



Office of
**RESEARCH
DEVELOPMENT**

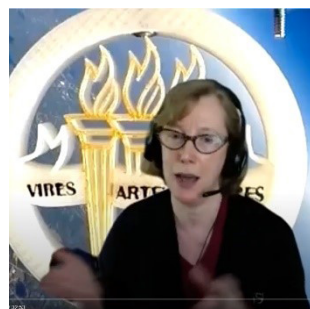


ANNUAL REPORT 2020



Office of **RESEARCH DEVELOPMENT**

This report underscores the ORD staff's commitment to the FSU faculty, to its high level of productivity, and to its value to the FSU research community.



ANNUAL REPORT

This year has been like none other. We began the year with a name change: the Office of Proposal Development (OPD) became the Office of Research Development (ORD). This change provided clearer understanding of what we do (more than just assist with proposals) and aligned our office with our peer offices at other universities. As we laid to rest OPD, we worked to understand faculty needs and broadened our lens to look at new methods of delivery and new program possibilities. Then came a pandemic. Immediately, ORD shifted gears—we went virtual, creating a new funding and information website dedicated to COVID-19 research, held our first virtual Collaborative Collision event, created a workshop series to aid researchers in shifting their research modalities, began working remotely. While our working environment changed, ORD has continued to provide outstanding resources and services to our University research community.

This report provides an overview of activities ORD has engaged in during the 2019–2020 academic year and outlines our goals for the coming academic year. As in previous years, we will divide the discussion of activities in three categories:

- » **ASSISTING** FACULTY BY PROVIDING HIGH QUALITY RESEARCH AND PROPOSAL DEVELOPMENT AND SUPPORTING THE COUNCIL ON RESEARCH AND CREATIVITY
- » **PREPARING** FACULTY TO BE EFFECTIVE IN THEIR RESEARCH AND CREATIVE ACTIVITIES
- » **EQUIPPING** FACULTY WITH THE BEST POSSIBLE GRANT-RELATED RESOURCES

ORD.FSU.EDU

Faculty presenters from ORD workshops (from top) Daniel Hallinan, Justin Kennemur, Mainak Mookherjee, Sonia Haiduc, Sam Tabor, Lou Cattafesta, Felicia Coleman, and Michelle Kazmer.

ASSISTING

faculty by providing high quality research and proposal development as well as providing coordination and support to the council on research and creativity

LARGE PROPOSAL INVOLVEMENT

In 2019–2020, ORD **expanded its large proposal services to include a more active proposal planning and management approach**, informed by Mike Mitchell's proposal management certification through the Association of Proposal Management Professionals. Our services now range from ORD taking a full, active management of a proposal with PIs providing only technical content, to ORD serving primarily to supplement existing department/college resources. This year's efforts were highlighted by coordinating two multi-million dollar proposals to the Department of Energy, and leading the development of a proposal to the MacArthur Foundation's 2030 Climate Challenge. We also implemented the option of providing "Red Team" proposal reviews, to provide scientific pre-review for large proposal efforts, and coordinated three such panels. ORD also provided consulting services on numerous team efforts that may or may not advance to the proposal stage or may be multi-year efforts.

Our plan is to continue these services throughout the coming academic year.

"I wanted to drop you a quick note praising Mike Mitchell's work on the multi-institution proposal that was submitted yesterday. ...He was efficient, responsive, and thorough. He was also willing to take on whatever needed to be done. A complicated set of documents were required, and he was key to making it happen." - Daniel Hallinan, Engineering

FOSTERING COLLABORATION AMONG FACULTY

Fostering collaboration among faculty continues to be a key goal of ORD and is an essential input to enable more,

and better, large proposal efforts. Collaborative Collision, our signature program, continues to be extremely popular among faculty, and the Collaborative Collision Seed Fund has been well received as a tool to build new teams. In 2019–2020 **ORD held three Collaborative Collision events** and had one canceled due to the COVID-19 Pandemic. Our fall 2019 event, *Collaborative Collision: Big Data*, saw **our highest registration numbers ever**, and the follow-up *Collaborative Collision: AI and Machine Learning* represented the first time we held an event that directly built off a prior session. Finally, ORD showed considerable innovation with our **Collaborative Collision: COVID-19**, which was rapidly assembled in response to the (at the time) emerging COVID-19 crisis. This was the first time ORD held a Collaborative Collision entirely online, and it was extremely well received. **ORD also managed the seed competition and selection of seed fund proposals, with over 60 proposals submitted.**

With the rising popularity of Collaborative Collision, ORD has recently begun to receive requests from various faculty to organize events in their topic area. ORD evaluates each of these requests and works with the faculty to determine if Collaborative Collision is the best fit to achieve their goals, or if other methods may be more appropriate.

For smaller groups, **ORD has also expanded our services to include a process known as Strategic Doing (SD)**. SD is a guided conversation that focuses a group of people



on a single issue, using the questions “What could we do? What should we do? What will we do? and How will we know if we are successful?” This process is best used for groups of 5-7 individuals who are working in a similar topic area. ORD sees this as providing a critical capacity-building service to help position new teams for long-term success. Mike Mitchell attended SD training in November of 2019 and conducted one SD workshop with a group of polymer scientists in early 2020.

In 2020–2021 ORD plans to continue to hold up to two Collaborative Collision events per semester, continuing in a virtual format until it is safe to resume in-person events. We will also continue to offer the SD process as an on-demand service. Additionally, we will be facilitating an assessment of our methods for partnership on collaborative training events to best meets the demands of our faculty needs and the goals of the office. Finally, ORD will be conducting a review of the current Collaborative Collision seed funding program to determine if it is meeting its stated goals and will initiate changes to current practices if warranted.

PROPOSAL EDITING

ORD has provided proposal editing services for the last several years. Over the fall semester, we noticed a decline in the number of proposals being submitted for editing; in the spring we **began an expanded marketing effort for this service**. Almost immediately, requests began coming in, serving as a good reminder for us to continually remind faculty of our services. This past year, ORD edited over 76 proposals for flow, grammar, and consistency with the objectives of the solicitation. In addition, the CRC Program Manager completed 129 technical reviews for compliance with the CRC’s programs; this service began approximately 5 years ago after the Program Manager position was folded into OPD and has continued to grow in popularity since.

In the next year, ORD will continue to promote this service and will be available to review as many proposals as possible.

“Thanks a lot for all your effort through this process. I’ve integrated your edits and now I think I am ready to submit!” - Sanghyun Lee, Mathematics

NSF CAREER GRANT PREPARATION

ORD held its annual NSF CAREER kickoff meeting and added additional helpful information into the NSF CAREER online toolkit. As we look at the 2021 submission cycle, ORD will be considering online training in addition to further expanding mock panel opportunities.

