did not think that grants should be mandatory for faculty evaluation, but most thought that a faculty member who participates in grants should be recognized in some way for it, such as with promotion or tenure.

All participants described the importance of their role in securing and sustaining partnerships at their institution and discussed approaches for their success. Responses included networking in informal and formal settings, establishing relationships, and supporting advisory boards. Leaders also described how faculty could help with promoting grant initiatives by staying connected to their professional societies, knowing about happenings at other institutions, sharing grant experiences with other faculty members, and forming learning communities.

Preliminary Results

Despite the varied demographics, roles, sizes, and structures of the CCs representing the participants, there was a consistency in the responses to the interview questions that helped to answer the research question. Thirteen (81.3%) of the sixteen participants highlighted the number one quality of a faculty member who is successful with grants as *emotion*. Words and phrases included *passion, enthusiasm, restlessness, love for students, innovative, excited, engaged, open to change, ok with being uncomfortable*. The other main category included words categorized as *determination*. The person with a more “dynamic” personality was best suited for grant involvement [11]. Characteristics that were least compatible with grant involvement were representative of those who were just satisfied teaching their classes, were not receptive to additional duties or growth, and did not welcome change. Although ethical qualities were listed as the number one quality in faculty who are successful with grants, this was not a factor related to those who were least compatible, which was notable. Emphasis was on lack of professional qualities and determination.

The one outlier in the discussion of those with dynamic personalities was a rural CC. Their take was that enthusiasm of their faculty inside of the classroom played a key role in their lack of interest in grants. So, they were “dynamic” in personality but as a teacher, with more “hands-on” experiences, instead of “sitting at a desk writing a grant proposal.” The participant emphasized the need at their institution for external resources and that they do not have the bandwidth for their faculty to be involved in grants at all, especially those who teach specialized courses such as those related to the trades. This was true even with mentoring provided by NSF, which they considered to be helpful, but not enough to stimulate growth at their institution with respect to faculty and grants due to understaffing and lack of resources. This finding may help us think about how mentoring could be further enhanced to cater more to specific needs of the institution, especially one with scarce resources and in states and regions of greatest need. Additional inquiry is needed to further investigate viable solutions.

The CC leaders emphasized the limitations of teaching institutions with faculty being able to successfully execute a grant initiative, such as time with their teaching responsibilities and finding for release time for grant related work. This and the concerns expressed by the leader of the rural CC leads us to the question, “Is it appropriate or in the best interest of the institution to have faculty member involved in grants at every type of community college?” Although they thought that faculty should be recognized in some way for contributions to grants, eleven (68.8%) reported that at these teaching institutions, faculty evaluation should not include grant involvement. This reiterates the fact that most CCs are exclusively teaching institutions, and how to transform the structure and culture to accommodate grants involvement of faculty with a heavy teaching load is an ongoing challenge.

Conclusion and Future Work

This study serves as a preliminary analysis of the professional and personal qualities of faculty members who are most successful with grants. Findings suggested that both qualities of the faculty member and the CC infrastructure that supports grant involvement contribute to successful grant initiatives. Data collected from the interviews, initial findings, and analysis will be used for reference for the Project Vision AI tool, and were prepared for publication and presentation. The spreadsheet of data and analysis, and this final report serve as preparation for a presentation at the 2026 ATE PI Conference and publication for the ASEE 2027 conference.

The literature review is continuing, and the data will be qualitatively analyzed more extensively as part of future work to form a more complete answer to the research question and to answer more completely additional research questions:

1. What role should the grants office play in assisting faculty and staff with grants?
2. What challenges do community college faculty face being involved in grants?
3. How is college structure related to faculty success with grants?
4. How does support from college leadership contribute to faculty success with grants?
5. What is the role of leadership in securing partnerships?
6. What does college leadership think faculty can do to promote grant activity at community colleges?

Faculty success with grants depends not only on qualities of the faculty member but also relies heavily on the state and institution size and type, and support from the institution, leadership, and administrative support services. Answering these additional research questions will help to form a better understanding of faculty who are involved with grants at their institution, the challenges they face, the support systems that exist, and the support that is needed to ensure their success.

In addition, the following topics from the spreadsheet in Appendix C will be further analyzed and reported on in the future publication and presentation.

1. Differences in community college structures by state
2. Challenges that community colleges experience
3. Challenges that community college faculty face
4. Role of community college administrative leadership in facilitating grant initiatives
 - a. Establishing partnerships
 - b. Supporting faculty and support staff
5. Contributions of faculty that would help with grant initiatives
6. Additional comments from interview participants

We will provide additional findings, results, and conclusions after performing a more extensive qualitative data analysis that includes seeking answers to the above research questions.

