

# NORDP News

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NORDP News is a bi-annual publication of the National Organization of Research Development Professionals (NORDP)

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## Highlights from the 5th NORDP Research Development Conference

By Rachel Dresbeck, Ph.D., Director of Research Development & Communications,  
Oregon Health & Science University



Welcome to the fall 2013 edition of the NORDP News. In this issue, we are proud to feature some of the highlights from our fifth annual NORDP conference, held in beautiful Austin, Texas, May 13-15. This year, we tried new ways of networking, discussed new ways to measure the impact of research development, learned about new tools, thought about new ways to fund research, and had many inspiring conversations about how to do our jobs better.

We heard from leaders who shared key insights about the research development landscape: Our keynote addresses included "Building the Innovation Pipeline," by Alicia Abela, Executive Director, Innovative Devices & Services Department, AT&T Labs, Research; "Fueling the Light of Science:

Private philanthropy's role in advancing academic research," by Susan Fitzpatrick, Vice President, James S. McDonnell Foundation; and "Thriving in the New Academic Research Reality, Key Transformations, and Exceptional Productive Responses," by Brad Fenwick, Professor and Jefferson Science Fellow, Senior Vice President Global Strategic Alliances, Elsevier.

We also had an insider's update on federal research funding from Kei Koizumi, Assistant Director for Federal R&D at the White House Office of Science and Technology Policy. If you weren't able to attend – or if you just need a refresher – dedicated volunteers in several sessions provided reports (see "Conference session recaps" on pages 3, 7 & 10). Planning is

already underway for the sixth annual NORDP conference, which will be held in Portland, Oregon, May 19-21, 2014. We'll be updating you soon on how you can help. More than ever, we look to the shared wisdom of our members to promote and enhance research development—both as a practice and as a career.



## President's Corner

By Alicia Knoedler, Ph.D., Associate Vice President for Research and Director of the Center for Research Program Development and Enrichment at The University of Oklahoma



"This year, the [NORDP] board is focused on providing more insight into its activities and discussions throughout the year. We will be providing a monthly summary of the board meetings and meetings of the committees, and we encourage NORDP members to reach out to the board to learn more about officer positions and board member responsibilities."

NORDP Colleagues, it is my great pleasure, as the 2013-2014 President of NORDP, to share our fall issue of the NORDP News. Like many of you, I feel very much at home within this extraordinary community and network of research development professionals – people "who do what I do." We continue to grow and develop as an organization, and in this issue, you will see evidence of our evolution.

If you are a new NORDP member, we welcome you and encourage you to explore the many resources available to you on our website, within our listserv, and through committees and programs. We encourage all members to discover ways to become more involved within NORDP and benefit from your membership through reaching out to your colleagues, utilizing NORDP resources, and volunteering your talents and skills.

One way to serve other research development professionals is through involvement in NORDP's board of directors, which consists of 12 members, among them five officers. Because we want to encourage more NORDP members to consider becoming members of the board of directors, this year, the board is focused on providing more insight into its activities and discussions throughout the year. We will be providing a monthly summary of the board meetings and meetings of the committees, and we encourage NORDP members to reach out to the board to learn more about officer positions and board

member responsibilities. We are grateful for the current board's service and dedication to research development and look forward to a very productive year. The next election for board members and officers occurs in the spring and we would like to see more NORDP members participate in the nomination process.

The board of directors will hold its planning retreat this fall to consider topics related to our growth as an organization. Last year, as a result of the retreat discussions, NORDP working groups were expanded into committees, and additional committees were created to encourage greater participation from our members. If you are interested in joining a committee, you can find more information on the NORDP website. Each of the standing committees contributes to the success of our most significant activity – the NORDP Annual Research Development Conference.

We welcomed over 300 people at the 5th Annual Research Development Conference, held this past May in Austin, TX. We tried a few new things at the conference including diverse panels, tracks that emphasized different levels of research development experience, and networking tables. The evaluation team provided an exceptional report to the board, and we wish to thank those conference attendees who provided feedback. Your comments will be used by the conference committee to plan the 6th Annual Research Development Conference, to be held in Portland, Oregon, May 19-21,

2014. We hope you will be able to participate in the development of the conference and join us in Portland.

What I find truly remarkable about research development is how rapidly our "field" has grown and that NORDP has been instrumental in its success. Although research development positions are as diverse as the individuals who hold them, we have perspectives and approaches in common, benefit from sharing resources and experiences, and draw our strength and success through collaborations and networking. Together, we can continue to play significant roles in the development of research excellence within and across our institutions and organizations.