This year, ORD expanded assistance to CAREER applicants by providing mock reviews for faculty in an extended number of disciplines. After the great success we had last year with mock panel reviews for faculty in Engineering, ORD expanded this service to faculty in Computer Science, Earth, Ocean and Atmospheric Sciences, Mathematics, Social Sciences and Physics. ORD held 9 mock review sessions for willing faculty members, and we anticipate that we will be actively involved in either coordinating reviews or editing over half of the proposals going forward to the National Science Foundation this year. This does not include answering questions or providing other assistance.

“I would like to express my sincere thanks for your efforts to make this happen... it is your strong support and motivation that finally make me have a draft ready, thank you sincerely, really appreciate!”
- Guangxin Ni, Physics

PROPOSAL PRE-REVIEW PROGRAM (MOCK REVIEWS)

Receiving peer feedback on a proposal prior to submission is consistently cited as being extremely beneficial to increasing the competitiveness of research proposals. **In 2019–2020 ORD successfully expanded a pilot program in which faculty could submit their proposal to ORD, who would then coordinate a peer-review panel session according to the evaluation criteria for the external funding program.** This was very well received by the two large proposal teams, and the numerous NSF CAREER applicants who participated.

In 2020–2021, ORD will expand this program even further to make it available to all faculty. Faculty interested in this process will be required to submit a completed draft proposal, along with a list of suggested reviewers, to ORD within a reasonable timeframe prior to the funder deadline. ORD will then coordinate with the suggested reviewers by requesting their participation and scheduling a time to discuss the proposal with the applicant/team. We plan to develop the program guidelines and marketing material with the goal of launching the program by Spring 2021.

ASSISTANCE WITH STEM RELATED TOP AMERICAN RESEARCH UNIVERSITIES (TARU) OPPORTUNITIES

ORD continues to distribute TARU-related opportunities to Deans, Directors and Department Chairs on a monthly basis. They are also highlighted on the portion of our website that notes Cyclical Grant Deadlines. This is made possible through the efforts of Ana-Marie Sieple, the Office of Research's Administrative Associate. She has been assisting us with this for two years now and is a great help to our office. Ana-Marie is gaining responsibilities in her primary OVPR role and will most likely be unable to assist with this task in the coming year, and we are hopeful that a new hire within our office will take over this task among other responsibilities. This TARU effort is conducted in partnership with the Office of Faculty Development and Advancement, who also distributes TARU information, albeit with more of a focus on the humanities.

COUNCIL ON RESEARCH AND CREATIVITY (CRC) PROGRAM MANAGEMENT

The CRC Program Manager plays a crucial role in the success of the CRC's many programs. As the "program officer" of the programs, she oversees the databases, handles all CRC-related questions and communications, and processes all awards as well as requests for changes. Additionally, the Program Manager organizes all CRC meetings, sets deadlines for all programs, plans and maintains the CRC budget, and organizes all reviews, including the personal handling of all proposals submitted for pre-review. With **201 competitive proposals** submitted this year, and continuing work with active grantees from the previous year, this is a position where multitasking and maintaining deadlines is essential.

2019–2020 ACCOMPLISHMENTS

The annual FYAP Workshop continues to build on the success and lessons learned from prior years. This year, small, "hospitality"-type changes were made, based on suggestions from last year, to improve the experience for attendees, and the donated prize bags created by the Program Manager for poster winners were a big hit.

The Program Manager **has begun documenting the current processes** which are a necessary part of keeping the CRC running. So far, two important tasks and a checklist have been documented in a step-by-step format: Creating

the Annual CRC Calendar, Completing a Technical Review, and the Proposal Review Checklist.

The second CRC/ORD Update for Departmental Representatives was held in early August. Once again, a large number of staff (49) attended the luncheon. Since beginning these update luncheons last year, communication between the CRC Program Manager and the Departmental Representatives has improved, with the most notable change being the decrease in inquiries throughout the year from Departmental Staff.

"Many thanks again for meeting me with this morning. I learned a great deal!" - Paul Renfro, History

CRC STATISTICS FOR AY2019–2020

- » **Proposals Submitted: 201 competitive grants; 23 honorary nominations; 4 FAT requests**
- » Proposals Qualifying for technical pre-review: 117 competitive grants; 12 honorary nominations
- » Proposals Awarded*: 133 competitive grants; 6 honorary awards; 2 FAT awards
- » Total Award Budget Allocated: \$2,718,000; \$240,000 EIEG
- » Total Award Budget Funds Awarded*: \$1,992,349; \$243,665 EIEG
- » Number of Extension and Amendment Requests: approximately 60

** Due to the COVID-19 pandemic which began impacting campus on March 17, 2020, several awards were later discontinued due to travel-related or other restrictions.*

2020–2021 PLANS FOR THE COUNCIL ON RESEARCH AND CREATIVITY

Due to the ongoing pandemic and its related difficulties, plans for 2020–2021 academic year will look a bit different from years past. The 2020/2021 Departmental Representative Update will most likely be changed to an informational session presented as part of a scheduled virtual Research Project Discussion Group meeting (hosted by Sponsored Research).

The FYAP Workshop will also be going virtual. Plans are still in development, but it will most likely combine both "live" and pre-recorded portions to provide incoming faculty with the same support as they would typically receive in the Workshop setting.

PREPARING

faculty to be effective in their research and creative activities



WORKSHOPS AND OTHER LEARNING OPPORTUNITIES

ORD provided a total of 20 unique workshops, writing retreats, trainings, and webinars, including three Collaborative Collision events and a special half-day NSF CAREER workshop this past academic year, averaging 7 events per each of the three semesters. ORD also collaborated with other offices on two additional events: The Federal Update Session (presented by the Office of Federal Relations) and First Book Forum (a multi-panel, half-day event co-sponsored by FSU Libraries).

With coronavirus concerns moving most faculty and staff off-campus, ORD worked quickly to shift plans and deliver

online programming to continue to provide needed training opportunities to faculty. One program created was a five-part webinar series: *Pivoting on Research*. This series was specifically geared toward helping faculty continue in their research pursuits despite barriers created by the pandemic. Through this series, we grew in our ability to host and record events on a virtual platform. With the upcoming fall 2020 semester in flux, we are confident in our ability to continue serving our faculty with high-quality workshops, even if they are virtual.



