



FEDERAL DEMONSTRATION PARTNERSHIP

Redefining the Government & University Research Partnership

Faculty-Administrator Collaboration Team(FACT) FDP Meeting – Sept 2018





Agenda for FACT Session

- Introductions – 5 min
- Review Purpose, Goals, Timeline & Progress – 10 min
- Has anyone done something like this before? – 5 min
- Project updates & next steps
 - Qualitative -15 min
 - Quantitative -15 min
- Open Discussion – 25 min



Introductions

FDP Member Organization	Faculty Rep	Admin Rep
Case Western Reserve	Harihara Baskaran	Stephanie Endy
Charles Drew University	Eva Mcghee	Perrilla Johnson-Woodard
College of Charleston	Kelly Shaver	Susan Anderson
Duke University	Adrian Hernandez	Jim Luther
Northeastern University	David Budil	Joan Cyr
Michigan State University	Laura McCabe	JR Haywood
Michigan Tech University	Larry Sutter/Jason Carter	<u>Dave Reed</u>
U Arkansas Medical Sciences	Steven Post	Suzanne Alstadt
U of North Carolina Chapel Hill	Lori Carter-Edwards	Robin Cyr
University of Texas at Austin	Dean Appling	Renee Gonzales/Courtney Swaney
University of Washington	<u>Mark Haselkorn</u>	Lynette Arias/Rick Fenger



FACT Purpose & Challenge

- When it comes to research administration
 - *Faculty are from Venus and Administrators are from Mars*
 - *In spite of best efforts, we talk to each other but don't always hear*
- Purpose: Bring together Faculty and Administrators for dialogue and joint efforts to enhance collaboration for successful research operations
- Challenge: How can the participants effect positive change in this relationship? How can FDP enhance this change?
- If successful, all FDP stakeholders realize value
 - *The success of the national research effort depends on the success of the institutional research programs*



FACT Activities

- Collect and categorize perceptions of challenges and successes in the faculty-administrator relationship
 - *What are the key opportunities for further analysis and enhancement?*
- Explore the varieties of research administration structures that exist among FDP member organizations
 - *What is the relationship of these structures to perceptions of faculty-administrator collaboration?*
- Provide recommendations for ways to improve the faculty-administrator relationship
 - *How will an improved faculty-administrator relationship result in more successful research programs?*



Timeline & Plan - Initial Exploration

- Duration: 1/1/2017 – 12/31/2019
- Fall 2017 – Initial charter to Executive Committee
Approval to continue to hold sessions
- Spring 2018 – Updated Charter submitted
- Sept 2018 – Shared progress of initial exploration
- Dec 2018 – Interim Report to Executive Committee
- Dec 2019 – Final Report to Executive Committee with
recommendations



FACT Timeline

Session/Discussion	Date	Session purpose	# inst.
Faculty Engagement Session discussion & Follow up call	9/8/16 9/22/16	<ul style="list-style-type: none"> Initial “Faculty Engagement” working group goal & session objectives 	0
FACT Session #1	May 2017	<ul style="list-style-type: none"> Introduced topic & idea 3 Faculty/Admin pairs shared general info and structures for their institutions Proposed idea and had open discussion 	3
FACT Session #2	Sept 2017	<ul style="list-style-type: none"> Continued discussion re: idea of this group Northeastern shared info & joined group 	4
FACT Session #3	Jan 2018	<ul style="list-style-type: none"> Formulated written charter Added 3 institutions Started 2 subprojects: Qualitative & Quantitative 	7
FACT Session #4	May 2018	<ul style="list-style-type: none"> Shared progress of subprojects & added 2 institutions Open discussion 	9
FACT Session #5	9/6/2018	<ul style="list-style-type: none"> Sharing further progress on subprojects Recommendations for next steps 	11



Has anyone done something like this before?

- Based on an initial literature review -- **No.**
- A few “opinion pieces.”
- McMillin, L. “Compacts and Collaboration Across the Faculty/Administrator Divide,” AACU, 2002.
 - *I talked earlier of the differences in power between faculty and administrators-we both have the power to block collaboration. But administrators have greater power to initiate collaboration-to invite potential collaborators to the table. If nothing else, you can buy us breakfast!*
 - *FACT Administrator: And what budget can we use for that?*
- Walmsley, A. “Improving the Ties Between Faculty and Administration,” *The EvoLLLution*, 2016.
 - *Faculty should realize that they cannot walk into an administrator’s office any day of the week and expect them to be there... The biggest misconception administrators have about their colleagues on the faculty is that they don’t work enough hours and don’t work in summer.*



Subgroup Projects

- Two companion pilot studies
 - One Qualitative/One Quantitative
- What are people's perceptions on institutional:
 - Research strategies, goals and priorities
 - Policies and Practices
 - Measures of success
 - Pre-award development
 - Post-award management
 - Quality of Faculty-Administrator collaboration
- What can quantitative measures of institutional research environments tell us about these perceptions?