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Appendix A: Protocol and Interview Questions

Project Vision:

Interview with Community College Administrative Leaders (Spring 2026) via Teams

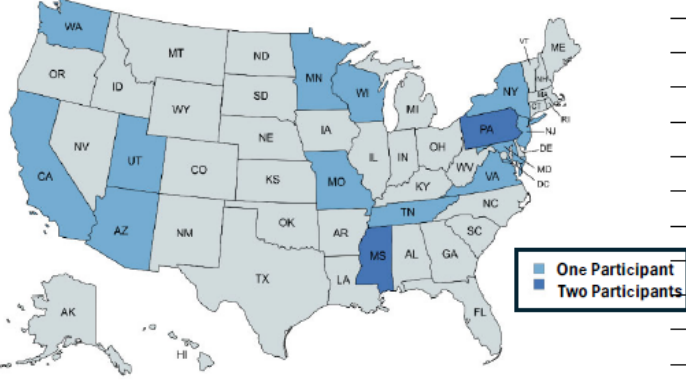
Thank you for participating in this semi-structured interview involving grants at your community college and grants personnel, particularly faculty. Interview responses will be kept confidential and shared only with Project Vision team members. The information collected will contribute to an anonymous database of general information based on the results of the study to learn more about the types of faculty members that would be successful in pursuing and conducting grants at community colleges. Do I have your consent to record?

Interview Questions (Past tense for retired senior administrative leadership):

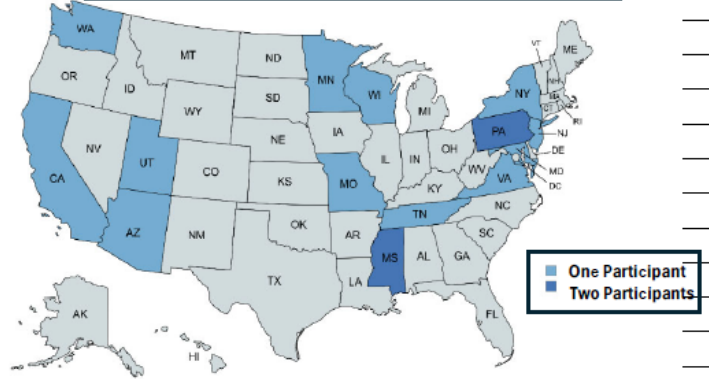
1. Describe the types of grants, if any, that are the most important to your institution.
2. Do you have a grants office? If so, how large is it and what are its major functions?
3. Has your institution been invested in grants specific to two-year institutions such as NSF ATE? If so, have they been successful?
4. What is your role in securing industry and institutional partnerships when seeking grants?
5. Who do you feel is best suited to write a grant proposal?
 - a. (If not faculty...) What qualities do you look for in this person?
6. The following questions focus on faculty involvement in grants:
 - a. Describe the personal and professional qualities you seek in faculty members who intend to serve as grant senior leadership.
 - b. Describe the number one quality you seek in such a faculty member.
 - c. Describe characteristics of faculty who are least compatible with grant involvement.
 - d. How much do you think that grant involvement should contribute to faculty evaluation?
 - e. What do you expect the role of grants personnel to be in supporting faculty during all phases of the grant process including proposal and award management?
 - f. What challenges do faculty members face being involved in grants?
 - g. How could faculty members help to increase grant initiatives at your institution?
7. Is there anything else you would like to add about faculty leadership on grants?

Thank you for your time.