Below is a listing of ORD's unique workshops facilitated by ORD during the 2019–2020 academic year:

- » CRC Department Rep Workshop (August 1, 2019)
- » Figuring Out Funding: How to Create a Budget for a Research Grant Proposal (August 13, 2019)
- » First Year Assistant Professor Workshop (September 6, 2019)
- » NIH Grant Writing Retreat for Faculty (September 11, 2019)
- » Data Management Plans (October 1, 2019)
- » Perfecting Your Elevator Pitch (October 10, 2019)
- » Collaborative Collision: Big Data (October 28, 2019)
- » First Book Forum (November 22, 2019)*
- » NIH Grant Writing Retreat for Faculty (December 4, 2019)
- » Finding Funding: A Pivot Workshop for Faculty (January 22, 2020)
- » An Introduction to Strategic Doing (February 11, 2020)
- » Federal Update Session (February 20, 2020)*
- » Collaborative Collision: Artificial Intelligence and Machine Learning (March 4, 2020)
- » NSF CAREER Proposal Writing Workshop (March 10, 2020)
- » Collaborative Collision: COVID-19 (April 10, 2020)
- » Data Management Plans 101 (April 23, 2020)
- » Writing Specific Aims: A Hands-on Brain Engaged Guide to Making Your Reviewers Like You! (May 1, 2020)
- » Pivoting on Research Part 1: Adjusting your Human Subject Data Collection during COVID-19 (May 22, 2020)
- » Pivoting on Research Part 2: Remote Research Security and Technology Tools (May 29, 2020)
- » Pivoting on Research Part 3: Managing Online Research Surveys (June 5, 2020)
- » Pivoting on Research Part 4: Further Considerations and Tips for Virtual Human Subjects Research (June 9, 2020)
- » Pivoting on Research Part 5: Human Subjects Research: Recruiting Children and At-Risk Populations (June 19, 2020)
- » Research Mentor Academy- postponed**

*Co-facilitated events

**Research Mentor Academy was scheduled for April 1st, 8th, 15th, and 22nd, 2020 and was postponed due to COVID-19. This interactive series of workshops for research faculty at any career level focuses on research mentoring relationships covering topics, such as fostering research independence, assessing understanding, and maintaining effective communication. The workshop series has been rescheduled for January 2021.

TENTATIVE FALL 2020 WORKSHOPS, WEBINARS, EVENTS, ETC.

In consideration of safety, and due to the uncertainty of the feasibility of holding in-person workshops, ORD will conduct all our fall 2020 workshops and events on a virtual platform. The following workshops, webinars, and events are planned for fall 2020:

- » CRC First Year Assistant Professor Workshop
- » Collaborative Collision: Social Dynamics (name is tentative)
- » Partnering with State Agencies
- » National Endowment for the Humanities Program Officer Webinar
- » Research Methodology Spotlight

- » Two-day NIH Grant-writing Workshop, provided by the University of Kentucky IMERS Program (in partnership with FAMU)
- » New Faculty Development Deep Dive (an online course presented in partnership with the Office of Faculty Development and Advancement)
- » Responsible Conduct of Research Webinar Series (assisting the Office of Research Compliance)
- » Clinical Trials Best Practices (collaboration with OCRA)

Additionally, in the coming academic year, ORD staff will explore ways to properly ensure the privacy of our speakers and the copyright permissions of our ongoing open-access professional development content through our YouTube channel and other public-facing learning platforms.

EQUIPPING

faculty with the best possible grant-related resources

THE ORD WEBSITE: USEFUL, TIMELY, AND ACCURATE INFORMATION

Now more than ever, a robust, accurate, and user-friendly website is essential to the overall usefulness of an office's operation. This year we have **added numerous educational resources** for faculty researchers to our website. ORD created a **new section of our site focused solely on our research development services other than proposal development**, while also adding to our proposal development resources. One new webpage, related to proposal development, describes our editing services, along with editing services provided by others on campus and external resources. Based on the feedback from faculty through informal (individual meetings) and formal (focus groups and interviews) faculty needs assessments, we have **added a page with a robust list of resources for research mentoring, and improved our collaboration page**. We continue to update our boilerplate language, using the feedback from faculty and agency resources to determine what additions are needed. This last year we worked with the Office of Compliance and the Graduate School to improve our resources, information, and proposal templates for Responsible Conduct of Research.

ORD is **currently completing a cosmetic refresh of our website**. We want to be able to provide the same valuable information but in an updated format that provides the least visual clutter feasible.

For the new academic year, our goal is to continue to maintain our current educational resources as well as adding new resources based on the feedback of faculty through formal and informal faculty needs assessments. Additionally, we are in the process of creating an On-Demand Learning Portal on the ORD website. This will be a password-protected multimedia learning platform for FSU faculty, which will allow our researchers to gain access to knowledge-based content in real time, anywhere and at any time. ORD will roll out this new portal in the fall semester.

FUNDING AGENCY RESOURCES

In 2019–2020, we **continued to boost our online resources as well as printed information available** to check out. For the last several years, we have offered the opportunity for faculty to borrow grant writing workbooks, but this year we **collaborated with the library to provide even more of these workbooks for faculty**. We also **expanded the tools and information on our website** to address changes in agency guidelines. In the fall, we helped to organize an NSF program officer visit to speak with Social Science and Law faculty members.

This coming year we are planning a virtual National Endowment for the Humanities workshop for faculty as well as an in-person two-day NIH Grant writing workshop. These are highlighted in our fall workshops section. We will also continue to expand our online agency resources as information becomes available.

DATABASE OF SUCCESSFUL PROPOSALS / MONTHLY AWARDS REPORTING / FUNDING DATABASES



DATABASE OF EXAMPLES OF SUCCESSFUL PROPOSALS

ORD continues to provide a robust database of successful proposals submitted to various funding agencies. Last year alone, **ORD received 867 unique visits by FSU faculty** to this password-protected site. One accomplishment we made last year was **dividing the database into two separate searchable sections**, “Internal” and “External.” This separation made it easier for faculty to navigate the database and hone in on the successful proposal examples they needed most. We will continue to add to this site monthly and will advertise this resource widely through the coming year.



MONTHLY AWARD REPORT

This year, we continued to efficiently provide the monthly awards report using the Power BI software, which provides a professional looking, easy to understand interface. This information continues to be accessible through the OVPR and ORD websites. **We also began sending this award report as a link within our monthly funding announcement email to Deans, Directors, and Department Chairs and within our monthly funding announcement bulletin post.** With the initiation of RAMP this process might need to be adjusted slightly this next year, but we will continue to

provide this resource regardless. We will also be looking at ways to make the information more available to faculty (e.g., through the monthly faculty/staff briefs).



FUNDING OPPORTUNITIES

Our funding databases remain an available option for faculty use. To respond to the influx of COVID-19 related funding opportunities that became available this spring, **ORD created a COVID-19 opportunities portal**—one of the first university sites of its kind. Updated daily, it provides faculty with a searchable database of all available funding opportunities.

