The Impacts of Seed Grants as Incentives for Engagement

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Abstract

This article reports on an assessment of North Carolina State University's Extension, Engagement, and Economic Development Seed Grant Program (2004–2009). The research questions addressed the extent to which the grants (1) stimulated faculty interest in the engagement and outreach mission of the university; (2) served as incentives for faculty members to develop programs resulting in new partnerships with government, nonprofits, private sector, and other academic units; and (3) served as a platform to build a larger externally funded program of engagement and outreach activities as measured through grant proposals and awards.

Introduction

*C*reating incentives to encourage faculty to develop and grow research programs is a strategy often used by administrators in research and knowledge transfer offices. Some believe that seed grants, matching funding, and allocation of equipment and space can "nudge" faculty in directions that an institution considers high priority; however, such incentives are often justified by a philosophical position rather than statistical analysis.

This article evaluates the impacts of the 80 seed grants provided by the Office of Extension, Engagement, and Economic Development at North Carolina State University (NC State) from 2004 to 2009 to faculty and non-faculty professionals. These competitive seed grants are available for innovative program development and for individual professional development to strengthen skills in extension, curricular engagement of students in community-based research, and partnership development—a crucial element in collaborative interdisciplinary and engaged programming. Proposals also had to address the use of seed funds to achieve sustainability through partnerships, and internal or external funding sources.

Two hypotheses undergirded the establishment of the Extension, Engagement, and Economic Development Seed Grant Program.

1. The seed grants would stimulate faculty interest in the engagement and outreach mission of the university, complementing the commitment of faculty to teaching and research.

2. The seed grants would serve as incentives for faculty members to develop programs resulting in new partnerships, and would serve as a platform to build a larger externally funded program in engagement and outreach activities.

Few studies have treated these hypotheses in a testable fashion.

Research Review

Tornatzky, Waugaman, and Gray *(2002)* have argued that specific organizational structures and processes, such as incentives, must be in place to create a positive environment that encourages innovation, engagement, and beneficial impacts. At the 2008 National Outreach Scholarship Conference *(Bruns & Kalivoda, 2008)*, a session was devoted to understanding what incentives exist to encourage the scholarship of engagement. Although the session identified multiple incentives, no evaluation of the impact of these incentives was provided.

Seed grants serve many functions. For junior faculty, they may initiate a research and extension educational program; for senior faculty, they may provide the opportunity to redirect research and extension activities into new realms. For non-faculty professionals not on tenure track, they provide a means to start new programs or grow current programs.

NC State University's Extension, Engagement, and Economic Development Seed Grant Program

The source of funds for NC State's Extension, Engagement, and Economic Development Seed Grant Program (Extension Seed Grant Program) is an important aspect of this project. Faculty generated over $267 million in sponsored projects for their teaching, research, public service, and extension programs during the 2010 fiscal year. Of that $267 million, over $48 million was directly attributable to faculty members who generated funding for public service, extension, and engagement projects. Externally funded projects usually include some level of indirect costs to support the facilities, the administration, and other overhead expenses associ-

ated with managing the projects. Not every organization will pay overhead costs. For example, many foundations and nonprofit organizations will not pay for overhead expenses; they expect the university to provide that as part of its cost share. State agencies will pay some overhead but often take the position that the state is already paying for the administration of the university and thus overhead expenses should be cost-shared. Similarly, the federal government, which negotiates overhead rates with the university, does not fully pay for the costs of the facilities and project oversight by university administrators.

When a university does receive funding from a granting agency in reimbursement and support for overhead expenses, some of that funding is often reinvested in the grant recipient's departments and colleges, or in senior administrative units (e.g., office of the vice chancellor or the vice president for research). In this article's example, from the $2.8 million generated in public service overhead, the Office of Extension, Engagement, and Economic Development received $225,000 to support the office, and dedicated $160,000 to the Extension Seed Grant Program. Some funds are also reserved for a Just-In-Time program, a bridging grant program, and for program development and support activities within the Office of the Vice Chancellor. This rationale for reinvestment in program development then drove the expectation that the faculty grant recipients would use the seed grant funding to invest in programmatic development, and to grow the programs with additional external funding.