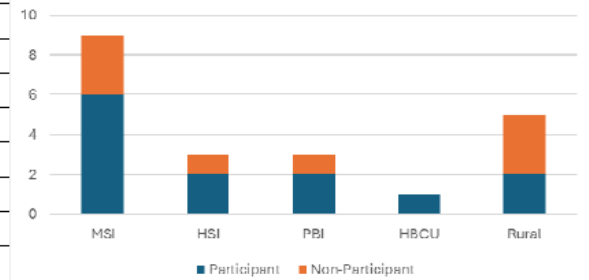
Appendix B: Demographic Information

Demographic Analysis of 16 Participants					States of Community College Leaders in Project Vision Study https://www.mapchart.net/usa.html 				
14 States Represented (28% of US)					15 Institutions Represented:				
4 Presidents (25%)					6 MSI (40%)				
4 Vice Presidents (25%)					2 HSI (12.5%)				
2 Associate VPs (12.5%)					2 PBI (12.5%)				
2 Deans (12.5%)					1 HBCU (6.7%)				
4 Grants/STEM Directors (25%)					2 Rural CC (12.5%)				
2 Former NSF Program Officers (13%)									
5 Women (31%) and 11 men (69%)									
12 Active in Role (75%)									
State Analysis (14)									
3 Swing States (21%)					4 Western States (28.6%)				
6 Blue States (43%)					5 Midwest States (35.7%)				
5 Red States (36%)					5 Eastern States (35.7%)				
Participants by State Analysis (16) (PA, MS counted twice)									
3 Swing States (19%)					4 Western States (25%)				
6 Blue States (38%)					6 Midwest States (31%)				
6 Red States (31%)					6 Eastern States (31%)				
Total Contacted:					11 Non Participants (40.7%):				
59.3% participation rate out of 27 contacted:									
27 administrative leaders were contacted					5 Presidents (45%)				
15 women (56%) and 12 men (44%)					4 Vice Presidents (36%)				
9 Presidents (33%)					1 Director Grants (9%)				
8 VPs (30%)					1 Dean (9%)				
2 Assoc. VPs (7%)					10 women (91%)				
3 Deans (11%)					100% Active in Role				
4 Grants/STEM Directors (15%)					3 Rural CC (27.3%)				
13 Active in Role (89%)									
2 Former NSF Program Officers (7%)									
5 Rural CC (18.5%)									

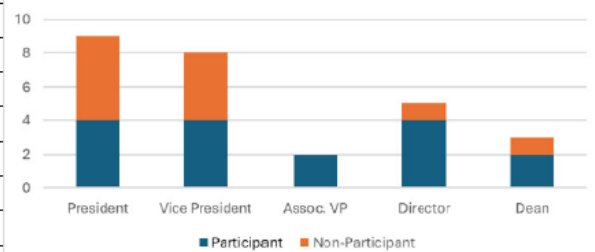
States of Community College Leaders in Project Vision Study
<https://www.mapchart.net/usa.html>



Community College Classifications in This Study
 (Fifteen Community Colleges Participated)



Community College Leadership Contacted
 (Sixteen Leaders Participated)



Appendix C: Spreadsheet of Survey Responses

Participant	Most Suited to Write Proposal	Faculty Successful with Grants	#1 Quality	Least Successful	Grant Faculty Challenges	Should grants be in faculty evaluation?	Grants Office? Role?	How SHOULD grants office support?	Important Grants	2-YR CC Grants	Participant's Role in Partnerships	How Could Faculty Help with Grants?	Additional Comments
1	Faculty who is going to be conducting the grant and running the projects, with an infrastructure of support. Assures budget, sustainability, and setting up supplementary pieces.	Level of commitment, drive, ownership, professional goal, grant writing capacity, time, understanding of level of complexity, level of engagement, willing to do it, good at working with support team	Professional Commitment to and personal investment in the project	Hands-off approach. Interested in purely their own research.	Lack of Capacity. No stipend for proposal. Need structural support.	It absolutely should. They just negotiated a contract where grant involvement is in there.	No grants office, but recently hired a part timer. Departments and divisions have full responsibility. Faculty member has to understand the breadth of responsibility. VP is the administrative person. Great accounting office for budgets	Ensure project meets strategic plan, financially viable, institutional commitment.	Student Help. WF Pell, DOE (Energy), Small Business Administration, ATE, Project Vision	ATE. Successful. Project Vision was critical. The grants were complex.	Oversees the workforce division. All of their programs are workforce. Constant engagement with local businesses. Making connection enlightened them to critical need and successful ATE grant.	Faculty realizing that grants can advance their career.	Small rural CCs need external support.
2	Faculty. They are the experts. They know the science, methodologies, the needs and the work. They work with the students directly. It's important to have a grants office that can support them, especially for larger, complex grants.	Very enthusiastic. In love with their discipline and their students' achievements, their growth, and their success. Able to sustain grant to the end.	Integrity. Credibility, honesty, financial and research integrity.	Just there for the paycheck. Come to teach and then leave. Don't care about their students.	Time is the big issue for faculty because of teaching and advising. Also, differences on how to compensate for grant involvement. Release time and challenges with adjunct hiring.	Yes. It should be a key element. If someone is involved in grants it should be a critical component for promotion, tenure, or other evaluation elements. It is absolutely important and critical.	Yes. 3-4 people. Help with management and financial. Determined if grant was worth it. Monitored grant spending and handled paperwork and grant closeout.	Because the faculty members job is to teach, the grants office needs to help with how to narrate the proposal, and then how to manage the award, payment, and budget.	NSF, ATE, collaborative grants with NASA, DOE (Education)	ATE: 15 year cybersecurity institute. Great Success	Outreach locally but it's been difficult to recruit smaller companies. Challenges included difficulty recruiting private industry employers who didn't appreciate the value of apprenticeships, and also companies thinking they had access to grant money. Larger companies were easier to recruit.	Go to outside meetings and come back to their institution. Form learning communities and then share experiences. Those who have a lot of experience, work with colleagues who are thinking about grants who have never done this before. Come to meetings. Emphasize that grants are a learning process. Faculty learning from faculty is a way to learn	Need strong higher level leadership support behind faculty to be successful at grants. Make sure grants are not frivolous that do not contribute to mission. Grants can expand learning horizons for students and help faculty up to date in their field.