ONE-ON-ONE MEETING OPPORTUNITIES FOR ALL FIRST YEAR ASSISTANT PROFESSORS

This past academic year, Rachel Goff-Albritton contacted all first-year assistant professors (FYAPs) to offer one-on-one consultations, and **41 FYAPs took the opportunity to meet with Rachel during the year.** These FYAPs received information about new ORD resources, including our professional development events, editing services, and collaboration resources. During these one-on-one meetings, FYAPs also received information about university contacts related to their research (i.e., their department-specific grants administrator, SRA administrator, FSU librarian assigned to their department, and their Foundation and Research Foundation representatives). Throughout the year, follow-up emails and opportunities for follow-up meetings were provided, and announcements were sent for professional development events specific to or valuable for FYAPs. Additionally, FYAPs from the previous year (2018-2019) continued to contact Rachel for proposal development consultations.

This fall, FSU's new assistant professors will again receive information about ORD resources, services, and professional development workshops and research networking events, as well as receiving information about University contacts related to their research and any relevant information from other RD professionals across campus. Within the information provided, Rachel will inform faculty about a new OVPR office, Office for Clinical Research Advancement (OCRA), and provide information about the new RAMP



Rachel Goff-Albritton meets with First Year Assistant Professors

infrastructure. In collaboration with the Office of Faculty Development, FYAPs will be invited to a CANVAS course on faculty development, including topics related to grants and awards, as well as developing writing routines and a community of support at FSU. Additionally, FYAPs will be invited to continue to work with Rachel throughout the year, with an opportunity for periodic follow-up meetings to serve as a method of accountability, regarding their strategic plans for research and grantsmanship.

"Thank you so much for taking the time to respond thoughtfully and for graciously sharing all of this useful material and information. I greatly appreciate it!" - Michelle Bumatay, Modern Languages



OFFICE OF RESEARCH DEVELOPMENT

RESEARCH OFFICES / OFFICE OF RESEARCH DEVELOPMENT / PROPOSAL HELP / PROPOSAL BUDGET ASSISTANCE

Proposal Budget Assistance

The Office of Research Development assists faculty* with their budget preparation. Below are links to different tools to assist you.

If you are needing assistance, please consider filling out the form provided at this link, which will provide ORD with the information needed to help you put together your budget.

[Proposal Budget Assistance Form](#)

These links below may also be of help to you:

- [Sample Budget Calculations](#)
- [Sample Budget Justification](#)
- [Award Budget \(Previously Budget Summary Form\)](#)
- [RAMP Training Site](#)

Still have questions? Contact Beth Hodges at [✉ bhodes@fsu.edu](mailto:bhodes@fsu.edu).

*ORD assists faculty who are in departments that do not have a departmental representative. For those at the Southwest campus, the [Southwest Research Administration](#) group can be of service to you with your budget questions.

BUDGETING RESOURCES

In the 2019–2020 year, ORD began providing proposal budget assistance to faculty as requested. **ORD created a funding webpage to assist faculty with basic questions and provide templates for budgets.** To date, requests for budget assistance have been minimal. Requests involving large, multi-PI projects have been assisted by Beth Hodges, with additional help by Southwest Research Administration staff as needed.

We will continue to provide this service as needed in future years, with the hope of expanding services in this and other similar areas as staffing allows.

TARGETED GRANT OPPORTUNITIES SENT TO FACULTY

Since its inception, OPD/ORD has provided targeted grant opportunities to faculty. With the assistance of students and the OVPR's Administrative Associate, we have engaged in this very labor-intensive practice, but had never queried the faculty to make sure this is what THEY wanted or needed. Were we being helpful, or was this noise in their mailbox that was not useful? To address this issue, the ORD team worked together to garner input from faculty around campus (see Appendix A). After hearing from faculty from numerous colleges and departments throughout campus, **we created an improved strategy for assisting faculty with funding opportunity identification.** Actions taken include the following:

- » Continue 1:1 and group trainings on funding identification
- » Continue sending opportunities in monthly newsletters
- » Discontinue the sending of targeted emails
- » Create an online, on-demand training module to equip faculty with the knowledge of how to best identify funding opportunities. This module will address many of the issues mentioned in the faculty interview sessions (currently in process and will be completed in the next academic year) and will prepare faculty, as well as their research staff, to be able to effectively locate funding opportunities that are germane to their research goals and timely to their needs.

ORD BY THE NUMBERS

534

WORKSHOP
PARTICIPANTS

.....

128

INDIVIDUAL FACULTY
MEETINGS AND
PRESENTATIONS

.....

41,944

VISITS TO
ORD WEBSITES

.....

205

PROPOSALS
REVIEWED*

.....

201

CRC PROPOSALS
RECEIVED

20

TRAININGS &
WORKSHOPS

**76 full proposals edited plus 129 CRC pre-proposal reviews completed*

ORD STAFF

OFFICE OF RESEARCH DEVELOPMENT STAFF



Beth Hodges
Director



Rachel Goff-Albritton
Research Development Coordinator



Mike Mitchell
Program Manager,
Strategic Initiatives
and Proposal
Development



Grace Adkison
Program Manager,
Council on Research
and Creativity



Evangeline Ciupek
Training and
Resource Specialist

STAFFING

ORD staff members' dedication, professionalism, and cohesiveness allow ORD to work as well as it does. Each member has continued to strengthen their skills, contribute ideas, and do what it takes to make their part of the overall program succeed. The efforts of ORD staff are well-received by the FSU faculty and administration as evidenced by those coming to ORD staff for assistance and counsel.

ORD staffing numbers and personnel remained constant through this year, allowing staff to get deeper into their roles and identify what works well and what can be improved. All staff were involved in the listening and learning sessions with faculty this past spring and, as expected, were able to bring to the table excellent input and suggestions.

In addition to our full-time staff, we have benefited from the assistance of OVPR's Administrative Associate, Ana-Marie Seiple. However, we understand that we may not always have her assistance and are therefore actively considering ways to cover her contributions, as well as other needed activities in the future.

In 2020–2021, we hope to be able to add an additional full-time staff member who can assume some of the existing services offered by ORD and OVPR staff, allow current ORD staff the opportunity to expand their existing roles, and allow ORD to add additional services we are not currently able to provide.

OFFICE OF RESEARCH DEVELOPMENT **STUDENTS**



Anjelica Almanza



Anthony Gomez



Belton Morgan



Cece Pierre

ORD STUDENTS: A WIN-WIN SITUATION

In past years, ORD utilized a single federal work-study student each semester, but added three additional students this year. While each of these students assisted 10 hours or less weekly, they provided assistance, input, and energy to the office at no added financial cost to the program (fall and spring semesters). And while they were a help to us, ORD staff took seriously our commitment to them—providing our students the opportunity to work in a professional setting which allowed them gain important life skills as well as confidence that will aid them in their future professional careers.