Assessment Methods

The methods used to assess the Extension Seed Grant Program involved an analysis of the 80 grants awarded over a 5-year period (2004–2009). Three research questions formed the basis for the assessment.

1. To what extent did the Extension Seed Grant Program stimulate faculty interest in the engagement and outreach mission of the university?

2. To what extent did the Extension seed grants serve as incentives for faculty members to develop programs resulting in new partnerships with government, nonprofits, private sector, and other academic units?

3. To what extent did the Extension seed grants serve as a platform to build a larger externally funded program of engagement and outreach activities as measured through grant proposals and awards?

The assessment included, first, a description of the seed grant process and characteristics of the awardees. Second, a review of each seed grant was performed to assess the type of partnerships proposed by the faculty member (principal investigator). Third, the principal investigators of each project were tracked in the university's grants and contracts system to determine whether they had submitted, in the years since the seed grant, one or more proposals for external funding on the seed grant topic. Finally, each grant proposal was assigned a code on the funding decision identifying the proposed sponsor, and whether the grant proposal was awarded the funding amount was reported.

Over the five years of seed grant proposals, 173 proposals were submitted and 80 funded. By comparing those funded internally with those not funded, one can test the hypothesis that the seed grant funding stimulated greater effort and success at external funding by the awardees than by other faculty not successful in the seed grant process.

The Extension Seed Grant Process

The Extension, Engagement, and Economic Development Seed Grant Program is administered by the University Standing Committee for Extension and Engagement. The committee includes faculty and non-tenure-track professionals, whose charge is to advise the Office of Extension, Engagement, and Economic Development. The committee manages the entire seed grant process, including the proposal peer review.

Purposes of the program.

The purposes of the Extension Seed Grant Program are to stimulate both faculty and non-faculty professionals to address the needs of the citizens of North Carolina, to encourage external and multidisciplinary partnerships, to involve students in the application of knowledge to societal problems, and to leverage additional funds for extension and engagement endeavors. The seed grants are available for faculty and such professionals to pursue one or more of the following program goals:

- program development—initiate new and innovative programs that utilize personnel expertise to address critical issues;

- professional development—develop skills of faculty and other professionals to enhance the application of appropriate methodologies and the capacity to do extension work;

- student engagement—engage students with faculty and professionals to address critical issues and participate in the selection and implementation of appropriate methodologies; and

- partnership development—develop and position collaborative, interdisciplinary, and external partnerships to create comprehensive responses to critical issues. Position interdisciplinary teams to attract external funding and resources for extension efforts by providing support for grant-writing expertise and assistance.

Successful proposals must address the use of the seed grant funds toward sustainability of the project, whether through internal or external funding sources. Seed grant proposals can also set up pilot projects to strengthen applications for upcoming state, federal, or foundation grant competitions, or for development of a self-sustaining program through fee-for-services or generation of receipt revenue. Proposals that are deemed by the proposal reviewers to be only research proposals are not considered. Extension, engagement, and economic development proposals are distinguished from research proposals in that Extension seed grant projects

- apply research-based knowledge to a well-defined problem;

- test innovative solutions and applications for expected results;

- influence professional practice;

- improve quality of life and benefit the public good, particularly of North Carolina citizens;

- identify and develop reciprocal relationships with external constituencies; and

- include a communication and dissemination plan.

All North Carolina State University faculty members or non-faculty professionals are eligible to submit an Extension Seed Grant Program proposal. A total of $160,000 is available for the program each fiscal year. The maximum Extension Seed Grant award is

$10,000. The funding cycle is July 1 through June 30. Projects may not be renewed, but carryover of funds may be approved upon request. The process of proposal preparation, submission, and review is detailed in the Appendix.

