

Results

No single DOS command was correctly identified by all respondents, with correct identification ranging from 88.1% for "HELP" to 12.6% for "MSAV." The top 10 of 22 commands identified, and their respective percentages were:

"HELP"	88.1%
"DATE"	80.1%
"TIME"	79.9%
"FORMAT"	73.4%
"CLS"	71.5%
"DISKCOPY"	71.0%
"DIR"	65.8%
"DEL"	57.3%
"REN"	55.1%
"MEM"	52.9%

Based on analysis of the data, six commands (format, dir, del, copy, cd, md) were identified as being a more critical subset. In other words, these were commands more frequently identified in user manuals as required for proper installation of software. The average correct score for this subset was 51.6%, only slightly better than the over all average of 49.0%.

Students who have access to a work computer answered 54% of the DOS command questions correctly compared to 44% for those without work computers. Students who said they were comfortable or very comfortable using a computer answered 52% correctly compared to 41% for those who were not comfortable using computers. Students who were comfortable

using applications software such as statistics, graphics or spreadsheets scored significantly better than their counterparts. And, as might be expected, the more hours per week students used a computer, the more DOS commands they could identify. Finally, gender did not indicate any significant differences between the means.

Conclusions

The results of this survey was a failing grade with an average of about 50%. Students with access to a home or work computer scored better than others. Further, students who were comfortable using application software scored higher.

The conclusion is that faculty trying to prepare students for the super information highway might want to consider increasing the amount of computer work we give these students, and this work should be in the quantitative and graphics areas, not just word processing.



How to write a grant : A formula for success

By Jackie Givens, Grants Office, Sponsored Programs

I've been handed a formidable task. Describe to this audience "How to Write a Successful Grant" in 500 words or less. Volumes have been written on the topic; expensive one to four-day workshops address the process. I'll do my best.

In determining what to focus on, given the constraints, it occurred to me that after ten years experience in the grants business, there is a formula I can share with you to enhance your chances of success: **one significant project + one appropriate sponsor + demonstrated expertise + adequate "homework" x sufficient preparation time = funded proposals.**

Let's look at each one of the factors of the equation. Funders "invest" monies in significant programs that fulfill their goals and make a difference within their sphere of interest, however limited that might be. Once an appropriate donor has been identified, the applicant's job is to convince them that their project does both. Remember, lofty prose cannot disguise an insignificant project, but a significant project can be doomed because of poor presentation.

Richard Steinere, author of the book, Total Proposal Building refers to proposal building as "an art, a science, a program, an ap-

proach, a system, a game, a way of doing business." The realm within which public, corporate, and foundation sponsors operate is rule dominated, project specific, mission oriented, and proposal driven. It is essential that you understand your market place.

A thorough knowledge of the funding source is often the one critical element overlooked by proposal writers. Applicants are, understandably, focused on their own needs, not those of the funder. Consider both. You must know the potential sponsor as well as you do your project.

This is the "homework" portion of the equation. You need to "talk

the funder's talk," by writing in terms that reflect a true understanding of their philosophy, their mission, and the "match" that will occur if your project is funded. The Office of Sponsored Programs can provide the background materials to support this effort.

Many faculty appear hesitant to discuss their project with the program officer prior to submission of proposals. This can be "deadly," particularly with government agencies. Program officers can be your most valuable resource. They are employed to help applicants develop competitive proposals. They know the "true" agenda of the agency and can direct you accordingly. If you ignore this resource, it may be a costly mistake. Statistics indicate your chances for approval are greatly enhanced by the number of "meaningful" conversations with the program officer.

The proposal becomes a marketing tool in which you "sell" your idea, your organization, and your expertise; your ability to solve a problem better than anyone else. The sales document must be well-developed, comprehensive,

I believe that I can instill a small part of myself within each student I encounter and in some small way make my contribution to society.

— Carol Holtz

and factual; the writing, clear, concise, and thoughtful, delivering exactly what the funder asks for, no more, no less.

As with all things, proposal development takes time, a scarce commodity on the KSC campus. Ideally, once you have a project in mind, and a funder identified, you will submit to a reasonable deadline date. A "Rushed" proposal is seldom fundable, although there are exceptions. Some people do their best work under pressure. Most don't.

To eliminate up to 50 percent of the time involved when actually writing the proposal, experts in the field suggest that data relevant to the grant be collected in a loose leaf binder. This process should begin with the inception of the idea.

The notebook should be divid-

ed into sections outlined in the agency guidelines, i.e., justification for the project, objectives, methodology, key personnel, etc., with paper behind each tab to write as ideas occur to you. Also, gather supporting data, with sources cited, so precious time is not lost hunting for materials as the deadline draws near. All information will be at your fingertips.

Unfortunately, this formula contains no magic, no secret ingredient, but rather, a set of simple factors that, in my experience, appear to work. Success, Steinere contends, "is as much dependent on creativity, innovativeness, intuition, style, personality, capability and good judgement, as it is on science." I would add that education to the process is truly the key to success and provides the competitive edge necessary for winning. We are here to open the door.

To be competitive, a proposal must "sing" in the sense that it exudes an enthusiasm, a confidence, and a clarity that catches the ear (eye) of the reviewer and peaks his interest.

The Internet and the Professor: A Mini-Guide

SOME INTERNET SITES FOR YOU AND YOUR STUDENTS

The Electronic Newstand

Here you can read selected articles from journals ranging from *The New Republic*, the *New Yorker* and *Discover* to *ComputerWorld*, *Field and Stream* and *Sloan Management Review*.

gopher: enews.com

The Thomas Web Server. This site provides the full text of all versions of House and Senate bills. It is searchable by keywords or by bill number. The site includes background information on how laws are made.

John December's List.

As part of his academic interests, John December, Professor of Computer Science at Rensselaer Poly-

technical Institute collects, organizes, and presents information describing the Internet and computer-mediated communication. This information includes resources and studies about technology, applications, culture, discussion forums, and bibliographies. His areas of interest include the technical, social, rhetorical, cognitive, and psychological aspects of networked communication.

You can view a summary of this list and get instructions for accessing it by using ftp.

Ftp: //ftp.rpi.edu/pub/communications/internet-tools

Resources by Subject Area at Rice Univ. (See 2.3 earlier.)

An easily accessible gateway to many resources, gophers, and listservs in the subject areas, this area organizes information for quick looks or for electronic browsing.

Resources by Subject and Vanderbilt Guides and Bibliographies

The reference department at Vanderbilt has on the gopher eighty guides and bibliographies, from abortion to welfare, listing major references, with bibliographic summaries and Library of Congress call numbers. This is an excellent first stop for students doing research in literature, social sciences, education, and education. It not only contains the most common term paper topics but also clearly explains how to use FTP, Uncover, Newsgroups, Veronica, ERIC, and Archie. Access this area by clicking in sequence "Gophers Servers of the World," "North America," "USA," "Tennessee" "VUInfo (Vanderbilt University)," "Library Resources and Services," and "Guides

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