Even though the pandemic sent FSU students home in the middle of the spring semester, we were able to continue working with our students remotely, and we were fortunate to have Cece Pierre continue with us through the summer session in an OPS capacity, providing needed assistance primarily with our virtual events preparation and execution.

We are in discussions now with the Federal Work-Study office and believe will be able to welcome back all four of our existing students for the 2020–2021 year.

COMMUNICATION AND SERVICE

COMMUNICATION AND OUTREACH STRATEGY

ORD has engaged in the following communication and outreach strategies this past year:

- » Provided information to faculty through meetings, emails, list serves, handouts, and our website
- » Continued to reach out to departments, letting them know we are available to meet with faculty groups
- » Met with Deans and Department Chairs (via face-to-face meetings) to introduce ORD's services
- » Participated in activities where ORD could increase its visibility such as New Faculty Orientation
- » Provided information at SRA's Departmental Representative meetings
- » Provided information to other Research Development (RD) professionals on campus through our quarter RD Partners luncheon series
- » Placed articles monthly in the Office of Research Newsletter
- » Provided a session at the CRC's Departmental Representative Workshop to make those staff aware of our services

In the year ahead, we will engage in a similar strategy. Additionally, we will be taking inventory of all of our communication methods, including our audiences, schedule/frequency, and categories of announcements, to strategically improve our outreach; we will also reintroduce a Twitter presence specifically targeted to make faculty aware of our trainings. Finally, we will be creating, in partnership with ITS, an information portal for the entire office of Research so that faculty and staff can sign up to receive only the information they want and need. This new portal will also allow us to track email open rates to determine which products are most fruitful.

OTHER AREAS OF SERVICE

The staff of the Office of Research Development **continued to serve both the University (beyond normal ORD activities) and the Research Development community during 2019–2020.**

BETH HODGES

- » President, Florida Research Development Alliance (FloRDA)
- » Accepted Presenter at 2020 National Organization for Research Development Professionals (NORDP) Annual National Conference (conference cancelled due to COVID)
- » Accepted Presenter at 2020 National Council of University Research Administrators (NCURA) Regional Conference (conference cancelled due to COVID)
- » Guest Lecturer, FSU College of Communication and Information (2 sessions)
- » Member, RAMP Advisory Committee
- » Governance Advisory Board Member, FSU Early Head Start
- » Assisted on the Big Data working group
- » WFSU Pledge Drive Volunteer

RACHEL GOFF-ALBRITTON

- » Accepted Presenter at 2020 National Organization for Research Development Professionals (NORDP) Annual National Conference (conference cancelled due to COVID)
- » Accepted Presenter at the 2020 Regional Society for Research Administration International Conference (conference cancelled due to COVID)
- » Committee Member, NORDP Mentoring Committee; Mentor/Mentee Facilitators and the Mentoring Training Subcommittees

- » Mentee and Mentor, NORDP 2019–2020 Mentoring Program
- » Mentor, FSU Undergraduate Research Opportunities Program (UROP)
- » Affiliate Member, Institute for Successful Longevity (ISL)
- » Mentor/Supervisor for FSU Writing and Editing Program Students
- » WFSU Pledge Drive Volunteer

MIKE MITCHELL

- » Accepted Presenter at 2020 National Organization for Research Development Professionals (NORDP) Annual National Conference (conference cancelled due to COVID)
- » Presenter at Graduate School's Fall/Spring Workshop Series
- » Committee Member, Florida Research Development Alliance (FloRDA) Communication/Resource
- » WFSU Pledge Drive Volunteer

GRACE ADKISON

- » Accepted Presenter at 2020 National Organization for Research Development Professionals (NORDP) Annual National Conference (conference cancelled due to COVID)
- » Member, Grants Team for FSU RAMP integration
- » Committee Member, Florida Research Development Alliance (FloRDA) Communication/Resource
- » WFSU Pledge Drive Volunteer

EVANGELINE CIUPEK

- » Accepted Presenter at 2020 National Organization for Research Development Professionals (NORDP) Annual National Conference (conference cancelled due to COVID)
- » Member, ORCID Outreach Committee
- » Filmed and edited a workshop for FSU Graduate Students
- » Provided technical expertise and service for the 100 and Change video production
- » Lead Coordinator for the Research Development Partners at FSU
- » WFSU Pledge Drive Volunteer

WORKING WITH CADR

ORD continues to work closely with the Council of Associate Deans for Research (CADR). ORD has assisted CADR by providing minutes of their meetings and also by disseminating information about various research-related activities through our listserv. Starting last year and coming to completion during the 2019–2020 academic year, ORD staff conducted an in-depth faculty survey to assess barriers and facilitators to research. The finding of this activity was presented to CADR for appropriate action in October of 2019 (Appendix B).

WORKING TO SUPPORT THE UF-FSU CLINICAL AND TRANSLATIONAL SCIENCE AWARD

ORD has provided support during the initiation of the UF-FSU Clinical and Translational Science Award program development, including assisting with the creation of the website, promoting the K Scholars program, developing the Research Mentoring Academy, and joining the Translational Workforce Development team.

ASSISTANCE TO OTHER DIVISIONS OF THE OVPR

- » ORD worked with other divisions to send out information through our Deans, Directors, and Department Chairs list. We recently worked with ITS to make this list usable to all OVPR Directors.
- » ORD staff assisted the Director of Federal Relations with the set-up of his campus update meetings.
- » ORD staff provided assistance to the Office of Research Compliance in preparation of the upcoming certificate workshops for Responsible Conduct of Research (RCR) Trainings.
- » ORD staff worked with the Office of Clinical Research Advancement (OCRA) to assess faculty needs for future trainings and workshops and will be collaborating on workshops in the new academic year.
- » ORD sent out funding and job information as appropriate for Oak Ridge Associated Universities and will begin doing the same for the Florida Sea Grant Program.

IN CLOSING...

In April of 2020, Boston University's *BU Today* published an opinion piece entitled **Quarantine Diaries: One Word**. The writers for *BU Today* were asked to provide one word that described their pandemic experience, along with a short narrative on their word choice. Some words were understandably negative, some were neutral, and some were surprisingly positive. Mara Sassoon chose the word CREATIVITY. In her piece, she wrote,

“Every day is a reminder of the power of creative thinking—it’s what’s getting me through this time of being cooped up in my apartment. I’m sad, anxious, and scared—I think we’re all cycling through this mix of emotions right now. My daily routine has been upended, luxuries I took for granted snatched away, but I feel a little bit of power in exercising my creativity.”