Characteristics of the Awardees

In 2004, the first year of the program, 61 proposals were submitted and 18 were funded. Perhaps the low success rate (30%) caused a fall-off in applications, because in 2005, only 21 applications were received and 13 funded (a 62% success rate). After 2005, the number of applications fluctuated, with 35 in 2006 (16 funded), 22 in 2007 (17 funded), and 34 in 2008 (16 funded).

An analysis of the five program cohorts demonstrated an increase in the diversity, if not the number, of applications over time as faculty members from more of the university's colleges submitted applications. Seed grant awards averaged $8,850, with a range from $2,500 to $10,000. In the 5 years, 68 different faculty members were awarded seed grants, with 60 receiving one, four receiving two, and four others receiving three.

Describing the awards by faculty status, and without double-counting, shows that 38% (27) were awarded to tenured associate or full professors, 19% (13) to tenure-track assistant professors, 12% (8) to County Cooperative Extension field faculty members, and 31% (20) to non-tenure-track professionals leading outreach and extension programs. The success rate (50%) for tenured associate and full professors was higher than that for tenure-track assistant professors (46%); field faculty had a 40% success rate and non-tenure-track professionals a 45% success rate. An analysis by gender showed no difference in the success rate.

Table 1 summarizes the distribution of seed grants over the 5 years among the units of North Carolina State University. The largest number of proposals came from and were awarded to faculty members in the College of Agriculture and Life Sciences through both its on-campus departments and its County Cooperative Extension offices. Thus more than 37% of seed grants were awarded to the College of Agriculture and Life Sciences; however, the success rate of 41% was less than the overall rate of 46%.

Extension seed grants were made to each college within the university. Members of units that report to the chancellor, the provost, the vice chancellor for research, and student affairs were also eligible to apply for the seed grants, and five seed grants were awarded to these units.

Types of Partnerships

An expectation of engagement with communities of interest, of place, or of purpose, requires the development of working relationships and strong partnerships to accomplish the mutual goals of all the partners, which can include university students, faculty

Table 1. North Carolina State University Extention, Engagement, and Economic Development Seed Grants,

2004-2009

College/Unit/Organization	Applications	Awards	Success Rate (%)
College of Agriculture	74	30	41
Departments (22), Cooperative Exxtension Counties (8)			
College of Design	11	8	73
College of Education	9	6	67
College of Engineering	19	5	26
College of Humanities & Social Sciences	10	8	80
College of Management	10	4	40
College of Natural Resources	14	7	50
College of Physical and Mathematical Sciences	5	4	80
College of Textiles	6	1	17
College of Veterinary Medicine	2	1	50
Other Units:	13	6	46
Extension, Engagement, and Economic Development, Shelton Leadership Center (1)			
Chancellor's Office/Kenan Institute (1)			
Provost's Office/Honors Program (2)			
Research and Graduate Studies/North Carolina Sea Grant (1)			
Student Affairs/Athletics (1)			
TOTAL	173	80	46

members, and administrators as well as community partners. As part of the Extension Seed Grant Program assessment, Cheryl Lloyd *(2009)* initiated a study to determine the degree of engagement with community partners. A partial analysis by Lloyd of 47 of the 80 seed grants showed that every principal investigator engaged others as partners. Those partners were either internal (members of the university) or external (community members). Partnerships included government agencies, nonprofits, the business sector, and student organizations.