Participant	Most Suited to Write Proposal	Faculty Successful with Grants	#1 Quality	Least Successful	Grant Faculty Challenges	Should grants be in faculty evaluation?	Grants Office? Role?	How SHOULD grants office support?	Important Grants	2-YR CC Grants	Participant's Role in Partnerships	How Could Faculty Help with Grants?	Additional Comments
3	They have grant writers for govt. grants and for foundation grants and worked with partners. They should make it compelling, but, subject matter experts are the best as they will be leading the award.	Intrinsic motivation. Enjoy working with a group. Project management skills. Negotiation skills. Passion for the impact. Willing to put in the extra effort. Negotiating and project management skills.	Passion.	Lack of project management and time skills. Lack of internal motivation.	Under resourced institutions. Negotiating hurdles. Trying to align with another institution that has restrictions. Dealing with unforeseen things that might happen. Release time. Juggling time with teaching load and grant commitment.	It depends on the appointment type, and teaching is big. There are multiple elements to evaluation and grants might not be well suited to the other work that faculty need to be engaged in.	Yes, Four people average. Manage compliance (such as PAPPG), pre and post award work. Find support from collaborators.	Providing professional development to newer faculty. Support for different types of awards. Help with deciphering for instance the PAPPG. Support for what is needed in every point in the process. How to set up for new award. They should manage financial and reporting aspects.	Private foundations, NEH, NSF	ATE, ITC. Successful (ITC so far)	Recently became involved in industry partnerships and have made some connections: TIP, NORDEP. Industry is very different from academia.	Plant seeds, pilot strategies, and have "lunch and learns." Find out who else on campus is interested. Creating connections on campus. Recognize areas that align with institution's strategic plan and where there is outside funding.	Professional societies could play a strong role in leadership and professional development. Faculty could make connections with other institutions for support or professional development.

Participant	Most Suited to Write Proposal	Faculty Successful with Grants	#1 Quality	Least Successful	Grant Faculty Challenges	Should grants be in faculty evaluation?	Grants Office? Role?	How SHOULD grants office support?	Important Grants	2-YR CC Grants	Participant's Role in Partnerships	How Could Faculty Help with Grants?	Additional Comments
4	Faculty with grants and institutional research office support.	Excitement, enthusiasm, engaged in discipline, trying to help students, not afraid to develop partnerships in education and industry, courageous enough to go beyond classroom.	Faculty who are not just teaching. Faculty who are excited about doing new things.	Same ways of teaching. Don't want change. Not open to new ideas.	Heavy teaching load. Challenges with release time. Financial constraints. Doing things they were not hired to do.	It should be in the evaluation for faculty who are putting in extra work to develop the proposal to let them know that it's something the institution recognizes.	No. Institutional Research office provided support when needed. Grants office is needed though but many CCs cannot afford it. Universities have large grants offices and foundations.	It is critical to have a partnership between grants office and faculty. Grants office is more experienced in preparing grant proposals and knowing what the requirements are. They should be able to support faculty.	DOE (Education).	None in 1985 (ATE didn't exist). (Evaluated ATE as part of AACCC advisory committee)	President is high profile. Went to Industry Advisory committee meetings for workforce programs. There is a big difference between industry and higher ed which is a challenge. Leaders play a big role in supporting that.	Become aware of grant opportunities maybe through their professional associations, become excited about them, and bring them back to their institution. Critical way for faculty to become involved early.	From CCPI STEM Initiative, leadership needs to support faculty and grant initiatives. An institution needs the support of the grants office and leadership in addition to faculty excitement and enthusiasm. For new leaders, faculty and PIs should meet with them to explain the program and inform them. Show excitement. Show stats demonstrating success.