Creativity is power...it also a key to resiliency. Creativity allows for quick shifting in challenging circumstances to address issues at hand. During this pandemic, ORD has relied on our creativity to stay relative and useful.

With a focus on listening to faculty and creating programs that address faculty needs, ORD continues to be an essential component of the Florida State University research enterprise.

We look forward to the year ahead.



Office of
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APPENDIX A

ESTABLISHING EFFECTIVE STRATEGIES TO AID IN FUNDING IDENTIFICATION

Beth Hodges, Director, Office of Research Development | 5.8.20

Since the inception of the Office of Research Development (ORD), formerly the Office of Proposal Development, our staff and students have been engaged in sending targeted funding emails to faculty members. The majority of these emails are derived from Grants.gov and, as aligned with the distribution of available funding opportunities, have been sent largely to the “hard science” faculty, though all opportunities identified were distributed. This has been a labor intensive activity and there has been no evidence to establish that it is the most helpful or effective manner in which to assist faculty in locating opportunities.

In addition to the targeted emails, ORD has provided Pivot funding database workshops, as well as 1:1 and group sessions, to teach faculty how to use the Pivot database. ORD also sends monthly funding update newsletters to target audiences/groups such as new faculty and Deans, Directors, and Department Chairs.

In an effort to determine the efficacy of the existing strategies, the ORD staff met with faculty from across campus to listen to their experiences and opinions. The following document was developed based upon 1:1 and focus group interviews with administrators (chairs, ADRs), faculty members, and staff across campus during the Spring 2020 semester. The following colleges and/or departments contributed to the findings provided in this document:

- » Engineering
- » Computer Science
- » Statistics
- » Mathematics
- » Psychology
- » Chemistry
- » English
- » Philosophy
- » Social Science
- » Communication Disorders
- » Communications and Information
- » Nutrition, Food, Exercise Science
- » Human Sciences
- » Sports Management
- » Social Work
- » Nursing
- » Medicine
- » Art Education
- » Art Therapy
- » Interior Architecture
- » Various Center PIs

FINDINGS RELATED TO FUNDING

FACULTY EXPERIENCE

- » Most faculty in grant heavy disciplines are experienced in locating funding opportunities and are fairly well informed. They generally look for funding from the agencies they are most familiar with, who are known for funding their types of research and/or have funded them previously. That is primarily NSF and NIH.
- » Faculty in areas where grants are not easily available or not a priority, are often times not skilled in locating or applying. As such, many do not pursue external funding.

LOCATING FUNDING OPPORTUNITIES

- » Most frequently used methods in acquiring information on new opportunities:
 - Directly from agencies
 - Colleagues
 - General announcements from professional societies
 - Once funded, many stick with that agency that initially funded them for further funding, and do not look further.
- » Lesser frequent methods include:
 - Contacting ORD directly for assistance in locating opportunities
 - Using funding databases
 - Having a research support staff member within their department, college, or center, and less frequently, having student research assistants search for and announce funding opportunities

OPPORTUNITY IDENTIFICATION: METHODS

- » Receiving targeted funding opportunity emails from a central office
 - For many in research heavy disciplines, they consider the emails noise and ignore them.
 - Funding opportunity email do not always come at a time when faculty are ready to apply.
 - While related generally to a faculty member's research area, targeted funding emails do not always align with the faculty member's current

research agenda.

- For those where finding funding for their activities is more difficult, they welcome any and all methods, including targeted emails.
- Most faculty believe it would be helpful if a staff member working in their lab (or a person in their department knowledgeable about their research agenda) could provide searches and identification.
- » Conducting workshops and trainings
 - Some felt it could be helpful to provide trainings for those needing assistance, especially those early in their career or new to grant activity, across both the hard sciences and arts/humanities/social sciences.
 - Some felt that finding time to attend trainings can be difficult given the demand on a faculty member's time, and the option of in-person and recorded trainings was suggested.
- » Conducting 1:1 training sessions
 - Individualized trainings can be helpful for new faculty, staff, and those where funding opportunities are scarce.
 - Many areas in the hard sciences hire faculty who already know how to find funding.
- » Creating an on-demand training tool to teach faculty how to find funding when they are ready
 - The vast majority of faculty, administrators and staff supported the idea of an on-demand training and saw this as a good way to prepare faculty and their research staff to find funding when they need it. Others said this would be a great tool for junior faculty.

ABOUT THE PIVOT FUNDING DATABASE

- » While having the ability to set up alerts is a good tool, more guidance is needed.
- » ORD should promote the Pivot database to faculty more often.
- » ORD should provide periodic trainings on how to use Pivot.
- » One chair stated he has an alert set and shares opportunities with faculty weekly.
- » Many faculty reported they have use, or have used, Pivot. Some faculty expressed frustration that it provides some good information, but it also sends a good deal of irrelevant information.

OTHER FUNDING RELATED FINDINGS

- » Many faculty members were generally unaware that ORD can help them to conduct funding searches and provide 1:1 and group trainings on how to find funding.

ACTIONS TO BE TAKEN AS A RESULT OF FINDINGS

The discussions held during the 2020 Spring semester have guided the strategies that ORD will now be implementing. These include:

- » ORD will be creating an online, on demand training tool to assist faculty in understanding how to effectively find funding. It will include information about the Pivot funding database but will also teach and inform on other databases, including those primarily focused on private and non-profit funding. This will be available for faculty, research assistants, and staff when they are needing this service. The goal is to have this available for the Fall semester, 2020. Once completed, it will be heavily promoted
- » ORD will continue to meet with faculty and staff to assist in teaching and identification when requested.
- » ORD will no longer send targeted emails to faculty on a daily basis, but will continue to send monthly opportunity announcements to Deans, Directors, and Department Chairs to share with their faculty (including limited submissions, TARU, and career development opportunities). We will be looking at a new ways to distribute these reports in a manner that faculty can opt into certain mailings they want and in a way in which ORD can track "open" rates and to ensure an appropriate amount of communication/announcements.

OTHER IMPORTANT FINDINGS

The below are items mentioned in our interviews that came up numerous times, from more than a single area. We will be looking at ways that ORD can address these items in the future.

- » Many faculty in broad research fields (e.g., statistics, computer sciences, communication or information) felt that more efforts to facilitate new interdisciplinary grants are needed.

- » Similarly, many are looking for help with identifying collaborators.
- » Going to workshops can be difficult because of scheduling and demands on time. On the other hand, faculty felt that trainings are helpful and a couple requested in-person group training. More alternatives to in-person workshops need to be explored.
- » Faculty are largely unaware about how to tap into private foundation funding (small and large) but are very interested in learning.
- » Both the arts and the humanities strongly feel that they need a research liaison to help them with individualized funding searches and grant budget development.
- » It is important for the department/college level administration to encourage grant activity if they expect the culture to shift in that direction.