Qualitative Assessment

No. of interviews: 25

No. of Researchers (in this case all Faculty, but don't have to be): 8

No. of Administrators: 14

No. of Both: 3

No. of Academic Institutions: 6

Gender Preference: 14 Female, 11 Male

Organizational Home: 13 Department, 7 Central Admin, 2 College, 1 Research Institute, 2 Department/Research Institute

Years in profession: 5 - 37 (4 <10, 13 10-15, 2 16-20, 2 21-25, 4 >25)



Qualitative Assessment

Initial Impressions: Research strategies, goals and priorities

- Both Faculty and Administrators seem to feel disconnected from institutional research priorities and strategies.
 - A: research strategies are diverse and come bottom up from faculty
 - A: above my pay grade
 - A: “departmentalized” – no one looks at this holistically
 - F: top down – nothing to do with me
 - F: once the institution gets the money, they don’t care
 - F: no role in setting priorities – wish I did
 - F: have no idea how institutional research priorities are set, or if they even exist



Qualitative Assessment

Initial Impressions: Policies and Practices

- Both Faculty and Administrators desire more training, although they seem to learn about policies and practices in different ways. Both also feel that there is insufficient internal institutional support.
 - A: Learn from websites, guidance documents
 - A: Monthly meetings – there is a form for everything
 - A: Have to look it up for myself
 - F: Learn from peers
 - F: Training geared only to new faculty
 - F: Look to my departmental administrator



Qualitative Assessment

Initial Impressions: Measures of Success

- Faculty and Administrators seem to differ on how their institution measures success of the research program, with Researchers especially unclear.
 - A: Funding dollars are the primary measure
 - A: Counting publications and reports on time
 - A: Only measured at the departmental level
 - F: I don't know how the institution measures success
 - F: I have no idea and no part in it
 - F: I measure by deliverables; I have no idea how the institution does it
 - F: They only care about dollars coming in



Qualitative Assessment

Initial Impressions: Pre-Award Development

- Submission is a primary area of collaboration. Identification of opportunities less so.
 - A: Eager to support faculty and contribute to their success
 - A: Feel responsible for success of proposals
 - A: I identify opportunities and pass them on to departmental administrators
 - F: Deciding where to submit is my role
 - F: Collaborative development of grants is not really in the culture of my institution
 - F: Only impact of Federal policy on me is through scope and dollars of RFPs



Qualitative Assessment

Initial Impressions: Post-Award Management

- Faculty less focused on post-award management than Administrators. Faculty tend to see themselves as doing, and want more help managing.
 - A: I do it all—collaboration with faculty is the key
 - A: Send reconciliations to faculty to review and sign
 - A: Support as needed
 - F: Administrators only help with submission, need more help with procurement and personnel
 - F: My job is to do the project, not manage institutional requirements
 - F: Outside of an occasional signature I don't do much management—too busy with educational and research demands



Qualitative Assessment

Initial Impressions: Quality of Faculty-Administrator Collaboration

- There is great variability in perceptions of F-A collaboration, ranging from excellent to poor with Administrators consistently seeing it as absolutely critical and Researchers less so.
 - A: Need to be involved at an early stage
 - A: Relationships are the key
 - A: Rely on one-to-one meetings with investigators
 - A: Consistency is key
 - F: Such collaboration is definitely a low institutional priority
 - F: Administrators do their best under severe resource constraints
 - F: Administrator turnover is a problem
 - F: An agreement made at the department level can be messed up at the central administration level
 - F: A cookie cutter approach; anything unusual isn't handled well



Quantitative Assessment

- Purpose & Goals
- Project Assumptions & Definitions
- Methods & Challenges
- What have we learned so far?
- Recommendations & Next steps



Purpose & Goals

- Purpose Statement – Work in Progress
 - Comparative quantitative analysis of institutional research structures and related data can shine a light on how faculty-administrator collaborations are perceived at an institution
- Goal
 - Assess data across a range of FDP member organizations of various types and sizes
 - Determine if review & analysis of certain targeted set of data can inform recommendations or additional projects to enhance faculty and administrator collaboration, and
 - Determine whether such benchmarking could provide context for FDP Faculty Workload Survey results, both FDP wide and at the institutional level