Participant	Most Suited to Write Proposal	Faculty Successful with Grants	#1 Quality	Least Successful	Grant Faculty Challenges	Should grants be in faculty evaluation?	Grants Office? Role?	How SHOULD grants office support?	Important Grants	2-YR CC Grants	Participant's Role in Partnerships	How Could Faculty Help with Grants?	Additional Comments
5	Faculty are critical because they are the experts and the drivers. It also depends on the grant, the person, and the institution.	Leader, actively engaged with students, innovative, visibility on campus, those other faculty look up to.	Engagement, on campus and in the community.	Those you never see. Those in their personal space. Laser focused.	Fatigue, because CCs are teaching institutions. They are doing more then they were hired to do.	It should play a role. Although they are teaching not research institutions, who is better at researching a 2 year institution than someone from there. Grants foster innovation. Last 2 yr they were part of did start offering merit based raises.	No. Small CC. Capacity is an issue at small CCs. Project Vision helped to build institutional capacity.	CC needs help to build institutional capacity. Faculty need help with resources, through the process and writing. Some don't know how to frame it and what wording to use in proposals. Then they need help with grants management which can be tedious. Share grant opportunities with faculty.	Grants that help to cover college costs.	ATE . Very beneficial and eye opening. Leader has STEM background.	Relationship building with our partners. Developing relationships in informal settings like golfing events set the stage for more formal meetings with experts at the institution. Meetings include key people to make it happen.	Be engaged.	To engage faculty in grants, it's important to build trust with Faculty early on and building relationships with them. Suggest grant opportunities to them and assure support. This will help later when you are trying to push forth a new initiative.
6	Faculty, but they need help. Small % get excited about grants. They have the technical expertise and are most qualified to make key decisions but it is rare that they have any professional prep in grant seeking or writing. They don't get an advantage like tenure from grants so it has to be compelling.	Antsiness, busy people, vision of something valuable or important, restless, desire to accomplish, serious, professional, engage consistently with the process, integrity, personal responsibility. Won't abandon a project.	Antsiness or restlessness.	Very comfortable doing their job. No interest in grant work.(There is no penalty for abandoning a project.) Fleeting ideas. Institution can't have reputation for frivolous grants.	Teaching institution and faculty are not well supported with grants. It is an extra burden. They are "swimming upstream." It's not embedded into every fiber of the institution like teaching is.	No but faculty should be recognized for grant involvement. College could do better with this. Since there isn't an extrinsic motivation for grants, having a Pi with an intrinsic motivation is important.	Yes. But the support is distributed throughout campus. They work with business office, accounting director. Their job is to make grants a viable proposition.	Their role is to make grant seeking and award management viable for faculty. They have a moral obligation not to persuade or coerce faculty because that is rarely successful with people who are not motivated. Teaching a night course is easier and bodes better with their colleagues than extra time on grants.	State grants. Title 4 funding, Pell grants, Perkins, workforce funding. National: DOE (Education) and NSF, ATE grants.	ATE. They were fortunate enough that it was successful.	Helping PIs identify educational and industry partners, municipal, regional, state, and sometimes national.	Work with union to make grants more formal. Cultural change. Institution should make it more intrinsic. Few resources.	Programs like NSF ATE and ITYC, and the support and resources are very important. ITYC Summit was great to establish a community for CC faculty and that is needed. Mentor Connect creates communities too. CCs need infrastructure and support.