APPENDIX B

BARRIERS AND FACILITATORS TO RESEARCH ACTIVITY AT FLORIDA STATE UNIVERSITY

Mike Mitchell, Office of Proposal Development

Rachel Goff-Albritton, PhD, Office of Proposal Development

We conducted interviews with 32 FSU faculty members across disciplines and ranks (participant summary and survey questions provided).

Summary of Findings (in order of frequency and reported importance)

- 1. Departmental Grant Support Staff:** Faculty would like to rely on departmental staff to perform routine administrative tasks, but regularly find them to be inadequate in either numbers or skills. Faculty would like staff to know more about relevant funding agencies, and are frustrated by high staff turnover.
- 2. Graduate Student Support:** Faculty would like greater financial support for RAs and believe that stipends are insufficient for recruitment and retention.
- 3. Time:** Faculty would like more time for research and noted that AORs do not reflect reality.
- 4. Council on Research and Creativity:** The CRC is viewed as very effective in encouraging and supporting research activity.
- 5. Infrastructure and Equipment:** Faculty believe there is insufficient and/or inadequate space to house research groups. There are also some concerns about equipment and shared facilities or services.
- 6. Recognition within the field:** Faculty felt that it was increasingly necessary to have a research reputation beyond that which could be gained by publishing in high-impact journals.
- 7. Overhead:** Indirect costs are perceived to be too high. Faculty do not fully understand how IDC are calculated, or what they fund.
- 8. Incentives for External Funding:** Some faculty want incentives to encourage the pursuit of external funding.
- 9. Institutional Review Board:** Faculty see the IRB approval process as unwieldy and as unnecessarily retarding both proposals and research.

CONTEXT

1 Department-Based Grant Support Staff

Participants consistently mentioned the availability and quality of department- or college-based support staff as the main barrier to pursuing external funding, especially from atypical or complex funding sources. They wanted departmental staff to perform grant-related duties including budget development and post-award management, finding funding opportunities, and managing reporting and compliance requirements. Many participants reported that there were no staff in their department, or that existing staff were unhelpful. Participants felt that they lacked the time and/or skills to do budget development themselves and so did not pursue as much funding as they otherwise would have.

In cases where department staff were available but unhelpful, two main causes were suggested: a lack of sufficient skills, training, and/or experience, and prioritization of other duties over grant support. Department staff are assigned a variety of roles including personnel, budget, and travel management, and in many cases they serve as “the grants person” by default. This is especially common in units that have had limited external grant activity, and it creates a vicious cycle: a department cannot justify the expense of dedicated grants support staff, and so that department is less likely to pursue, or less successful in obtaining external funding. Faculty were especially frustrated when they knew more about a funding agency’s administrative process than their staff did, and said that the most helpful grants staff had significant experience working with the specific funding agencies to which they were applying.

Most faculty expressed frustration at departmental circumstances rather than at individuals, mentioning competing demands on staff time, relatively low staff pay, and lack of upward mobility within departments. They believe these factors contribute significantly to high staff turnover and wish they could retain good staff.

2 Graduate Student Support

Participants also very regularly mentioned the availability and quality of graduate research assistants as a key factor in research productivity. RAs were described as playing a variety of roles in research including data collection and analysis, lab management, and research support, but also encouraging collaborations. One PI described RAs as “the glue that holds collaborative teams together.” Faculty wanted to be able to fund more graduate students as RAs (as opposed to TAs), and considered RA stipends too low. They felt that stipend levels prevented them from recruiting high quality graduate students.

3 Time

Nearly all participants saw insufficient time as a barrier to research activity. Many claimed to work 60-70 hours per week, spending the majority of that time on non-research related activities.

Most faculty have a 2/2 course assignment. Participants viewed this as the highest reasonable teaching load for research activity, and many would prefer a 2/1 assignment, particularly if the courses were new.

Faculty also mentioned both internal and professional service obligations as a drain on time. Department/College-level service (e.g. serving on search committees, directing graduate/ undergraduate programs, various advisory committees, etc.) was perceived as both the most time-consuming and as providing the smallest benefit to individuals.

However, non-AOR service obligations were the greatest source of complaint. These took two forms: demands from students, and demands from the administration and/or funding agencies. Faculty seemed to take the former in stride, even though they recognized that this was an additional demand on their time. Many described having to play roles like “life coach” or “therapist,” and felt underprepared and sometimes unwilling to fill these roles. While these were felt as a strain, however, they were perceived as far less burdensome than obligations to various entities inside and outside of the University (e.g. budget management, travel expense reporting, and/or progress reporting). Discussions in this area were often preceded or followed by mentions of support staff, as many faculty felt that these were tasks that were more appropriate for staff to handle.

4 Council on Research and Creativity

Participants greatly appreciated the CRC. We repeatedly heard that this was one most effective means of encouraging and supporting research, and faculty found it unique in its size and scope. Even those who took issue with individual CRC decisions appreciated the existence of the programs. Many praised the FYAP program as an excellent recruitment tool for new faculty, while others found significant benefits in the COFRS and planning grant programs.

5 Infrastructure and Equipment

Issues related to FSU’s research infrastructure and the availability of equipment were less universal, but still common, sources of complaint. These focused on space concerns, particularly for groups: either there was no space available to house a PI and graduates together, or there was space in an undesirable location, or the process to obtain it was viewed as unreasonable. For some, this

harmed collaboration in informal ways, and for others, in direct and formal ways such as impeding data collection or experimentation. Space concerns were also seen as a barrier to recruiting high quality faculty and graduate students.

Some participants described a difficulty in acquiring and maintaining necessary equipment. Maintenance was viewed the greater challenge, because participants perceived a lack of financial support from the University or from external funders to support equipment service contracts.

Some existing core facilities were described as being insufficient. For example, the Research Computing Center (RCC) was felt to be too big for some, yet too small for others. Faculty often stated that they no longer attempted to work with the RCC, and had a variety of alternate solutions.

Still others wished for core or shared facilities, in particular medical facilities. The lack of these facilities, and the need (e.g.) to process samples elsewhere costs time and money. There was also a desire for medical professionals who could clear participants for human subjects research or draw samples.

6 Recognition within the field

Faculty often spoke of the need to further their recognition within their academic discipline, particularly in the contexts of promotion/tenure, and funding success. They felt that it was increasingly necessary to have a reputation beyond publishing in high-impact journals, and that they could best achieve this reputation by presenting at and attending academic conferences to network with potential collaborators and/or funders. They wanted additional funding sources for conference travel, and some mentioned that Tallahassee's location increases travel costs. Despite the existence of resources such as the Provost's Travel grant, faculty said that they regularly pay to attend conferences from their own funds. Faculty found funding graduate student travel even more difficult. Additionally, faculty often mentioned media engagement and social media presence as an increasingly important method for building their recognition and presence, but expressed uncertainty about how to best use these tools.