Table 2 summarizes the primary partnerships for the 80 Extension seed grants in this assessment. The nonprofit and governmental agencies each reflected about 30% of the partnerships. These nonprofit, community-based organizations were often the beneficiary of the seed grant project as well as the source of

collaborative support, co-funding, and ideas for the delivery of programming. The government agencies ranged from local school districts and state agencies (e.g., the North Carolina Department of Environmental and Natural Resources, and the North Carolina Department of Agriculture and Consumer Affairs) to county offices in which the needs of the county were brought to the local Cooperative Extension office for educational support and assistance. About 15% of seed grant projects focused on students and linked to North Carolina State University student organizations and youth groups, or family organizations. Finally, 26% of the seed grant projects worked with the private sector (e.g., businesses, manufacturing firms, farmers and farm organizations, entrepreneurs).

In addition to the primary partners, 31% of the projects had secondary partners, typically with County Cooperative Extension offices.

The following partial list of principal investigators in 2006–2007 who showed significant diversity in programming and university-

Table 2. Primary Partnerships in Extension Seed Grants, 2004-2009

Partner	Number	Percentage
Nonprofits (Community -based organizations)	23	29%
Government agencies (Local, state, county, school districts)	24	30%
Students, youth, and families	12	15%
Private sector (Business, manufacturing firms, farmers and farm organizations, entrepreneurs)	21	26%
TOTAL	80	100%

community partnerships gives a sense of the depth of collaboration. For example, Andrew O. Behnke, assistant professor/Extension specialist, Department of 4-H Youth Development and Family and Consumer Sciences, College of Agriculture and Life Sciences, in his project Working with Latino Families to Develop Rural Safety and Health Education Program: Building Capacity Collaboratively, developed a community-wide event to share health and safety information with Latinos in rural Western North Carolina. The event occurred in 2007 and again in 2008, and the number of community collaborators increased from 32 in 2006–2007 to 142 in 2007–2008. Christine Grant, professor, Department of Chemical Engineering, College of Engineering, in her project, ADVANCE-ENGR Girls to Women: An Innovative Engineering Faculty-Student Mentoring Summit for Underrepresented Girls and Their Mothers, involved 76 faculty volunteers from engineering schools across the country.

Chris Reberg-Horton, professor, Department of Crop Sciences, College of Agriculture and Life Sciences, in his project, Developing an Organic Grain Industry in North Carolina, connected individual farmers to buyers, seed-cleaning companies, crop consultants, county Extension agents, and others in the industry. David Tarpy, associate professor and Extension apiculturist, Department of Entomology, College of Agriculture and Life Sciences, in his project, Preparing for the Africanized "Killer" Honey Bee in North Carolina, tapped into the Cooperative Extension network of over 100 agents to distribute publications, press releases, CD ROMs, and other materials regarding Africanized ("killer") honeybees.

Proposals for External Funding

The 80 Extension seed grant awards to 68 different faculty members resulted in 76% (52) of the principal investigators applying for at least one external grant to expand and support their seed grant project efforts (Table 3). Of the 52 external grant applications, 81% (42) were successful, meaning that one or more grant proposals were funded. Even for projects unsuccessful in growing programs with additional internal or external grant funding, the creation of partnerships and the ability to generate funds from gifts and fees often sustained the projects. Not every seed grant resulted in a proposal for external funding. Professional development seed grants might benefit the faculty members in submitting future grant proposals, but they were unlikely to result in proposals for more professional development unless the faculty members were pursuing awards such as Fulbright Scholarships. Similarly, some projects represented institutional investments rather than projects that would be good candidates for external funding. For example, the North Carolina Aerospace Initiative was eventually funded by the institution. Nevertheless, in 88% (60/68) of the cases, seed grant awardees prepared and submitted external proposals on the project or on other topics. Many faculty members submitted multiple proposals to multiple agencies, but for purposes of this assessment, the author determined whether or not at least one proposal had been submitted and then whether or not at least one external grant proposal had been funded. In eight cases, the award winners did not write a proposal based on the work of the seed grant, nor did they move their program in that direction, but they wrote proposals on other topics, and received external funding. Overall, 84% were successful in generating additional funding.