Participant	Most Suited to Write Proposal	Faculty Successful with Grants	#1 Quality	Least Successful	Grant Faculty Challenges	Should grants be in faculty evaluation?	Grants Office? Role?	How SHOULD grants office support?	Important Grants	2-YR CC Grants	Participant's Role in Partnerships	How Could Faculty Help with Grants?	Additional Comments
7	Largely faculty because they are close to the students. Team effort with mutual understanding and respect. Someone who can speak for administrative support services. Understanding of particular programs, and of college and classroom needs. Solid view and plan.	Demonstrated capacity for completing things, experience in completing a project, good work ethic. Solid view of plan and see grant as a way of achieving this plan, not going in just to win it. They want to be there and know they can get the job done.	Trustworthiness. They're representing what they can do and are accurately doing with they say. "I can trust them."	Overextended. Lack direction and follow-through. Fleeting... Want to win award for the celebrity, but not follow through on it.	Time. Conflicts with family time due to travel. Standing out as a faculty member who is different. On the leading edge of the college which can be precarious.	No. Faculty evaluations are perfunctory (all faculty should meet certain domains). They don't expect all faculty members to be active in grants. Wouldn't advocate it being a part of evaluations.	Yes. <10 people. They find grant opportunities and write grants.	Look for internal things they have to do. Keep college, especially leadership, informed. Provide proper budgeting support to assure that it will be spent properly. They should help in areas that need help such as the disjoint between overload pay, what the college has to pay and what is provided in the grant, which is a problem for administrators.	Different ones. State grants (SHEV, VCCS). Private through Mandel Foundation. DOL, NSF	ATE, ITYC. Ongoing successful so far. Need to check current status.	Establishing relationships. Improve connection between faculty and advisory board. Put everything together for securing or proposing grant. Making sure that everything said in proposal is reality.	Being aware of the grant community. Awareness of grant programs and opportunities. Sharing deadlines. Open to grant professional development such as newsletters, webinars, and serving as a reviewer.	Community colleges are teaching institutions and there are issues with release time and getting replacement faculty. Workforce programs need professionals in the field and they are underpaid. They shouldn't be treated like other academic part timers. CCs need to make it worth their while. The current model doesn't accommodate these types of faculty and this needs to change.
8	Grants office. Translates and aligns knowledge into successful proposal. Faculty are active players. Not realistic to think they are comfortable writing proposals.	Passionate about their programs and preparing students and their success and supporting students. They will follow through on a grant to accomplish this. Grants office supports them.	Experience in proposal writing or general grants experience.	Those that want to do the bare minimum. Teach and go home. Do not want extra responsibilities. Go through the motions.	Time constraints, mostly. They teach and work with students after class. Other responsibilities.	No. Institution is not at a point where it should be required. It's hard to make grants required, but recognition should be given for providing that additional commitment to the college.	Yes. Three people. Full-time Asst. Director, and part-time coordinator. Write proposal, budget development, everything. Provide different levels of support depending on comfort level of project.	Need to establish legitimacy of the role. Support grant and budget development. Writing. Team with faculty experts who want to be involved. Varied levels of support. Financial handles the award budgets.	Both federal and state. WF and labor market. Capacity building such as ATE Project Vision, and EPIC.	NSF ATE. Project Vision.	Support faculty and others who seek partnerships and with advisory boards. Focus on engaged parties and not "cold calling."	Sharing ideas or grant prospects they hear about from other colleges or what's going on in industry with college personnel such as grants office or Dean to see if it might be a funding opportunity.	Agencies like NSF should educate institutions on what is feasible and practical for them, and be realistic about time commitment etc., and what the rules are for different programs etc.

Participant	Most Suited to Write Proposal	Faculty Successful with Grants	#1 Quality	Least Successful	Grant Faculty Challenges	Should grants be in faculty evaluation?	Grants Office? Role?	How SHOULD grants office support?	Important Grants	2-YR CC Grants	Participant's Role in Partnerships	How Could Faculty Help with Grants?	Additional Comments
9	Team effort involving writing and mechanics, and subject experts, and those doing the executing. No one person.	Subject matter expertise and administrative acumen. They know how to manage things. It's a partnership, respectful relationships for success. They have to understand people's roles.	Seriousness as grants are a serious endeavor.	Brilliant in discipline but not a disciplined administrator. Doesn't succeed, or is a burden to the grants office.	Grants are above and beyond regular teaching duties. No release time to apply for grant. Time.	No. It is not required for evaluation. It is for R1 schools but not for CC.	Yes. Two individuals. They don't write all of the grants but offer support and help with submissions.	They should be experts in how grants operate. Seek grant opportunities. Need to understand academia and be a partner to faculty. Help from administration. Have information session.	Support services for students. SNAP. Social safety net are really #1. State and Federal, mostly in the trades give students a second chance.	Yes. ATE.	Multifaceted role. Meeting people. Conversations. Supporting the work.	Faculty getting together to talk about these things. Grants office team is meeting with faculty and they need to do more of that.	Community Colleges and Tech schools are important now (moment in time) and crucial for our economic needs. We don't want to miss out on opportunities. Faculty having exposure to grants is important so they can imagine.
10	Someone in administration who has writing experience like in accreditation. Do not have the bandwidth in small rural CC tech programs to teach faculty to be grant writers as they are needed in the classroom. Hard to find adjuncts in tech.	Not many faculty want to write grants. Need someone with practice writing. Occasional faculty member who has been teaching for a while and wants to move into administration. Wants new goals and ambitions. Good grant writer.	Good grant writer. Willing to put ideas down on paper and learn the skills of a grant writer.	Faculty who are hands-on and really engaged in the classroom and do not want to sit and write grants. Mostly faculty who teach technical programs. They don't want to sit behind a desk and write.	Tough finding faculty who want to be involved over and above teaching. Small rural are more involved with the classroom especially tech faculty who are few and specialized (like HVAC). They are short on faculty help.	No. It should not contribute at all. People shouldn't be forced to write grants and appraise them on it. If they want to do it and translate into the classroom then fine.	No. They have administrators in Workforce Dev. and Career Tech who will write. External for larger grants like DOL. Would submit more grants if they had an office. Not much funding for office. People pitch in.	Tell faculty what to expect because they don't have knowledge or experience with grant work, like they have to travel and leave class.	Different types. Private Foundation, NSF ATE, DOL	Yes. ATE. Project Vision. Mentor Connect.	Meet with plant managers, or someone within an organization to define a need and collaborate on a proposal. Mutually beneficial industry partner.	Ambition to want to get involved. Sharing ideas and grant experience with proposals or awards if they have it. Expectations of grants with others.	Small rural colleges have the greatest need, and do not have the resources for grants that larger colleges do. Faculty are good with ideas but do not have the grant writing skills to be successful with grants.