7 Indirect Costs

Many faculty mentioned the indirect cost rate, with some seeing it as a significant barrier and others less concerned. Those who viewed IDCs as a substantial barrier to research tended to come from fields in which grant funding is less common and amounts are smaller, and they felt that it was not worth pursuing funding only to turn 52% of it over to the administration. In other cases, the IDC was seen as rendering a proposal uncompetitive by comparison to

private sector or non-profit entities. For some, their first experience paying IDCs were sufficient disincentive that they did not even consider applying for future funding. For other faculty, mainly in departments more accustomed to overhead costs, IDCs were viewed as a necessary evil.

There was a widespread view of IDCs as akin to taxes: some administrative agency "took" the money from faculty, and used it to do things that might benefit the University as a whole, but not necessarily the individual faculty member.

8 Incentives for External Funding

A small but passionate group of faculty expressed a desire for additional incentives to support or encourage the pursuit of external funding. They felt that the amount of work required for external funding was not adequately recognized by the University. Some mentioned programs at other universities, such as salary raises for successful grant funding (especially for prestigious grants, and large or center grants that require substantial administrative work), refunds of IDC to PI support accounts, or awards and/or appreciation events.

9 IRB

The human subjects review and approval process was described as being particularly slow and time-consuming by participants, especially those in the behavioral and social sciences. They reported not trusting that they would obtain approval in a timely enough fashion after grant start-dates. This was exacerbated even further when students were involved in research, since those projects typically require completion within a single semester.

PARTICIPANT SUMMARY

Participants agreed to be interviewed with the understanding that their responses would be anonymous; they are therefore identified below by rank, general field, and unit.

OPD recruited by sending email invitations to all Deans, Directors, and Department Chairs (twice), the Council of Associate Deans for Research (twice), and targeted emails to approximately 50 faculty members.

Assistant	STEM	Biology
Assistant	Humanities	Modern Languages
Assistant	Fine Arts	Interior Architecture and Design
Assistant	Behavioral Sciences	Family and Child Sciences
Assistant	Behavioral Sciences	College of Education
Assistant	Behavioral Sciences	Communication Sciences and Disorders
Assistant	Behavioral Sciences	College of Education
Assistant	Fine Arts	Communication
Assistant	Behavioral Sciences	Nursing
Assistant	Humanities	Classics
Associate	Social Sciences	Social Work
Associate	Social Sciences	Geography
Associate	Fine Arts	College of Music
Associate	Humanities	English
Associate	STEM	Food Nutrition and Exercise Sciences
Full	STEM	Electrical and Computer Engineering
Full	Fine Arts	Music Education
Full	Behavioral Sciences	Nursing
Full	STEM	Psychology
Full	Behavioral Sciences	College of Education
Full	Social Sciences	Information
Full / Chair	Social Sciences	Family Child Sciences
Full / Chair	STEM	Food Nutrition and Exercise Sciences
Full / Chair (past)	STEM	Computer Science
Full / Director	Behavioral Sciences	Nursing
Full / Director	STEM	Chemistry
Research / Director	Social Sciences	Withheld
Research / Director	Behavioral Sciences	Withheld
Research / Director	Social Sciences	Withheld
Associate	Humanities	Modern Languages
Associate	Humanities	Art History
Assistant	Social Sciences	Urban and Regional Planning

SURVEY QUESTIONS

Interviews generally lasted approximately 60 minutes, and questions were generally, but not always, asked in the order listed below.

Research/General

1. Can you tell me about your experience with research at FSU?
 - a. In general, what helps you to do your research?
 - b. What do you see as a barrier to your research?
2. In your faculty Assignments of Responsibility (AORs), what is the percentage of time assigned to Research, Teaching, and Service?

Teaching

3. How does your teaching affect your research?
 - a. Does the number of classes you teach affect your research? (Is there a way for you to teach less in order to have more time for research?)
 - b. How do you view the relationship between teaching and research? (Do you/how do you incorporate research into teaching?)
 - c. How does time spent teaching affect your research?
 - d. What additional support for teaching would you like to see?

Service

4. How do service commitments affect your research?
 - a. What additional support for service commitments would you like to see?
5. Considering your AORs, what do you think is the actual percentage split between each of these categories?
 - a. How many hours do you typically spend working, or doing things related to being a faculty member?
 - i. If you work long/odd hours (i.e. middle of the night), why?
 - b. How many of those hours are specifically research-related?
 - i. How many of these hours are research *admin* related? (e.g. reporting, proposal preparation, accounting, etc.)

Students/Staff

6. How do students contribute to your research?
 - a. Are these students undergraduate or graduate?
 - b. If both, what are the advantages/disadvantages of each?
 - c. What additional support for students would you like to see?
7. Does your department have support staff? If so, how do they contribute to your research?
 - a. What additional support for staff would you like to see?

Funding

8. Tell us about your experiences pursuing funding for your research.
 - a. What stops you or slows you down?
 - b. What resources aid this process?
 - i. If not mentioned: Does your college/department have staff members that assist in the funding process? (If staff desired, ask for specific tasks they want them to do)
 - c. What additional support for funding would you like to see?

Infrastructure/Equipment/Space

9. Do you have the resources and infrastructure necessary for your research e.g. lab space, equipment, shared equipment, service contracts, medical/diagnostic support?
 - a. How does the availability and quality of University resources and infrastructure affect your research?
 - b. What additional resources and infrastructure would you like to have?

Policy/Procedure

10. Are there University policies that affect your research?
 - a. How?
 - b. What additional policies/procedures would you like to see?

Tenure/Promotion

11. How do your tenure/promotion requirements affect your research?
 - a. What additions or alterations to the tenure/promotion process would you like to see?

Recognition/Exposure

12. How do the need for recognition and exposure within your field affect your research?
 - a. How do you feel about your department/FSU's research reputation?
 - b. How does your department/FSU support your individual research reputation?
 - c. What additional support for recognition and exposure would you like to see?

Collaboration and Multi/Trans/Interdisciplinary Research

13. What has been your experience with collaborative research?
 - a. What stops you or slows you down?
 - b. What resources help with this?
 - c. What additional support for collaborative research would you like to see?

Long-term plans

14. Do you feel that your research has a long-term plan?
 - a. Do you feel that your plans fit with the long-term plans of the department/FSU?

Final Questions

- » What would you consider to be “the next level” of research in your Department/College, and at FSU as a whole? What do you think is necessary to get there?
- » Is there anything else that you feel is important that we did not ask?



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