Comparing Seed Grantees and Other Faculty Success Rates

The analysis for this section sought to answer the research question: To what extent did the Extension seed grants serve as a platform to build a larger externally funded program of engagement and outreach activities as measured through grant proposals and awards? Between 2004 and 2009, 68 faculty members were awarded 80 seed grants; 78 other faculty members submitted at least one Extension seed grant proposal, but were not funded. Although this is not a perfect control comparison, one could argue that Extension seed grant awardees (who have already convinced a peer group that they have good ideas) were more likely to increase their external grant activity and success.

To eliminate the effect of multiple applications and/or successes, there was no double-counting in the analysis. A faculty member who was awarded one or three Extension seed grants was counted only once. The same was true for applicants, regardless of how many times they applied for an Extension seed grant. Similarly, if a faculty member was awarded a seed grant in one year, but was declined in other years, the author counted the faculty member only once (in the grantee column).

Table 3 illustrates that being awarded an Extension seed grant stimulated principal investigator efforts to seek external funding for the seed grant topic. Since those Extension seed grant proposers who were not awarded seed grants were unlikely to pursue funding related to their seed grant proposal topic areas, the author evaluated their efforts and external grant proposal and award success in all topic areas (e.g., research, instruction, engagement and outreach). For the purpose of making comparisons, the same was done for Extension seed grant awardees (i.e., external grant proposal and award success in all topic areas is presented in Table 3).

Table 3. Comparison of Extension Seed Grantees and Unfunded Seed Grant Proposers: External Grant Proposal Award Success, 2004-2009

	Funded Extension Seed Grand Faculty Members	Non Funded Extension Seed Grant Faculty Members
Number of Faculty Members	68	78
External Grant Proposal Application Rate		
Seed Grant Topic	76% (52/68)	Not Available
All Topics	88% (60/68)	64% (50/78)
External Grant Proposal Success Rate		
Seed Grant Topic	81% (42/52)	Not Available
All Topics	95% (57/60)	86% (43/50)
Overall External Grant Proposal Success Rate	**84% (57/68)**	**55% (43/78)**

Those awarded Extension seed grants were more likely to submit external proposals both on the seed grant topics and on other areas of their interest, as 88% submitted at least one proposal to an external agency during the evaluation period. In contrast, only 64% of those not awarded Extension seed grants submitted external agency proposals. Both groups, however, had success when applying for external funding; 95% of the seed grantees secured external grant funding, as did 86% of the non–Extension seed grant group. More important for those interested in university-community engagement, is the greater percentage (84%) of Extension seed grant awardees (compared to 55% of the non-Extension seed grant faculty members) who wrote proposals for external funding, and increased the size and scale of their extension and engagement programs.

Seed Grants and Their Impacts

Examination of individual projects indicates that a number of faculty members were dramatically successful in extending their programs beyond that initiated by the Extension seed grant. Three examples are listed below.

- In forensic anthropology, the Extension seed grant resulted in a Center for Forensics Research and Education, and a National Science Foundation (NSF) $1.3 million grant to strengthen forensic sciences.

- Extension seed grant funding was provided to the General H. Hugh Shelton Leadership Initiative, which is now the General H. Hugh Shelton Leadership Center and has developed six Shelton Challenge Summer Institutes for high school students—completely funded by gifts and fees.

- In the College of Design, one faculty member has built on two Extension seed grants to generate eight community-based projects, leveraging $247,000, and involving dozens of NC State students and external partners.

One could sum the external funding generated by faculty members who had Extension seed grants, but attributing all subsequent external funding to the seed grant project would be overreaching. Very conservatively, however, it is estimated that follow-up grant funding that built on the Extension seed grants exceeds $5 million, a return of 7:1 on the $708,120 invested.