**Alicia Knoedler, Ph.D.**  
President, National  
Organization of Research  
Development Professionals  
(NORDP)

# NORDP Conference Session Recaps

## Digital Tools for Research Development: Interoffice Communication and Collaboration

J. Quyen Wickham (University of Oklahoma), Geeta Dutta (Washington State University), and Jeff Agnoli (Ohio State) tackled the thorny question of how to track research development activities and manage interoffice collaboration efficiently using simple, low-cost systems that provide good functionality.

Since no proprietary system has been developed specifically for tracking research development activities, Oklahoma adapted a low-cost commercial system to its needs, and Ohio State developed its own, called The Advancement System (TAS). Wickham found that the customer relationship management system Highrise ([www.highrisehq.com](http://www.highrisehq.com)), developed by 37 Signals for business, works well without customization if the institution is willing to use fields named according to business categories (e.g., “cases” and “deals”) for research development data such as “faculty groups” and “proposal efforts,” respectively. Both Highrise and TAS have robust functionality that includes faculty contact data and related proposals and awards. Highrise also accommodates emails, other documents, and tags. Institutions that are looking into tracking systems should first develop a list of criteria (Oklahoma’s are included in the Digital Tools powerpoint, available at [www.nordp.org](http://www.nordp.org)), factoring in the amount of institutional technology support that is available to set up the system, populate it with data, and maintain the software if the system is homegrown.

Document management and inter/intraoffice collaboration tools offer many solutions, each with different pros and cons. The panel discussed the popular Dropbox, Box, Sharepoint, and Google Drive services. Dropbox is especially popular because of its ease of use, but Dropbox’s free website offers no version control. Box, which is gaining in use, has interoffice collaboration functions such as version control, tasks, comments, and email notifications. If Box partners with an institution (e.g., “Buckeye Box” at Ohio State or “Box at IU” at Indiana University), higher levels of storage and security are available. Dropbox, Box, and Google Drive permit users from multiple institutions to share files, and Google Drive facilitates realtime editing of Google Docs, Sheets, and Slides. Sharepoint is very secure and can be used to archive documents on institutional servers, but its learning curve is high, and sharing with users outside the institution isn’t available. Given the different kinds and levels of functionality offered by document management tools, many units use more than one to keep track of their files (e.g., Box for collaboration and Sharepoint for archiving).

Just as there is overlap between document management and interoffice collaboration tools, interoffice collaboration and faculty communication/collaboration tools overlap as well. Wikis permit not only group communication, but also group editing. Agnoli has used CarmenWiki at Ohio State (<https://carmenwiki.osu.edu/>) to make a large number of comments and edits on a proposal before downloading the document into MSWord. The panelists also use a number of popular, freely available social media tools such as Google Groups, Google Alerts, RSS feeds, Facebook, Twitter, blog software, and listservs to get news out to faculty about research development and funding opportunities at their universities.

*-Suzanne M. Lodato, Ph.D., Proposal Development Specialist, Indiana University*

## Strategies for Success in Research Development: Using External Consultants for Capacity Enhancement

The three presenters – all former academics whose careers led them to the world of external consulting – focused on three primary ways where external consultants (ECs) can enhance an institution’s research portfolio. They noted that the “10,000 hour rule” (i.e., to master anything, it takes that many hours of practice) may not be found in all Research Development offices. Thus, the use of ECs can be efficient and effective depending on the research needs of an institution. Paul Tuttle from Hanover Research addressed how an EC can help with setting up research support infrastructure, including assessing institutional readiness, building quality and capacity, and benchmarking institutional infrastructure needs. Peg AtKisson from Grant Writers’ Seminars and Workshops explained how she uses the “teach to fish” philosophy when she presents seminars on grantsmanship, individual consultations, or workshops. Kristin Bennett from KB Science LLC demonstrated how an EC can provide specialized support, for example, in being competitive for grants from the Department of Energy. The take home message? ECs can be helpful in building institutional research infrastructure, imparting skills and capacity, and in advising in areas that may broaden an institution’s research portfolio.

*-Joann F. Sullivan, Ph.D., Director of the Office of Research Development, Medical University of South Carolina*



## Member Transitions & Announcements



**Diane Ambrose, Ph.D.**, (above left) and **Eileen Murphy, Ph.D.**, are in new positions within the newly integrated Rutgers University and will work closely with each other to support faculty research. Dr. Ambrose is now the Assistant Vice President for Research Development for Rutgers Biomedical and Health Sciences ([www.rbhs.rutgers.edu](http://www.rbhs.rutgers.edu)) in the Office of the Vice Chancellor for Research and Dr. Murphy is Director of the Office of Research Development in the Office of the Vice President for Research and Economic Development ([www.vpr.rutgers.edu](http://www.vpr.rutgers.edu)). With these appointments, Rutgers is expanding its commitment to providing the resources and support to advance the research mission of the University and assist faculty in achieving their research goals.

