



**FDP FACULTY ENGAGEMENT GUIDE** [intended for use by both administrative and faculty representatives]

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***Faculty are key to FDP's Success***

The Federal Demonstration Partnership (FDP) is a unique collaboration between research institutions and federal funding agencies that works to reduce, through innovative cooperative activities, the administrative burden associated with federal research grants. To achieve its goals, FDP specifically connects federal funding agencies with faculty and university research administrators to speak to all facets and perspectives of a particular issue and develop solutions. **Success requires the faculty voice in the conversation.**

***FDP Background with Engaging Faculty***

Although FDP was originally created for, and led by, research administrators, in 1996 with Phase III of the FDP, faculty representatives for member institutions were added, along with program officers to represent the federal agency members. This addition very intentionally focused on ensuring the faculty voice and perspective was heard and involved in the activities of FDP. Each phase of the FDP has resulted in growth of faculty participation and increased engagement is specifically called out in the [Phase VII Strategic Plan](#). Goal 4 of the Strategic Plan states "Actively engage all community partners – administrator, faculty, and federal representatives." There will be several targeted activities related to this goal. This guide is intended to provide assistance in identifying and engaging a faculty member at research institutions.

***FDP Membership Conditions and the Faculty Representative Role***

As a condition of membership, institutions are required to have a faculty representative named and engaged in FDP activities. Institutions also have the option of having an alternate faculty representative to share in the participation in FDP activities being undertaken at any given time, both at in-person meetings and virtually. An alternate representative is a good strategy that allows for broader faculty input and consistent institutional engagement. Often administrative burden is unique to an area of research (e.g., IRB, IACUC or specifics of DOD or DOE grants) and having someone knowledgeable of those specific areas pays dividends.

Faculty representatives come to FDP to provide the faculty perspective of the member institution. The faculty representative should be someone who currently holds, or has held, faculty rank within the institution. This could be a person whose institutional role is currently full-time faculty, or a combination faculty and administrator.

***How to identify an FDP Faculty Representative***

We acknowledge that it can be challenging to locate and identify a faculty member at your institution who is well suited for the role, along with having the interest and time to engage in the FDP activities and meetings. An essential requirement is the individual has experience with managing federal grants. Some other characteristics of a successful faculty representative include:

- Has had involvement in:
  - Research administration or compliance related initiative or project
  - Research-related committee or advisory board
- Has shown an interest in understanding the grants process and shares ideas for doing things differently
- Has close contacts in federal agencies and travels to DC somewhat regularly related to grant activity
- Has served as a program officer in a federal agency
- Is a problem solver



### *Engagement of Faculty Representatives in FDP meetings*

An institution's administrative and faculty representatives should plan together to attend a wide variety of FDP sessions. Faculty representatives are encouraged to network with peers from other institutions, as first-time attendees may be overwhelmed with the acronyms, activities, and pace of the in-person meetings. It may take 2-3 meetings to get the "pulse" and to start see the continuity of the discussions. The tangible benefits of FDP occur over the long term.

Once acclimated into the FDP environment, faculty representatives should seek deeper engagement in the Faculty Committee as well as other committees. Consider reporting out to research advisory boards or university senate committees at your institution to keep them up to date with developments at the federal level. Most of all, pursue conversation and discussion with the administrative representatives from your institution. You may sit in the same FDP session but still have completely different take-away reactions. Therein lies one of the many benefits of FDP; the opportunity to start discussions about how your institution manages its federal research. At a minimum, such discussions are educational for both representatives but in many cases, collaborative solutions emerge.