Specific institutional successes include the following, in which multiple sources of funding contributed to the sustainability of the program:

- In 2004, Chris Brown and the Kenan Institute won a seed grant to develop a strategic approach to involving the public and private sectors in strengthening and developing the aerospace economy in North Carolina. During the next 5 years, a number of studies, workshops, conferences, and state of the industry assessments were completed (Brown, Nayaran, & Watts, n.d.). In 2009, NC State University created the North Carolina Aerospace Initiative (NCAI), with the goal of creating a North Carolina Center for Aerospace Research and Development. Internal resources of over $100,000 were marshaled for NCAI.

- In the College of Education, Jessica DeCuir-Gundy received a seed grant to strengthen the achievement of minority students in the Raleigh, North Carolina area. She then partnered with Christine Grant in Engineering to win an NSF ADVANCE Leadership Award. This program provides networking support for minority women across the country in STEM disciplines. Grant was especially effective at obtaining in-kind support for her mentoring summit from seven partners.

- The Center for Environmental Farming Systems won a seed grant in 2007 to develop a community-based food system in Wayne County, North Carolina. The Center recently announced a W. K. Kellogg Foundation grant ($1.5 million) to extend its local food systems efforts across the state and a Kellogg gift of $3.15 million for two endowed professorships.

- The College of Textiles conducted a needs assessment and developed a series of short courses for textile leaders and industry participants. The Textiles Extension Program lin 2010 generated nearly a million dollars in fees for its educational program to the industry.

- The North Carolina Sea Grant program received a seed grant to develop a program for UNC-TV (a public television network that is part of the University of

North Carolina system) on North Carolina Now. This successful three-part series of stories about Sea Grant research and outreach programs has been broadcast across the state.

- The North Carolina tax system has huge implications for economic development. With two seed grants, Roby Sawyers, College of Management, has engaged the business community in a comprehensive state and local tax modernization conversation in meetings and workshops. This project supports the Institute for Emerging Issues "Financing the Future" work. If tax laws were changed, the impact of this work on the state would be enormous.

- The diversity of NC State's student body in the next 10 years will change dramatically as more Latino students matriculate. With three different seed grants, Andrew Behnke, Department of 4-H Youth Development and Family and Consumer Sciences, and his colleagues have developed programs that create a Latino parent education network, provide rural safety and health education, and focus on school success of Latino children.

- The Great Smokies Community and Leadership Development Institute was held in Waynesville, North Carolina with partial funding from the seed grant to Robert Hawk, Cooperative Extension county community development field faculty member.

- The Science House has received two seed grants to extend science-related outreach to K-12 students and teachers across North Carolina. It recently announced two major NSF (National Science Foundation) grants to expand and extend its efforts to prepare rising 10th graders for careers in scientific fields, and in the FREEDM System Center for K-12 outreach with its pre-college partners to provide energy-related outreach and educational programs. A Golden LEAF Foundation grant is supporting satellite offices in Asheville, Edenton, Fayetteville, Jacksonville, and Lenoir, North Carolina, providing services to 4,400 teachers and 27,000 students annually.

- John Begeny, assistant professor in the Department of Psychology, received two seed grants. He works not only with community partners at the institutional level, but also with schoolteachers, counselors, and volunteers, and directly with parents and elementary school children. He has created a nonprofit organization, Helping Early Literacy with Practice Strategies (HELPS), a One-on-One Program, and associated HELPS Curriculum. Begeny is an active and prolific scholar, having 25 current publications, including two books, and 18 more completed projects that are in the process of being written for publication. Many publications are co-authored with students and community partners, demonstrating his commitment to collaboration and engagement. The nonprofit foundation he created, the HELPS Education Fund, is home to two of his books and all his instructional materials, so that his reading programs are available free to schools everywhere. In 2010, NERCHE recognized Begeny's work with a Citation for Distinguished Engaged Scholarship.