With the establishment of Rutgers Biomedical and Health Sciences (RBHS), Rutgers now stands as one of America's largest, most comprehensive university-based centers for studying and improving human health and health care. Through basic, translational, and clinical research—spanning the life sciences, physical sciences, and social sciences—Rutgers advances knowledge and technology that drive education, medical breakthroughs, and economic development, while improving lives at home and in the global community. Drs. Ambrose and Murphy are working together to take advantage of the many strengths and potential collaborations offered by the “new” Rutgers to develop and foster research that is innovative and has great impact, with a focus on trans-disciplinary efforts. They are both enthusiastic about working together and with the faculty and their research development colleagues at the school/institute level to advance this mission.

There is already a group of research development professionals at Rutgers who meet regularly to discuss approaches and best practices for facilitating research and the individuals serving on this group will be pivotal collaborators with the two new offices. Drs. Ambrose and Murphy will work to build a central support structure to facilitate the efforts of faculty not only in the biomedical sciences but throughout all the schools to establish connections amongst disparate disciplines and develop more powerful and translational research projects.

**Ann McGuigan, Ph.D.**, Assistant Vice President of Research Development at Texas A&M University, **Alicia Knoedler, Ph.D.**, Associate Vice President for Research and Director of the Center for Research Program Development and Enrichment at The University of Oklahoma, and **Susan Gomes**, Director of Research Development and Strategy at Harvard University, presented at a joint Association of Public and Land-grant Universities (APLU) meeting of the Council on Research Policy and Graduation and the Commission on Innovation, Competitiveness and Economic Prosperity, June 11-12, 2013, in Charlottesville, Virginia. Dr. Knoedler and Gomes presented on “Managing Research Development” and Dr. McGuigan presented on “Entrepreneurial Imperative.” The audience for this meeting was primarily chief research officers.

Did you get a new job in research development? Publish an article or present at a conference? We want to know! Send your member news, including full name, title, and organization in about 100 words or less to [news@nordp.org](mailto:news@nordp.org). Photos are always encouraged.

**Pollyanne Frantz, Ph.D.**, CPRA, director of Grants Resources & Services at Appalachian State University published “Grant Proposal Development a la FLC (Faculty Learning Community) Mode” in *Research Management Review* (vol. 19, no. 2, 2013). The article describes how the traditional model for faculty development was modified for a faculty grant proposal writing community. It is available at [http://www.ncura.edu/content/news/rmr/developing\\_editions.php](http://www.ncura.edu/content/news/rmr/developing_editions.php).



**Kathleen D. Grzech, M.A.**, (above left) and **Arlene J. Heredia Ocasio, M.S.**, served as invited presenters in June 2013 on an NIH webinar panel entitled “Growing a Research Development Infrastructure from the Ground Up.” They shared perspectives with awardees of the NIH's Biomedical/ Behavioral Research Administration Training (BRAD) program grants on a five-year collaboration in the establishment of an NIH-funded Proposal Development Unit (PDU) at the University of Puerto Rico-Mayagüez. Heredia, Executive Officer of the PDU, and Grzech, Associate Director of the Proposal Development Office at the University of Kentucky, provided insights on creating the PDU and mentoring processes, respectively.

NORDP Members **Brigitte Pfister**, Director of Sponsored Programs for Humanities and Sciences at Virginia Commonwealth University and **Jessica Venable**, Grant and Research Analyst at Virginia Commonwealth University, along with Trisha Priester Southergill, Director of Grant Support Services at Clemson University, recently presented a session at the NCURA 55th Annual Meeting in Washington, DC entitled “Bridging the Gap: Research Administration and Proposal Development.” This session looked at the interface between traditional Research Administration and the emerging field of Research Proposal Development, and provided ideas and strategies for bridging the gap between the two.

**Rachel Dresbeck, Ph.D.**, Director of Research Development & Communications, and **Katie Wilkes**, Program Manager of Research Funding & Development Services, both at Oregon Health and Science University, presented on “Communicating with Research Faculty: Challenges, Strategies, and Tools” at the NCURA Pre-Award Research Administration Conference in New Orleans in March 2013. They discussed practical strategies for engaging busy faculty members in research development and funding activities, from getting researchers to open funding announcement emails to using blogs and social media for training and communication. The session was attended by a number of NORDP members.