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11	People with 100% buy-in who implement the grant	Someone with full-buy in with the grant, and responsible for grant implementation. And a passion for it. Have used outside grant writer. They find opportunities and are timely. They support the work. Prioritize pertinent grants instead of those	Passion and commitment to owning the process. Responsible for implementing the grant to be successful.	does not provide buy-in. Apathetic. Not committed to making sure outcomes are achieved. No passion. Just looking for something above their heavy load.	Time needed to meet grant deliverables above normal workload. Reporting requirements that may be foreign to them. Tracking expenses could be challenging.	Hard to answer. If a faculty member is given that responsibility, then it should be a large part of their evaluation. It should be given unless the faculty member agreed to do it and was enthusiastic about it and wants to do it.	Yes. Very small Two individuals. They track grants that come in. assure right approvals. Help grant writers	They should help with seeking grants, reporting, making sure that deadlines are met, proper invoicing is done. Send reminders and assure deadlines are met.	State, local, federal (DOL, NSF), private. All have different rules and protocols.	ATE. Successful, but needed leadership at the end.	It's key to securing a successful grant. Critical to a successful program. It starts with the employer. Need letters for proposals and continued involvement with them.	Help identify priorities for grant possibilities. Step up to be PI or project leader. Own it.	Employee and institution need to put interest of students and programs above their own agenda. Not doing this hurts the institution.
12	The grants team who is expert at funding source, funder and requirements working with program experts. They need curiosity and attention to detail. Be able to know the research and BLS information. Good communicator.	Passion for project, their students, and the industry they are supporting. Willing to go above and beyond because of class time, and maybe not getting paid, especially during the development phase. Ready to do things outside of the classroom such as administrative roles, budgets etc.	Passion and commitment to owning the process.	Just focused on contract hours they are supposed to put in. Do it just as a job.	Their ideas may be different from the Dean's ideas because they are closest to the students. They are farther away from the political and their ideas might be different from the bosses.	No. It shouldn't be expected but faculty who are involved should be recognized, appreciated and validated for their involvement.	Yes. Initially 3 people, then down to 2.	Grants team is a service team and a project team. Be part of the project from beginning to end: data, communication, sustainability, and make complex grants as easy as possible.	Annual state grants (Perkins, AEFLA, industry, professional development), Federal grants (NSF/ATE, DOE, USDA, EDA)	ATE. Yes it was successful. They are applying now and working with faculty.	Head of Ex. Board for Foundation with many contacts. Advisory Committees helped with close ties. Industry letters are important and connections helped..	Talk to peers and inform the grants office of opportunities. Bring their ideas forward.	More faculty should step in and better understand grants. It would give them a different perspective on administration. This will help them understand that things aren't always as easy as they seem. It gives them a chance to step out of the classroom and see the bigger vision of the college. Work with internal teams. Better appreciation of college and grants