Areas for Future Consideration

In addition to the expectation that an awarded seed grant will result in external funding or other forms of institutional support, one would expect that the faculty members would demonstrate the scholarship of engagement *(Scholarship of Engagement Task Force, 2010)*, and that their work would result in journal articles as well as reports to the community. The current assessment did not address this, but it would be a legitimate area of study. Similarly, the impact on a faculty member's reappointment, promotion, and tenure would also be an important area for research. In addition, the Extension seed grant process itself deserves serious review in areas such as recruitment of proposals, the proposal review process, criteria for evaluating proposals, end-of-project reporting, and evaluation of the connection with partners and long-term impacts.

Conclusion

In summary, North Carolina State's Extension, Engagement, and Economic Development Seed Grant Program has inspired faculty interest, created partnerships, increased external grant agency proposals, and generated significant external funding to grow the

diversity of programs in extension, engagement, and economic development at the university.

The assessment reported in this article demonstrates the value and impact of the seed grant program. Early career faculty members were able to initiate extension and engagement programs, build community partnerships, and grow their programs with external funding. Senior faculty members initiated new areas of engagement and outreach work. Often their projects were not likely to be funded initially by research agencies; the demonstrated results increased the likelihood of securing alternative sources of funding from state agencies, foundations, private grants, and fees-for-services. Non-tenure-track professionals were able to leverage partnerships and funding to continue efforts started with the seed grants. These results alone argue for a continuation of the Extension Seed Grant Program.

References

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Appendix

Proposal Preparation and Submission Instructions

Proposals should follow the Proposal Outline Form and be no longer than five (5) pages in length using 12-point font and 1-inch margins. The Proposal Budget Form must also be completed and attached to the proposal. In preparing the budget, awards may not be used for salary supplements. Awards may be used for student support, temporary labor, travel, communications, and supplies. A 50 percent match is required from either internal and/or external

sources. The match from external sources may be in-kind or cash. For internal sources—we prefer a split of 25 percent cash and 25 percent in-kind.

Proposal Review and Selection Information

Faculty and other professionals who are members of the University Standing Committee on Extension and Engagement review proposals. Following an initial screening by the Committee for eligibility, each proposal is evaluated by at least three members based on the following eight criteria:

1. Is the proposal an extension and engagement proposal as defined in RFP?

2. Does the proposal address a critical need facing North Carolina, as evidenced by literature, core studies, audience analysis, or needs assessment?

3. Will the proposal strategies adequately address the identified need?

4. Do the principal investigator(s) and/or implementation team have the capacity to carry out the proposal?

5. Is there evidence of a collaborative, multidisciplinary partnership—internal or external to the University?

6. Does the proposal provide opportunities for students to become engaged in this work?

7. Can the project be completed or show significant impact by June 30 in one year?

8. Is the project sustainable with either internal or external funding after the seed grant funding ends?

Each proposal is rated by its reviewers on a scale of 1 (high) to 10 (low), based on a proposal's ability to meet the prescribed criteria.

Extension Seed-Grant Award Administration

Those awarded an Extension seed grant must conduct an appropriate evaluation of the project to determine the benefits to the population served. Faculty and staff who plan to develop new skills and abilities must identify how the professional development experience will enhance a target population or address a critical

issue. Awardees are expected to complete a final report, no longer than three (3) pages in length, to be submitted to the Office of Extension, Engagement, and Economic Development no later than mid-September following the award.

The final report should include the following information:

Required:

- Program Objectives and Impacts—How was the identified need or opportunity addressed and how were these impacts evaluated? How did this project contribute to the economy or overall quality of life of North Carolina or the target population?

- Human Enrichment—Describe the involvement of and impact on individuals who worked with the project, including principal investigator(s), students, collaborators and program participants. How were these impacts evaluated?

- Sustainability and Future Funding—Will the program continue? Describe additional funds for this program that have been sought and obtained or are pending.

Additional Contributions:

- How did this project contribute to the University?

- How did you communicate the outcomes of this project to the broader community (department, college, university, state or nation)?

- Describe and include when possible any media coverage of this project.

- How did this project contribute to your scholarship?

About the Author

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