## Northeast regional group updates

By Caitlin McDermott-Murphy, Research Development Coordinator at Harvard University and Anne Windham, Assistant Dean of the Faculty at Brown University

### History

The NORDP Northeast regional group met for the first time in August 2011 in Providence, Rhode Island. The informal gathering consisted of fewer than a dozen research development professionals. Two years and five meetings later, NORDP Northeast includes sixty people on the regional mailing list and a good thirty participants attended our latest meeting on July 30, 2013.

From that first meeting, Anne Windham—at that time, Director of Research Opportunities at Brown University but since promoted to Assistant Dean of the Faculty—acted as the regional group leader. Windham, working with the group’s advisory committee of Susan Gomes (Harvard University), Barbara Pearson (UMass Amherst), and Kathy Cataneo (University of New Hampshire), organized the group’s two annual meetings. These, held in January and July, complement the May NORDP National Conference, and center on topics of regional as well as national importance. At our recent meeting, for example, we offered sessions discussing the following three topics: Developing Partnerships, in particular with industry and government bodies; Strategies for Mitigating the Effects of Sequestration and Reduced Funding for Research; and Developing an External Faculty Recognition Program. As evidenced by the titles, topics range from widespread federal issues like sequestration to institution-specific challenges.

As of our last July meeting, Kathy Cataneo, Director of Research Development and Communications at the University of New Hampshire, has taken over for Anne as acting group leader.

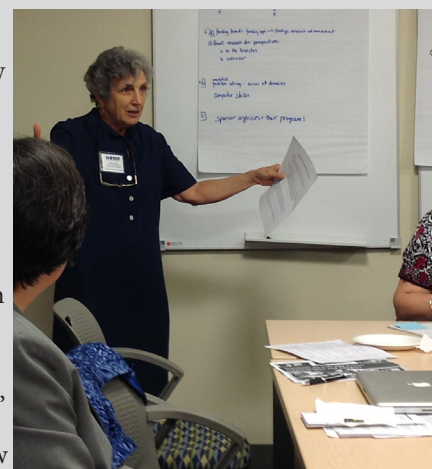
### Importance of the Regional Group

Our diverse group includes NORDP members and non-members, large research-intensive institutions and small, private colleges, and participants from the majority of New England states. Despite positive growth, we continue to actively recruit new members. Regional groups have an important geographic advantage when it comes to recruitment. RD professionals looking to test out participation in the professional community opt to join our regional group prior to joining NORDP national. Currently, our group includes members from the following institutions: Antioch College, Brown University, Harvard University, Johnson and Wales University, Northeastern University, Plymouth State University, Rhode Island College, Springfield College, Tufts University, University of Massachusetts Amherst, University of Massachusetts Dartmouth, University of New Hampshire, and the University of Rhode Island. We would love to recruit more colleagues to join—particularly from Connecticut and Maine!

Equally important to recruitment, regional groups provide a much-needed resource for smaller institutions or RD offices looking for collaboration, ideas and professional development. Those who cannot afford to attend the NORDP national meeting—which has not yet been held in our region!—can access the regional meetings far more easily.

The regional group also allows newer RD professionals like Lisa Smolski, the Director of the Office of Research and Grants Administration at Rhode Island College, to form mentor-mentee relationships. Smolski met Windham through our regional group and subsequently formalized their relationship through the Effective Practices and Professional Development committee’s Mentorship program (learn more about the NORDP Mentor program on pg. 9).

In addition to recruitment and accessibility, the regional group offers opportunities for networking, cross-institutional collaboration, mentoring and shared resources. Relationships formed through the group lead to new faculty collaborations—possible (*continued on pg. 11*)



Barbara Pearson presenting at a recent meeting.

## Assessment of Research Development Efforts: Recommendations for Campus Leadership

By Sharon Franks, Ph.D., Director, Research Proposal Development Services,  
University of California San Diego, [sfranks@ucsd.edu](mailto:sfranks@ucsd.edu)

“An aim of increasing extramural research support may be the impetus for establishing or expanding an RD office... However, it is not an appropriate basis for measuring the success of an RD professional or group because acquisition of extramural support depends on a host of factors, many if not most are beyond the control of the RD practitioner.”

-Sharon Franks, Ph.D.



Extramural funding is an essential enabler of university research. Research development (RD) is a new, rapidly growing profession that supports the pursuit of research funding on university campuses throughout the U.S. According to the National Organization of Research Development Professionals, RD work supports “the efforts of faculty to secure extramural research funding and initiate and nurture critical partnerships throughout the institutional research enterprise, among institutions, and with external stakeholders.”<sup>1</sup>

RD’s relative newness as a field and the diversity of its emergent forms among and, in some cases, within institutions present both opportunities and challenges. Among the challenges is defining an appropriate set of metrics – quantitative and qualitative indicators – that can be used to gauge RD efforts. The following recommendations may assist efforts to assess the value and success of RD.