Project Assumptions

- There many factors related to admin burden, collaboration is just one of them
- If collaborations were perceived to be better, could lead to reductions in burden and more “successful” research operations
- The targeted data exists, is accessible and comparable
- Data is single best representative of business process



Definitions

- **Collaboration**
 - Is collaboration definable, or is it subjective and subject to perception?
 - Not looking at scientific collaboration, rather collaboration related to research operations
- **Successful / Not successful**
 - Efficient and well understood processes?
 - Error free proposal submissions?
 - Increased awards?
 - People know when it is successful?
 - How people feel is a measure of success?
- **Fundamental definitions**
 - About each data element
 - Competing proposals only or others?
 - Competitive awards, or each year?
 - FTE vs. Headcount for faculty and staff



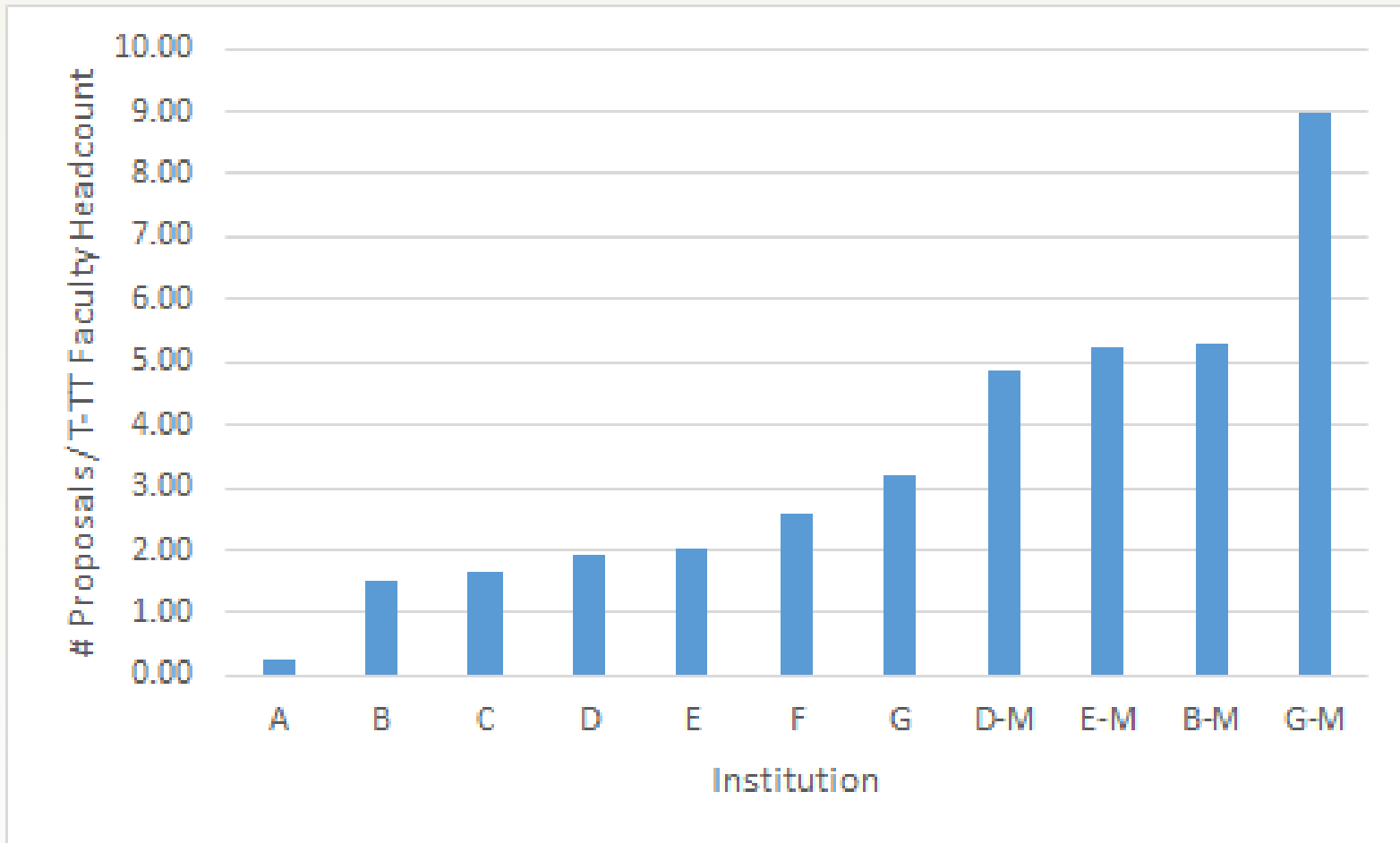
Methods & Challenges

- **Methods**

- Use organizational data to assess the environment in which faculty and administrators collaborate
- Choose data elements that describe an organization from a purely numbers and figures perspective
- Collect information about organization structure around faculty and administrator collaboration
- Collect information on how institutions are staffed and provide support for all stages of the proposal life cycle
- Assess differences and evaluate advantages and disadvantages amongst the various institutional models