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13	Grants person is the best at a technical college. They have research, evaluation, and project management experience. They would be the best writers.	Willingness to be uncomfortable and do something different. Extra work. Above and beyond. Someone who loves industry and relationships, and industry demands. Open to innovation and excited about doing new things	Openness to change and willingness to innovate and be uncomfortable .	Someone who doesn't want change or do any extra work. Care about their own comfort over industry demands. Unwillingness to try something new.	It's a lot of extra work and takes time, such as activities for recruitment or retention, and curriculum development etc. A lot of change. Accountability and deadlines.	No. They do not at the tech college.	Yes. One person. Sponsored projects office that is an IRB. Set up relationships and fit pieces together. They work together with departmental technical expertise.	Gathering data. Structuring activity. Producing reports and make sure grant is on track with outcomes and pivot if necessary.	State grants. NSF ATE. DOL.	ATE. Only after new president who encouraged grants. Successful.	It's key to securing a successful grant. Critical to a successful program. It starts with the employer. Need letters for proposals and continued involvement with them.	They have communities. Community of practice. Relay information learned from another institution. Bring innovations back to see if it fits. Also, bring problems forward.	Faculty need to be on board from the very beginning. They have to be capable and willing and there every step of the way. They have to know their capabilities and the institution. They have to be on board and behind it and excited.
14	Faculty. They are the content expert.	Excited about talking to students. Love coming to open house and love doing information sessions. Might be interested in doing grants.	Willingness to follow through and put in the time. OK. With delayed gratification.	Bad attitude. Someone who is too busy and resistant from the very beginning. Not interested. Feel forced.	Time. They have heavy teaching loads and other responsibilities. Institution does not have the resources to support them, like with release time etc.	No, and it should not be. But should be recognized for promotion and hiring.	Yes. Two People. Director, Assistant Director. They work with advancement, foundation, and academic affairs.	They should be part of the idea, writing, and implementation phases. They know the language. Translate faculty ideas to administrative language. Make sure paperwork is filled out properly. Administrative things like reports.	Federal: NSF NIH (Bridges grant), NASA.	NSF ATE, S-STEM	Industry partners are the reasons for many grants. CC recognizes a need and find the appropriate industry. They use that industry need.	Faculty have a research culture and a faculty network. People with a little experience with grants to act as resources for one another. Sounding board.	Going for grants is a good thing. Virtuous for people involved, for the institution, and for the student. More support for community colleges would be helpful.

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15	Faculty as they are the subject matter experts. They have connections to professional societies. They know what is happening in the field.	They have to have the right credentials. Know what other institutions are doing, engaged in their professional societies. Communication with other institutions.,	Engaged in technical field, outside institution, and own teaching. Communication and attending meetings.	Individuals who don't want to collaborate. Those who think they have the best idea and "know it all." Grant work requires collaboration.	Time is a great problem. Say 3-6 hours of release time is not enough.	It should not be for all faculty because some may not be interested in grants. If it is included it should be 10-15% and across the board.	No. But they had an office that functioned like a grants office. Budget, proposal writing, making sure the proposal is correct... costs etc. Reporting requirements.	They should be involved with reporting and the timeline. They should create a schedule for what the faculty are supposed to do so they don't lose track.	Federal DOL, NSF	5 or 6 ATE grants	Keeping up with industry. Keeping industry partners informed, gathering information, especially with ATE.	They need to show how the results benefit the institution. How the grant is helping to improve the classroom and student engagement. How the grant becomes embedded in curriculum.	Grants are a big responsibility and although "glamorous" need to be conducted properly. There are requirements, protocol, and legalities that need to be followed. There's a lot of challenging work that needs to be completed correctly and on time. Making sure there is no misappropriation of funds.
16	Faculty because the ideas have to come from the faculty. They know the impact on students and are usually passionate about it and truly care.	Faculty who are passionate and don't worry about hard work. Don't mind giving extra time. Leaders in their own area and can bring change.	Passion for the students and love for teaching and learning.	Not open to change and does not like to try new things. Resistant to change. Can't force it on them.	Institutional support structures are not there like support for industry partnerships. Help with the budget instead of sending the whole proposal back to them. The institution can help with the grant writing process.	Some might be good but you can't have it for all faculty. Faculty doing grants should be recognized.	General grants office for the whole CC system.	The grants office should help faculty and not create roadblocks. They could be a big help to new faculty and help them with Research.gov, logistics, letters they may need, checklist. Let faculty run with it and provide extra support that they need.	Federal: NSF. State level. Gates Foundation	ATE projects and consortium grant. Successful due to industry and educational partnerships and strong advisory committee. CCLI grant	Strong partnership with neighboring transfer institution. Connections to research organizations. Board member. Strong industry leaders on advisory committee. They would give guest lectures, provide internship, and jobs	If they have an idea, make sure it aligns with the CC mission, college goals, and vision. They will then get buy in from administrators and there will be a higher chance of success.	Faculty should think of an idea that impacts students, secondly, how the idea aligns, how it will be implemented, how it is going to be institutionalized and provide impact in the long-run.