**(1) To define indicators of success, start with realistic, clearly articulated objectives.**

With the long-term goals of the organization in mind, define objectives and activities that will result in short- to medium-term outputs and outcomes in support of progress toward the goals. Realistic objectives should be achievable with the resources – staff, funding, expertise, time – allocated. Accomplishment of the objectives must be under the control of those responsible for their achievement. For example, an aim of increasing extramural research support may be the impetus for establishing or expanding an RD office; it is a sound organizational goal. However, it is not an appropriate basis for measuring the success of an RD professional or group because acquisition of extramural support depends on a host of factors, many if not most of which are beyond the control of the RD practitioner. These include variable funding agency and program budgets, relative competitiveness of applicants, and capriciousness of the proposal review process, to name just a few.

While realistic objectives for particular RD efforts should reflect both priorities of institutional leadership and faculty needs, the type, scope and scale of RD services

offered depend largely on the resources allocated to RD.

Here we list just a few objectives for illustrative purposes:

- Assist X units and/or Y faculty in identifying funding opportunities aligned with investigators’ research interests.
- Provide sustained, multi-aspect project support to faculty teams for development of at least X very large, interdisciplinary proposal development efforts per year. (May need to specify meaning of “very large” in this context.)
- Coordinate X workshops annually for junior faculty on [specify topics/aims].
- Coordinate and periodically review the campus limited submission process.

**(2) To assess value and effectiveness of RD efforts, use a combination of quantitative and qualitative data.**

It is relatively straightforward to track numbers – of proposal-assists, faculty helped, proposals submitted, resultant awards, dollar value of awards, workshops/meetings convened. Yet such numbers may fail to capture the true value a research development office or professional provides.

A more complete and useful assessment includes qualitative and semi-quantitative indicators of success, particularly those that yield long-term gains as a direct result of RD support, such as documentation of:

- Development and support of investigator-teams that pursue research funding
- Generation of re-purpose-able proposal material (text, images, data)
- Acquisition of commitments of matching funding
- Coordination of red team reviews, and preparation for site visits
- Formation/strengthening of relationships among faculty-collaborators, between faculty and administrators, and between investigators and sponsors
- Improvement of working relationships between and among RD-adjacent units: sponsored projects, corporate/foundation relations, government relations, technology transfer offices. Useful vehicles for reporting quantitative and qualitative assessment data may include:

- (a) Tables/graphs of quantitative indicators
- (b) Client (faculty, possibly staff) feedback and testimonials
- (c) Client satisfaction survey results
- (d) Case studies
- (e) Periodic narrative assessments

### 3) When assessing RD success, consider factors that can support or hinder RD efforts.

Among the most influential factors that contribute to RD success:

- Unequivocal, demonstrated support for RD efforts by institutional leadership – the

Vice Chancellor for Research or equivalent, deans, and department chairs

- Adequate resources to accomplish RD objectives, including administrative support and professional development funds
- Dedication to and sustained involvement of PIs and key personnel in generating strong proposals
- A campus climate of collaboration across major academic divisions and offices

### 4) When determining how and how often to assess RD efforts, consider costs as well as benefits

Used appropriately, assessment can help institutional leaders optimize return on investment in RD, gauge progress toward organizationally defined goals, and ultimately better support the research enterprise on their campuses. However, data collection and analysis can require considerable time and effort taken from assisting faculty and accomplishing other RD activities. Adequate administrative and IT assistance for recordkeeping and reporting may help accomplish effective assessment while allowing RD personnel to continue to prioritize responding to faculty and campus needs. \$

1. <http://www.nordp.org/about-us>

#### Acknowledgements:

*Input to earlier versions of this article from Wendy Hunter Barker and J.C. Ross are gratefully acknowledged, as are discussions with colleagues in the University of California Research Development Network.*

### NORDP Conference Session Recap: Measuring Research Performance: Research Metrics and Initiatives

This concurrent panel session was a very popular one with approximately 200 audience participants. The four-person panel presented a breadth of perspectives on research performance metrics, focused on individual faculty, institutional needs, clinical research, and federal performance measures. Geralyn Schulz, Ph.D., (George Washington University) candidly addressed faculty performance metrics and its importance to tenure and promotion, noting that research is really what it's all about at most universities. Besides the usual metrics (pubs, presentations, grants, etc.), she described research impact, collaborations and service to society as necessary and important components of faculty performance. For institutional metrics, Holly Falk-Krzesinski, Ph.D., (Elsevier) enthusiastically summarized a new initiative, called Snowball Metrics, led by a group of UK institutions and Elsevier for establishing global standards for institutional benchmarking and informed decision-making. To date, fourteen U.S. institutions are participating as well. The overall goal is to have a common core of metrics with shared features and a national "flavor" that can be used for national and global benchmarking. Dawn McArthur, Ph.D., (University of British Columbia) presented on measuring outcomes and impact of clinical research, noting the high costs of health care and the big business in clinical trials, and you measure what you care about. Three case studies provided a summary framework for her presentation. David Trinkle, Ph.D., who worked in the OMB prior to his position at UC Berkeley, presented a brief historical overview on the federal government's efforts to measure performance of federally supported programs. His presentation concluded with twelve thoughtful observations on federal research measures.