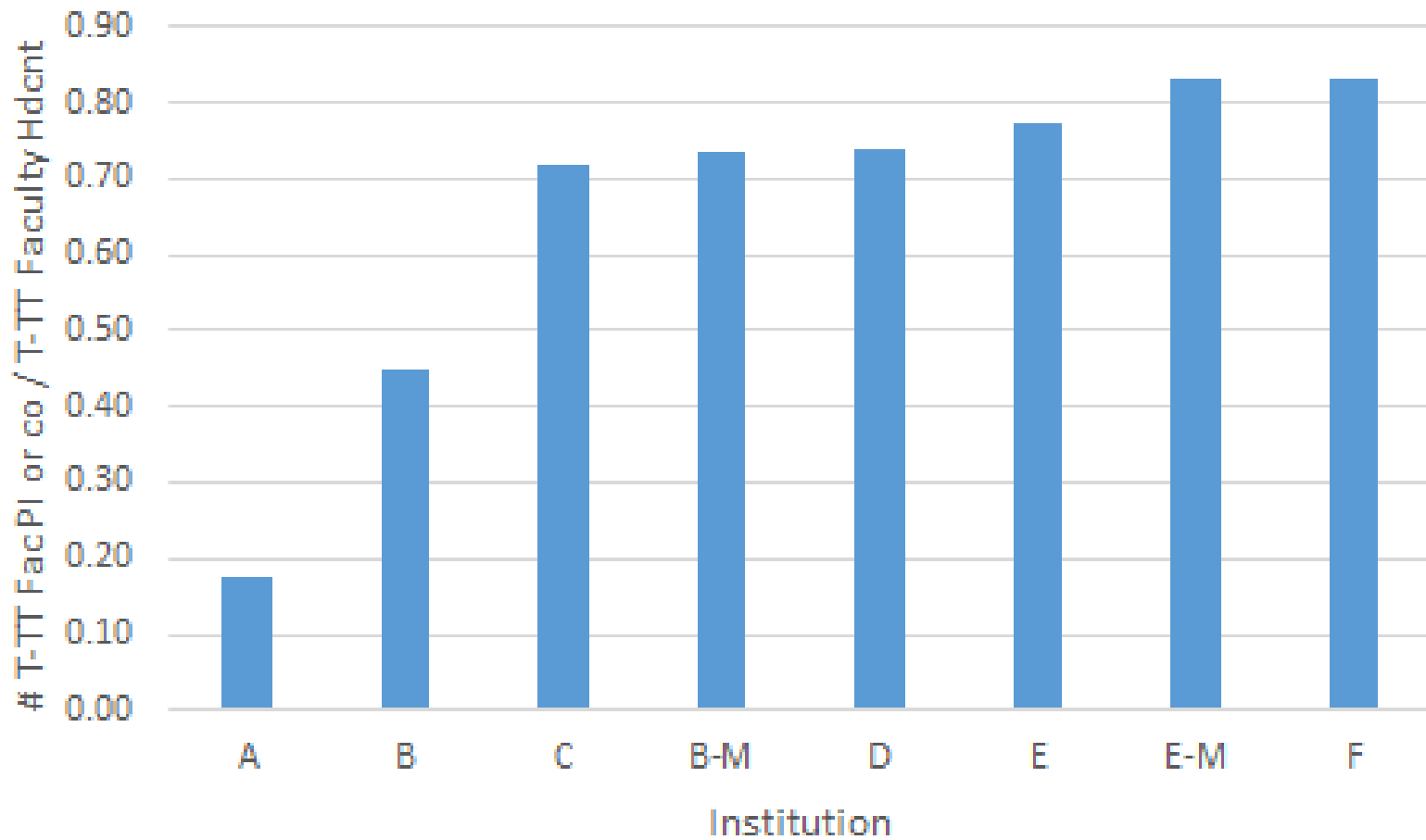


Comparisons



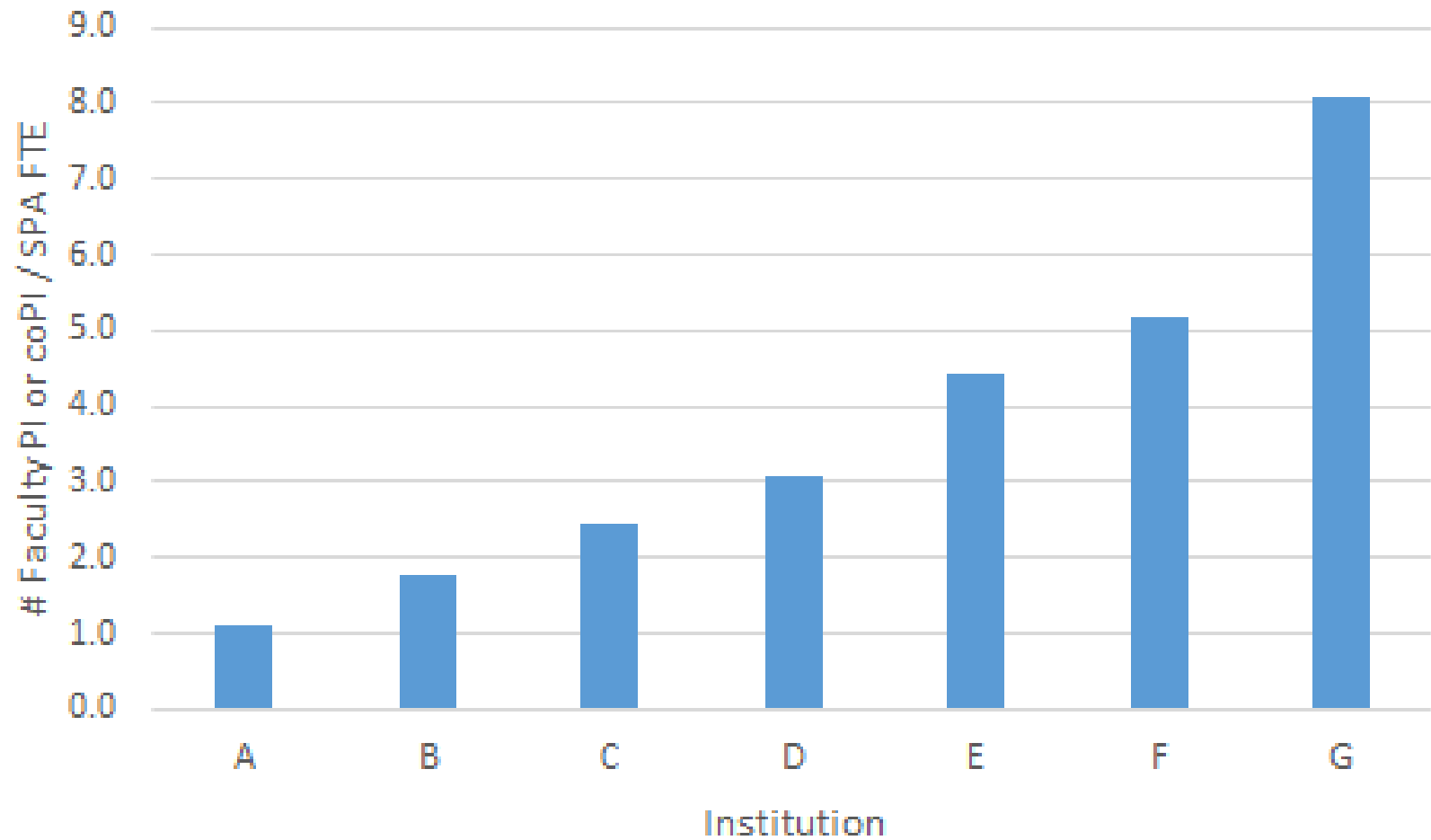


Comparisons





Comparisons





What did we learn?

- What did we learn?
 - The data matrix is incomplete for many institutions
 - Standardizing data definitions is critical
 - Summary vs. detail in the data elements
 - Data systems may or may not be integrated at an institution
 - Different organizations central offices have different roles and responsibilities
 - Medical schools really are different, but may not have separate data
 - Its not easy and difficulty varies across institutions



Recommendations / Next steps

- Revisit the Quantitative Matrix in light of the Qualitative results
- Institutionally, explore existing system structures and how they relate to successful collaboration
 - E.g. number of systems in the grant lifecycle, level of integration, extent of manual manipulation, and reliance on experts
- Improve the data matrix using an appropriate level of aggregation and disentangle complex questions
- Continue assessing appropriate data comparisons
- Another pass based on achieving an integrated quantitative and qualitative story, and inform best practices for improving the Faculty/Admin collaborative relationship



Open Discussion