*-Joann F. Sullivan, Ph.D., Director of the Office of Research Development, Medical University of South Carolina*



What topics would you like to see covered in future NORDP webinars? Is there an area of expertise that you would be willing to co-present? Contact Wendy Hunter Barker at [whbarker@ucsd.edu](mailto:whbarker@ucsd.edu).

## Online professional development opportunities for NORDP members

By Wendy Hunter Barker, Co-chair, NORDP Effective Practices and Professional Development Committee; Director, Institutional Initiatives, Scripps Institution of Oceanography, UC San Diego

With over 500 members at varying stages in their careers, creating comprehensive professional development opportunities within NORDP can be challenging. Luckily, the breadth and depth of knowledge held by the NORDP membership is so strong, we are able to rise to the occasion.

Online professional development is a working group within the Effective Practices and Professional Development (EPPD) Committee. Our initial goal is to hold three webinars a year – one per quarter excepting spring, during which the annual conference is held. [Side note: If you haven't yet attended one of the annual meetings, make it a priority – it is without a doubt the most productive professional development opportunity NORDP has to offer!] All webinars take advantage of NORDP's GoToMeeting subscription and are recorded for future viewing.

We held our first official webinar in February 2013– Strategies for Supporting Junior Faculty. Presented by Susan Carter (UC Merced), Meredith Murr (UC Santa Barbara), and Kimberly Paige (Boise State), this webinar covered best practices in reaching out to, and assisting, faculty new to the proposal preparation process. If you are a NORDP member, you can view the webinar by entering the Member Center on the website and selecting NORDP Professional Development. Post-webinar reviews were great with 100 percent of those polled agreeing that the presentation was relevant to their work and that the speakers were knowledgeable about

the subject matter. Eighty-six percent agreed that this was an effective use of their time and that they'd register for another webinar.

And while not an official EPPD webinar, our committee was involved in sharing a wonderful webinar on crowdfunding led by Barbara Walker (UC Santa Barbara) with NORDP members. For access to this webinar, visit: <http://www.nordp.org/crowdfunding-webinar>.

At the recent NORDP 5th Annual Research Development Conference held in Austin, the EPPD Committee held an open brainstorming session on potential topics for future webinars. A number of great ideas emerged, and we even received a few volunteer speakers. Going forward, it will be important to rely on NORDP members for both topic and speaker suggestions. Our Committee is focused on providing the most useful, high-quality webinars possible. Receiving suggestions of presentations already viewed and found useful by NORDP members allows us to have some understanding of the quality of the presentation and helps us be sure that our offerings will be worth your time.

Ideas suggested at the annual conference that the working group will be exploring in the coming months include:

- Decompressing conference panel sessions into webinars to allow for fuller discussion of materials presented at the conference. Topics of interest included “Going commercial: Helping researchers develop

winning commercialization plans” and “Measuring research performance: Research metrics, initiatives and approaches.”

- Designating a “series” per quarter with monthly webinars addressing a specific theme. Topics of interest included a series for those new to research development and a series to discuss “broader impacts.” The topics could be explored from a variety of disciplines and perspectives.

- Looking to other professional organizations – such as the National Council of University Research Administrators (NCURA) or the Association of Proposal Management Professionals (APMP) – for speaker and topic ideas.

### Get involved

In order for this working group to provide you with useful and interesting webinars, we need to know what you want to see! If you have ideas for topics or speakers, send them to [whbarker@ucsd.edu](mailto:whbarker@ucsd.edu).

And please consider volunteering with the working group. We need people willing to champion a series and work to make it a reality.

For more information about our Committee, and the Online Professional Development working group, check out our website at: <http://www.nordp.org/effectivepractices>. §

## NORDP Mentor Program accepting applications

By Sharon Sweetser Pound, Research Development Team, The University of Tennessee, Knoxville



NORDP members are encouraged to sign up to become a mentor or mentee, or both, through a program that is beginning its third year. The application deadline for the 2013-2014 academic year is October 14, 2013.

"It's okay to be both a mentor and a mentee," says Leigh Botner, Research Development Director at the University of Delaware and a co-chair of the mentor program with Susan Carter, Director of Research Development Services for the University of California, Merced, who led efforts to create the program. "It's more about the match, whether the pair's interests and perspectives are complementary."

Botner describes her first mentor/mentee relationship, where she was paired with Jeff Agnoli, Director of Education, Funding and Research Development for Ohio State University, noting that she benefited as much as a mentor as he did as a mentee. "Working with Jeff gave me the opportunity to expand and refresh my own

knowledge," she says. "In addition, his background in training helped me recruit our new coordinator of research development and education."

It's never too late or too early to become a mentor, Botner adds. "It's not a matter of years; rather, it's all about the knowledge and skills you're willing to share."

Carter agrees. "Becoming a mentor has really helped me solidify my thinking and how I operate as a manager. Sometimes, the best way to learn something is to teach it." From the mentee's perspective, Agnoli says that the mentor program has delivered two primary benefits. First, he says he appreciates having an advocate, someone with whom he can bounce ideas around. In addition, his mentor was willing to share resources, such as a menu of services that Agnoli used as a tool to help define what services his office would provide.

Carter's mentee was Gail Fisher, a manager in the Research Development Office at the University of California,

San Francisco. Both of the women work within the UC system, and both have law degrees. "I can't say enough about what Susan taught me about research development," Fisher says.

All four individuals agree that the most effective mentor/mentee relationships start off with well-defined expectations, a commitment to nurture the match, and scheduled meetings or other conversations. "The more clarity you establish at the beginning, the more you'll get out of it," Fisher suggests.

All four also encourage NORDP members to take advantage of the program. "Just do it; there's no reason to hesitate," Agnoli asserts. This year, he's considering also becoming a mentor.

Details of the program and application forms are available on the NORDP website. Individuals will be notified of their matches by January 6, 2014. The next call for applications will be in June 2014. §

### Why become a mentor?

"Sometimes, the best way to learn something is to teach it," says Susan Carter.

Applications for the NORDP Mentor Program are due October 14, 2013. Visit [www.nordp.org](http://www.nordp.org) for more info. Missed the deadline? Apply next June.

## **NORDP Conference Session Recap: Transformative Research Development Practices at PUIs**

Three presenters, Anne Pascucci (Christopher Newport University), Paul Tuttle (Hanover Research), and Carol Brodie (University of the Pacific), offered their approaches to stimulating research at primarily undergraduate institutions (PUIs), where the research agenda is often overshadowed by teaching priorities. The session centered on motivating faculty members to conduct research, making research an institutional priority, and developing effective support structures to keep research projects successful and consistent.

Pascucci stressed the need for sponsored research offices (SRO) to engender an environment of trust and collaboration between the SRO and faculty. In an environment where faculty members often view administrators as the bureaucratic “other,” research administrators need to demonstrate they can be leaders in promoting research activity and will stand behind promises for institutional support. Beyond the just searching for funding, the SRO on a smaller campus can play a role in promoting the institutional research agenda and in encouraging faculty members to play a role in that agenda.

Key tasks of the SRO in promoting research involve organizing the faculty around funding opportunities and seeking those “interstitial spaces” where a collaborative opportunity may arise. The SRO can provide administrative leadership in team-based proposals and offer internal

incentives to stimulate research and the development of expertise. These can include seed grants and funding for professional development. One might also recruit “faculty ambassadors” to help promote research, collaboration with the SRO, and mentorship of younger faculty. Also motivating for faculty members is recognition via publications, on campus research symposia, and receptions. Research development representatives can simply become involved with the faculty members by showing interest in their activities and by keeping them informed via publications and individual contact. Such personal support helps the faculty to feel their efforts are recognized and rewarded. Finally, research development cannot replace research administration; ensuring that the proper administrative structure is in place to support projects is an essential aspect of keeping the research alive and healthy at the institution.

Tuttle brought his consulting expertise to discuss strategies for establishing a research and research administration infrastructure at an institution. Working through a central office with regularized procedures is essential. Establishing a centralized structure, policies, and procedures, one can work on gaining institutional buy-in, publicizing services, and training faculty and staff. The Sponsored Programs Office can be promoted as an institutional investment in research and a proactive means of creative something desired by the university rather than a mere reaction to growth. In order to ensure success in its role, the SRO needs to be a part of an institutional strategic plan; if

the institution is working to meet accreditation, for example, the SRO may have a role in supporting those efforts. Giving investigators strategies for conducting sponsored research is a basic service that has large gains. These strategies can be communicated through online resources, events, workshops, stimulating conversations, attendance at regional research forums, mentorship, etc. Tuttle points out that research administrators can not only facilitate the professional development of faculty and staff, but they can advocate to other university administrators the need for faculty incentives and administrative attention.

Brodie comes from an institution that is experiencing change and growth. While the Office of Sponsored Projects’ original role was originally to “help faculty find funding opportunities,” their role has morphed into one as a more involved central office that organizes faculty activity, facilitates interdisciplinary collaboration, and targets strategic grant-making. By focusing on a particular cluster of strength, they have been able to find some success in a key area.

Other motivators include seed funding, but one has to remember the challenge of turning those seed projects into successful external submissions rather than a dependence upon the institution. Faculty recognition through a “Million Dollar Club” encourages University of Pacific faculty members to aim for the next threshold. Other ideas include stipends for content experts, individual faculty meetings, new faculty orientation, brown bags, and funding for faculty to attend regional grant conferences. University of Pacific also keeps a database of faculty research

interests that is updated each year through an annual survey. Collaborating with the institution’s foundation has led to a strong gift vs. grant policy and allowed the SRO to contribute to the institutional goals with grants that complement fundraising efforts (example NEH, NEA grants for a Conservatory project).

### **Key Session Take-Away Points:**

- Use multiple techniques.
- Provide emotional support and recognition.
- Provide good organizational services.
- Participate in infrastructure strategic planning as early as possible, get SRO involved in research strategic planning.
- Stay involved in everything on campus and keep in touch with the faculty.
- Stay in touch with the community – circulating university and faculty names outside the ivory tower (community organizations, schools, chamber of commerce, etc.) can generate new relationships.
- Seed funding needs follow-through to ensure success in its ultimate goal.
- Target key lead faculty to either head proposals or serve as mentors and “ambassadors.”
- Help investigators feel like they can do it, and that the university is behind them/the project.
- Collaborate with the Foundation. (What are the campaign priorities? Are there coordinated efforts to go after a sponsor?)
- Keep the faculty informed, educated and involved in the SRO’s activities.

- *Patience Graybill Condellone,  
Southern Illinois University  
Edwardsville*

*(Northeast regional group updates, continued from pg. 5)*

due to geographic convenience—and advice on working with certain sponsors or on specific grant solicitations or types. For example, last spring Harvard University's Faculty of Arts and Sciences RD group planned a National Endowment for the Humanities Program Officer campus visit. Harvard's Susan Gomes encouraged NORDP Northeast members to invite their faculty or attend the program themselves. Our well-connected network may also

incentivize other Federal employees with tightened travel budgets to choose to visit our region over others.

Lastly, our shared resources not only benefit our participants but also garner broader, national attention for our group and, therefore, NORDP. For example, at last year's summer meeting, we compiled notes on a breakout session on Broader Impacts. After sharing these notes with our members, Dr. Susan Renoe, Director of the Broader Impacts Network at the University of Missouri, contacted Barbara Pearson to

learn more about our discussion. Barbara, and several other NORDP Northeast members, later attended Dr. Renoe's Broader Impacts Summit, proving that our small regional group has the power to connect even beyond our regional borders.

### **New Ideas, New Opportunities**

Because of our group's diversity and size, we function well as a test bed for new ideas. For this reason, NORDP's Effective Practices and Professional Development

committee—one of the seven NORDP national committees—facilitated a special session following our latest regional meeting. The goal of this special session was to gather ideas on establishing a Research Development certificate program, specifically on what content or subject matter to include in such a program. In the coming year, EPPD will, no doubt, provide more information on their efforts and progress in this exciting project. §





Credit: Travel Portland / Larry Geddis

## Save the Date

The 6th Annual NORDP Research Development Conference  
will be held in Portland, Oregon, May 19-21, 2014.



National Organization of  
Research Development  
Professionals (NORDP)

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## Job Sampler

**Academic Program Project  
Manager**, The Methodist  
Research Institute

**Director for Research  
Development**, Oregon State  
University

**Director of Research  
Development Services**,  
University of Notre Dame

**Director of Research  
Development for the Social  
Sciences**, University of  
Chicago

**Director of Research  
Development and Support**,  
Brown University

**Director of Research  
Development Outreach**,  
University of Maryland

**Grants Development  
Specialist**, University of  
Maryland

**Manager for Research,  
Technical Development, and  
Training**, University of Illinois  
at Urbana-Champaign

**Program Manager for Grants  
in the Graduate School**,  
University of Massachusetts  
Amherst

**Proposal Development  
Manager**, University of  
Wisconsin-Milwaukee

**Proposal Development  
Officer**, University of North  
Carolina at Greensboro

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